

Pupil premium strategy statement – William Byrd Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

| Detail | Data |
|--|---------------------------------------|
| Number of pupils in school | 587 pupils (16.12.25) |
| Proportion (%) of pupil premium eligible pupils | 26% 155 pupils (16.12.25) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024/2025 to 2026/2027 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Nicola Edwards, <i>Head of School</i> |
| Pupil premium lead | Nicola Edwards, <i>Head of School</i> |
| Governor / Trustee lead | Barbara Turner |

Funding overview

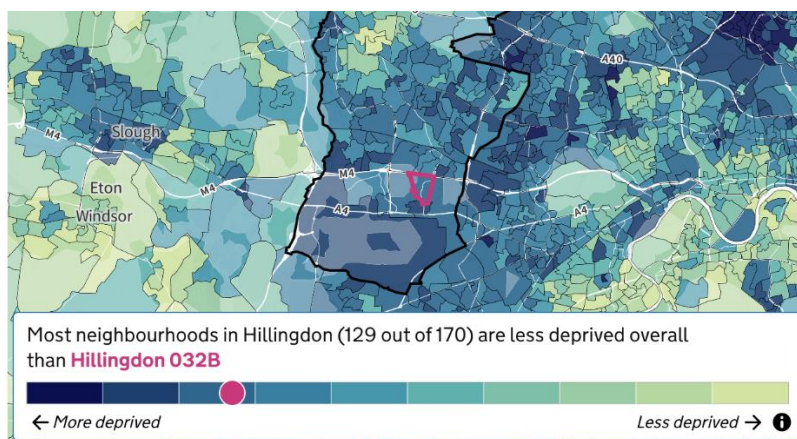
| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £239,370 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £239,370 |

Part A: Pupil premium strategy plan

Statement of intent

This is the second year of a three-year plan:

At William Byrd, we have a strong understanding of our pupils and their families. Our ultimate objective for disadvantaged pupils is to ensure that every child, regardless of background or circumstance, **achieves highly and flourishes personally, socially and academically.** We want our **pupils to leave us as confident, articulate and resilient learners** who possess a strong sense of self-belief and have the knowledge, skills and values needed to succeed in the next stage of their education and beyond. We are committed to ensuring that disadvantage does not define destiny, and that **every pupil benefits from equitable access to opportunity and excellence.** We acknowledge that vulnerability is not limited to those eligible for Pupil Premium funding, and our support strategies encompass every pupil identified as vulnerable.



Our Community

William Byrd Primary School serves a community within the Lower-Layer Super Output Area E01002448 (Hillingdon 032B), which experiences multiple and overlapping forms of deprivation that directly affect children’s wellbeing and educational opportunities. Compared to other neighbourhoods in Hillingdon, this area is among the most deprived in relation to the living environment, with only 4% of neighbourhoods in the borough more deprived on this measure. This reflects the challenges faced such as housing quality, overcrowding, limited access to green space and poor air quality, which can all impact children’s health, attendance and readiness to learn.

The neighbourhood is also most deprived in relation to barriers to housing and services, with only 6% of neighbourhoods in England experiencing greater deprivation in this domain, highlighting significant difficulties in access to affordable housing, transport, and essential local services. Combined with higher-than-average income deprivation and lower adult qualification levels, these factors mean that many children start school with limited exposure to rich language, early literacy experiences, and wider cultural capital. The school therefore operates within a complex context of disadvantage that requires thoughtful, targeted and sustained action to ensure that all pupils can achieve their full potential.

Our Strategy

Our current Pupil Premium Strategy is designed to achieve these aims through a deliberate and evidence-informed approach that integrates three key strands: high-quality teaching, targeted academic support and wider strategies that address the non-academic barriers to learning. **We invest in teaching first**, as the classroom is where we can make the most sustained difference. Our teaching staff are our biggest intervention. This includes ongoing professional development for staff, **refining our curriculum to ensure it is inclusive, ambitious and language-rich** and maintaining consistently **high expectations** for every learner. A key focus at William Byrd is to equip all children with secure foundational skills from the very start of their education in EYFS. These foundations set children up for success across the curriculum.

We provide **targeted intervention** where needed - particularly in early reading and mathematics - to ensure that gaps are identified early and closed rapidly. Alongside this, **we prioritise the development of pupils' language and oracy**, recognising that a strong command of language is fundamental to learning, communication and long-term success.

Our wider strategies focus on removing barriers that can prevent pupils from fully engaging with school life. This includes **supporting attendance, providing pastoral care that meets children's social and emotional needs, and engaging families** as active partners in their child's education. We also **enrich the curriculum** through experiences that **broaden horizons and raise aspirations**, ensuring all children—especially those facing disadvantage—see themselves as capable of excellence.

The key principles that underpin our strategy are clear and consistent: **equity through excellence in teaching, collective responsibility for every child and a belief that disadvantage must never limit potential**. Through this commitment, William Byrd Primary School seeks not only to close attainment gaps but to open up a world of opportunity, ensuring that every child feels valued, inspired and empowered to thrive both within and beyond the classroom.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1. Early Learning Goals | <p>Gaps in early language, communication, and foundational skills</p> <p>Gaps in early language, communication, and foundational literacy and numeracy skills represent a significant barrier to learning for some disadvantaged pupils. Limited exposure to language-rich environments, fewer opportunities for early learning, or</p> |

| | <p>delayed speech and language development can restrict access to the full curriculum and impede long-term academic progress.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|------------|------------|------------|----------|-------|---------|--|-----|----|-----|----|----|--|-----|----|-----|----|-----|-------|------------|------------|----------|-------|---------|---|-----|----|-----|-----|----|---|-----|----|-----|-----|----|
| <p>2. Oracy</p> | <p>A significant number of disadvantaged pupils at William Byrd enter school with underdeveloped oracy skills,</p> <p>Oracy development is a significant barrier for some disadvantaged pupils. Limited language-rich interactions and fewer opportunities for structured talk have led to gaps in vocabulary, spoken fluency, and dialogic skills. This restricts access to higher-order thinking, collaborative learning, and academic success across the curriculum.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3. Reading attainment</p> | <p>Reading attainment of disadvantaged pupils</p> <p>The reading attainment of disadvantaged pupils is lower than that of non-disadvantaged pupils. At the end of the last academic year, the percentage of children assessed as reading at the expected standard was lower in disadvantaged pupils in every year group except Year 4 and Year 6. At key data points, disadvantaged pupils perform below their peers.</p> <p>Year 1:</p> <p>Reading - Phonics Score</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> <th>No data</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged 21 pupils - Average: 30</td> <td>29%</td> <td>0%</td> <td>67%</td> <td>0%</td> <td>4%</td> </tr> <tr> <td>Not Disadvantaged 63 pupils - Average: 34</td> <td>17%</td> <td>0%</td> <td>73%</td> <td>0%</td> <td>10%</td> </tr> </tbody> </table> <p>Year 4:</p> <p>Reading</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> <th>No data</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged 25 pupils - Average: 104</td> <td>28%</td> <td>0%</td> <td>40%</td> <td>32%</td> <td>0%</td> </tr> <tr> <td>Not Disadvantaged 50 pupils - Average: 103</td> <td>28%</td> <td>0%</td> <td>52%</td> <td>20%</td> <td>0%</td> </tr> </tbody> </table> | Group | Well below | Just below | Expected | Above | No data | Disadvantaged 21 pupils - Average: 30 | 29% | 0% | 67% | 0% | 4% | Not Disadvantaged 63 pupils - Average: 34 | 17% | 0% | 73% | 0% | 10% | Group | Well below | Just below | Expected | Above | No data | Disadvantaged 25 pupils - Average: 104 | 28% | 0% | 40% | 32% | 0% | Not Disadvantaged 50 pupils - Average: 103 | 28% | 0% | 52% | 20% | 0% |
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| <p>4. Cultural Capital and Enrichment</p> | <p>Limited access to enrichment and wider experiences</p> <p>Limited access to enrichment and wider experiences represents a barrier to learning for some disadvantaged pupils. Restricted exposure to cultural, social, and educational activities outside the classroom can impact academic progress, personal development, and aspirations, making it essential to provide targeted opportunities within school and through school-led initiatives.</p> <p>Pupil voice and discussions with pupils indicate that pupils may have fewer opportunities to develop the cultural knowledge, experiences and social understanding that support academic achievement and personal development. This includes limited access to enrichment activities such as educational visits, arts participation, reading for pleasure, exposure to diverse role models and experiences that broaden horizons beyond the local community. Ensuring disadvantaged pupils have enhanced access to cultural and enrichment experiences will be a school priority.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5. SEND and Double Disadvantage</p> | <p>Disadvantaged pupils with Special Educational Needs and Disabilities (SEND) may face a compounded "double disadvantage," being less likely to secure an Education, Health and Care Plan (EHCP) or access specialist support compared to their more affluent peers with similar needs.</p> <p>Some of our pupil premium families may lack the resources, time or knowledge to navigate the complex EHCP process, including funding private assessments or expert reports. This delays identification and intervention, widening gaps in early language, reading, and social-emotional development -key foundations for primary success. While the 'Yes to Assess' agreement of EHCNA applications is 100% for school-based applications at William Byrd, where the school is named and parental preference is</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | specialist school parents may have difficulty navigating the tribunal system which school are not allowed to complete alongside them. | | | | |
| 6. SEMH | <p>Social, emotional, or mental health needs affecting engagement</p> <p>Wellbeing and emotional regulation are significant barriers for some disadvantaged pupils. For these children, external pressures or adverse experiences contribute to heightened anxiety, reduced motivation, and lower levels of confidence. As a result, they may struggle to participate fully in learning and may require targeted pastoral, SEMH, or therapeutic support.</p> | | | | |
| 7. Therapeutic Thinking | <p>A number of our disadvantaged pupils present with safeguarding vulnerabilities arising from inconsistent access to basic needs, such as regular nutritious meals or ongoing trauma. These factors can significantly affect pupils' emotional wellbeing, ability to self-regulate and capacity to engage positively in learning. Ensuring a consistent, trauma-informed approach across the school remains a key priority to promote pupils' safety, resilience and readiness to learn.</p> | | | | |
| 8. Attendance | <p>Attendance and punctuality concerns for disadvantaged pupils</p> <p>Persistent absence or lateness affects some disadvantaged pupils and acts as a barrier to learning. These pupils are at risk of falling behind academically, missing key curriculum content, and being less able to participate fully in school life and enrichment opportunities.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is slightly lower than the figure for all pupils across Reception to Year 6. Last year, the attendance data showed slightly better attendance among non-disadvantaged pupils:</p> <p>Attendance percentage</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>95.3%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>96.0%</td> </tr> </table> <p>While over the last 3 years, the overall attendance for disadvantaged is broadly in line with whole school attendance, there is a more significant gap at persistent absence rates. For example, in the last academic year, the persistent absentee rate was 23% in disadvantaged pupils in comparison with 17.5% whole school. This higher rate of persistent absence among disadvantaged pupils negatively impacts their continuity of learning, progress in core skills such as phonics and reading, and overall attainment, particularly for those with additional vulnerabilities like SEMH needs.</p> | Disadvantaged | 95.3% | Not Disadvantaged | 96.0% |
| Disadvantaged | 95.3% | | | | |
| Not Disadvantaged | 96.0% | | | | |
| 9. High Mobility | <p>Disadvantaged children are disproportionately affected by our school's high mobility.</p> <p>Due to the school's proximity to Heathrow hotels, we experience high mobility which disproportionately affects disadvantaged pupils, with many joining and leaving the school throughout the academic year from diverse educational backgrounds, including refugees, asylum seekers, and transient families. Frequent admissions and departures impact curriculum continuity, parental engagement, and the stability needed for strong academic and social development. It impacts aggregate performance in Key Stage assessments.</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 (By 2027) |
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| <p>1. Gaps between disadvantaged and non-disadvantaged pupils in early language, communication, and foundational skills narrow over time as evidenced by baseline assessments, teacher judgments, and targeted intervention outcomes</p> | <ol style="list-style-type: none"> 1. Improved baseline and ongoing assessment outcomes show that disadvantaged pupils make accelerated progress in language, communication, early literacy and numeracy skills. 2. Phonics screening and early reading assessments demonstrate increased accuracy, fluency, and phonological awareness among disadvantaged pupils. 3. Vocabulary assessments and classroom observations indicate that pupils are using a broader and more age-appropriate vocabulary in speaking and writing. 4. Teacher judgement and observational evidence show improved confidence in speaking, turn-taking, and participating in structured talk activities. 5. Early number assessments reflect greater fluency in number recognition, counting, and basic problem-solving. |
| <p>2. Disadvantaged pupils develop stronger oracy skills, including improved vocabulary, spoken fluency, and confidence in verbal communication. Pupils are able to articulate their ideas clearly, participate effectively in structured talk, and use spoken language to support their learning across the curriculum.</p> | <ol style="list-style-type: none"> 6. Teacher assessments and observations show that disadvantaged pupils demonstrate improved clarity of speech, confidence when speaking, and ability to participate in class discussions. 7. Vocabulary assessments and evidence from books indicate that pupils are using a wider range of age-appropriate vocabulary in spoken and written work. 8. Increased participation in structured talk activities, such as partner talk, group discussion, presentations, and reasoning tasks, with pupils contributing more frequently and with greater confidence. 9. Pupil voice surveys reflect improved confidence in speaking, explaining their thinking, and sharing ideas in different subjects. |

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| | <p>10. Reduction in hesitation and increased fluency in oral responses during whole-class questioning, small-group work, and collaborative tasks.</p> |
| <p>3. Disadvantaged pupils make accelerated progress in reading, closing the gap with their non-disadvantaged peers across all year groups</p> | <ol style="list-style-type: none"> 1. Disadvantaged pupils make at least expected progress in reading, with many making accelerated progress, as measured by teacher assessment and standardised tests. 2. The attainment gap between disadvantaged and non-disadvantaged pupils is reduced across all year groups. 3. The percentage of disadvantaged pupils meeting the expected reading standard increases year-on-year. 4. Pupils demonstrate improved phonics knowledge and early reading skills, evidenced by phonics screening assessments and targeted interventions. 5. Reading engagement improves, as observed in class participation, reading logs, and pupil voice feedback. <p>11. Intervention programmes demonstrate measurable impact, with regular reviews showing improvements in targeted reading skills.</p> |
| <p>4. Disadvantaged pupils have equitable access to a broad range of enrichment opportunities and cultural experiences that enhance their learning, widen their world knowledge, and build confidence. Pupils develop greater cultural capital that supports vocabulary, background knowledge, social skills, and engagement across the curriculum</p> | <ol style="list-style-type: none"> 12. Increased participation rates of disadvantaged pupils in school trips, clubs, enrichment activities, and wider opportunities, monitored through attendance logs. 13. Pupil voice feedback indicates greater enjoyment, confidence, and sense of belonging resulting from participation in enrichment experiences. 14. Disadvantaged pupils access the full enrichment offer, including subsidised trips, extracurricular clubs, experiences such as visiting authors, sports events, museums, performances, and wider curriculum enhancement. 15. Teachers observe improved engagement and curiosity in lessons, with pupils drawing on a wider range of experiences to support their learning. 16. Barriers to participation are reduced, including financial, logistical, and confidence-related barriers, with tracking systems ensuring no pupil is excluded due to disadvantage. |
| <p>5. Support is targeted to ensure that the combined effects of SEND and disadvantage do not prevent pupils from achieving their potential</p> | <ol style="list-style-type: none"> 17. SEND support plans are fully implemented, with clear, measurable targets for disadvantaged pupils. 18. Disadvantaged pupils with SEND make expected or accelerated progress in line with their peers, as measured by formative and summative assessments. 19. Targeted interventions (e.g., 1:1 support, small-group teaching, specialist therapies) demonstrate measurable impact on academic outcomes and personal development. 20. Pupil engagement in lessons and school life improves, with disadvantaged pupils with SEND participating fully in classroom activities, enrichment, and social opportunities. |

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| | <p>21. The attainment gap between disadvantaged pupils with SEND and non-disadvantaged peers narrows, reflecting effective support and progress monitoring.</p> |
| <p>1. Disadvantaged pupils with social, emotional, or mental health (SEMH) needs receive targeted support to improve their emotional regulation, self-esteem, and mental wellbeing. This enables them to engage more fully in the curriculum, participate confidently in class activities, and demonstrate improved readiness to learn</p> | <p>22. Pupil voice surveys and wellbeing assessments show increased confidence and a greater sense of belonging and security within the school environment.</p> <p>23. Reduced number of behaviour incidents linked to SEMH difficulties, with pupils exhibiting more positive social interactions, improved focus, and better engagement in lessons.</p> <p>24. Improved attendance and punctuality for disadvantaged pupils with SEMH needs, as a result of tailored support strategies that address barriers to attendance.</p> <p>25. Targeted interventions (e.g., ELSA, counselling, nurture groups, mindfulness programs) show measurable impact in improving emotional and mental wellbeing, as indicated by pre- and post-intervention assessments.</p> <p>26. Tracking of academic progress indicates that disadvantaged pupils with SEMH needs make consistent academic progress, with fewer gaps in learning linked to emotional or behavioural difficulties.</p> <p>27. Pupils are supported to develop strategies for managing stress, anxiety, and emotional challenges, evidenced by increased use of coping mechanisms during stressful situations or tasks.</p> |
| <p>1. Disadvantaged pupils who experience safeguarding vulnerabilities receive timely and effective support. Their physical, emotional, and safeguarding needs are met consistently, enabling them to feel safe, secure, and ready to engage in learning.</p> | <p>28. Identified pupils receive appropriate early help or safeguarding interventions, with clear records showing improved stability, wellbeing, and engagement.</p> <p>29. Increased access to basic needs support, such as breakfast provision, uniform assistance, food parcels, and pastoral support, ensures pupils arrive at school fed, prepared, and ready to learn.</p> <p>30. Pupil wellbeing measures (e.g., surveys, check-ins, trusted adult interactions) show improved feelings of safety, emotional security, and readiness for learning.</p> <p>31. Improved attendance and punctuality for disadvantaged pupils facing safeguarding or basic needs challenges, reflecting increased stability and school engagement.</p> <p>32. Reduction in safeguarding concerns or repeated alerts as a result of successful support, family liaison, and multi-agency working.</p> <p>33. Enhanced emotional regulation and resilience, evidenced by fewer emotional incidents, improved behaviour, and increased engagement with classroom routines.</p> <p>34. Academic progress stabilises or improves, as pupils' basic needs are met and their capacity to access learning increases.</p> |
| <p>1. Disadvantaged pupils improve their attendance and punctuality so they can</p> | <p>35. Overall attendance of disadvantaged pupils increases and moves closer to, or in line with, the attendance of non-disadvantaged pupils by</p> |

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| <p>access the full curriculum, maintain consistent learning routines, and minimise gaps in progress caused by missed learning. Families are supported to establish strong habits of regular, on-time attendance, reducing persistent absence and lateness among disadvantaged pupils</p> | <p>36. Persistent absence among disadvantaged pupils decreases, with fewer pupils falling below the 90% threshold.</p> <p>37. Punctuality improves, demonstrated by a reduction in late arrivals recorded for disadvantaged pupils.</p> <p>38. Attendance data shows sustained improvement across each term, not just short-term gains following interventions.</p> <p>39. Targeted pupils receiving attendance support (e.g., mentoring, family liaison, early help) demonstrate measurable improvements in daily attendance and punctuality.</p> <p>40. Family engagement improves, with more consistent communication, attendance at meetings, and participation in support plans.</p> <p>41. Academic progress improves, reflecting the impact of higher attendance and fewer missed learning opportunities</p> |
| <p>2. Disadvantaged pupils who experience frequent transitions into or out of the school receive targeted support to minimise disruption to learning. Pupils are supported to maintain continuity in the curriculum, quickly integrate into the school community, and make sustained progress despite mobility. Families are effectively engaged to ensure smooth transitions and ongoing support.</p> | <p>42. Newly arrived pupils quickly access the full curriculum, with induction processes and assessment enabling timely identification of gaps and tailored support.</p> <p>43. Pupils maintain progress in core subjects, with data showing that mobile pupils achieve comparable progress to peers despite joining mid-year.</p> <p>44. Structured transition support (for both arrivals and leavers) reduces learning disruption, improves pupil wellbeing, and fosters a sense of belonging.</p> <p>45. Attendance and engagement of mobile disadvantaged pupils improve, ensuring that they access learning consistently from the point of entry.</p> <p>46. Parental engagement is maintained or strengthened, including clear communication about curriculum expectations, school routines, and support services for mobile families.</p> <p>47. The attainment gap between mobile disadvantaged pupils and their non-mobile peers narrows, reflecting effective strategies to mitigate the impact of high mobility</p> |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 95,748

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| High-quality CPD and collaborative practice, including team teaching, modelled lessons and best practice visits, strengthen teaching and ensure consistently effective support for Pupil Premium pupils, | <p>High-quality continuing professional development (CPD) is central to improving outcomes for Pupil Premium pupils. Staff engage in ongoing CPD focused on effective, evidence-based strategies, alongside collaborative practice such as team teaching, modelled lessons, and best practice visits. These opportunities enable staff to share expertise, refine pedagogy, and consistently implement high-impact approaches across the school, ensuring that teaching and learning for Pupil Premium pupils is continually strengthened and barriers to achievement are reduced.</p> <p>EEF Effective Professional Development</p> | 1,2,3,5 |
| Oracy and vocabulary CPD to explicitly support communication through talking, verbal expression, modelling language and reasoning. | <p>Developing spoken language and reasoning supports critical thinking, problem-solving, and academic confidence, which can improve attainment across subjects. Research shows that structured oracy teaching is linked to higher literacy outcomes, particularly for pupils from disadvantaged backgrounds who may have less exposure to rich vocabulary at home. Developing confidence in spoken language enhances pupils' cultural capital, enabling them to engage more fully in society, enrichment opportunities, and leadership roles.</p> <p>The Education Endowment Foundation (EEF) highlights that oral language intervention can have a moderate impact on reading comprehension and writing, particularly for younger or disadvantaged pupils.</p> <p>Oral language interventions EEF</p> <p>Research from the National Literacy Trust shows that pupils with strong oral language skills are more engaged in learning, more confident in school, and more likely to achieve higher outcomes</p> <p>Creating Confident Communicators</p> | 1, 2, 3, |
| WalkThrus will be embedded, ensuring consistent practice that | WalkThrus will be used to support staff in developing effective talk and questioning strategies, ensuring consistent, high-quality classroom practice. Through a shared approach, staff will explicitly | 1,2,3,5 |

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| supports Pupil Premium pupils to engage confidently and deepen their learning. | teach and model purposeful talk, enabling Pupil Premium pupils to articulate their thinking, engage confidently in learning, and deepen understanding, thereby supporting improved outcomes and closing gaps in attainment. EEF Effective Professional Development | |
| Pupil Progress Meetings have a focus on Pupil Premium Pupils alongside other vulnerable cohorts | Pupil Premium pupils are a key focus within regular pupil progress meetings. During these meetings, attainment, progress, and engagement of Pupil Premium children are discussed in detail to ensure any barriers to learning are identified promptly. Targeted strategies and interventions are agreed, reviewed, and adapted as necessary, ensuring that Pupil Premium pupils receive timely support and are consistently prioritised to make strong progress. EEF Guide to Pupil Premium | 1,2,3,5 |

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

Budgeted cost: £59,843

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Daily phonics interventions for disadvantaged to secure understanding and close the reading gap. CPD and coaching from early reading lead to support. | The EEF Guide to the Pupil Premium emphasises that phonics interventions have a positive impact on most vulnerable pupils, with a suggested increase of 4 months in educational outcome. This guidance is part of the broader aim to close the achievement gap between disadvantaged and affluent pupils, highlighting the importance of evidence-informed strategies in education. EEF Pupil Premium EEF Improving Literacy at KS1 | 2,3,5 |
| Targeted SEND interventions for Pupil Premium students | As part of our SEND support, targeted interventions are provided to Pupil Premium students to enhance communication, social skills, and learning outcomes. These include Attention Hillingdon to support focus and engagement, Lego Therapy to develop social interaction and teamwork, Talkabout to improve social communication, and Language Link to assess and support language development. Additionally, tailored teaching strategies such as Blank's Levels of Questioning are used to develop higher-order thinking and comprehension skills. These interventions are closely monitored to ensure progress, promote inclusion, and help students reach their full potential | 1,2,3,5 |

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

Budgeted cost: £ 83,779

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance Officer - responsibility for improving attendance, who keeps a high level of communication and support with targeted families and Participation Team | <p>Parental engagement means schools working with parents to improve children's academic outcomes (EEF, 2021).</p> <p>Working with Parents to Support Children's Learning</p> | 8,9 |
| Continue to deliver targeted interventions designed to support disadvantaged pupils in developing self-esteem, improving attention and focus in lessons, enhancing social skills, and increasing engagement with learning. Pupils are identified through staff observations and pupil voice questionnaires, and interventions are facilitated by our trained Emotional Literacy Support Assistant (ELSA) Learning Mentor. ELSA training was previously funded as part of our three-year Pupil Premium plan, ensuring that interventions are delivered by skilled staff. | <p>Research and evaluations indicate that the ELSA programme supports disadvantaged pupils' emotional literacy, resilience, self-esteem and engagement. Independent studies have shown significant improvements in emotional skills sustained over time, pupil-reported benefits in coping strategies and relationships, and teacher-reported reductions in emotional and behavioural difficulties following ELSA support. The programme's widespread adoption and ongoing supervision further support its role as an evidence-informed intervention for SEMH needs.</p> <p>Primary school children's perspectives and experiences of Emotional Literacy Support Assistant (ELSA) support</p> <p>The EEF states 'it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people'.</p> <p>Social and Emotional Learning</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> | 6, 7, 8, |
| Targeted parent workshops and weekly coffee mornings strengthen engagement with Pupil Premium families by offering practical support across wellbeing, behaviour, health and learning, helping to reduce barriers and improve outcomes for pupils. | <p>Targeted parent workshops and engagement opportunities are used to strengthen partnerships with families of Pupil Premium pupils. Identified families are invited to and monitored for attendance at coffee mornings and focused workshops, including Stronger Families, Oral Health, Behaviour support, Mental Health, Phonics, sessions with the School Nurse, and Brighter Parents. These opportunities provide practical guidance, improve parental confidence, and support</p> | 7,8,9 |

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| | <p>pupils' wellbeing, behaviour, and learning, helping to remove barriers and improve outcomes for Pupil Premium children.</p> <p>The Education Endowment Foundation (EEF) supports this approach through evidence that parental engagement has a positive impact on pupils' learning and wellbeing, particularly for disadvantaged pupils. The EEF highlights that programmes which build strong relationships with families, offer practical guidance, and support behaviour, health and learning at home can lead to improved attendance, engagement and attainment. Structured workshops and regular, informal contact (such as coffee mornings) align with EEF guidance by helping schools remove non-academic barriers and create a shared understanding between home and school, which is especially beneficial for Pupil Premium pupils.</p> <p>Working with Parents to Support Children's Learning</p> <p>Parental engagement EEF</p> | |
| <p>Implement Drawing and Talking as an evidence-informed therapeutic intervention that supports disadvantaged pupils in expressing emotions, processing feelings, and developing resilience</p> | <p>Drawing and Talking is an evidence-informed therapeutic intervention that supports disadvantaged pupils' emotional wellbeing, self-expression and engagement.</p> <p>Research shows that combining drawing with talk can increase pupils' ability to share emotional information and process feelings they might not otherwise express. School evaluations report that pupils often return from sessions calmer, more ready to learn and with fewer low-level behaviour issues. Feedback also indicates improvements in emotional regulation and confidence. Additionally, broader research on art-based interventions supports its role in improving mood and reducing anxiety, which aligns with our school's aims to support pupils' wellbeing and access to learning.</p> <p>Impact of Arts Education EEF</p> | <p>5, 6, 7</p> |
| <p>Pupil Premium pupils are given priority access to the school's breakfast club to ensure they start the day well-nourished, punctual, and ready to learn.</p> | <p>The school's breakfast club provides Pupil Premium pupils with a calm, welcoming start to the day, ensuring they are well-nourished and ready to learn. By supporting attendance, punctuality and wellbeing, breakfast club helps to reduce barriers linked to hunger and routine, enabling Pupil Premium pupils to engage positively in learning and make improved progress.</p> | <p>4,6,7,8,9</p> |

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| | <p>The EEF supports this approach through evidence that addressing pupils' basic needs and wellbeing is essential for effective learning, particularly for disadvantaged pupils. EEF guidance highlights that schools should remove non-academic barriers, such as hunger, poor routine and low readiness to learn, as these can negatively impact attendance, behaviour and concentration. Breakfast clubs are recognised as a practical strategy to improve punctuality, engagement and social interaction, helping Pupil Premium pupils to start the day settled and ready to learn, which in turn supports improved outcomes</p> <p>EEF Breakfast Club</p> | |
| <p>Continue to implement a structured OPAL programme to provide disadvantaged pupils with daily opportunities for high-quality outdoor play and learning.</p> | <p>Structured outdoor play is linked to positive behaviour, wellbeing, inclusion, and readiness to learn, all of which support disadvantaged pupils to engage more fully in school life. OPAL's documented reductions in behaviour incidents and improvements in attendance suggest enhanced engagement and fewer barriers to learning for pupils who might otherwise struggle.</p> <p>Ongoing academic research (e.g., the University of Exeter study) underscores that play isn't just beneficial in theory—it is being empirically evaluated for measurable impacts on wellbeing and mental health.</p> <p>Project Playtime: Evaluation of the Outdoor Play and Learning (OPAL) programme on the wellbeing of primary-aged children in England</p> | <p>6, 7, 8, 9</p> |
| <p>Therapeutic Thinking (TT) is embedded across the school to support disadvantaged pupils, particularly those with social, emotional, or mental health needs.</p> | <p>By understanding the underlying causes of behaviour and responding proactively, TT helps pupils develop self-regulation, resilience, and pro-social skills. This approach improves wellbeing, reduces anxiety and stress responses, and strengthens relationships between pupils and staff. As a result, pupils are better able to engage in learning, participate fully in classroom activities, and make sustained academic progress. The consistent application of TT also fosters a positive school culture, where all pupils feel safe, understood, and included, helping to</p> | <p>5, 6, 7,</p> |

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| | <p>narrow gaps in achievement and engagement for disadvantaged pupils.</p> <p>Evaluations and impact data from multiple local authorities show positive outcomes when Therapeutic Thinking is embedded:</p> <ul style="list-style-type: none"> 48. Reduced suspensions and exclusions. 49. Fewer restrictive physical interventions. 50. Improved attendance and reduced persistent absence. 51. Enhanced wellbeing and relationships. <p>Impact of Therapeutic Thinking</p> | |
| <p>Providing free or subsidised clubs ensures equitable access to experiences that broaden horizons and cultural capital.</p> | <p>Research shows pupils involved in clubs often demonstrate better attendance, behaviour, and attainment, particularly in literacy, numeracy, and other core subjects. Extra-curricular activities foster teamwork, communication, leadership, and problem-solving skills. Engaging in clubs contributes to improved mental health, reduced stress, and better emotional regulation. Participation helps close the gap between disadvantaged and non-disadvantaged pupils in exposure to experiences that develop skills, confidence, and aspirations.</p> <p>EEF Physical Activity</p> <p>EEF Arts Participation</p> | <p>4, 5, 6, 7, 8,</p> |

Total budgeted cost: £239,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| 2024-2025 | | | | | | | | | |
|-----------|---------|----------|-------------|-------------|-------------|-------------|----------------|-------------|----------------|
| | GLD | % At ARE | % PP At ARE | % Above ARE | % PP At ARE | NA 2025 EXS | NA 2025 PP EXS | NA 2025 GDS | NA 2025 PP GDS |
| EYFS | 88% | | | | | | | | |
| Year 1 | | 77% | 67% | | | 80% | 67% | | |
| Year 2 | | 91% | 95% | | | 89% | | | |
| Year 1 | Reading | 57% | 44% | 22% | 22% | | | | |
| | Writing | 74% | 64% | 5% | 0% | | | | |
| | Maths | 76% | 77% | 6% | 5% | | | | |
| Year 2 | Reading | 71% | 50% | 8% | 10% | | | | |
| | Writing | 85% | 70% | 6% | 0% | | | | |
| | Maths | 74% | 60% | 5% | 0% | | | | |
| Year 3 | Reading | 81% | 79% | 29% | 21% | | | | |
| | Writing | 54% | 60% | 27% | 10% | | | | |
| | Maths | 81% | 72% | 11% | 8% | | | | |
| Year 4 | Reading | 78% | 87% | 28% | 30% | | | | |
| | Writing | 60% | 65% | 4% | 4% | | | | |
| | Maths | 70% | 78% | 14% | 4% | | | | |
| Year 5 | Reading | 76% | 70% | 22% | 20% | | | | |
| | Writing | 54% | 50% | 0% | 0% | | | | |
| | Maths | 68% | 55% | 13% | 20% | | | | |
| Year 6 | Reading | 75% | 72% | 33% | 32% | 75% | 63% | 33% | |

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|--|----------------|-----|-----|-----|-----|-----|-----|-----|--|
| | Writing | 85% | 76% | 13% | 20% | 72% | 59% | 13% | |
| | Maths | 81% | 84% | 22% | 24% | 74% | 61% | 26% | |