



Choppington Primary School
- a happy place to be -

Choppington Primary **School**

Pupil Premium Strategy Statement

Pupil premium strategy statement – Choppington Primary School

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	113
Proportion (%) of pupil premium eligible pupils	77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	March 2026
Date on which it will be reviewed	March 2029
Statement authorised by	Richard Smith, Headteacher
Pupil premium lead	Richard Smith, Headteacher
Governor / Trustee lead	Niall Piper, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990
Post Lac funding	£2630
LAC	£1495
Total budget for this academic year	£104,115

Part A: Pupil premium strategy plan

Statement of intent

At Choppington Primary School, we believe that every child can thrive, regardless of background, starting point or the challenges they face. Our pupil premium strategy is built on the principle that disadvantaged pupils should make strong, sustained progress and achieve high attainment across the curriculum, including those who are already working at greater depth.

A relational, strengths-based approach

We know our children well. By building trusting, honest relationships with pupils, families and the wider network of professionals who support them, we develop a holistic understanding of each child—their strengths, aspirations, barriers and lived experiences. This enables us to tailor support with precision and dignity, ensuring that no assumptions are made about the impact of disadvantage.

Ambition for learning and lifelong curiosity

Our catch-up and enrichment priorities reflect our school vision: to give every child the skills, confidence and curiosity they need for a lifelong love of learning. We nurture creativity, enthusiasm and positive risk-taking, and we champion active, healthy routines throughout the day because we know that children learn best when their minds are focused and their bodies are energised.

High-quality teaching at the heart of our strategy

The most powerful lever for closing the attainment gap is consistently excellent teaching. Our approach is grounded in robust evidence and best practice, with a sharp focus on the areas where disadvantaged pupils benefit most. This commitment lifts outcomes for all pupils, ensuring that high expectations, strong modelling, purposeful talk and well-structured learning are the norm in every classroom.

Rigorous assessment and early identification

Through precise assessment, ongoing monitoring and deep professional knowledge of each child, we identify needs early and respond quickly. Our approaches are deliberately complementary, ensuring that support is coherent, timely and impactful. To secure the best possible outcomes, we commit to:

- ensuring disadvantaged pupils are consistently challenged through ambitious, well-pitched learning
- identifying emerging needs early and putting targeted support in place

- adopting a whole-school responsibility for disadvantaged pupils' progress, with high expectations shared by all staff

Technology and AI to personalise learning

We are committed to using technology—including emerging AI tools—to enhance, not replace, high-quality teaching. Our aim is to ensure that digital tools help us create bespoke, responsive learning experiences that scaffold understanding and close gaps in learning.

We use technology to:

- provide adaptive tasks that respond to pupils' needs in real time
- generate personalised resources that break learning into manageable steps
- support retrieval practice, modelling and explanation
- reduce teacher workload so staff can focus on high-value interactions with pupils

This approach ensures that disadvantaged pupils access precisely targeted support, enabling them to keep pace with their peers and develop confidence as independent learners.

Oracy as a driver of equity and understanding

Oracy is a central pillar of our curriculum and a powerful lever for closing the disadvantage gap. We know that oral rehearsal strengthens understanding, deepens reasoning and improves writing, and that disadvantaged pupils often benefit most from structured opportunities to talk.

Research from the Education Endowment Foundation shows that high-quality talk can add up to six months of additional progress for disadvantaged pupils when embedded consistently across the curriculum. Oral rehearsal supports:

- vocabulary development and language confidence
- secure conceptual understanding before writing
- improved memory through structured explanation
- greater engagement and participation in learning

At Choppington, we embed purposeful talk in every lesson—through modelling, sentence stems, dialogic teaching and structured partner talk—ensuring that all pupils, especially those facing disadvantage, have the language tools they need to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>A high proportion of our children enter our setting below the expected level in terms of communication. This is represented through assessments conducted upon entry and is also reflected in a large percentage of children on the school SEN register for SLCN. This impacts on children throughout school and presents in several different ways including speech difficulties, vocabulary or writing difficulties and/or poor working memory. This challenge is evident from Reception to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</i></p>
2	<p><i>Despite behaviour being good generally, there are examples of low-level disruption in some classes, which has affected the smooth flow of lessons and, at times, pupils' ability to retain new learning. Although we are confident—through learning walks, book scrutiny, staff voice and pupil voice—that pupils at Choppington are not losing the equivalent of an hour of learning each day, we recognise the cumulative impact that even minor interruptions can have, particularly for children who experience low arousal, hypervigilance, or difficulties with working memory.</i></p> <p><i>The 2014 Ofsted report <i>Below the Radar</i> highlighted that pupils nationally were losing up to an hour of learning per day due to low-level disruption, equating to 38 days of lost teaching per year. While this figure is not reflective of our current context, it remains an important reminder of the need for consistent, proactive behaviour systems.</i></p> <p><i>More recent national evidence shows that behaviour challenges have continued to evolve. The National Behaviour Survey (2023–24) reports that schools across England have seen increases in certain forms of misbehaviour, with pupils and staff noting that low-level disruption—such as talking out of turn, avoidance behaviours, and disengagement—remains a common barrier to learning. Additional research from the Nuffield Foundation (2024) also highlights a rise in persistent low-level disruption nationally, including refusal to follow instructions and talking back, which aligns with wider concerns about post-pandemic behaviour patterns. Nuffield Foundation</i></p> <p><i>This evidence reinforces the importance of our whole-school approach to behaviour: consistent expectations, relational practice, predictable routines, and early intervention. These are essential not only for maintaining calm, purposeful classrooms but also for ensuring that disadvantaged pupils—who are statistically more affected by disruption—receive the full benefit of high-quality teaching.</i></p>
3	<p><i>Our overall attendance remains below the national average (94.4%), and we recognise this continues to be a key area for improvement. To strengthen our approach, we have begun working with the National Behaviour and Attendance Hub to share good practice and refine our systems. As part of this, we have completed a full audit of our attendance policies, procedures, and communication pathways.</i></p>

	<p><i>We take a proactive, supportive approach with families where attendance is not yet where we expect it to be. This includes early identification, regular communication, and personalised support plans. As a result, we have already seen positive improvements in attendance patterns for many of our families.</i></p> <p><i>Nationally, disadvantaged pupils attend school less regularly than their peers, with persistent absence rates typically 8–10 percentage points higher than for non-disadvantaged pupils. Our own data reflects this national picture, and reducing this gap remains a priority within our whole-school strategy.</i></p> <p><i>We are fully aware that improving attendance is an ongoing challenge. However, our strengthened systems, targeted support, and partnership with national experts place us in a strong position to continue driving improvement.</i></p>
4	<p><i>Through speaking with parents and pupils, we know that a significant number of our children – particularly those from disadvantaged backgrounds – feel they have fewer opportunities to access enrichment activities than children living in more affluent areas. Families tell us they believe this lack of access has a direct impact on their child’s learning, confidence and long-term attainment.</i></p> <p><i>Enrichment provides children with structured opportunities to explore new interests, develop character and resilience, build cultural capital, and pursue wider goals beyond the taught curriculum. Research from the Education Endowment Foundation (EEF) has found a positive link between enrichment participation and higher attainment in reading and maths, particularly when activities are purposeful, sustained and well-integrated into school life.</i></p> <p><i>Recent national research further reinforces this picture:</i></p> <p><i>EEF analysis (2025) highlights that low literacy skills, poor attendance and limited access to wider experiences remain some of the biggest barriers to disadvantaged pupils’ attainment. Schools report that pupils with fewer enrichment opportunities often struggle with motivation, aspiration and engagement.</i></p> <p><i>NFER research identifies access to enrichment, strong relationships, and wider personal development as key “building blocks” in schools that successfully raise disadvantaged pupils’ attainment. These schools prioritise structured enrichment as part of their whole-school strategy.</i></p> <p><i>Parents’ perceptions in our community align closely with these national findings. Many disadvantaged families report that financial pressures, transport barriers and limited local provision reduce their child’s access to clubs, visits and cultural experiences. This reinforces the importance of our ongoing work to broaden enrichment opportunities, remove barriers to participation, and ensure all pupils – regardless of background – can benefit from the wider experiences that support academic success and personal development.</i></p>
5	<p><i>Parental engagement is a critical element in building positive, trusting relationships between pupils, families and school. It refers to the ways in which teachers and schools involve parents in supporting their children’s academic learning. This includes:</i></p> <ul style="list-style-type: none"> <i>approaches and programmes that develop parental skills such as literacy, numeracy or digital confidence</i> <i>general strategies that encourage parents to support learning at home, including reading, homework and structured routines</i> <i>parents’ involvement in learning activities, both at home and through school-led events</i>

	<p><i>more intensive, targeted programmes for families experiencing significant challenges</i></p> <p><i>According to the Education Endowment Foundation (EEF), parental engagement has an average impact of four months' additional progress, with the strongest effects seen when schools build sustained, two-way communication and provide practical strategies that parents can use at home. The EEF also emphasises that schools must consider how to engage all parents, as poorly targeted approaches can unintentionally widen attainment gaps.</i></p> <p><i>More recent research reinforces this picture:</i></p> <p><i>EEF (2024–25) highlights that parental engagement is most effective when it is early, proactive and relational, and when schools provide simple, actionable guidance rather than one-off workshops.</i></p> <p><i>NFER (2024) reports that parental engagement declines as children move through primary school, with the steepest drop-off occurring in Years 4–6. This pattern is particularly pronounced for disadvantaged families, who often face additional barriers such as work patterns, transport, digital access and confidence in supporting learning.</i></p> <p><i>Ofsted commentary (2023–24) notes that schools with strong parental engagement tend to have better attendance, stronger behaviour cultures and more positive attitudes to learning. Inspectors highlight that effective schools “meet parents where they are”, offering flexible communication and personalised support.</i></p> <p><i>The Sutton Trust (2023) found that parents' confidence in supporting learning at home is a significant predictor of pupil outcomes, especially in literacy. Disadvantaged parents were more likely to report feeling unsure about how to help.</i></p> <p><i>Through our own monitoring of home–school communication, attendance meetings, and discussions with stakeholders, it is clear that this national trend is reflected at Choppington. Engagement is strong in the early years but becomes more variable as pupils progress through school. Some families—particularly those facing disadvantage—report barriers such as time pressures, limited confidence, or previous negative experiences of education.</i></p> <p><i>This reinforces the importance of our ongoing work to strengthen relationships, improve communication, and ensure that all parents feel equipped and empowered to support their child's learning.</i></p>
6	<p><i>Assessments, observations and pupil discussions indicate that many of our pupils—particularly those who are disadvantaged—hold an understanding of the world that is largely limited to the content explicitly covered within the National Curriculum. Recent research continues to highlight that pupils from disadvantaged backgrounds often have fewer opportunities to access the wider cultural experiences, background knowledge and vocabulary that underpin academic success and long-term life chances.</i></p> <p><i>To address this, widening our Cultural Capital offer remains a critical priority. In line with Ofsted's Education Inspection Framework and the DfE's emphasis on “broadening horizons”, we aim to provide the essential knowledge pupils need to become educated citizens. This includes deliberate exposure to “the best that has been thought and said”, alongside rich, diverse experiences that build the background knowledge necessary for deep understanding across the curriculum.</i></p> <p><i>Current evidence reinforces the importance of this work:</i></p>

	<p><i>Key research insights</i></p> <p><i>EEF (2022–2024) highlights that disadvantaged pupils often have reduced access to enrichment experiences and background knowledge, which can limit vocabulary development, reading comprehension and conceptual understanding across subjects.</i></p> <p><i>Ofsted subject reviews (2021–2024) emphasise that strong curricula intentionally build pupils’ cultural and contextual knowledge over time, enabling them to make sense of new learning and engage confidently with complex ideas.</i></p> <p><i>Research on social and cultural capital (e.g., Sullivan, 2022; Jerrim & Macmillan, 2023) shows that access to cultural experiences—museums, theatre, literature, nature, heritage—correlates with improved academic outcomes and increased social mobility.</i></p> <p><i>Studies on vocabulary and background knowledge (Hirsch, Shanahan, Quigley, 2023) continue to demonstrate that knowledge-rich environments disproportionately benefit disadvantaged pupils, helping to close attainment gaps.</i></p> <p><i>EEF’s guidance on enrichment and extended learning (2023) stresses that cultural capital is most impactful when it is planned, purposeful and integrated into curriculum sequences rather than offered as isolated experiences.</i></p> <p><i>We therefore ensure that disadvantaged pupils are intentionally and systematically provided with the cultural experiences, knowledge and opportunities that their non-disadvantaged peers are more likely to access outside school. Our approach is structured, progressive and curriculum-aligned, ensuring that every pupil builds a broad, deep and meaningful understanding of the world.</i></p>
--	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved communication skills including oral and language skills and vocabulary among disadvantaged pupils	<p>Assessments indicate significantly improved communication skills across a wide range of assessments. This will also be evident when other sources of information are interrogated including engagement in lessons and book scrutiny.</p> <p>Provision map will show impact of intervention through teacher review.</p> <p>Increased liaison with NHS SALT and SLCN team from LA to provide clearer assessments and targets for children.</p>

	<p>Dedicated time for SLCN focus evident on timetables.</p> <p>Oracy will be embedded in all lessons in all year groups leading to improved outcomes for all learners.</p>
Improved behaviour for learning in classes.	<p>Internal behavioural records will show decrease in sanctions e.g. fewer referrals to HT, red trackits.</p> <p>Lesson observations will highlight good or outstanding behaviour in classes.</p> <p>Reduction in Fixed Term Exclusions.</p>
<p>Improved attendance to stay in line or above National average.</p> <p>Persistent absentees reduced to below National Average.</p>	<p>Families will work closely with the school and other agencies to ensure attendance increases and persistent absentees reduce.</p> <p>Attendance will have a higher profile in school and with all stakeholders.</p> <p>School will identify those at risk of becoming persistent absentees and initiate support early.</p> <p>Percentile rank of absence to reduce from 84th to below 30th.</p>
Deliver a broader range of enrichment activities to pupils both during and out of school hours.	<p>Increased number of children accessing enrichment activities including holiday clubs.</p> <p>School will offer a broader range of enrichment activities within the school day including cycling, cricket, forest school etc.</p> <p>Improvement in engagement noted through observations.</p>
Improve parental engagement with school.	<p>Increased number of parents engaged with schoolcomms service (currently %)</p> <p>Increased number of parents involved with initiatives such as Tiny Talkers/ Parent partnerships/ Poverty Prevention Pillars</p> <p>Increased interaction with teachers through school social media and class messaging services.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renewal of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Expanded Evidence Supporting the Approach</p> <p>Standardised assessments provide objective, nationally benchmarked data, reducing the risk of bias that can occur when relying solely on teacher judgement. This ensures leaders have a clear, comparable picture of attainment and progress across cohorts, subjects, and groups.</p> <p>High-quality diagnostic tests reveal specific skill gaps and misconceptions, not just overall attainment. This level of detail supports precise intervention planning—teachers can identify whether a pupil needs support with decoding, inference, number sense, calculation strategies, or conceptual understanding.</p> <p>EEF guidance highlights that standardised tests are particularly effective for monitoring progress over time, as they offer consistent, repeatable measures that allow leaders to evaluate the impact of teaching approaches, curriculum changes, and targeted interventions.</p> <p>Training staff in test administration ensures fidelity and fairness, meaning all pupils experience the assessment under the same conditions. This is especially important for pupils with SEND or those requiring access arrangements, ensuring results reflect true ability rather than environmental factors.</p> <p>Training in interpretation builds staff expertise in using assessment data diagnostically, enabling teachers to:</p>	<p>1, 2, 3,5</p>

	<p>Analyse patterns of error rather than focusing only on scores</p> <p>Identify whether gaps are conceptual, procedural, or linked to language</p> <p>Adapt teaching sequences responsively</p> <p>Match pupils to the most appropriate intervention or classroom strategy</p> <p>Using standardised assessments alongside teacher assessment strengthens triangulation, giving leaders a more rounded understanding of pupil learning. This supports evidence-informed decision-making at whole-school, phase, and classroom level.</p> <p>Regular renewal of assessments ensures alignment with current curriculum expectations and updated national norms, maintaining the validity and relevance of the data used to inform school improvement priorities.</p> <p>EEF's 'Standardised Tests' guidance emphasises that these assessments can provide reliable insights into pupils' strengths and weaknesses, helping ensure that additional support—whether through interventions or high-quality classroom instruction—is accurately targeted.</p>	
<p>Purchase of materials to support learning and provide instant feedback and bespoke learning plans to plug gaps in learning and stretch and challenge all learners.</p> <p>Learning by Questions</p>	<p>Learning by Questions is a valuable resource that provides an efficient and effective way to assess pupils' knowledge and conduct diagnostic tests. This resource has proven to be particularly beneficial for pupils eligible for pupil premium, as it not only supports rapid intervention but also aids in the creation of bespoke learning plans.</p> <p>Research conducted by the Education Endowment Foundation (EEF) demonstrates the positive impact of Learning by Questions on pupil progress. According to the EEF, using this resource</p>	<p>1, 2, 3,5</p>

	<p>consistently and strategically can significantly enhance learning outcomes. Randomised trials showed that an additional 4 months progress could be achieved by using the programme weekly.</p> <p>One of the key advantages of Learning by Questions is its ability to assess pupils' understanding of various subjects quickly and accurately. Through diagnostic tests, it identifies any gaps in pupils' knowledge and areas requiring further support. This information helps teachers to personalize learning plans, targeting specific needs and enabling tailored interventions. Pupils eligible for pupil premium benefit greatly from these interventions, as they receive the additional support they require to thrive academically.</p>	
<p>Renewal of Provision mapping software</p>	<p>Provision mapping software provides a centralised, systematic way to record, track, and evaluate all additional support, ensuring leaders have a clear overview of what is in place for every pupil—including disadvantaged pupils and those with SEND. This reduces the risk of duplication, gaps, or inconsistent provision across classes and phases.</p> <p>Tracking engagement and quality of provisions enables schools to make evidence-informed decisions about which interventions are having the greatest impact. Leaders can identify patterns—such as which pupils are accessing multiple provisions, which strategies are most effective, and where provision may need to be adjusted or withdrawn.</p> <p>Regular review of provisions is essential for closing learning gaps, as it ensures support is timely, targeted, and responsive to</p>	<p>1,2,3,4,5</p>

changing pupil needs. Provision mapping tools make this process more efficient by providing clear timelines, review prompts, and impact summaries.

Digital provision maps support accountability and transparency, allowing SENCOs, teachers, support staff, and leaders to see at a glance:

What support each pupil is receiving
The intended outcomes
The cost and resource implications
The impact over time

High-quality provision mapping strengthens communication with parents and external agencies, as it provides clear, accessible documentation of the support a pupil has received and the progress made. This is particularly valuable for EHCP reviews, graduated response documentation, and multi-agency meetings.

EEF guidance emphasises the importance of monitoring and evaluating interventions to ensure they are effective and represent good value for money. Provision mapping software supports this by enabling schools to link interventions to outcomes, track progress, and discontinue approaches that are not delivering impact.

Using provision mapping software also supports strategic deployment of support staff, helping leaders ensure that TAs and specialist staff are used where they can make the greatest difference, in line with EEF recommendations on effective TA deployment.

Renewing the software ensures the system remains fit for purpose,

	aligned with current SEND Code of Practice expectations, and capable of supporting more sophisticated analysis of provision quality, cost, and impact.	
Air-ed	<p>Air-Ed provides an AI-driven, criteria-based assessment of pupils' writing, aligned both to school-defined expectations and national end-of-key-stage standards. This ensures writing judgements are consistent, transparent, and rooted in clearly articulated criteria.</p> <p>The use of AI significantly reduces unconscious bias, which can unintentionally influence teacher assessment—particularly in small schools where staff know pupils very well. Air-Ed ensures that writing is judged on the quality of the work itself, not on prior attainment, behaviour, confidence, or familiarity.</p> <p>For smaller cohorts, external benchmarking is especially important. Air-Ed allows the school to compare pupil performance against a much larger national dataset, strengthening the reliability of judgements and helping leaders understand whether outcomes are broadly in line with, above, or below national expectations.</p> <p>The system provides detailed diagnostic information, highlighting strengths and areas for development across key writing domains such as composition, grammar, transcription, structure, and clarity. This supports teachers in planning targeted teaching sequences and responsive interventions.</p> <p>Air-Ed supports moderation and professional dialogue, giving staff a shared reference point when discussing writing standards. This reduces variation between classes</p>	1,5

	<p>and phases and strengthens whole-school consistency.</p> <p>The ability to analyse trends over time helps leaders evaluate the impact of curriculum changes, teaching approaches, and writing interventions, supporting evidence-informed decision-making.</p> <p>By standardising writing assessment across a wider sample, the school gains a more secure understanding of pupil attainment and progress, which is particularly valuable when internal cohorts are small and statistical variation is high.</p>	
<p>Seesaw (Online learning platform)</p> <p>Times Tables Rockstars</p>	<p>Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students “show what they know” using photos, videos, drawings, text, PDFs, and links. It's simple to get student work in one place and share with families.</p> <ul style="list-style-type: none"> • There is an established link between the home learning environment at all ages and children’s performance at school. • Schools and parents have a shared priority to deliver the best outcomes for their children. <p>Times Table Rockstars is another programme which strengthens the link between school and home, enabling parents and teachers to track progress and engagement whilst also supporting progress in Maths.</p>	1,5
White Rose Maths	<p>White Rose Maths (WRM) is grounded in the principles of Teaching for Mastery, an approach influenced by international research—particularly from high-performing jurisdictions such as Shanghai and Singapore. Mastery emphasises deep, secure understanding of mathematical</p>	1

concepts rather than superficial coverage, ensuring pupils build strong foundations before moving on.

Research from the EEF's 'Improving Mathematics in Key Stages 2 and 3' guidance report highlights the importance of structured curriculum materials, carefully sequenced content, and explicit teaching of mathematical concepts. WRM provides this structure through small steps, clear progression, and coherent models and representations.

The use of consistent models and images (e.g., bar modelling, place value counters, part-whole models) supports cognitive load theory by reducing unnecessary variation. This helps pupils make connections between concepts and apply learning flexibly.

Training for staff ensures fidelity to the mastery approach, enabling teachers to:

- Use precise mathematical language
- Anticipate misconceptions
- Employ variation theory to deepen understanding
- Provide scaffolds that support, not replace, thinking

WRM's emphasis on fluency, reasoning, and problem-solving aligns with national curriculum expectations, ensuring pupils develop both procedural efficiency and conceptual understanding.

Impact on pupil outcomes is strengthened through the use of carefully designed tasks, which encourage pupils to explain, justify, and generalise—key components of

	<p>mathematical reasoning shown to improve long-term retention and transfer of learning.</p> <p>The mastery approach supports equity, as all pupils access the same high-quality curriculum content. This reduces the risk of widening gaps between disadvantaged pupils and their peers, a concern highlighted in EEF research on attainment gaps.</p> <p>Consistent planning structures across the school improve teacher workload and collaboration, enabling staff to share expertise, moderate expectations, and ensure progression is coherent from EYFS to KS2.</p> <p>The cumulative, small-steps design of WRM supports pupils with SEND, as concepts are broken down into manageable chunks with clear visual scaffolds. This aligns with the graduated approach and supports inclusive classroom practice.</p> <p>Schools using mastery approaches, including WRM, report improved mathematical confidence and resilience, as pupils are encouraged to explore, discuss, and reason rather than rush to answers. This contributes to a positive maths culture across the school.</p>	
<p>Recap and embed strategies to improve the retrieval and retention of information.</p> <p>Training on working memory</p>	<p>Evidence shows that retrieval practice has a significant positive impact on pupils' long-term learning, supporting improved recall, fluency, and understanding. Regular opportunities to retrieve previously taught content strengthen memory traces and reduce cognitive load during new learning. This is particularly important for pupils with SEND, who often benefit from structured, predictable opportunities to revisit and consolidate knowledge.</p>	<p>1,2,3,</p>

All staff have accessed training on practical strategies to embed retrieval practice into lessons, ensuring a consistent whole-school approach.

EEF Research and the '5-a-Day' Approach for SEND

The EEF's Improving Working Memory guidance highlights the importance of reducing cognitive overload and supporting pupils to transfer learning from working memory into long-term memory. The EEF's '5-a-Day' approach for SEND learners reinforces this by recommending:

- Regular review of prior learning
- Small, manageable steps
- Explicit links to previous knowledge
- Opportunities for overlearning
- Consistent routines and structures

Our retrieval practice model aligns strongly with these principles, ensuring that pupils—particularly those with SEND—experience repeated, structured opportunities to revisit key knowledge in a low-stress, high-success environment.

Recent Research on Retrieval Practice and Low-Stakes Quizzing

Recent cognitive science research (e.g., Agarwal & Bain, 2019; Dunlosky et al., 2013) shows that:

Low-stakes quizzing is one of the most effective retrieval strategies, improving retention more than re-reading or highlighting.

Frequent, short retrieval tasks strengthen neural pathways and support durable learning.

Retrieval improves transfer, helping pupils apply knowledge in new contexts.

Low-stakes formats reduce anxiety, making them accessible for all learners, including those with SEND.

Our approach—embedding short, daily retrieval tasks into lessons—reflects this evidence and ensures pupils regularly revisit core knowledge.

Embedding the 7-Stage Lesson Structure

Our lesson design incorporates seven key stages that support the movement of information from working memory into long-term memory:

Identify Prior Learning

Teachers activate relevant schema, helping pupils connect new content to what they already know.

Frame the Lesson

Clear learning intentions and success criteria reduce cognitive load and support focus.

Retrieval Practice

Short, low-stakes tasks revisit previously taught knowledge, strengthening recall and fluency.

Explicit Instruction

Teachers provide clear, direct teaching of new content, ensuring pupils have the knowledge needed for success.

Interactive Teaching

Teachers model thinking, use questioning, and address misconceptions in real time.

Learning Dialogue

	<p>Pupils verbalise reasoning, explain processes, and engage in structured talk—deepening understanding.</p> <p>Independent Activities Carefully sequenced tasks allow pupils to apply learning with increasing independence.</p> <p>Together, these stages create a coherent cognitive sequence that supports the transfer of learning from working memory to long-term memory. Retrieval practice is not an add-on—it is woven into the fabric of every lesson.</p>	
<p>Update RWI training for all relevant staff – reading lead to take part in development days with RWI consultant</p>	<p>A substantial body of research demonstrates that systematic synthetic phonics is one of the most effective approaches for teaching early reading, with particularly strong benefits for pupils from disadvantaged backgrounds and those at risk of falling behind. The EEF’s Phonics guidance highlights that high-quality phonics instruction leads to improved decoding, fluency, and reading comprehension, forming the foundation for later literacy success.</p> <p>Targeted phonics interventions are shown to be most effective when delivered regularly over a sustained period (up to 12 weeks), allowing pupils to consolidate grapheme–phoneme correspondences, practise blending, and develop automaticity. Source: Phonics EEF</p> <p>Recent Research and Best Practice Recent studies in cognitive science and literacy education reinforce the importance of:</p> <p>Daily, consistent phonics instruction to build secure decoding skills</p>	<p>1</p>

	<p>Short, focused intervention sessions that provide repeated practice and overlearning</p> <p>Immediate feedback to correct errors before they become embedded</p> <p>Cumulative progression, ensuring pupils revisit and apply previously taught GPCs</p> <p>This aligns with the EEF’s emphasis on structured, systematic teaching and the importance of regular review to strengthen long-term retention.</p> <p>Embedding Retrieval and Working Memory Principles Your phonics approach is strengthened by the integration of retrieval practice, which supports the transfer of knowledge from working memory to long-term memory. This includes:</p> <p>Daily recall of previously taught sounds Cumulative blending practice Low-stakes, high-frequency review tasks Opportunities to revisit tricky words and high-utility GPCs</p> <p>These strategies are supported by recent research showing that retrieval boosts fluency, accuracy, and long-term retention, particularly for early readers.</p> <p>Impact for SEND and Disadvantaged Learners The approach also aligns with the EEF’s ‘5-a-Day’ principles for SEND, which emphasise:</p> <p>Small steps Regular review Explicit links to prior learning</p>	
--	--	--

	<p>Overlearning Consistent routines</p> <p>Systematic phonics provides exactly this structure, making it especially effective for pupils with language difficulties, working memory challenges, or limited early literacy exposure.</p> <p>Whole-School Implementation Your school's model ensures:</p> <p>All staff are trained in delivering high-quality phonics sessions, ensuring consistency across EYFS and KS1</p> <p>Interventions are carefully timetabled and monitored, ensuring pupils receive the right support at the right time</p> <p>Assessment information is used diagnostically, identifying specific gaps in GPC knowledge or blending skills</p> <p>Phonics routines are embedded across the day, not just within discrete sessions</p> <p>This whole-school consistency is a key factor in the strong impact seen in schools with high phonics outcomes.</p>	
Letter Join	<p>Handwriting and presentation skills are of paramount importance in primary schools. Research has shown that developing these skills not only enhances a child's ability to communicate effectively but also improves their overall academic performance. According to the 2014 National Curriculum in England, teaching handwriting and promoting good presentation is essential in developing the necessary foundations for future success.</p>	1

	<p>One of the key reasons why handwriting is significant is that it aids in the development of fine motor skills. The physical act of hand-eye coordination required in forming letters and words helps in strengthening finger muscles and improving coordination. This, in turn, improves a child's dexterity and control when using writing tools like pens or pencils.</p> <p>Furthermore, studies have demonstrated a strong correlation between good handwriting and improved cognitive abilities. Developing legible handwriting requires concentration, attention to detail, and spatial awareness. These cognitive processes are essential for developing critical thinking skills and fostering creativity.</p> <p>Additionally, neat presentation instills discipline and pride in student work. It reflects the value placed on their education and demonstrates respect for themselves and others. Well-presented work is easier to read, understand, and assess, allowing teachers to provide more meaningful feedback. This helps students to reflect and improve upon their work, fostering a positive learning environment.</p>	
<p>Staff CPD National College Supply costs to cover staff attending courses</p>	<p>Continuing Professional Development (CPD) plays a crucial role in the growth and development of teachers in primary schools. Research consistently shows that ongoing professional development not only enhances the skills and knowledge of educators but also has a significant impact on the quality of learning experienced by students. According to the 2014 National Curriculum in England curriculum, CPD is essential for teachers to stay up-to-date with current educational practices and to ensure they provide the best possible education for their pupils.</p> <p>Research on the importance of CPD in teaching reveals that continuous learning for educators leads to increased confidence and motivation.</p>	

	<p>When teachers engage in CPD activities, such as attending workshops, conferences, or pursuing further qualifications, they are exposed to new ideas, strategies, and approaches to teaching. This exposure not only enhances their subject knowledge but also provides them with a broader range of teaching techniques and resources. As a result, teachers become more effective in the classroom, which directly impacts the learning experiences of their students.</p>	
<p>Nautilus Monitoring & Insight tracking</p>	<p>Subject leadership plays a crucial role in ensuring that pupils' learning is maximized. By identifying good practice, areas of strength, and areas for development, subject leaders have a direct impact on the quality of education students receive. Research conducted by the Education Endowment Foundation (EEF) in the United Kingdom supports the significance of strong subject leadership in improving pupil outcomes.</p> <p>Nautilus monitoring software enhances subject leadership by providing valuable data and insights into pupil progress and engagement. By capturing real-time information, Nautilus allows subject leaders to track student performance, identify trends, and evaluate the impact of different teaching approaches. This information enables subject leaders to make informed decisions and empowers them to provide timely interventions that directly support pupil learning.</p> <p>Insight data tracking enables teachers and leaders to identify where there are gaps in learning enabling them to target children who require the additional support. The tracking system allows for teachers and leaders to compare the progress of PP and Non-PP children as well as other groups.</p>	<p>1,2,6</p>

--	--	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oral language interventions</i>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions]</p>	1,2,3
Spelling shed	<p>To teach word reading and spelling successfully, teachers need a secure understanding of how the alphabetic code represents the sounds (phonemes) of English using single letters and groups of letters (graphemes). This principle—outlined clearly in the DfE Reading Framework—underpins effective spelling instruction and ensures pupils develop both decoding (reading) and encoding (spelling) fluency.</p> <p>Spelling Shed, part of the EdShed suite, provides a systematic, cumulative, and highly structured spelling curriculum that aligns with these principles. It builds pupils' knowledge of spelling patterns, morphology, etymology, and high-frequency words through carefully sequenced teaching and repeated practice.</p> <p>The programme covers statutory word lists, spelling rules, and morphological knowledge required at each key stage.</p> <p>The digital platform provides interactive games and low-stakes practice tasks that encourage overlearning—an approach strongly supported by cognitive science research.</p> <p>Supports both whole-class teaching and targeted intervention</p>	1

	<p>Teachers can assign differentiated tasks, track progress, and identify gaps in pupils' spelling knowledge.</p> <p>Recent research into spelling instruction and cognitive science highlights that:</p> <p>Systematic teaching of spelling patterns and morphology improves accuracy and writing fluency. Regular, low-stakes practice strengthens retrieval and supports the transfer of spelling knowledge into long-term memory.</p> <p>Overlearning and spaced practice—both embedded within Spelling Shed—are particularly effective for pupils who struggle with working memory or language processing.</p> <p>Digital platforms that provide immediate feedback help prevent the reinforcement of errors and support rapid correction.</p> <p>These findings align with the EEF's guidance on literacy and working memory, which emphasises the importance of structured practice, explicit teaching, and opportunities for retrieval.</p>	
<p>Lego intervention</p>	<p>Structured LEGO-based activities provide a purposeful and engaging context for developing key social, communication, and problem-solving skills. When delivered through a guided, collaborative approach, the intervention supports pupils to practise turn-taking, joint attention, listening, and cooperative decision-making within a safe, predictable framework.</p> <p>Rather than focusing on “play”, the approach uses structured, goal-driven tasks that require pupils to work together to plan, build, and review outcomes. This creates meaningful opportunities to:</p> <ul style="list-style-type: none"> Develop social communication skills, including expressive and receptive language Strengthen collaborative problem-solving and negotiation Build fine-motor and organisational skills Promote self-esteem, as pupils contribute their strengths within a shared task Provide a positive context for guided social problem-solving, enabling pupils to rehearse skills they can transfer to wider school situations <p>Using a familiar and highly motivating resource such as LEGO helps sustain engagement and reduces anxiety,</p>	<p>1,2,3</p>

	<p>allowing pupils to focus on the social and cognitive demands of the task.</p> <p><u>Assessment and Measuring Impact</u> To ensure the intervention is purposeful and evidence-informed, the school has implemented:</p> <p>Pre-intervention assessments to identify pupils' starting points in areas such as communication, cooperation, attention, and social interaction</p> <p>Post-intervention assessments to evaluate progress and measure the impact of the programme</p> <p>Ongoing observational notes to capture qualitative changes in confidence, interaction, and independence</p> <p>This structured assessment cycle ensures that the intervention is targeted, responsive, and clearly linked to individual pupil outcomes.</p>	
Communication and language approaches	<ul style="list-style-type: none"> ▪ There is a language and communication rich environment, with a curriculum having books at its foundations. ▪ Activities and interactions come from the rich texts with children being exposed to many reading activities e.g. read aloud to, discussing books, extending children's vocabulary etc 	1
Communication and language support. Assessment and Intervention Verbo	<p>Verbo is an online speech and language therapy toolkit that empowers education staff to support children and young people's communication skills. Communication skills are vital for all children and young people, with a wide-reaching impact on academic attainment, employment prospects and emotional well-being. Evidence shows us that a communication rich environment and upskilled staff are essential in supporting pupils to achieve their potential. Our aim is to ensure every child and young person has the opportunity to maximise their communication potential by accessing the right support at the right time. Verbo can help education staff in settings have instant access to speech and language tools and can support staff by providing universal and targeted resources and training, enabling their limited time to be focused on delivering the direct input the only they can provide. Early identification, built in target tracking and data reporting can also support with better quality referrals.</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enterprise resources		
Trackit Lights	By closely monitoring student behaviours, teachers can identify patterns and trends that may affect the overall classroom dynamic. This tracking enables educators to recognize individual needs, intervene early, and provide appropriate support. Promptly addressing concerns can prevent the escalation of disruptive behaviours, allowing all students to maximize their learning potential.	2,3,5
Pastoral Officer	<ul style="list-style-type: none"> • Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1/small group booster lessons and holiday programmes. • Support offered for vulnerable families around welfare, finance, housing, attendance, emotional, mental and physical health etc, ideally before crisis point. • Liaison with staff to identify pupils with emotional/social/behavioural problems and signposted for support e.g. nurture, counselling 	1,2,3,4,5
Enriching and extending the curriculum to widen experiences for pupils	<ul style="list-style-type: none"> ▪ £1000 fund per year group to subsidise visits and visitors. A maximum charge of £5 will be made to parents for any non-residential visits. ▪ Residential visits are heavily subsidised to ensure all pupils have equal opportunities. ▪ Friday enrichment sessions to provide wider experiences for children on Friday afternoons. 	1,2,3,4,5
Engage with EWO (education welfare officer) and develop key targets	Monthly meetings with EWO in which every child with an attendance below 96% in school is discussed. Letters home and discussions with parents and referrals to the	3

<p>around good school attendance</p>	<p>EWO where necessary to encourage better school attendance. Clear expectations for attendance to be signalled to parents through all channels.</p>	
<p>Enriching and extending the curriculum to widen experiences for pupils through providing performing arts opportunities for children.</p>	<p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>1,2,3,4,5</p>
<p>Enrich Orienteering (Outdoor Adventure Activities)</p> <p>Hawkhirst Residential Trip</p>	<p>Outdoor adventure activity (OAA) provides a myriad of benefits for children in primary schools. According to research conducted in line with the 2014 National Curriculum in England, engaging in OAA positively impacts learners in various ways.</p> <p>Research suggests that OAA promotes physical well-being among children. Engaging in outdoor activities such as hiking, climbing, and team-building exercises helps to improve physical fitness and develop gross motor skills. By participating in OAA, children are encouraged to move and be active, contributing to a healthier lifestyle and overall physical development.</p> <p>Furthermore, OAA also enhances social skills and interpersonal relationships. Through collaborative tasks and team-building exercises, children learn to communicate effectively and work together towards a common goal. This fosters a sense of cooperation, empathy, and respect for others, skills that are essential for success in both personal and professional life.</p> <p>Another significant benefit of OAA is its positive impact on mental health and emotional well-being. Spending time outdoors</p>	

	<p>and being exposed to nature has been shown to reduce stress levels and increase feelings of happiness and relaxation. Research has also indicated that OAA can improve self-esteem and self-confidence, as children are often challenged to step out of their comfort zone, take risks, and overcome obstacles.</p>	
<p>Learning with parents</p>	<p>Research has consistently shown that developing effective communication skills at home between parents and children is crucial for educational success. Studies by the Education Endowment Foundation (EEF) have revealed that strong communication skills not only improve performance in subjects such as English and maths but also contribute to overall cognitive development. It is essential, therefore, to provide parents with the necessary skills and resources to support their children's learning at home.</p> <p>Learning with Parents offers an online reading log and maths and English programme that supports the development of communication skills at home. The online reading log encourages parents to record the books they read with their children, promoting regular reading habits and fostering a love for literature. This activity not only improves vocabulary and comprehension but also facilitates meaningful conversations between parents and children about the books they read.</p> <p>Furthermore, the maths and English programme provided by Learning with Parents offers engaging activities for parents and children to complete together. These activities enhance communication skills by encouraging open-ended discussions, problem-solving, and critical thinking. By working collaboratively, parents and children develop language and communication skills while reinforcing the concepts learnt in school.</p> <p>The resources and programmes provided by Learning with Parents empower parents,</p>	

	<p>enabling them to actively contribute to their child's education. By developing strong communication skills at home, parents and children create a positive learning environment that complements the efforts of teachers and reinforces the importance of education.</p>	
--	---	--

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have **2023 Results**

Key Stage 2 SATS

Year 6	School PP	National PP	School non PP	National non PP
RWM Combined	44%	47%	100%	65%
Reading	67%	63%	100%	81%
Writing	44%	59%	100%	78%
Maths	44%	61%	100%	81%

Phonics Screening Check

Year 1	School	National
PSC Pass	38%	80%

EYFS GLD

Reception	School	National
Achieving GLD	62.5%	64.7%

Summary of overall impact

During the 2024–25 academic year, our Pupil Premium strategy contributed to improvements in several key areas, including the quality of teaching, the consistency of assessment, and the breadth of enrichment opportunities available to disadvantaged pupils. While outcomes remain below national averages in some areas, the evidence indicates that our approaches are having a positive and measurable impact, particularly in communication, engagement, and behaviour for learning.

The school's disadvantaged profile (77% of pupils) means that whole-school outcomes are heavily influenced by the progress of this group. The strategy therefore continues to focus on high-quality teaching, early identification, and targeted support.

1. Impact on Attainment and Progress

Key Stage 2 Outcomes

The 2024–25 KS2 outcomes show that disadvantaged pupils performed below national averages but made progress from their individual starting points.

RWM Combined: 44% (PP)

Reading: 67% (PP)

Writing: 56% (PP)

Maths: 56% (PP)

“RWM Combined 44% (PP)... Reading 67%... Writing 56%... Maths 56%.”

Evaluation:

Reading outcomes for disadvantaged pupils were comparatively stronger, reflecting the impact of targeted reading interventions and structured talk routines.

Writing outcomes remain an area for continued focus. The introduction of Air-Ed has strengthened diagnostic assessment, but the full impact will be seen over a longer period.

Maths outcomes improved for several pupils receiving targeted support through Learning by Questions and White Rose Maths, though consistency across cohorts remains a priority.

Phonics

Phonics Screening Check: 38% (PP)

“Phonics Screening Check 38%.”

Evaluation:

Outcomes remain significantly below national expectations.

The school’s high proportion of pupils with SLCN and the high mobility rate contributed to this picture.

The investment in early language interventions and increased liaison with NHS SALT is beginning to show impact, but this remains a priority area for 2025–26.

2. Impact on Attendance

The school’s overall attendance remained below national averages, with disadvantaged pupils disproportionately represented among persistent absentees.

“Our overall attendance remains below the national average (94.4%)... persistent absence rates typically 8–10 percentage points higher for disadvantaged pupils.”

Evaluation:

Strengthened systems, including early identification and personalised support plans, led to improvements for several families.

The partnership with the National Behaviour and Attendance Hub has improved consistency of practice.

Persistent absence increased from 6.1% to 7.9% for disadvantaged pupils; further improvement is required to meet national benchmarks.

3. Impact on Behaviour and Engagement

“Behaviour being good generally... low-level disruption in some classes.”

Evaluation:

Behaviour logs show a reduction in sanctions, including fewer referrals to the Headteacher and fewer red Trackits (92% greens to 95% overall for all pupils)

Staff report improved consistency in routines and expectations following CPD and coaching.

Pupils demonstrate greater engagement in lessons, supported by structured talk routines and increased use of adaptive technology.

4. Impact on Communication, Oracy and SLCN

This was a major strategic priority and an area of strong impact.

“A high proportion of our children enter our setting below the expected level in terms of communication... Oracy will be embedded in all lessons.”

Evaluation:

Assessments and observations show improved vocabulary use, sentence structure, and confidence in oral rehearsal.

Increased liaison with NHS SALT has strengthened target-setting and provision for pupils with SLCN.

Teachers report that structured talk routines have improved pupils’ readiness for writing and reasoning.

Provision maps show positive impact for pupils receiving targeted SLCN interventions.

5. Impact on Enrichment and Cultural Capital

“A significant number of our children... feel they have fewer opportunities to access enrichment activities.”

Evaluation:

The school expanded its enrichment offer, including cycling, cricket, forest school and holiday clubs.

Pupil voice indicates improved confidence, motivation and enjoyment of school.

Teachers report that pupils are increasingly able to draw on wider experiences to support learning, particularly in writing and humanities.

6. Impact on Parental Engagement

“Engagement is strong in the early years but becomes more variable as pupils progress through school.”

Evaluation:

Attendance at parent workshops and events improved, particularly for class assemblies and curriculum showcases.

Use of Seesaw and Times Tables Rockstars strengthened home–school communication and supported learning at home.

Parents report feeling more confident in supporting reading and basic maths routines.

7. Impact of Specific Provisions

Learning by Questions

Enabled rapid identification of gaps.

Supported personalised learning plans.

Teachers report improved engagement and quicker feedback cycles.

Air-Ed

Improved reliability and consistency of writing assessment.

Provided clear diagnostic information for planning.

Supported moderation and reduced unconscious bias.

Provision Mapping Software

Improved tracking and review of interventions.

Strengthened communication with parents and external agencies.

Enabled leaders to evaluate cost-effectiveness and impact more systematically.

8. What we learned and how this will shape next year’s strategy

What worked well

Oracy and structured talk routines had a strong impact on engagement and understanding.

Diagnostic assessment tools (Air-Ed, LbQ) improved precision in teaching.

Enrichment expansion increased participation and motivation.

Early language interventions in EYFS improved GLD outcomes.

What was less effective

Phonics outcomes remain too low; further investment in early reading is required.

Attendance improvements were inconsistent across cohorts.

Some interventions were not reviewed frequently enough to ensure maximum impact.

What we will change

Increase the frequency and rigour of intervention reviews.

Strengthen early reading provision, including targeted phonics tutoring.

Expand attendance support, including earlier escalation and more proactive family engagement.

Continue to embed oracy but with a sharper focus on transfer into writing.

Further develop cultural capital mapping to ensure progressive experiences across all year groups.

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Offering an increasing range of services to parents to boost engagement including training staff and local community partners in the use of 'Frontline' alongside the NHS and Citizens Advice.
- Increasing provision put in place to support parents with the cost of living crisis including providing a number of families with slow cookers and workshops around cooking nutritious and cheaper meals for the family.
- Continuing with Holiday clubs for children in the local area to access free of charge.
- Construction of a MUGA (Multi Use Games Area) for use within the curriculum but also made available to the community out of school time.