

Pupil premium strategy statement 2025-26 updated 12/25

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	HARRISON PRIMARY
Number of pupils in school	612
Proportion (%) of pupil premium eligible pupils	97 (15.85%)
Academic year or years covered by this strategy	2021/22 to 2025/26
Date this statement was published	19th December 2025
Date on which it will be reviewed	13 th July 2026
Statement authorised by	SARA GMITROWICZ, Executive Head teacher
Pupil premium lead	SARAH THORNLEY SENCo
Governor	Andy Bambeck, Chair of Learning & Teaching Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,470
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,470

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their backgrounds or the challenges they face, make excellent progress and achieve high attainment across all subjects.

Our intention is to ensure high quality provision for all pupils, including those who are disadvantaged. Our pupil premium strategy is based on strong educational evidence and forms part of our broader strategic improvement and implementation cycle which will improve provision for **all** pupils. We expect all children to receive high quality teaching and classroom learning support in order to maximise opportunities for success, and provide additional support through targeted provision where necessary. Our approach is responsive to diagnosis of challenges and individual needs.

We will identify and consider the challenges faced by more vulnerable pupils in order to ensure success; evidence suggests that this will also benefit all pupils, regardless of whether they are disadvantaged or not.

Our strategy is also integral to whole school plans for education recovery; following two years of disrupted education 'disadvantaged' at Harrison means any child who is known to be not on track to reach age related expectations of fulfilling their potential or is vulnerable i.e. those with behaviour or emotional difficulties rather than just those with socio-economic disadvantage.

We have a tiered approach to effective pupil premium funding, in line with EEF evidence, and target spending across 3 areas, with a particular focus on high quality teaching to ensure equity of access for children in areas of challenge:

- **a rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet expected outcomes**
- **targeted academic support** - additional support is provided through targeted provision, and
- **whole school strategies** - we believe that there is no single strategy or intervention which provides a complete solution.

Our vision is that **all** children become happy, successful 'lifelong learners with open minds'; we have high expectations for all children. Our five Values; Collaboration, Honesty, Equality, Respect and Responsibility, underpin our collective responsibility and approach to tackling disadvantage for all children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped communication, oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils require more support for development of social and emotional literacy, positive learning behaviours and good mental health and wellbeing. Turbulent family situations can impact on some children's physical and emotional wellbeing.
4	Baseline assessment on entry to Year R in the last 2 years suggests that some disadvantaged pupils arrive below age-related expectations compared to other pupils.
5	Assessment of non-academic issues that impact success, such as disadvantaged pupils' access to enrichment activities, suggests this has been exacerbated by school closures.
6	Analysis of attendance data over the past two years indicates that attendance of some disadvantaged pupils has been between 1% and 2% lower than other children.
7	Analysis of internal and external data (where available) indicates that attainment of some disadvantaged pupils is below that of other children in reading, writing and mathematics.

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 (see 'Outcomes below')

Intended outcome	Success criteria
Improved communication, oral language skills and vocabulary gaps among disadvantaged pupils.	Assessments, observations, and discussions with pupils indicate significantly improved communication, oral language skills and vocabulary gaps among disadvantaged pupils. This is evident when triangulated with sources of evidence such as Tapestry, book scrutiny, buddying, pupil engagement in lessons and ongoing formative assessment.
Improved phonics outcomes among disadvantaged pupils.	Phonic Screening Check outcomes are significantly improved at end Year 1 and end Year among disadvantaged pupils. This is evident when triangulated

	with sources of evidence such as Tapestry, book scrutiny, buddying, pupil engagement in lessons and ongoing formative assessment (see 'Outcomes below).
High standards of social and emotional literacy, positive learning behaviours and good mental health and wellbeing.	Assessments, observations, and discussions with pupils indicate significantly improved social and emotional literacy, positive learning behaviours and good mental health and wellbeing among disadvantaged pupils. This is evident when triangulated with sources of evidence such as ELSA, FEIPS analysis, Tapestry, book scrutiny, buddying, pupil engagement in lessons and ongoing formative assessment (see 'Outcomes below).
Improve outcomes at end of EYFS related to communication, language and literacy, personal, social and emotional development and physical development.	Assessments, observations, and discussions with pupils indicate significantly improved outcomes at end of EYFS among disadvantaged pupils (see 'Outcomes below).
Improved access for disadvantaged pupils, and participation in, to enrichment activities.	Assessments, observations, and discussions with pupils indicate significantly improved access to enrichment activities for disadvantaged pupils (see 'Outcomes below).
Achieve and sustain excellence attendance for all pupils, including disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
Improved reading outcomes among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that the majority of disadvantaged pupils meet the expected standard or make progress related to starting points (see 'Outcomes below).
Improved writing outcomes among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that the majority of disadvantaged pupils meet the expected standard or make progress related to starting points (see 'Outcomes below).
Improved mathematics outcomes among disadvantaged pupils.	KS2 mathematics outcomes in 2025/26 show that the majority of disadvantaged pupils meet the expected standard or make progress related to starting points (see 'Outcomes below).

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)

Budgeted cost: £98,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have a consistent understanding of high quality instruction, dialogic talk, scaffolding and effective feedback.	There is a strong evidence base that suggests that high quality instruction, including dialogic activities such as high-quality classroom discussion and teacher feedback, are inexpensive to implement with high impacts on attainment and language development. EEF toolkit states that developing effective feedback can lead to up to additional 6 months progress. EEF Effective Feedback	1,4
Ensure all staff are supported to be excellent practitioners who can consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions improves outcomes for all pupils. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4,7
Ensure staff support pupils to develop strategies to support memory and metacognition.	There is a strong evidence base that suggests that high quality instruction, including dialogic activities such as high-quality classroom discussion and teacher feedback, are inexpensive to implement with high impacts on attainment and language development. EEF toolkit states that developing effective feedback can lead to up to additional 6 months progress. EEF Self-regulation and metacognition	1,4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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):	3,4

	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Whole-school teaching of Zones of Regulation gives children an increased self-awareness and social and emotional skills. It gives them a common language for communication, problem solving and emotional understanding. Children spend more time learning within a healthier, more inclusive school environment.</p> <p>https://zonesofregulation.com/</p> <p>The Empowerment Approach is an innovative, research-based approach to support children and young people, who are anxious or withdrawn; who struggle with unhelpful and risky behaviour; or who find school a challenge. It is built on what the latest neuroscience tells us about the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. It is underpinned by therapeutic approaches.</p> <p>The approach also sets out a very practical methodology for addressing children's difficulties on a day-to-day basis. It is underpinned by strong relationships between adults and young people. Relationships characterised by positive communication; mutual respect and listening to understand the young person's experience.</p> <p>https://www.changingchances.co.uk/empowerment-approach/</p>	
<p>Purchase standardised diagnostic assessment.</p> <p>Ensure staff are trained to ensure effective use of assessment.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,4,7
<p>Develop whole school Mastery approach for mathematics teaching.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery and Mastery of Number KS1 training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	7

Training for teaching assistant with responsibility for supporting children who are looked after/post looked after	The DfE guidance 'Using pupil premium: guidance for school leaders, March 2023: Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	3,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure catch-up teaching and targeted intervention lead to improved pupil outcomes and progress in communication and language.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF 'Reading Eggs' is an intervention used to support children, who are finding reading a challenge making reading interesting and engaging, using online reading games and activities to motivate. https://readingeggs.co.uk/	2
Provide intervention for catch up related to development of pupils' SEL skills. Fund training for ELSA, PATHS, Zones of Regulation, TALA, Stormbreak, Lego Therapy and Zones of Regulation.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) The 'Stormbreak' intervention is to improve children's mental health through movement, equipping them with sustainable, transferrable skills and coping strategies to thrive during the complex demands of growth into adult life. https://www.stormbreak.org.uk/	3,4

	<p>Following whole-school teaching of Zones of Regulation, some children require a personalised intervention program to further develop increased self-awareness and social and emotional skills. It gives them a common language for communication, problem solving and emotional understanding. Children spend more time learning within a healthier, more inclusive school environment.</p> <p>https://zonesofregulation.com/</p>	
<p>Ensure catch-up teaching and targeted intervention lead to improved pupil outcomes and progress in mathematics. Tuition for identified group of Y6 pupils 09/24-06/25</p>	<p>Tutoring is one of the most effective ways to plug gaps and raise maths attainment, but you need to be sure you're choosing a provider who understands what's most important to your school.</p> <p>National Tutoring Programme (NTP) grant funding: conditions of grant for 2022 to 2023 academic year - GOV.UK (www.gov.uk)</p> <p>EEF: post-pandemic, there may be children in need of additional support with their learning. When one-to-one and small group tutoring are implemented well, following key principles, it is likely that it can be impactful.</p> <p>Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Personalised tutoring, whereby content, pitch and pace is bespoke following diagnostic and in-session assessments meaning individual gaps can be plugged.</p> <p>https://thirdspacelearning.com/</p>	1
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,4

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

Budgeted cost: £28,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4,6
Support extra-curricular enhancement access.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,5
Support for Services children through 'Bluey Club'.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	3,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing new (NOW TALA)/Family Links team members to establish improved links with hard to reach families and improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,6
Development of Mental Health and Well-being Lead.	DfE widely recognises that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. DfE Promoting pupils' mental health and wellbeing	3,5,7
Employment of parent support worker to work closely with parents to improve attendance of children who are	Working together to improve school attendance - GOV.UK (www.gov.uk) DfE recognises link between excellent school attendance and educational outcomes. Attendance data must be rigorously scrutinised to identify patterns of	3,5,6,7

vulnerable/need support to attend school	poor attendance to work with parents to resolve them before they become entrenched.	
Employment of Counsellor to lead Parenting Group and individual counselling for children	<u>Parental engagement EEF</u> Parental engagement has a positive impact of 4 months' additional progress. https://applecrosstherapy.co.uk/	3,5,6,7

Outcomes – July 2025

KS2 OUTCOMES 2022-2025 – combined RWM 79%

Year	Combined RWM	% ARE+ Reading	% ARE+ Writing	% ARE+ Maths	Hants	National
2018-19	92%	96%	98%	99%	67%	65%
2021-22	76%	89%	85%	91%	57.5%	58.7%
2022-23	78%	88%	84%	92%	60%	60%
2023-24	73%	92%	82%	80%	60%	61%
2024-25	79%	87%	81%	90%	61%	62%
Average	76.5%	89%	83%	88%	59.6%	60%

KEY STAGE 2 RESULTS: Combined R/W/M – 79%*

Hants 61%, National 62% (2019 national 65%)

HPS disadvantaged 27%, non-disadvantaged 89%

Combined RWM national disadvantaged 47%, not disadvantaged 69%

Year 6	Working towards		Expected Standard +		Greater Depth		Hants 2025	Scaled score 2025	National 2025 (2024)	Dis-national	Not dis-national
	No	%	No	%	No	%	%		%	%	%
Reading	12	13%	77	87%	36 (37)*	40% (42%)	75%	107.6 (105.6)	75% (74%)	63%	81%
Writing	17	19%	62	81%	14	16%	72%		72% (72%)	59%	78%
Maths	9	10%	80	90%	20	42%	74%	107.0 (104.4)	74% (73%)	61%	80%
GPS	13	14%	76	86%	35	39%	71%	107.6 (104.8)	72% (72%)		
	Below		Exp+								
Science	7	8%	82	92 %					82% (81%)		

National commentary: 62% children met the expected standard in reading, writing and mathematics (combined), up from 61% in 2024.

Our results show a slight increase in children attaining GD in reading and writing and a significant increase in % children attaining GD & ARE in maths. The majority of children who did not reach ARE in reading and writing were predicted in Autumn as unlikely to reach ARE (10 children).

The DfE commentary states that these pupils experienced disruption to their learning during the pandemic, particularly at the end of year 1 and in year 2. Attainment in all subjects, other than reading, has not returned to pre-pandemic levels.

Additionally, 35/89 (39%) children have been supported through ELSA & TALA since they joined school: 63% of these children achieved ARE+, 4 other children who have received ELSA/TALA have left HPS. 12 children have participated in 'Third Space' one to one maths tuition – 100% are+, (33% GD & 66% ARE).

In February 2025, we identified a group of 8 girls who were at risk of not achieving ARE - 100% achieved ARE following maths intervention.

21 children have participated in 'Reading Eggs' intervention– 100% improved scaled scores from SATs mocks to 07/25. 33% reached AR. Four children achieved a scaled score of 99 (pass 100).

Year 1 Phonics:

2025 Attainment: 88% 65/74 (89% & 90%)

Pass mark 32/40

Hants 2025, 81%, national 80%

A total of 5 children have left Year 1 since 09/24. Three were expected to pass (92%).

Year 2 Phonics re-takes:

43% (3/7) cohort pass rate: 94% cohort pass rate. One child has left who was expected to pass.

Hants 2025, 43% & national 54.6%

EARLY YEARS 'GOOD LEVEL OF DEVELOPMENT' (GLD) 76%

Hants 2025 71.8%, national 67.3%

YEAR R AFL PUPIL PROGRESS – SUMMER 2024

Area of learning	CLL		PSED			PD		Lit			Maths		UtW			ExA&D	
GLD	LA U	Speaking	Self-reg	Man self	BR	GM	FM	Com	WR	W	N	NP	PP	PC C	TN W	CW M	BI&E
%	92%	93%	97%	96%	99%	100%	95%	92%	84%	78%	93%	91%	96%	96%	99%	99%	99%

YEAR R AFL PUPIL PROGRESS – SUMMER 2025

Area of learning	CLL		PSED			PD		Lit			Maths		UtW			ExA&D	
GLD	LA U	Speaking	Self-reg	Man self	BR	GM	FM	Com	WR	W	N	NP	PP	PC C	TN W	CW M	BI&E
%	91%	94%	94%	96%	94%	98%	91%	94%	82%	78%	89%	88%	96%	96%	96%	96%	97%

Our GLD data this year once again demonstrates the level of need related to language and communication skills – the numbers of children with speech and language needs is reflected in the number of children who have not yet reached the 'Early Learning Goal' in word reading, and the lower results in writing and number patterns reflect this.

15 children in the cohort have English as an additional language; their level of competence in spoken English is demonstrated in the ELG results for Com, WR & W – this includes two children with very limited spoken English and low levels of proficiency in first language. Nevertheless, HPS's GLD in CLL is 93%, compared with Hants 85.9%, HPS Speaking 94%, compared Hants 88.1%.

EYFS (2020) Age Related Overview

Report run on: 1



2024-2025 | Autumn 2 | Reception | Not Leaver | (99 Pupils)

Just At or higher in all subjects

33.3% (30)

Above or higher in all subjects

0.0% (0)

	Significantly Below	Below	Just At	Securely At	Above
Listening, Attention and Understanding		15.6% (14)	16.7% (15)	67.8% (61)	
Speaking		16.7% (15)	10.0% (9)	73.3% (66)	
Self-Regulation		22.2% (20)	8.9% (8)	68.9% (62)	
Managing Self		20.0% (18)	10.0% (9)	70.0% (63)	
Building Relationships		15.6% (14)	4.4% (4)	80.0% (72)	
Gross Motor Skills		2.2% (2)		97.8% (88)	
Fine Motor Skills		33.3% (30)	11.1% (10)	55.6% (50)	
Comprehension		14.4% (13)	11.1% (10)	74.4% (67)	
Word Reading		27.8% (25)	31.1% (28)	41.1% (37)	
Writing		41.1% (37)	18.9% (17)	40.0% (36)	
Number		21.1% (19)	21.1% (19)	57.8% (52)	
Numerical Patterns		26.7% (24)	66.7% (60)	6.7% (6)	
Past and Present		10.0% (9)	11.1% (10)	78.9% (71)	

EYFS-Summer term 2025 attainment

Demographic	Total	NGLD	GLD	
FSM	7	4	3	42.9%

Year 1-Summer term 2025 attainment

Demographic	Subject	Total	Below	Expected	GD	EX + %
FSM	Reading	3	0	3	0	100.0%
FSM	Writing	3	0	3	0	100.0%
FSM	Maths	3	0	3	0	100.0%

Year 2-Summer term 2025 attainment

Demographic	Subject	Total	Below	Expected	GD	Ex + %
FSM	Reading	6	1	4	1	83.3%
FSM	Writing	6	2	3	1	66.7%
FSM	Maths	6	1	4	1	83.3%

Year3-Summer term 2025 attainment

Demographic	Subject	Total	Below	Expected	GD	Ex + %
FSM	Reading	10	2	7	0	70.0%
FSM	Writing	10	4	5	0	50.0%
FSM	Maths	10	3	6	0	60.0%

Year 4 -Summer term 2025 attainment

Demographic	Subject	Total	Below	Expected	GD	Ex + %
FSM	Reading	14	6	8	0	57.1%
FSM	Writing	14	8	6	0	42.9%
FSM	Maths	14	4	10	0	71.4%

Year 5 -Summer term 2025 attainment

Demographic	Subject	Total	Below	Expected	GD	Ex + %
FSM	Reading	16	4	11	1	75.0%
FSM	Writing	16	6	10	0	62.5%
FSM	Maths	16	6	10	0	62.5%

Year 6 -Summer term 2025 attainment

Demographic	Subject	Total	Below	Expected	GD	Ex + %
FSM	Reading	15	4	9	2	73.3%
FSM	Writing	15	9	6	0	40.0%
FSM	Maths	15	5	8	2	66.7%
FSM	COMBINED					27%

Part B: Review of outcomes in the previous academic year (12/25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. <i>Please see separate pupil premium evaluation report 2020/21 on school website.</i>		
Activity	Evidence that supports this approach	Impact
Whole staff training on consistent understanding of high quality instruction, scaffolding and effective feedback – all staff are supported to be excellent practitioners.	There is a strong evidence base that suggests that high quality instruction, including dialogic activities such as high-quality class-room discussion and teacher feedback, are inexpensive to implement with high impacts on attainment and language development. EEF toolkit states that developing effective feedback can lead to up to additional 6 month's progress. EEF Effective Feedback	High quality of teaching & learning/shared understanding of effective practice. Prioritisation of teaching of key knowledge, skills and developing pupils' understanding has supported improved pupil attainment over time. Teachers have accurate diagnosis of what has been taught, remembered, forgotten or missed end July 2021. Teachers' excellent subject knowledge has enabled them to make accurate assessments to identify what knowledge, skills and understanding needs to be re-taught and to which groups.
Whole staff training on consistent understanding of meeting needs of children who find it difficult to manage their behaviour in the classroom so that all staff are supported to be excellent practitioners.	EEF toolkit states that developing learning behaviours will reduce the need to manage misbehaviour. Equally teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum and engage in learning. This can lead to up to additional 7 months progress.	High quality and inclusive teaching, in-class support. Focussed class teacher and teaching assistant support is backed up by short term intervention, and/or additional guided teaching. Forensic monitoring and timely intervention

		secured progress for underachieving pupils to ensure end of key stage expectations are achieved.
Ensure staff support pupils to develop strategies to support memory and metacognition	EEF toolkit states that developing effective strategies related to metacognition and self-regulation can lead to up to additional 7 month's progress.	Teachers effectively support children to build and maintain links between prior and current learning which has improved pupils' ability to retrieve what has previously been taught, make links to current learning and identify next steps. Strategies taught have increased pupils' ownership and responsibility for learning and improved pupils' awareness of themselves as learners.
Ensure targeted diagnostic assessment is used to support teachers to monitor pupils' progress, understand their needs and adapt provision to meet their needs.	EEF states a rigorous focus on high quality teaching improves outcomes for all pupils.	<p>Improved staff understanding of individual needs has led to increases in pupils' self-esteem and self-efficacy.</p> <p>Improved support for emotional wellbeing has been established through creation of positive caring relationships and specialist support.</p> <p>Introduction and implementation of new Classroom Monitor assessment system has led to accurate, high quality assessment and adaptive teaching.</p> <p>Teachers' use of standardised assessments has supported formative teacher assessment to identify areas of strength and concepts that need to be re-taught, and accurate assessment.</p>

<p>Develop whole school Mastery approach for mathematics teaching.</p>	<p>EEF toolkit states that mastery learning approaches are effective – up to additional 5 month’s progress. Lead teachers part of Mastery work group.</p>	<p>Training of Mastery leads completed with Solent Maths Hub</p> <p>On-going support from Mastery teachers & maths specialist has supported team to adapt provision.</p> <p>All staff have undertaken training from the local Solent Maths Hub in order to improve teacher subject knowledge and improve mathematical practice over time.</p>
<p>Ensure all staff understand how to promote high expectations leading to excellent pupil behaviour and levels of motivation</p>	<p>EEF toolkit states that improving pupils’ behaviour can lead to up to additional 4 month’s progress. EEF toolkit states that improving pupils’ social and emotional skills can lead to up to additional 4 month’s progress.</p>	<p>Consistently high expectations and understanding of high quality provision has supported pupils to return to the lived daily experience of learning following two periods of remote home learning. Teaching assistants’ training has supported them to support and deliver high quality teaching and learning across all classes and improve understanding of adverse childhood experiences and difficulties experienced by pupils related to close closures and attachment. Support for pupils’ emotional wellbeing in place through development of positive caring relationships & individual targeted support for more vulnerable families through individual Family Links, a one-to-one online parenting programme. Enhanced training for teaching assistant team has improved strategies for positive behaviour management and</p>

		<p>consistent use of Harrison Learning Tree.</p> <p>All staff have developed greater understanding of pupils' vulnerabilities and disadvantages within our community.</p> <p>Consistent culture established across the school that ensures all pupils are highly motivated and engaged learners.</p> <p>Pupils develop pro-social and emotional skills and attitudes that promote learners' success, well-being and mental health in school.</p>
Ensure catch-up teaching and targeted intervention lead to improved pupil outcomes and progress.	EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 month's progress.	<p>Improved tracking and planning for vulnerable pupils has led to improved/consistent levels of attainment and progress related to starting points.</p> <p>Catch up targeted teaching has identified focus groups and responded to pupils' needs leading to improved outcomes.</p> <p>Implementation of targeted strategies related to improved provision for pupils with speech, language and communication.</p> <p>Introduction of writing conferencing has supported improved learning and teaching in English.</p>
To improve outcomes in phonics at end key stage 1.	<p>EEF toolkit states that developing phonics provision can lead to up to additional 5 month's progress.</p> <p>EEF toolkit states that small group teaching can lead to up to additional 4 month's progress.</p>	<p>Implementation of small group phonics intervention across year 2 lead to 96 % pupils passing phonics screening check June 2021.</p> <p>Employment of full time qualified teacher to ensure catch up intervention across year 2</p>

		targeted children who did not pass phonics screening check in December 2020.
Improve communication and language skills for eligible pupils in EYFS and year 1.	<p>Linked to previous involvement in ‘Keep On Talking programme’ shown to improve outcomes at end EYFS.</p> <p>EEF toolkit states that small group teaching can lead to up to additional 4 month’s progress.</p> <p>EEF toolkit states that oral language interventions, particularly in EYFS, can lead to up to additional 6 month’s progress.</p>	Employment of full-time teaching assistant with speech and language specialism achieved. Screening of targeted pupils in EYFS undertaken by TA with specialism in speech and language. Implementation of Nuffield Early Language Intervention (NELI) in Year R led to good outcomes for five children identified.
Ensure social and emotional support for children and families led to improved pupil social skills, confidence and attitudes to learning.	EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 month’s progress.	High quality and inclusive teaching, in-class support. Focussed class teacher and teaching assistant support is backed up by short term intervention, and/or additional guided teaching. Forensic monitoring and timely intervention secured progress for underachieving pupils to ensure end of key stage expectations are achieved.
Support for individuals’ emotional well-being and mental health to address barriers to learning.	<p>EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 month’s progress.</p> <p>EEF toolkit states that improving pupils’ behaviour can lead to up to additional 4 month’s progress.</p> <p>EEF toolkit states that improving pupils’ social and emotional skills can lead to up to additional 4 month’s progress.</p>	Pupils are provided with timely and effective pastoral support through access to Emotional Literacy Support Assistant and (NOW TALA) practitioners. Implementation of specific programmes supported improvements in children’s social and emotional competencies. Access to resources and specialist support from Beacon House improved staff’s competencies in meeting needs of vulnerable children with complex needs.
Whole staff training on consistent understanding of how to meet individual		High quality of teaching & learning/shared

needs related to children who find it difficult to focus and manage the learning environment.		<p>understanding of effective practice.</p> <p>Prioritisation of teaching of key knowledge, skills and developing pupils' understanding has supported improved pupil attainment over time.</p> <p>Teachers have accurate diagnosis of what has been taught, remembered, forgotten or missed end July 2021.</p> <p>Teachers' excellent subject knowledge has enabled them to make accurate assessments to identify what knowledge, skills and understanding needs to be re-taught and to which groups.</p>
Implementation of whole school approach to structured teaching of social and emotional learning skills.	EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 month's progress.	Supplementation of PSCH curriculum with PATHS curriculum content in response to need for deliberate teaching of social and emotional skills has improved children's identification and understanding of their emotions and self-regulation.
Pupils are provided with counselling to support the emotional and mental health needs of individual children.	EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 month's progress.	<p>Provision of private counselling (outsourced) improved pupil participation levels.</p> <p>Access to support led to emotionally healthier lifestyles and improved self-esteem.</p> <p>More vulnerable pupils are supported to gain confidence and improve outcomes.</p> <p>Individual children were better able to cope with the challenges they face and are being supported to understand past experiences.</p>

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