

Pupil premium strategy statement

Coit



Primary School

2024-2027

Coit 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	204
Proportion (%) of pupil premium eligible pupils	14% (29 pupils)
Academic years/years that our current pupil premium strategy plan covers	2024-2025-2026-2027
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	L. Chadwick
Pupil premium lead	C.Zadrozny
Governor / Trustee lead	Kevin Corke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
Total budget for this academic year	£51,375

Part A: Pupil premium strategy plan

Statement of intent

Every child is recognised as a unique individual. We celebrate and welcome diversity within our school community. We are determined to give every single child the opportunity to develop their full potential and succeed. We do this by ensuring the pupils are immersed in an intelligent, stimulating and broad curriculum, which is delivered within a nurturing environment.

We want all our pupils to become resilient, compassionate, collaborative and confident so that they are comfortable with accepting challenges, which become progressively more demanding as they move through school. We use Learning Mindsets (respect, responsibility and resilience) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Well-being is the key to happiness and so we supply our pupils with a wide range of opportunities and memorable, first-hand experiences.

Our curriculum prioritises high quality teaching and a strong, inclusive ethos where all children are supported to achieve their best no matter their starting point. Our **determined ambition** is for all our pupils to have a **positive mental health and well-being**, to be literate, numerate and have a broad understanding of how and why the world around them works. In this way, we ensure that they are well equipped and prepared for the next phase in their education and life beyond the classroom.

Our curriculum is also integral to school plans for improving education, including engagement of parents, extended learning opportunities and language and communication. We aim to foster our pupils' motivation and love of learning which in turn supports their attendance and engagement both within school and through extended learning opportunities.

In achieving the above, our pupil premium strategy will support disadvantaged pupils and the following will be considered:

- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed using evidence-based tools
- Focus on professional development for all staff in order to ensure high quality teaching
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions show that gaps in learning for disadvantaged pupils are hindering progress in phonics and early reading in KS1 On entry to F2 in the last 3 years, a number of our disadvantaged pupils arrive below age-related expectations compared to other pupils in CLLD and literacy.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some of our disadvantaged pupils. On entry to F2 in the last 3 years, a number of our disadvantaged pupils have arrived below age-related expectations across prime areas of learning (PSED, CLLD, PD).

3	Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in writing and writing across the curriculum . On entry to F2 in the last 3 years, a number of our disadvantaged pupils arrive below age-related expectations in writing compared to other pupils.
4	Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress maths. On entry to F2 in the last 3 years, a number of our disadvantaged pupils arrive below age-related expectations in number and numerical patterns.
5	Year on year, the number of pupils who start at Coit Primary school who struggle to manage physically, socially, emotionally and independently is increasing. As well as their ability to self-care and communicate effectively and coherently. A number of pupils including disadvantaged pupils receive targeted intervention.

Intended outcomes

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

Intended outcome	Success criteria
1 The attainment gap is reducing between pupils who are eligible for pupil premium and other pupils with a particular focus on phonics, early reading and reading across the curriculum.	<p>Every teacher and teaching assistant is supported and prepared to achieve the best outcomes for all pupils by delivering appropriate interventions at the right time</p> <p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing compared to other pupils in phonics, early reading and reading across the curriculum</p> <p>Phonics check test data will be in line with expected and the gap between disadvantaged and non-disadvantaged children will have lowered</p> <p>GLD for F2 pupils' gap between disadvantaged and non-disadvantaged pupils will be narrowed.</p> <p>KS2 Reading data will be in line with expected for both disadvantaged and non-disadvantaged pupils</p>
2 Improved oracy attainment among disadvantaged pupils relative to their starting points	<p>Every teacher and teaching assistant is supported and prepared in order to achieve the best outcomes for all pupils</p> <p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing when assessing oracy skills</p> <p>Bespoke termly targets for speech & language therapy are met and new skills employed in the classroom on a consistent basis by all adults.</p> <p>Assessment and observations indicate that pupils are making expected progress relative to their starting points.</p>

	<p>The provision for disadvantaged pupils with additional needs enables them to consistently achieve highly from their starting points.</p> <p>The implementation of 1-1 and small group tuition will provide a catch-up strategy</p> <p>Assessment and pupil observations for oracy development indicate that gaps in learning for all our disadvantaged pupils are reducing when assessing oracy skills</p> <p>GLD for CLLD gap between disadvantaged and non-disadvantaged pupils will be narrowed.</p>
<p>3 Improved foundational skills to improve writing attainment (transcription skills) among disadvantaged pupils relative to their starting points.</p>	<p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing when assessing writing skills</p> <p>GLD for writing gap between disadvantaged and non-disadvantaged pupils will be narrowed.</p> <p>For KS2 gaps between disadvantaged and non-disadvantaged pupils will be small</p>
<p>4 High quality teaching will ensure attainment will continue to improve for pupils who are eligible for pupil premium with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for pupil premium and other pupils in maths</p>	<p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing when assessing Mathematics</p> <p>GLD for Number and Numerical Patterns gap will be lowered between disadvantaged and non-disadvantaged pupils</p> <p>For KS2 attainment disadvantaged and non-disadvantaged pupils gap will be narrowed.</p>
<p>5 Early identification and targeted support impacts positively upon pupils' social skills, social, emotional mental health mental health and well-being.</p>	<p>Behaviour data, CPOMS and attendance data including access to ELO opportunities pupil voice and parent/family feedback indicates a positive shift in well-being for our disadvantaged pupils</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: £4490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality teaching - Early reading and phonics</p> <p>Enhance the teaching of early reading for all pupils through a systematic, synthetic phonic approach and use of well-matched decodable texts, using the DfE validated programme Essential Letters and Sounds (ELS).</p> <p>Reading subject leader on 'Reading for Pleasure' training programme which will be disseminated to all staff.</p> <p>The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and the English hub. A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment.</p>	<p>Purchase of DFE validated SSP books from ELS/spelling</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Validation will indicate that a programme has been self assessed by its publisher and assessed by a small panel with relevant expertise, and that both consider it to meet all of the most recent Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme.</p> <p>https://www.essentiallettersandsounds.org/</p> <p>https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation</p>	1
<p>High Quality teaching- Reading</p> <p>Enhancement of our teaching and learning of reading, ensuring fluency and language comprehension are secure. This is in line with the DFE and the EEF guidance.</p> <p>The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and the English hub. A clear</p>	<p>Develop children's early reading using a balanced approach</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Reading subject lead teacher is accessing English Hub led project on Love of Reading which enables them to Engage with research and develop sustainable strategies to embed a culture of reading in your school and classroom.</p>	1

<p>rigorous induction will be provided for new staff and ECT.</p>	<p><u>Love of Reading English Hubs</u></p>	
<p>High Quality teaching-Oracy Talk is planned for and embedded across the curriculum and is an integral part in every lesson in order that pupils are effective, confident speakers, articulate ideas, consolidate understanding and extend vocabulary. The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and the English hub. A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF <i>Language provides the foundation of thinking and learning and should be prioritised.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Develop pupils' speaking and listening skills and wider understanding of language Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 Develop pupils' language capability to support their reading and writing Purposeful speaking and listening activities support the development of pupils' language capability and provide a foundation for thinking and communication. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 <i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20language</p>	<p>2</p>
<p>High Quality Teaching - Maths Development of our teaching and learning / curriculum to enhance pupils' problem solving skills. Enhance teaching and learning using the Mastery approach – as developed by NCETM.</p>	<p>Develop children's problem solving skills particularly in EYFS EEF Early Mathematics Develop the Mastery Approach to teaching mathematics across school – to enable all pupils (including disadvantaged pupils) to succeed in their mathematics. Use of the variation theory to ensure all pupils are given varied examples in lessons and taught to make connections within maths/expose the structure behind the maths. NCETM Research</p>	<p>4</p>
<p>High Quality Teaching- Writing -Enhancement of our teaching and learning of writing, ensuring a clear sequence of learning and</p>	<p>The reciprocal relationship between oral language, reading, and writing can cause the gaps between children with literacy difficulties, or children from disadvantaged homes, and their more advantaged peers to grow as they move through school.3 Teachers can play an important</p>	<p>3</p>

<p>the opportunity to write across the curriculum. This will be in line with the EEF guidance and the Writing Framework (July 2025). The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation. A clear rigorous induction will be provided for new staff. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>role in establishing children as competent readers so reading can become the child's own tool for lifelong learning.</p> <p>Writing for KS1</p> <p>Develop children's capability and motivation to write https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Teach pupils to use strategies for planning and monitoring their writing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Teach writing composition strategies through modelling and supported practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Use of Clicker software for pupils who struggle to write helps children to plan and develop ideas before writing</p> <p>Writing Framework</p>	
<p>Purchase of standardised diagnostic assessments to support identification of gaps which help to adapt planning ensuring all pupils are keeping up.</p> <p>A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment.</p>	<p>Diagnostic assessments for reading and writing indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 4</p>

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

Budgeted cost: £17,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PHONICS</p> <p>One to one and small group intervention for Y1 pupils and Y2 pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p>	<p>Enhancement of phonics teaching using an additional teacher</p> <p>Tuition/Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1</p>

<u>Tutoring: guidance for education settings</u>		
ORACY Skills F2 Targeted support to improve listening, narrative and vocabulary skills for disadvantaged pupils who have very weak spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions Teaching and Learning Toolkit EEF</u>	2
ORACY Skills Specialised structured support for speech and language interventions delivered by a specialist Teaching assistant F2/KS1 and Lower KS2	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions Teaching and Learning Toolkit EEF</u>	2
Reading Purchased reading intervention support to be accessed by specific pupils in KS2.	<u>EEF Guidance Report Improving Literacy</u>	1
Maths Purchased factual fluency programme which is delivered whole class but also as a small group intervention.	Number Sense	4

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

Budgeted cost: £28,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. Trauma Informed Approaches will be embedded into routine educational practices	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>Improving Social and Emotional Learning in Primary Schools EEF</u>	5

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Funding / partial funding for Residential Visits in Y3 and Y6.</p> <p>Pupil Premium funds may be used to subsidised partial payments.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also may also be involved).</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><u>Outdoor Adventure</u></p>	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Funded/partially funded clubs / extended learning opportunities.</p> <p>Including Breakfast Club.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves; however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers</p> <p><u>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_EmotionaLearning.pdf</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</u></p> <p><u>Physical Activity</u></p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</p>	5
<p>Parental Engagement</p> <p>Parent workshops and meetings which</p>		1, 2, 3, 4, 5

support home learning, encourage and equip parents to support the learning of their child.		
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Total budgeted cost: £63986.00 so pupil premium is not sufficient

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Academic Year 2024-2025

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

Due to Coit having a small number of 'disadvantaged' pupils, the results are not always comparable year upon year. However, the below data highlights that attainment of the school's disadvantaged pupils is lower than those who are not identified as disadvantaged. This is largely due to additional needs of those pupils such as those receiving SEND support.

DATA HEADLINES IDSR

The school location deprivation is well below average.

The pupil base deprivation is below average.

FSM/SEND

The percentage for **FSM** is below national average.

The percentage of **SEND** support is above national average.

The **stability** of pupil leavers and starters at Coit is above average.

F2 GLD

F2 GLD	2022 - 2023	2023 - 2024	2024 - 2025
ALL	77% achieved	79% achieved	73% achieved
Disadvantaged Pupils	60% achieved (3 out of 5 pupils)	28% achieved (2 out of 7 pupils)	33% achieved (1 out of 3 pupils)
Other	81% achieved (21 / 26)	91% achieved (20 / 22)	78% achieved (21 / 27)

In F2 at the end of the year for GLD outcomes, disadvantaged pupils do less well compared to their non-disadvantaged counterparts. However, using ongoing formative assessment, including school-based observations and professional judgements, to monitor pupils' progress from their starting points, our assessment findings indicate measurable improvements in foundational skills among disadvantaged pupils. Through day-to-day observations and responsive teaching, we have identified that a significant proportion of disadvantaged pupils have made sufficient progress to reduce the intensity of intervention required compared to their starting points at the beginning of the academic year. This is demonstrated in communication and language, with particular focus on oracy skills, vocabulary development, and listening and attention.

Y1 Phonics Screening

Y1 Phonics	2022 - 2023	2023 - 2024	2024 - 2025
ALL	83% achieved	87% achieved	90% achieved
Disadvantaged Pupils	100% achieved (1 out of 1 pupil)	80% achieved (4 out of 5 pupils)	57% achieved (4 out of 7 pupils)
Other	83% achieved (24 / 29)	88% achieved (23 / 26)	100% achieved (23 / 23)

2023-2024 cohort: the 1 disadvantaged pupil who did not pass, also did not pass in Y2. However this pupil also accesses SEND support and receives intensive intervention on a daily basis to enable them to access the curriculum.

2024-2025 cohort: 4 out of the 7 disadvantaged pupils also access SEND support. They receive daily intervention in this area to support their learning. One of the 4 pupils is on the pathway to receive an EHCP.

Y4 Multiplication Check

Y4 MTC (mean score)	2023 - 2024	2024 - 2025
ALL	19.4	22.5
Disadvantaged Pupils	15	20.5
Other	19.9	23.35

Analysis of the 2024-2025 data demonstrates that the strategies and interventions implemented have effectively supported our disadvantaged pupils in narrowing the attainment gap with the Multiplication Tables Check (MTC). The deployment of Number Sense to support the teaching and learning of specific multiplication facts has enabled pupils to retain these facts more effectively and use them with fluency and automaticity.

End of KS2 Data

Y6 Maths	2022 - 2023		2023 - 2024		2024 - 2025	
	EXS	GDS	EXS	GDS	EXS	GDS
ALL	74%	16%	83%	23%	93%	18%
Disadvantaged Pupils	29%	0%	80%	20%	80%	0%
Other	87%	22%	84%	24%	96%	22%

Y6 Reading	2022 - 2023		2023 - 2024		2024 - 2025	
	EXS	GDS	EXS	GDS	EXS	GDS
ALL	77%	48%	86%	36%	96%	46%
Disadvantaged Pupils	43%	0%	80%	40%	80%	40%
Other	83%	65%	84%	36%	100%	48%

Y6 Writing	2022 - 2023		2023 - 2024		2024 - 2025	
	EXS	GDS	EXS	GDS	EXS	GDS
ALL	77%	19%	77%	20%	68%	11%
Disadvantaged Pupils	43%	0%	60%	20%	60%	20%
Other	87%	26%	60%	20%	70%	7%

Analysis of data from 2024-2025 suggests that in reading and writing, our disadvantaged pupils achieve broadly in line with their non-disadvantaged counterparts. This is true for both EXS and GDS in reading, writing and maths. The percentage of disadvantaged pupils achieving EXS is demonstrating a positive trajectory, suggesting that our approach to teaching reading and writing is having a positive impact upon learning. The targeted intervention we put in place is helping to narrow the gap between our disadvantaged pupils and other pupils.

In maths, the percentage of disadvantaged pupils achieving EXS is also on a positive trajectory. However, the percentage of disadvantaged pupils achieving GDS in maths is not yet consistent.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	176	96.5%	94.9%	Above	Relative improvement	-
2023/24	184	96.0%	94.5%	Above	Relative improvement	-
2022/23	181	95.4%	94.1%	Above	Relative improvement	-

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	25	95.4%	92.6%	Above	Relative improvement	-
2023/24	28	93.0%	92.0%	Close to average	Relative improvement	-
2022/23	30	90.2%	91.6%	Below	Relative decline	-

Analysis of the 2024-2025 attendance data demonstrates that attendance figures are on a positive trajectory for all pupils and also for disadvantaged pupils.

2024-2025 Actions which have supported our data:

READING AND WRITING:

The English curriculum has been revised to provide pupils with access to high-quality, carefully selected texts that serve as both inspiration and models for their own writing. This text-based approach ensures pupils engage deeply with literature through structured discussion and analysis before applying their learning to written composition.

A key priority within the revised curriculum has been the systematic teaching of transcription skills, encompassing:

- **Handwriting** – developing fluent, legible handwriting across all year groups
- **Spelling** – embedding spelling patterns and rules through explicit teaching and regular application, through the introduction of ELS spelling scheme
- **Punctuation** – ensuring accurate and increasingly sophisticated use of punctuation to enhance meaning and clarity

The curriculum revision process was collaborative, with all teaching staff working alongside the English leadership team to ensure the curriculum is both ambitious and deliverable. This collaborative approach has fostered shared ownership and understanding of curriculum intent and implementation across the school.

Ongoing monitoring and evaluation of the English curriculum is conducted through:

- Regular work scrutiny by the English subject leader
- Lesson observations and learning walks
- Pupil voice consultations
- Joint monitoring activities with our school improvement partner

This monitoring cycle ensures the curriculum remains responsive to pupils' needs, with adaptations made where necessary to maximise impact.

Evidence of progress is demonstrated through:

- **Book scrutiny** – pupils' written work shows improving application of taught transcription skills, with increasing accuracy in spelling, punctuation and handwriting presentation
- **Pupil voice** – pupils articulate their learning confidently and demonstrate understanding of how high-quality texts inform and enhance their own writing

As we move forward the English team will continue to monitor and refinement of the English curriculum, in light of the writing framework. There will be a particular focus on ensuring disadvantaged pupils make accelerated progress in writing and that the gap between disadvantaged pupils

ORACY AND VOCABULARY:

Oracy and vocabulary development have remained a strategic priority throughout the academic year, with a focus on developing pupils' skills in using spoken language, understanding and use of vocabulary, and ability to communicate effectively with others. Structured opportunities for oracy and purposeful talk are being systematically rolled out across all curriculum planning documents. Subject-specific vocabulary is identified on medium-term plans and introduced to pupils at the outset of each unit of learning and during reviews in subsequent lessons. Teachers model the use of this vocabulary and provide scaffolded opportunities for pupils to apply it within their written work. Pupil voice consultations demonstrate measurable progress in pupils' ability to articulate their learning with increased confidence and clarity. However, ongoing monitoring indicates that further development is required to ensure all pupils consistently demonstrate age-appropriate oracy skills across the curriculum. Analysis of pupils' independent work provides evidence of improved vocabulary application, with targeted terminology increasingly evident in written outcomes.

Our speech and language teaching assistant delivers targeted interventions for pupils with additional communication needs. This includes:

- **Pre-teaching sessions** to build confidence and ensure pupils can access whole-class learning
- **Vocabulary boards** tailored to current curriculum topics, displayed in classrooms and shared with families
- **Home-school partnership work** to reinforce vocabulary development beyond the school day

Over the next academic year there will be a continued focus on developing oracy skills across all year groups, with particular emphasis on ensuring consistent progress for disadvantaged pupils and those with identified speech and language needs.

MATHS

Maths is a key priority on the school development plan. We recognise that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils, we have invested significantly in developing our mathematics provision through a mastery approach.

During 2024-2025 academic year, our mathematics lead participated in a comprehensive maths project to instil maths mastery approaches across the school, accessing Maths Hub support and resources from the NCETM.

Our approach to mastery teaching focuses on achieving deep, secure learning for all pupils, extending the learning of able students by teaching more things on the same topic, rather than accelerating their learning by rapidly moving on to new content.

Phase 1: Audit and Assessment

Using the NCETM's 5 Big Ideas for Mastery as our framework, our mathematics leader conducted a comprehensive audit to identify current practice across the school. This audit provided a clear baseline understanding of:

- Staff confidence and competence in mastery approaches
- Existing strengths in mathematics teaching
- Priority areas for development

Phase 2: Action Planning, Implementation and Monitoring

Following the audit, our mathematics lead, supported by a specialist teacher, devised a detailed action plan targeting specific areas for improvement. This collaborative approach ensured the action plan was:

- Evidence-informed and aligned with best practice
- Realistic and achievable within our school context
- Focused on sustainable, long-term improvement

Half-termly reviews have demonstrated measurable progress, with increased awareness across all staff regarding the 5 main ideas for mastery.

These regular review points have enabled us to:

- Track the impact of training and support
- Identify where additional support is needed
- Celebrate successes and share effective practice

Phase 3: Coaching and Embedding Practice

Our mathematics leader has coached staff to develop their mathematics teaching across the school, supporting them to provide high-quality, inclusive teaching to all pupils. This coaching model has been crucial in translating theory into effective classroom practice.

The particular focus for 2024-2025 has been on variation and mathematical representation. We have emphasised the use of manipulatives and representations to scaffold learning, with these carefully selected and aimed at teaching specific concepts.

This focused approach ensures that:

- Pupils receive direct teaching with specific knowledge at the heart of lessons, followed by 'intelligent practice' activities that help them apply skills and knowledge to develop understanding and competence in parallel
- All pupils, including those eligible for pupil premium, can access mathematical concepts through concrete, pictorial and abstract approaches
- Teachers understand how to use these tools as scaffolds, removing them once pupils have mastered the concept

This whole-school approach to improving mathematics teaching quality directly benefits our pupil premium pupils by:

- Ensuring they receive consistently high-quality mathematics teaching from all staff
- Providing multiple access points to mathematical concepts through varied representations
- Building deep, secure understanding rather than surface-level procedural knowledge
- Developing mathematical resilience and confidence

This project is continuing into 2025-2026.

Externally provided programmes

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

Programme	Provider
Essential Letters and Sounds (Aphonic scheme)	ELS
ELS Essential Spelling (Y2 Spelling)	ELS
Love of Reading	English Hub
Clicker	Crick Software