

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Savile Park Primary
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	25% (86 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	31/12/2025
Date of interim reviews	Sept 2026 & 2027
Adjustments accordingly to reviews	Dec 2026 & 2027
Date of final review	1.9.28
Statement authorised by	J Boylan (Headteacher)
Pupil premium lead	J Kitchen
Governor / Trustee lead	Rukhsana Maqsud

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151100
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	£151100

Part A: Pupil premium strategy plan

Statement of intent

The financial year allocation is based on 86 children who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding). This equates to 25% pupils on roll in receipt of pupil premium.

Intent

When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by external agencies, most notably by EEF. We recognise that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We also understand that there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Therefore, we have also taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are very often just as, or more, disadvantaged but where family finances sit just above the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

To attain the best possible outcomes for disadvantaged pupils we will ensure that all staff responsible for the delivery of the curriculum and interventions are involved in the analysis of data and identification of pupils, together with the sharing of additional social, emotional and well-being information, appropriate to their school role, so that they are fully aware of strengths and weaknesses of pupils, groups, classes and cohorts. This will enable them to act collectively, cooperatively and collaboratively towards positive outcomes for all pupils in school, and most notably disadvantaged pupils.

Our ultimate objectives for our disadvantaged pupils is to provide them with a wide range of additional learning experiences; academically, physically and socially; which have positive impacts so that the challenges the pupils, families and school face are diminished and any attainment gaps are narrowed.

The range of provision the SLT & Governors consider making for this group include and would not be limited to:

- 1-1 support as appropriate

- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Improve attendance levels for pupil premium students and to be at least in line with primary pp attendance rates.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiential opportunities to enhance their learning within in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision
- To provide PP children with the opportunity to learn a musical instrument.
- Have access to pastoral support throughout the school day
- Provide activities to promote our school values and thus enhance learning.
- Providing bespoke additional support to the significant number pupils who join us in KS2 and particularly UKS2 to improve outcomes (many of these pupils are FSM but have missed the PP census).

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Challenges

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

Challenge number	Detail of challenge
	<i>In School Barriers</i>
1	Low levels of spoken English and the associated understanding of the language on entry
2	Language deficit – both a gap in vocabulary and the ability to manipulate language for effect. Relevant to almost all pupils but particularly so in the lowest 20% of cohorts.
3	Difficulty with metacognitive strategies
4	Special educational needs in relation to maths, reading comprehension, writing, and personal and social development
5	Low self-esteem and resilience
	<i>External to school barriers</i>
6	Some eligible pupils have limited wider life experiences – Lacking of Cultural Capital
7	Some eligible pupils have poor attendance
8	Some eligible pupils have a difficult home environment
9	Some eligible pupils have high levels of Social, Emotional and Mental Health problems
10	Some eligible pupils (and a number of FSM pupils post PP census) join school during KS2 and particularly UKS2 from within or outside of the UK, without the necessary EYFS/KS1 building blocks to access the age-related expectations of the KS2 curriculum and some without English as a first language. School listed as well below average for % stability on IDSR.

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.

Challenge	Intended outcome	Success criteria
1, 2, 3, 4, 10	Progress in Reading	Achieve above national average attainment in Reading at GLD & KS2
1, 2, 3, 4, 10	Progress in Writing	Achieve above national average attainment scores in Writing at GLD & KS2
1, 2, 3, 4, 10	Progress in Maths	Achieve above national average attainment scores in Maths at GLD, Y4 MTC & KS2

1, 2, 10	Phonics expectations met	Achieve at least the national average attainment in Phonics Screening by the end of KS1.
6, 10	Experiential Learning	Pupils experience a wide variety of learning opportunities which impact positively both academically and in terms of well-being.
7, 10	Attendance	Ensure attendance of disadvantaged pupils is at least in line with the primary school national average attendance for PP students.
5, 8, 9, 10	Well Being	Pupils experience a wide variety of positive well-being experiences.
10	Closing the ARE attainment gap for mobility pupils	Pupils make accelerated progress to close their attainment at entry level to that of age-related expectations.

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: £90720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tracking of Progress & Provision</p> <p>Analysis of progress and attainment data for individuals and groups of children.</p> <p>SLT analysis of progress and attainment of individual and groups of children (x3 annually).</p> <p>Meetings with class teachers.</p> <p>Provision evaluated to ensure all needs are met.</p>	<p>+6 EEF feedback (formative and summative) – high evidence base</p> <p>Rigorous monitoring and tracking of pupil progress through class review meetings and subsequent strategic planning to provide targeted intervention and learning opportunities can deliver approximately five to six additional months' progress on average. (EEF 2020)</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	1 - 5
<p>SENDco Inclusion provision organised, monitored and tracked for all PP students</p> <p>Analysis of progress and attainment data for individuals and groups of children.</p> <p>SEND analysis of progress and attainment of individual and groups of children.</p> <p>Meetings with class teachers, parents & external agencies.</p> <p>Provision evaluated to ensure all needs are met.</p>	<p>+6 EEF feedback (formative and summative) – high evidence base</p> <p>As above</p>	4
<p>Regular attendance of school cluster SEND network</p>	<p>SENDco stay abreast of latest initiatives and practices which in turn relate back to in school practice. Further evidence see above point.</p>	4

<p>Making good progress in core subjects through school (TAs & SEN support) 6 staff members in EYFS 7 staff members KS1 14* staff members KS2 (*equivalent inc P/T staff) ICT technician across school Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through:</p> <ul style="list-style-type: none"> • Same day/rapid interventions • Bespoke feedback and guidance • ICT support <p><i>Focused on:</i></p> <ul style="list-style-type: none"> • Reading, writing and maths • Sensory circuits • SEMH <p><i>By:</i></p> <ul style="list-style-type: none"> • Small group work • Application and practice across all areas of the curriculum <p><i>Staff training</i></p> <ul style="list-style-type: none"> • <i>See later sections</i> 	<p>+6 EEF feedback (formative and summative) – high evidence base</p> <p>As Above</p>	<p>1 - 4</p>
<p>English Leader to continue the tracking of progress & provision of the Little Wandle Phonics provision</p> <ul style="list-style-type: none"> • Providing follow up staff CPD • Ensuring pupil 'catch up' sessions are working effectively 	<p>+6 EEF feedback (formative and summative) – high evidence base</p> <p>General EEF research states that there is evidence that staff are more likely to have a positive impact when delivering structured interventions.</p>	<p>1 – 4</p>

<p>Subscription to The National College CPD for all staff</p> <p>Staff have access to nationally recognised, high quality CPD in areas including:</p> <ul style="list-style-type: none"> • Teaching and learning • Assessment • Primary Curriculum • Safeguarding • Mental Health • SEND • H&S 	<p>General EEF research states that there is evidence that staff are more likely to have a positive impact when delivering structured interventions or following accredited research based CPD.</p>	<p>1 - 10</p>
<p>Subscription for Teaching staff wishing to engage in a National Professional Qualification</p> <p>NPQ for SENDco</p>	<p>General EEF research states that there is evidence that staff are more likely to have a positive impact when delivering structured interventions or following accredited research based CPD.</p> <p>Accredited by the DfE.</p>	<p>1 - 10</p>
<p>Subscription to the Online Safety Hub (provider Smoothwall). Providing CPD and helping staff and families keep all pupils (especially disadvantage or vulnerable) safe online.</p> <ul style="list-style-type: none"> • Firewall and monitoring • Training for <ul style="list-style-type: none"> ○ Staff ○ Pupils ○ Parents • Online well-being and safety advice 	<p>General EEF research states that there is evidence that staff are more likely to have a positive impact when delivering structured interventions or following accredited research based CPD.</p>	<p>6, 8 - 10</p>

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

Budgeted cost: £41800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Neli intervention</p> <p>Catch-up programme to improve the spoken language ability of children in Y1 classrooms.</p>	<p>+4 EEF Extensive evidence</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	1 – 3, 5, 10
<p>Subscription of DfE approved Phonics & Reading Scheme – Little Wandle Letters and Sounds.</p>	<p>Little Wandle Letters and Sounds Revised has been developed by Little Sutton and Wandle English Hubs and taken forward by <u>Little Sutton Primary School</u> and <u>Wandle Learning Trust</u> in partnership with other phonics and early reading experts. The schools have developed a highly effective Letters and Sounds approach over recent years, with Phonics Screening Check results consistently amongst the top five per cent in the country.</p> <p>Little Wandle Letters and Sounds Revised has been built around Department for Education – Letters and Sounds improving rates of progress 2021, as well as drawing on the latest research into how children learn best, how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p>As of 10th July 2021 Little Wandle Letters and Sounds Revised became a</p>	1 – 5, 10

	<p>phonics programme validated by the Department for Education.</p> <p>School phonics data has remained close to the national outcome for the past 3 years.</p>	
<p>Introduction and delivery of Voice 21 within the curriculum in year 1, followed by the embedding of the practice in years 2 and 3 of the strategy.</p>	<p>EEF found that the average impact of oracy language interventions is 6 months progress per year.</p> <p>With high-quality oracy education, students should learn both <i>to</i> talk and <i>through</i> talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively.</p> <p>Voice 21 research - Year 6 and 7 students in participating Voice 21 Oracy Schools were more likely to have an above average reading score than their peers nationally. The average oracy score improves by 50% when first and fourth-year Voice 21 Oracy Schools are compared.</p>	1 – 4, 10
Voice 21 staff CPD.	EEF research states that there is evidence that Teachers and Teaching Assistants are more likely to have a positive impact when delivering structured interventions.	1 – 5, 10
<p>Reading Plus</p> <p>Develop fluency and stamina in reading.</p> <p>Build vocabulary and comprehension.</p> <p>Increase interest, confidence and motivation.</p>	<p>National Results for the 2018-2019 School Year 6 Summary and 2019 – 2020 (internal data sources from 7800+ schools / 235779 students)</p> <p>The results of this study show that students in all grade levels who engaged in Reading Plus instruction over the course of the academic school years significantly increased their capacity to comprehend increasingly complex texts, developed their capacity to understand higher levels of general academic vocabulary, and improved their reading efficiency. Students who completed more Reading Plus lessons achieved significantly larger gains than their peers who engaged in little or no Reading Plus practice. The results also show that the students who engaged in more Reading Plus instruction</p>	2 - 5

	<p>developed more reading confidence and increased their interest in reading. This in turn increases the likelihood that they will continue to use reading as a means to expand their knowledge, to be entertained, and to seek inspiration.</p> <p>Savile Park's own Reading plus data shows significant pupil reading progress each year.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead deployment to provide SEMH support to pupils and families, enabling pupils to be learning ready and thus reduce barriers to their learning.</p> <p>There will be a particular focus on those underachieving pupils who are in danger of not achieving age related expectations.</p> <p>The social and emotional wellbeing of children is supported effectively. Reduction of behaviour incidents on CPOMs.</p> <p>Working alongside SLT to support and monitor targeted, vulnerable families.</p> <p>Improve communication between home and school. Help reduce language barriers within this communication. To improve liaison between 'hard to reach' parents and school. To support families of pupil premium children with a range of issues including attendance, punctuality, housing, early help pathways and behaviour.</p>	<p>EEF Supporting Behaviour in Schools Guidance. EEF +3 months for behaviour intervention and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year. Mental health issues are an increasing concern not only within adults but also children and young people. Present surveys and research show:</p> <ul style="list-style-type: none"> • 1 in 6 children aged 5-16 likely to have a mental health problem • 5 children in a classroom of 30 pupils are likely to have a mental health problem • 50% of all mental health problems start by the age of 14 • 39.2% of 6-16 year olds had experienced deterioration in mental health since 2017 <p>Statistics referenced from NHS, Mind.org, Children's Society, House of Commons library</p>	3 5 7 8 9 10
Service level agreement with Local Authority for a Mental Health Practitioner.	As above	3 5 7 8 9

Improve the mental well-being of pupils which in turn will lead to better learning outcomes.		
DHT with a responsibility covering Behaviour development & support <ul style="list-style-type: none"> • Further develop a school behaviour curriculum • Track provision & progress of the curriculum • Analysis and target outcomes relating to CPOMs entries 	As above section	3 5 7 8 9 10
<p>Subscription to Dingley's Promise staff CPD and educational resources. Deployment of a lead teacher to oversee the projects development in school.</p> <p>School is committed to supporting children with special educational needs and disabilities (SEND) and their families to achieve positive and sustained progress. To underpin this commitment, we will actively use the principles and training provided by Dingley's Promise to strengthen staff knowledge, confidence, and practice.</p>	<p>Whilst there is no evidence based research directly relating to Dingley's Promise, the organisation are highly regarded in SEND provision nationally and employ research based principles in their philosophy and staff CPD.</p> <p>Through this targeted professional development delivered in line with Dingley's Promise, staff will be trained to develop a deeper understanding of inclusive practice, early identification of need, and effective strategies to support children's learning, communication, and emotional wellbeing. This training will ensure that staff are equipped to respond consistently and appropriately to individual needs, enabling children to access the curriculum and make meaningful progress.</p> <p>By embedding Dingley's Promise within EYFS and more widely across school, we aim to promote a whole-setting approach to inclusion. This will enhance collaboration with families, ensuring that parents and carers feel informed and supported, and strengthen partnerships with external professionals. As a result, children will benefit from a more inclusive environment where their needs are understood, valued, and met, supporting both their development and the wellbeing of their families.</p>	3 5 7 8 9
Continued participation in Trauma Informed Schools UK training at a whole school level (following completed SLT and lead practitioner training)	The statement in the Government Green Paper December 2017 Transforming Children and Young People's Mental Health Provision, "There is evidence that appropriately-trained and supported staff such as	5 7 8 9 10

<p>And the embedding of the practice to bring about cultural change within school to lead towards improving learning, mental health, and quality of life for children and young people.</p> <p>Rezina Kelly Consultancy to provide;</p> <ul style="list-style-type: none"> • Training for Teachers & Tas • Supervision for SLT & pastoral team • Supervision for Lead Practitioner (HT) • Parent workshops 	<p>teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)".</p> <p>TIS.UK interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. TIS.UK objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all.</p> <p>TIS.UK training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.</p>	
<p>Noah's Arc & Invictus To improve self-esteem, lessen anxiety and anger leading to an increase in their general well-being and engagement of their learning for an individual pupil who has demonstrated challenging behaviour both at home and school.</p>	<p>As above sections.</p> <p>Clinical evidence based research conducted by Play Therapy UK demonstrated that from over 12000 studies, there was a successful positive change of behaviours and mental health in up to 84% cases.</p>	5 8 9 10
<p>DfE Designated Senior mental health leader to</p> <ul style="list-style-type: none"> • Meet regularly with well being team • Set agendas • Keep minutes • Implement outcomes from meetings 	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	5 7 8 9 10
<p>Subscription costs of Teacher/parent pay and School Cloud Strengthened communication links with parents detailing:</p> <ul style="list-style-type: none"> • Text & email messaging service • Automated payment system 	<p>+4 EEF Parental Engagement – extensive research</p> <p>School's own internal parental survey outcomes show a positive response to the systems used.</p>	5 7 8

<ul style="list-style-type: none"> • Parents evening service • Forms • Facility for virtual parent consultations 		
<p>CPOMS</p> <p>Annual subscription to CPOMS website to ensure robust safeguarding procedures relating to recording and monitoring information.</p>	To enable school to record, monitor and track the above point.	5 7 8 9
<p>School to monitor (Admin Attendance Officer) and support attendance of the children, including staff CPD and working with specific families.</p> <p>School to analyze information from our own attendance data spreadsheet, the DfE toolkit and VYED DfE attendance database; together with the school's ABIE (Attendance baseline improvement expectation) to identify, target and support positive attendance outcomes for pupils. Engage with the services provided by the local authority Education Welfare Officer</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>The Department for Education (DfE) published research found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stages, the lower the likely level of attainment at both the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve age related expectations or above, and 3.1 times more likely to achieve Higher National Standard, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to go on to achieve 5+ GCSEs A*- C (now grade 5 – 9) or equivalent including English and mathematics 	7
<p>English Leader and SLT to introduce the new primary writing framework, implement, track and review. Provide relevant CPD opportunities.</p>	<p>Ensure an emphasis of focus is on pupils requiring the most support as outlined on p74 of the framework document which may include SEND, EAL and disadvantaged pupils</p> <p>EEF research referenced specifically to the framework on p74 includes:</p> <ul style="list-style-type: none"> • Education Endowment Foundation (2015) 'A systematic review of intervention research examining English language and literacy 	1 – 5

	<p>development in children with English as an Additional Language (EAL)' Available at: English as an additional language (EAL) EEF</p> <ul style="list-style-type: none"> Education Endowment Foundation (2021) 'Metacognition and self regulated learning' Available at: Metacognition and Self-regulated Learning EEF 	
<p>Maths lead to actively engage as a member of the WRH West Yorkshire Maths Hub & NCETM maths mastery group with a focus on Voice 21 maths oracy, SEND and PP. Development meetings to take place half termly.</p> <p>Maths lead to disseminate training to other staff and implement into maths practice.</p>	<p>The NCETM & WRH maths are nationwide leading organisations within the field of maths with proven positive impact outcomes for pupils. Participation at the development stage will help school to remain at the forefront of maths innovation.</p>	3 - 5
<p>Participation in The Go All In National Literacy Trust 'Reading Culture Award' to develop and embed reading for pleasure throughout school.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 1 is to develop pupils language capabilities. An aspect of this strand is - reading books aloud and discussing them, including use of structured questioning.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is to develop fluent reading capabilities</p> <p>EEF Improving Literacy guidance report (2019) recommendation 3 is to teach reading comprehension strategies through modelling and supported practice</p>	1 - 4
<p>Subscription to Little Wandle online.</p> <p>Children are able to access from home and in School and develop their reading comprehension skills.</p>	<p>Pupils in both KS1 and KS2 are regularly set activities both in school and for homework.</p> <p>As of 10th July 2021 Little Wandle Letters and Sounds Revised became a phonics programme validated by the Department for Education.</p>	2 4 8
<p>Online subscription to White Rose Maths Hub including Power Maths.</p>	<p>Pupils in both KS1 and KS2 are regularly set activities both in school, for additional home support and for homework. Power Maths recommended by DfE.</p>	2 3 4 8

Staff are able to access high quality plans and resources to aid the teaching of maths Children are able to access from home and in School.		
Online subscription to 1 minute maths app (online maths teaching programme) Children are able to access from home and in School.	Pupils in both KS1 and KS2 are regularly set activities both in school, for additional home support and for homework. App has been developed by White Rose Maths Hub.	2 3 4 8
Online subscription to Times Table Rockstars (online maths teaching programme) Children are able to access from home and in School.	Pupils from across the school have access to the programme and can participate in the daily challenges and inter-class competitions. Staff can track progress with particular focus in Y4 relating to the national screening assessment. ISDR shows that school has performed above national average for the past 3 years.	3 - 5
Early Birds (breakfast club) Children arrive on time and have a good start to the school day with a healthy breakfast, increased readiness to learn. Supervision provision available to pupils with focus on activities to promote social interaction, problem solving, motor skills and homework.	An EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress. While this isn't specifically Magic Breakfast the principle remains the same.	7 8 9
Lunchtime clubs. Improve behaviour for learning, self-esteem and resilience of vulnerable pupils within a social context so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard. Development of Play Leaders (also see sports premium)	Pupils engaged in constructive play are more likely to be engaged in learning and social development. We have seen in previous years that our own cases of CPOM behaviour related incidents have reduced significantly for those pupils who participate in the provision.	5 8 9
Regular author visits. Pupils will enjoy listening to stories read by an	EEF Improving Literacy guidance report (2019) recommendation 1 is to develop	1 - 6

author and participate in writing workshops led by the author.	<p>pupils language capabilities. An aspect of this strand is - reading books aloud and discussing them, including use of structured questioning.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p>	
Rock Steady music sessions service with focus to developing musical skills with focus on vulnerable and disadvantaged pupils. Provide the opportunity for pupils to learn, in a small group environment, a musical instrument not only developing cognitive and physical skills but a love for music and arts also.	Research has shown that learning to play a musical instrument stimulates the brain, improving functions like memory and abstract reasoning skills, which are essential for maths and science. It further enhances self-confidence and is also known to reduce levels of stress and therefore improve mental well-being.	3 - 6
<p>Continuing to embed Speech and Language 'Lingo' intervention programmes</p> <ul style="list-style-type: none"> • Chatterbox (EYFS) • Talk Boost & Sounds Right (KS1) • Language Legends (KS2) <p>To develop oracy and vocabulary within pupils learning and ability to communicate.</p> <p>Continued service level agreement for SLCN pupils to benefit from working with a speech and language therapist within school.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p> <p>Research led by Lingo speech together with Oxford and Cambridge University (Voice 21) attribute +6 months progress.</p> <p>Lingo own research shows 7.6% of early years and primary aged children have developmental language disorder and around 50% of pupils living in disadvantaged areas have speech, language and communication needs which may affect their learning, social and emotional development.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class.</p>	1 2

	<p>Vocabulary explicitly taught through each domain.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p>	
Subscription to Numbots app. To develop understanding, recall and fluency in mental addition and subtraction so that pupils from counting to calculating.	The developers of the app are the same as Timestable Rockstars. That app has proven to be effective within school as shown in the MTC outcomes of Y4 pupils. This therefore demonstrates proven history in developing effective teaching apps. Furthermore, the app was developed together with NCETM and WRH.	3 10
<p>Maths lead to provide staff CPD and implementation of NCETM Mastering Number curriculum within EYFS and KS1 so that:</p> <p>Pupils will develop and demonstrate good number sense</p> <p>Staff will develop a secure understanding of how to build firm mathematical foundations</p> <p>Staff will work to develop intentional teaching strategies focused on developing fluency in calculation and number sense for all children</p> <p>Staff will develop understanding and use of appropriate manipulatives to support your teaching of mathematical structures</p>	NCETM Mastering Number curriculum is in its 5 th year of development. EEF believe the curriculum provides positive outcomes to all pupils and therefore, have begun a trail across 15 maths hubs nationally in the academic year 2025/26.	2 3 4 5 10
<p>Annual subscription to NumberStacks maths intervention programme.</p> <p>Maths lead to gain experience with the intervention and work with relevant staff using the online training</p>	Presently no EEF project trials. Positive reviews provided from other local schools, some of whom are within our WRH group.	2 3 4 5 10

materials so that they can support pupils with effective maths intervention in number.		
<p>School Improvement Partner to work with SLT, TLR post holders and staff to focus on areas for improvement raised in previous Ofsted report and in the school development plan.</p> <ul style="list-style-type: none"> • Systematic audit of current practice in setting • Overview of EEF guidance report findings • Focus points from national findings made by Ofsted • Further development of action plans <p>Evaluation of impact</p>	<p>Previous SIP reports have shown that the school is making progress in the efforts made to improve the aspects of the school identified in the SDP for PP students.</p>	2 - 5
<p>Year 6 visit to Robinwood</p> <p>Full participation in the residential visit, results in increased confidence, social skills and problem solving.</p>	<p>EEF Toolkit - +4 months for outdoor adventure learning</p> <p>As below</p>	6 - 9
<p>Subsidising school visits, visitors, after school clubs, including transport</p> <p>Provide opportunities for first-hand experience for everyone, full participation in all visits and remove the cost barrier.</p> <p>All children attend the trips and their writing skills improve as trips and visits used as writing stimulus.</p>	<p>Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p>	6 - 9
<p>SATs revision club</p> <p>After school club – Feb until May to target support for identified children.</p>	<p>Previous strategy outcomes have shown high uptake and attendance of sessions which encourage pupils be independent and self-reliant, key pupil progress factors identified by EEF.</p> <p>Previous internal school data shows 90+% uptake from Y6 cohorts with PP/FSM students also above 90%.</p>	3 4 8

	100% attendance was recorded for almost all sessions.	
Revision SAT packs 100 & 100+ for reading, GPS & Maths.	All pupils in Y6 will receive a targeted SATs pack. As in previous years, pupils will be supported in the use of the pack both at SATs Club and targeted 1:1 sessions and for homework. See above.	3 4 8
Purchase of nationally standardised assessment materials for baseline and exit assessments of new to Savile Park pupils following KS1 so as to be able to show progress of those pupils during their time at our school.	NFER assessments have a sound statistical base with over 1000 primary schools and tens of thousands pupil participants in Reading, GPS and Maths.	10

Total budgeted cost: £151100

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our previous pupil premium strategy 2022-25 had on our pupils.

Our PP strategy forms a core of 3 years with minor alterations yearly according to changing needs of our pupils, as well as local and national priorities.

Tracking and progress / SENDco Inclusion provision organised, monitored and tracked for all PP students & Learning Mentor / Pastoral Lead / SEN Behaviour Support

One of the most significant challenge that the school has faced over the time of the previous strategy, and continues to face, is the high levels of pupil mobility (well above average on ISDR). Some eligible pupils (and a number of FSM pupils post PP census) join school during KS2 and particularly UKS2 from within or outside of the UK, without the necessary EYFS/KS1 building blocks to access the age-related expectations of the KS2 curriculum and some without English as a first language. School has seen an increase in pupils who join in spring y5 after the January census (PP funding allocation) with further additions in summer y5 and Autumn y6. Often there are 9-10 pupils who fall into this category. In the following census they become entitled to PP funding and form part of the PP data for KS2 outcomes. This means that these pupils, who have lower attainment levels than their peers on entry, have to make significantly above average progress to meet KS2 national expectations within 1 to 4 terms of being at the school. This challenge has proven difficult and consequently the school has seen a decline in outcomes at KS2 over the 3 year period. However, when the school tracks the pupils who have been at Savile Park from EYFS (and often those who join in KS1), the outcomes for those pupils is in line with national averages. This is with the exception of the 2024-25 cohort who had significant additional challenges both within and external to school.

Pupil progress meeting were held for all classes, in November 2024, March 2025 and June 2025. IPPs were produced and have been monitored throughout the term. Further IPP training & review has been provided for all teaching staff from the SENDcos. Dedicated IPP time over 2 staff meetings per term. IPPs being used to set educational targets and track pupil progress.

With above national average EAL pupils and therefore a lower starting point, the 3 year trend for phonics at y1 and y2 has been in line with the national average.

Our internal tracking system shows good progress in reading, writing at KS1 and with some areas of improvement required in maths.

Over the past 3 years the school has remained significantly above the national average for the year 4 multiplication check. It must be noted that there has been significant change to each of these cohorts following the check in terms of pupil mobility.

ISDR showed PP pupils KS2 close to the national average for reading, writing and maths progress for the multi-year average 22, 23 (no further data was available on this measure). On the same measure, our lower prior attainers, many of which were PP or our not PP yet vulnerable and/or pupils performed significantly above the national distribution banding in reading and close to the average national banding in writing and maths. Whilst overall PP pupils are below average attainment (see above rationale) at expected standard in all subjects, this has been in part due to the 2025 cohort specific need as outlined above. Prior to this has

seen a varying 3 year trend in reading and writing, yet in maths and EGPS it was close to the national average in the prior 2 cohorts and significant above in EGPS 23.

CPOMs

This is our 8th year of CPOM use. As a result of staff training and their confidence to use the system, we are seeing that CPOMs is now a fully embedded and consistent practice in school which is used effectively to address issues or concerns relating to pupils. Additional concern filters have been added to give greater focus when analysing the data trends.

EWO

Service level agreement with EWO in place. Attendance figures show improvement over the period of the previous strategy. Further to this, the DfE has begun an 'Attendance Baseline Improvement Expectation (ABIE)'. Within the ABIE attendance data focus groups (FSM and SEND) our school has performed better to similar schools nationally, particularly the attendance of our SEND pupils (+1.1%). Also, when compared to our own data from Autumn 24-25, we were higher in every area.

The school together with the EWO has:

- attended meetings with families in order to target and increase pupils attendance figures.
- Completed follow ups to children missing education
- Tracked pupil movement – leavers to destination schools
- Issued penalty notices for extended leave
- Issued summons for extended leave of 15 days or more
- Authorised part-time pupil timetables if required.

TA support staff

IPP provision created and shared with staff, implemented, reviewed & revised at progress meetings. Discussions held with staff teams as to how to meet the changing needs of pupils. Deployment of staff across school to deliver intervention programmes outline in the previous strategy. See data outcomes in the first section of the review.

NELI

Neli course was delivered in EYFS and Year 1. Pupils who completed the course have a greater confidence in sentence structure and an improved vocabulary bank. Pupil impact can also be seen in the year 1 phonics outcomes (see section below)

Little Wandle

Little Wandle continues to be the sole phonics scheme used throughout school. In Reception and Year One phases 2-5 are explicitly taught on a daily basis. Pupils who need individual "Keep up" programmes are rapidly identified and pupils are provided with daily individual programmes. "Bridge into spelling" also continues to be used daily in Year Two.

There are also group and SEND programmes that are used throughout school for pupils who still need phonics interventions.

Results in phonics for the 3 year period the previous PP strategy ran remained close to the national average.

Reading Plus

From baseline assessments the average increase seen by PP students over the period of the previous strategy have been:
98% by 1+ lexile range (1yr of progress)

74% by 2+ lexile range (2yrs of progress)
46% by 3+ lexile range (3yrs of progress)
17% by 4+ lexile range (4yrs of progress)
10% by 5+ lexile range (5yrs of progress)

Lunchtime Club

Further improvements have been made to lunchtime provision. Pupils participate in lunchtime clubs following a cohort rota (a year group will be engaged in clubs for a given period of weeks). Students use pupil voice to collectively decide upon the clubs on offer.

SIP

Michelle Joyce (SIP) visited the school in each term throughout the 3 year period of the previous strategy. On each visit a deep dive was conducted which included: specific subjects; behaviour & personal development, EYFS & Year 1 provision, and leadership & management. She has met with: pupils, support staff, teachers, SLT, Subject leads, pastoral & behaviour leads to discuss follow up action points to be developed and provided school with detailed reports for each visit.

West Yorkshire Maths Hub

The Maths leader has continued with the maths programme run by the maths hub throughout the period of the previous strategy. He has worked with other local primary schools to share good practice and has supported the development of maths in our school. He will continue to develop the teaching of maths within school and participate in further developments with the hub as outlined in the new strategy.

Success@Arithmetic

During the previous strategy, this intervention ran with varying degrees of success due to staff changes over time and sustaining the knowledge to deliver it. Going forward this intervention will be discontinued and replaced by those stated in the new strategy.

MyMaths, White Rose Maths, TTRS, Purple Mash & Little Wandle online

Throughout the period of the previous strategy, pupils in both KS1 and KS2 were regularly set activities both in school and for homework. Moving forward, all but MyMaths (this will be replaced by those stated in the new strategy) will continue to be regularly used by the school to enhance and support the pupil learning experience. Should the need for remote learning provision arise, they will form part of the Remote Learning Offer.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
NumberStacks	Numberstacks.co.uk

Maths Mastery	NCETM
Language Legends	Lingo
Talk Boost	Lingo
Chatterbox	Lingo
Sounds Right	Lingo
Voice 21	Voice21.org & Cambridge University
Little Wandle Online	Little Wandle
CPOMs	CPOMs
Reading Plus	Dreambox and Reading Plus
Teacher to Parent pay	Eduspot
School Cloud	Schoolcloud
NELI	Nuffield
White Rose Maths Hub	WRM hub
Real PE	RealPE
Online Safety Hub	Smoothwall
Purple Mash	2simple