Pupil premium strategy statement

Sutton-at-Hone CE Primary School

2025-2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Karen Trowell, Headteacher
Pupil premium lead	Michelle Tolhurst, Deputy headteacher
Governor / Trustee lead	Aaron Young, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,235
Pupil premium funding carried forward from previous years	£18,196
Total budget for this academic year	£151,431

Part A: Pupil premium strategy plan

Statement of intent

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others

'Which one of you, having a hundred sheep and losing one of them, does not leave the ninety-nine in the wilderness and go after the one that is lost until he finds it?'
(Luke 15:4)   'I am the Good Shepherd' (John 10:11)

At-Sutton-at-Hone no-one gets left behind

Community   **Love**   **Service**   **Forgiveness**   **Perseverance**   **Thankfulness**

Our intention is that all pupils at Sutton-at-Hone CE Primary School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, considering the challenges faced by vulnerable pupils. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. Through these activities and the daily interactions our staff have each day, we seek to challenge the impact of disadvantage on our pupils' ability to flourish and achieve well.

Our vision and philosophy draws inspiration from the parable of the lost sheep. As a school family, part of God's family, at Sutton-at-Hone, no-one gets left behind or left out. Each member is supported to flourish and 'be the best they can be'. The leaders and staff care for their sheep and look after and value each member.

High-quality teaching is at the heart of our approach. This is key for all learners, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential (ensuring 'no one gets left behind'), including those who are already high attainers. This will be achieved through improving classroom pedagogy, developing an ethos of aspiration for all to succeed, supporting attendance, supporting children's wellbeing and self-esteem and ensuring high quality teaching for all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic. Overcoming barriers (many which have been made more complicated due to the Covid-19 pandemic) is key to ensure all learn and achieve well. We believe we can make a significant difference to these children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- prioritise needs, ensuring effective provision (which includes group and 1:1 support)
- adopt a whole school approach, 'high expectations from everyone, of everyone' so that 'no one gets left behind.' in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At Sutton-at-Hone CE Primary School we believe in a long-term strategy which is aligned to our School Plan, using a tiered approach to balance our strategies to improving teaching, targeted academic support, and wider strategies. We recognise that many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as our school priorities change.

| TEACHING |
| TARGETED ACADEMIC SUPPORT |
| WIDER STRATEGIES |

Challenges

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

Challenge number	Detail of challenge
1	**Social and emotional difficulties** Our assessments (including Leuven wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Some children have lower levels of wellbeing which affects their ability to engage fully. Social and emotional health and wellbeing of many of our disadvantaged pupils were also impacted by the COVID-19 pandemic.
2	**Attendance** Low attendance data and poor attendance habits for some families, negatively impacts disadvantaged pupils' progress. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged pupils.
3	**Communication and language** Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	**Foundational knowledge and basic skills - Reading, Writing, Maths** Significant learning and knowledge gaps in Reading, Writing and Maths.

| | | Some disadvantaged pupils generally have greater difficulties with phonics which negatively impacts their development as readers.
Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Some disadvantaged pupils have difficulty with automaticity in recalling maths facts and basic fluency skills. |
| 5 | | **Wider experiences**
Social issues for many pupils and a lack of enrichment and wider cultural opportunities. |

Intended outcomes

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

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils - end of KS2.	By the end of KS2, 80% of disadvantaged pupils meet the expected standard in reading.
Improved maths attainment for disadvantaged pupils - end of KS2.	By the end of KS2, 80% of disadvantaged pupils meet the expected standard in maths.
Improved writing attainment for disadvantaged pupils – end of KS2	By the end of KS2, 80% of disadvantaged pupils meet the expected standard in writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	By 25/26, pupil wellbeing (measured using Leuven and qualitative data from pupil voice, pupil and parent surveys and teacher observations) show a positive year-on-year improvement.
Improved oral language skills and vocabulary among disadvantaged pupils. Increased exposure to enriching oracy opportunities.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. High participation rates from disadvantaged pupils in debates, performances, presentations, leadership roles. Increased cultural capital and sense of belonging.
Improved attendance for disadvantaged pupils.	Sustained attendance of 94% or above by 25/26; persistent absence reduced. Attendance for disadvantaged pupils is in line with other. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are persistently absent being no more than 2% lower than their peers.

| Greater participation in a range of enrichment activities and experiences to widen cultural capital and enhance learning. | 80% of disadvantaged children participate in enrichment activities. Greater range of extra-curricular opportunities promoted and accessed. |

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Professional development to support implementation	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	EEF Supporting continuous and sustained development is crucial to developing teacher practice. Content of PD is based on the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches.	3, 4
Develop and embed Kagan structures to enhance collaborative learning and build resilience, support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Professional development to support implementation	EEF Toolkit shows an impact of +5 for Collaborative Learning. Collaborative learning approaches	EEF (educationendowmentfoundation.org.uk) QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) Spotlight on disadvantage report – NGA. Pupil premium usage is not the only determinant of disadvantaged pupil progress and attainment. The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils. 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	Teaching and Learning Toolkit	EEF	3, 4, 5

Supporting the recruitment and retention of teaching staff (Teacher Apprenticeship and NPQs)	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn is crucial to maintaining a high standard of teaching and learning, Guidance report /EEF-Effective-Professional-Development-Guidance-Report Evidence base to support teacher recruitment and retention. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews	3, 4
Mentoring and coaching for teachers (support for Teacher Apprentice)	Mentoring and coaching is an important source of support, particularly for ECTs. Mentoring | EEF National Institute of Teaching - what can research tell us?	3, 4
Develop metacognition and self-regulation strategies and approaches. Professional development to support implementation.	Positive impact on learning, +7. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Developing a set of skills and habits which facilitate self-awareness and resilience in learning. Use metacognition to help them transfer learned skills from one context to another and help them understand how they learn best and how to use this learning most effectively. Metacognition studies show very high effects on learning. They understand themselves as learners and how to tackle challenges effectively.	3, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Teacher release time to embed key elements of guidance in school and to access Maths Hub resources/CPD.	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: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Accelerated Reader -additional pupil subscriptions -continuous professional development	Oxford University Press - Word Gap - Oxford Language Report We have seen a positive impact in previous years in terms of pupil achievement, reading stamina and attitudes to reading. 'Millionaire readers' are motivating our pupils. 'AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes'	3, 4

	EEF Evaluation Conclusion	
Purchase of PiXL. (Diagnostic assessments). Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessment | EEF 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. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. The ability to quickly and simply identify and plan for groups of children who require additional support and teaching. Successful use of tools to diagnose pupils' gaps and benchmark against other PiXL schools.	4
Technology and other resources that support high quality teaching, for example software to support diagnostic assessment.	To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy. To improve the impact of pupil practice. Clicker 8, TTRS, AR, learning resources on iPads, Espresso, EdShed, MathsHub. EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	4
Trust-wide Oracy CPD programme covering dialogic teaching, vocabulary instruction, questioning and structured talk routines. Trust Oracy Framework.	Oral language interventions | EEF +6 months. Disadvantaged children are 2.3 times more likely to be identified as having speech, language and communication needs. Why Oracy Matters | ESU Report The UK's poorest children start school 19 months behind their wealthier peers in language and vocabulary. (National Literacy Trust) COVID-19 and literacy: The attainment gap and learning loss | National Literacy Trust Consistency enhances implementation. Implementation | EEF	3
Embedding Form-ative Assessment Project (2 years) **Completed June 2024.** *Embedding Formative Assessment is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school. Schools run monthly workshops, known as Teacher Learning Communities, and teachers conduct structured peer observations focusing on the use of formative assessment strategies.*	***This project ended in June 2024. We intend to use the TLC structures for other areas identified on our school improvement strategy.*** Feedback | EEF Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. The programme builds on existing evidence that FA can improve students' learning. EEF funded this evaluation as it offers a scalable approach to supporting schools to deliver the approach.	3, 4

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid catch-up. 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 | Teaching and Learning Toolkit | EEF	3, 4
Additional adult support for Year 6 to address learning gaps.	Small group sizes, target knowledge gaps and specific needs. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	4
Targeted interventions. Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. CPD. Use of SpeechLink interventions.	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) Oxford University Press - Word Gap - Oxford Language Report	3
Teaching assistant deployment and interventions.	Strategic deployment of TAs to ensure priority pupils are supported well. /eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf	1, 3, 4
Ensure teaching interventions are used to meet the gaps identified in pupils' learning to accelerate progress and attainment.	Good impact seen from previous years with precision teaching. Continue with approach. One of the most effective teaching strategies for ensuring high levels of fluency and accuracy. Targeted to meet gaps identified in pupils learning. Carefully designed tasks allow children to practise key skills until they are fluent. It provides the mechanisms for assessing and monitoring progress. Teaching Assistant Interventions | EEF	
One to one and small group tuition for pupils in	Tuition targeted at specific needs and knowledge gaps can be an effective method to	4

need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: [Tutoring: guidance for education settings](#)	support low attaining pupils or those falling behind: [One to one tuition | Teaching and Learning Toolkit | EEF](#) [Small group tuition | Teaching and Learning Toolkit | EEF](#)	
Oracy – reading aloud and performance reading groups.	Improves fluency, expression and confidence. [Metacognition and self-regulation | EEF](#)	3

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

Budgeted cost: £41,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extracurricular activities, offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Artsmark Award.	Arts participation can have a positive impact academic outcomes in other areas of the wider curriculum Jam Coding Club - aimed at furthering digital literacy and skills development among students and staff. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. [Arts participation | EEF](#)	5
Support families with attendance and acute needs. Attendance officer support and FLO. Funded places at breakfast club.	Principles of good practice set out in the DfE's [Improving School Attendance](#) advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improve attendance and readiness to learn for the most disadvantaged pupils and reluctant families. NfER briefing for school leaders identifies addressing attendance as a key step. [Parental engagement | EEF](#)	2
Ensure SEMH needs are met. Support for children, parents and families. FLO, clubs, parent workshops, mile, signposting to support and resources.	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): [EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)](#)	1, 5

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Support with school journey/ swimming/other opportunities.		
Social action and leadership projects. Pupil Leadership roles and responsibilities (Readers, Leading Lights, School Council, Play Leaders, Sports reps).	Pupil leadership has been shown to be the driving force behind many of the most successful schools in our network. (SSAT) Vocabulary rich - Cultural enrichment is an important part of a child's readiness for life and the next stage of their education. Leadership roles increase social and cultural capital.	1, 3, 5
Oracy – debate clubs, Trust Oracy Festival, public speaking competitions.	Authentic speaking opportunities build transferable skills and confidence.	3, 5
Trips, visits and enrichment that broaden vocabulary	Cultural capital strongly linked to oral and written expression	3, 5
Parental engagement workshops	Parental engagement	EEF + 4 (supporting early language, reading aloud, talk routines at home).	3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. E.g., 'Helping children talk about their lives book' and 'A treasure deck of feelings'.	All

Total budgeted cost: £151, 431

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall Outcomes
☑ Good progress ☐ Average progress ☐ Minimal progress

> Snapshot of student outcomes, highlighting Disadvantaged student performance relative to peers and national figures across core subjects.

Meeting the Expected Standard (EXS)
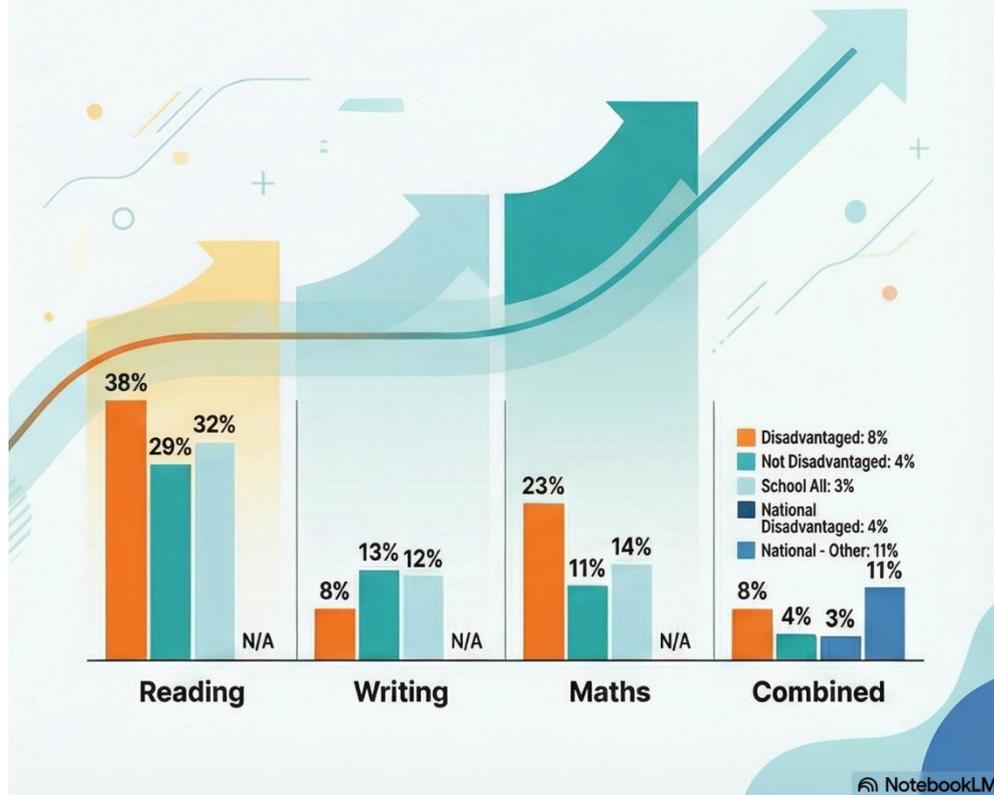
Disadvantaged Pupils Outperform National Averages

School's disadvantaged group consistently achieves the expected standard at a higher rate than national averages.
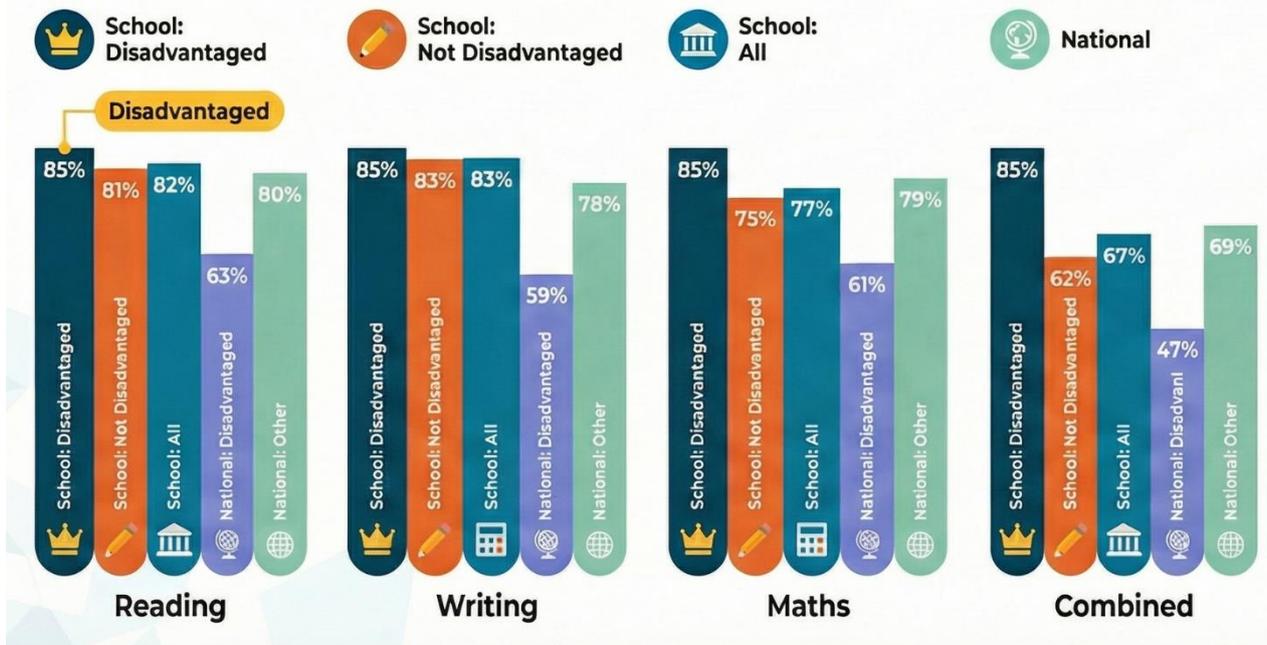
GREATER DEPTH STANDARD (GDS) OUTCOMES

Strong GDS Performance in Reading & Maths
Disadvantaged students achieved a higher standard in Reading and Maths compared to their non-disadvantaged peers.

Legend:
- Disadvantaged: 8%
- Not Disadvantaged: 4%
- School All: 3%
- National Disadvantaged: 4%
- National - Other: 11%

Reading: 38%, 29%, 32%, N/A
Writing: 8%, 13%, 12%, N/A
Maths: 23%, 11%, 14%, N/A
Combined: 8%, 4%, 3%, 11%

NotebookLM

Whilst it is important to be cautious when making direct comparisons with data from previous years, the progress of our disadvantaged pupils has steadily increased over the years. At KS2, there is still a gap (GPS at EXS and Writing at GDS) between our disadvantaged and non-disadvantaged pupils, but the progress of disadvantaged pupils at KS2 has exceeded the minimum stated goal of 80% (in this current strategy) achieving the expected standard.

Our disadvantaged pupils performed better nationally than non-disadvantaged. There is still an internal gap between our disadvantaged and non-disadvantaged cohorts. Whilst there is still much work to do to raise overall attainment and progress, this represents a significant achievement. The fact that the rise has been steady over the past three years is also reassuring in that it feels more sustainable.

Teaching
☑ Good progress ☐ Average progress ☐ Minimal progress

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Evidence from learning walks, book scrutiny and pupil voice indicates the focus on the support given to pupils in lessons is improving, in particular with more evidence of formative assessment strategies and opportunities for Kagan and collaborative learning.

A greater focus on showing fidelity to schemes such as Little Wandle has allowed teachers to reduce the cognitive overload for children by not mixing and matching approaches/resources and has allowed teachers to focus on teaching rather than planning and creating resources. This has helped to ensure that all pupils, and particularly disadvantaged pupils, make maximum progress.

Internal and external evidence indicated that the relentless focus on the support given to disadvantaged pupils is making a difference to pupil learning, such as formative assessment strategies, checking for understanding, embedding foundational knowledge e.g. Mastering Number and use of Kagan strategies to enhance collaborative learning and build resilience, articulate key ideas, consolidate understanding and extend vocabulary.

Ensuring our children have a strong start and firm foundation remains a priority. We aim to continue to develop provision in EYFS so that our 24/25 GLD outcomes of 60% (non-disadvantaged 69%) gap continues to close. Similarly, securing phonics continues to remain a focus to ensure that our Year 1 phonics outcomes of 60% (non-disadvantaged 92%) also continues to close, including retakes, (disadvantaged 16.7%).

A significant focus for 25/26 is oracy. We know that high levels of literacy are crucial in unlocking success and are committed to ensuring that disadvantaged pupils develop the spoken language and communication skills needed to thrive academically, socially and emotionally.

Targeted academic support
☑ Good progress ☐ Average progress ☐ Minimal progress

There is evidence that pupils are making progress on their targeted areas for development. Some pupils have achieved more success in achieving their ambitious targets. For some pupils their progress is more stubborn, they often have more severe and intractable learning and cognition needs. Diagnostic tests are due to take place in the Autumn term to further evidence progress and diagnose pupils' gaps, indicating specific strengths and areas for development for individuals, classes and year groups.

Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. This remains and area of focus for 25/26.

Wider strategies
☐ Good progress ☑ Average progress ☐ Minimal progress

Despite the best efforts of the school to support pupils' social, emotional and mental wellbeing, there is still a gap in attendance, as evident in schools nationally and this remains a challenge. Whilst we recognise schools are one agency in tackling improving attendance, we make it a strong ambition for school leaders to have a positive impact on attendance in the short and long term. Actions from the attendance officer and SLT, with continued support from the FLO, is beginning to make a difference with some harder to reach families. This remains an area of focus. Case studies within the school evidence this impact.

Attendance in 24/25 was 94.2% for all pupils and 90.5% for disadvantaged pupils. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour, wellbeing and mental health improved last year, but challenges remain a focus. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

There are higher levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations but these now need to be sustained.

There is a greater range of extra-curricular opportunities promoted and accessed. There has been an increase in participation in enrichment activities, particularly among disadvantaged pupils. We target those who are not attending and carry out pupil voice to gather further information.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above.
The progress towards the main aims, as stated in the 'Intended Outcomes' section above, have provided us with a strong platform upon which to continue to support our disadvantaged pupils to flourish and achieve well and we relentlessly seek to challenge the impact of disadvantage on our pupils' ability to succeed, so that no-one gets left behind.

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
Accelerated Reader	Renaissance
TTRS	Maths Circle Ltd
Embedding Formative Assessment	SSAT
Kagan	T2TUK
Phonics	Little Wandle
NTS Tests	National Test Style Standardised Assessments
Espresso	Discovery Education
EdShed (The Literacy Shed, Literacy Shed Plus, Spelling Shed and MathShed)	Education Shed Ltd
PiXL	PiXL

Further information (optional)

Additional activity

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

Pupil Premium Champions group

As part of Aletheia Academies Trust, we engage with the 'Pupil Premium Champions' best practice team. As a family of schools, we are able to work in partnership, to develop, provide support and challenge and share expertise to improve outcomes for all. We have been able to discuss the shared challenges faced by disadvantaged pupils in our schools. Where schools have high-performing disadvantaged pupils, we have been able to share good practice and learn from their approach. We have looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

Embedding more effective practice around feedback

Following on from completing the 2 year 'Embedding Formative Assessment' Project (ended June 2024) we intend to build on the formative assessment strategies used as part of the project and intend to use the TLC structures for other areas identified on our school improvement strategy. The programme builds on existing evidence that formative assessment can improve students' learning.
EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils. Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. EEF/guidance-for-teachers/assessment-feedback