Moorcroft Wood Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data
Name of School	Moorcroft Wood Primary
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	39% (Targeted)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 2026-2027 2027-2028
Date this statement was published	21.10.2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs A. Adair (Executive Head Teacher)
Pupil premium lead	Mrs D. Roper (Head of School)
Governor / Trustee lead	Mr. S. Hughes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,750
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£193,750

Part A: Pupil Premium Strategy Plan

Statement of intent:

At Moorcroft Wood Primary School, our vision is **"From tiny seeds grow mighty trees."** This vision underpins our commitment to ensuring that every child, regardless of their background or starting point, is nurtured, valued and supported to flourish academically, socially and emotionally. We recognise that every child has unique strengths, aspirations and needs, and we strive to provide the strong foundations, encouragement and opportunities that enable all pupils to achieve their full potential.

Our Pupil Premium strategy is central to this commitment. We are dedicated to removing barriers to learning and ensuring that disadvantaged pupils have equitable access to high-quality teaching, targeted academic support and wider opportunities that enrich their educational experiences. We recognise the importance of developing strong foundations in early reading and phonics, improving reading attainment, promoting positive attendance and developing children's language, vocabulary and oracy skills so that they can communicate confidently and access the full curriculum.

Guided by our principles of **Nurture, Feed, Grow and Succeed**, we aim to foster a love of learning, build self-belief, develop resilience and inspire ambition in every child. We use assessment, evidence-informed practice and close monitoring of pupil progress to identify individual needs, provide timely support and evaluate the impact of our provision. We also recognise that strong relationships with families and effective pastoral support are essential in overcoming barriers to learning and promoting positive outcomes.

All staff and governors share collective responsibility for improving outcomes for disadvantaged pupils. Through a culture of high expectations, inclusive practice and continuous improvement, we aim to ensure that disadvantage does not limit a child's opportunities or aspirations.

What is the Pupil Premium?

Pupil Premium is additional government funding provided to state-funded schools in England to improve educational outcomes for disadvantaged pupils. Funding is allocated to support eligible pupils, including those who are currently or have previously been eligible for Free School Meals (FSM), looked-after children and previously looked-after children. Service Pupil Premium provides additional support for eligible children from service families.

Schools are expected to use this funding strategically to improve outcomes for disadvantaged pupils, address barriers to learning and promote equity of opportunity. Our Pupil Premium Strategy Statement sets out the key challenges faced by our disadvantaged pupils, the evidence-informed approaches we will implement, how funding will be allocated and how we will evaluate the impact of our provision.

Our approach to Pupil Premium spending

At Moorcroft Wood Primary School, our vision is **"From tiny seeds grow mighty trees."** We believe that every child should have the opportunity to develop strong foundations, grow in confidence and achieve their full potential, regardless of their background or circumstances.

Our Pupil Premium strategy is embedded within our whole-school improvement priorities and reflects our commitment to high expectations, inclusive practice and continuous improvement. We use assessment information, professional knowledge of our pupils and families, and research evidence to identify the barriers that have the greatest impact on disadvantaged pupils' educational outcomes.

In line with Department for Education guidance and the Education Endowment Foundation's (EEF) Guide to the Pupil Premium, our strategy follows a tiered approach, focusing on three complementary areas:

1. High-quality teaching

We prioritise high-quality teaching for all pupils, recognising that effective classroom practice is fundamental to improving outcomes for disadvantaged learners. This includes developing staff expertise, strengthening assessment, delivering a broad and ambitious curriculum, and ensuring that teaching responds effectively to pupils' starting points and individual needs.

2. Targeted academic support

We provide timely, structured and evidence-informed academic support for pupils who need additional help to make progress. This includes targeted reading and phonics interventions, vocabulary development, oracy and language support, and additional teaching that complements and reinforces classroom learning. Support is informed by assessment and reviewed regularly to ensure that it has a positive impact.

3. Wider strategies

We recognise that barriers beyond academic learning can affect pupils' ability to attend school regularly, engage with learning and achieve their potential. We therefore prioritise strategies that improve attendance, strengthen relationships with families, support pupils' social and emotional wellbeing, and provide equitable access to enrichment opportunities and the wider curriculum.

These three areas are interconnected, and the balance of funding will reflect the specific needs of our disadvantaged pupils. High-quality teaching remains a priority, alongside targeted academic support and strategies that address wider barriers to learning.

Evidence, monitoring and accountability

We use the best available research evidence, including guidance from the EEF, alongside our knowledge of the school community to inform decisions about how Pupil Premium funding is spent. We recognise that no single intervention will address every barrier and that approaches must be appropriate to our pupils' needs and implemented effectively.

The impact of our strategy is monitored through assessment and attainment information, progress reviews, reading and phonics outcomes, attendance data, observations of teaching and learning, and evaluation of targeted support. We also consider pupils' wider development, communication skills, engagement and access to learning opportunities. This enables us to identify what is working well, adapt provision where necessary and ensure that resources are directed towards approaches that make the greatest difference.

Pupil Premium funding is not intended to operate in isolation from the wider work of the school. All staff and governors share responsibility for improving outcomes for disadvantaged pupils, and our strategy forms an integral part of school improvement planning. We review our priorities regularly and publish an updated strategy statement annually in accordance with Department for Education requirements.

At Moorcroft Wood Primary School, we are committed to ensuring that disadvantage does not determine a child's future. Through nurturing relationships, ambitious teaching, targeted support and effective partnership with families, we aim to remove barriers, strengthen foundations and enable every child to flourish.

From tiny seeds grow mighty trees: every child deserves the opportunity to grow, flourish and succeed.

Challenges:

The key challenges to achievement among our disadvantaged pupils have been identified as follows:

Challenge Number	Detail of Challenge
1	Children demonstrating a secure understanding of Grapheme Phoneme Correspondence (GPC) retention, decoding and blending abilities.
2	Children demonstrating a secure understanding of the skills and knowledge associated with the expected age related standard in reading at the end of all key stages.
3	Children demonstrating a secure understanding the skills and knowledge associated with the expected age related standard in writing at the end of all key stages.
4	Children demonstrating a secure understanding the skills and knowledge associated with the expected age related standard in mathematics at the end of all key stages.
5	The attendance gap for disadvantaged pupils vs all pupils, resulting in the potential creation of learning gaps.
6	Timely support systems for disadvantaged pupils (academic and non-academic) to ensure equitable access to the curriculum. (Personal to individual circumstances)
7	Children's language development and vocabulary retention (Oracy skills).
8	Access to curriculum enrichment opportunities / cultural capital development.

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
Increase the proportion of disadvantaged pupils achieving age-related expectations in EYFS, with a specific focus on early reading and communication.	• By the end of 2026–2027, the proportion of disadvantaged pupils achieving a Good Level of Development increases by at least 5% from the September 2026 baseline, with progress reviewed termly. • Children who are at risk of not meeting expected outcomes are identified through regular assessment and receive timely, evidence-informed support. • Phonics, early reading, vocabulary and communication are explicitly taught and practised through daily provision and interactions.

	• Pupil progress meetings evaluate the impact of support and agree next steps.
Improve disadvantaged pupils' phonics and reading attainment across the school.	• By July 2027, the proportion of disadvantaged pupils achieving the expected standard in reading at the relevant statutory or school assessment point increases by at least 5% from the 2026 baseline. • The proportion of disadvantaged pupils meeting the Year 1 Phonics Screening Check standard improves by at least 5% from the 2026 baseline. • All pupils below age-related expectations, including those with gaps in grapheme–phoneme correspondence, decoding, fluency or comprehension, have a clearly identified support plan. • Reading fluency, accuracy, comprehension and progress are checked at least termly; intervention impact is reviewed and provision adapted where progress is insufficient. • Book scrutiny and lesson visits show consistent, explicit teaching of vocabulary and reading comprehension across the curriculum.
Increase the proportion of disadvantaged pupils meeting the expected standard in reading at the end of Key Stage 1.	• By the end of Year 2, the proportion of disadvantaged pupils achieving the expected standard in reading improves by at least 5% from the cohort's starting-point/baseline assessment. • Termly assessment and pupil progress meetings identify pupils at risk of falling behind and lead to timely, targeted support. • Pupils receive regular opportunities to read aloud, build fluency, discuss texts and demonstrate comprehension. • Teachers use assessment information to adapt teaching and interventions; impact is recorded and reviewed termly.
Increase the proportion of disadvantaged pupils meeting the expected standard in reading at the end of Key Stage 2.	• By July 2027, the proportion of disadvantaged pupils achieving the expected standard in reading improves by at least 5% from the cohort's starting-point/baseline assessment. • Disadvantaged pupils make good progress from their individual starting points, with the attainment gap against non-disadvantaged pupils monitored termly. • Teaching explicitly develops vocabulary, inference, retrieval, summarising and understanding of a range of texts. • Pupils who are not making expected progress receive targeted support, and the impact of this support is reviewed through assessment, book looks and pupil progress meetings.
Improve attendance for disadvantaged pupils and reduce persistent absence.	• By July 2027, disadvantaged attendance reaches at least 96%, or improves by at least 2% from the 2025–2026 baseline where this is the more appropriate cohort-specific target. • The proportion of disadvantaged pupils who are persistently absent reduces by at least 5% relative to the 2025–2026 baseline. • Attendance is monitored regularly, with prompt follow-up of absence and early identification of emerging patterns. • Individual attendance plans and family support are put in place where needed; impact is reviewed with families and relevant staff at agreed intervals. • Attendance data is reviewed at least termly by leaders and governors, including comparison with whole-school attendance.
Develop disadvantaged pupils' oracy, vocabulary and communication skills.	• By July 2027, at least 80% of disadvantaged pupils identified as needing additional oracy support meet the individual communication, vocabulary or speaking-and-listening targets agreed for them. • Baseline assessment identifies pupils' needs and informs targeted provision, including WellComm, Early Talk Boost or Talk Boost where appropriate. • Staff consistently model ambitious vocabulary, sentence structures and purposeful talk across the curriculum. • Pupils have regular structured opportunities to explain ideas, ask and answer questions, retell, discuss texts and speak to different

	audiences. • Progress is reviewed termly using assessment evidence, observations and pupil voice; support is adapted where pupils are not making expected progress.
Ensure disadvantaged pupils receive timely academic and pastoral support to access learning.	• Identified barriers to learning are recorded, with appropriate academic, attendance, communication or pastoral actions and named responsibility. • Support is put in place promptly, with referrals to internal or external services made where appropriate. • The impact of interventions and pastoral support is reviewed at least termly using assessment, attendance, wellbeing and pupil/family feedback. • Pupil progress meetings identify pupils at risk of underachievement and record agreed actions, review dates and outcomes.

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: **£22,817.68**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide staff CPD on inclusive teaching strategies to ensure disadvantaged pupils can access high-quality maths teaching, including explicit modelling, scaffolding, use of concrete and pictorial representations, mathematical vocabulary and adaptive teaching to address individual learning gaps.	Staff attend CPD and apply strategies in classroom practice. Lesson observations, book looks and pupil voice show inclusive approaches being used consistently. Assessment and pupil progress data demonstrate improved engagement and progress for disadvantaged pupils in maths *The Education Endowment Foundation (EEF) guidance report Improving Mathematics in Key Stages 2 and 3 recommends using assessment to build on pupils' existing knowledge, using manipulatives and representations, developing problem-solving strategies and providing structured interventions where needed. These approaches support teachers in identifying misconceptions, adapting teaching and addressing gaps in mathematical understanding.* *The EEF's Effective Professional Development guidance also highlights the importance of well-designed CPD that includes modelling teaching techniques, opportunities to practise, feedback and action planning to support changes in classroom practice*	2-6

Ensure all disadvantaged pupils have equitable access to the full curriculum and wider enrichment opportunities, including residential trips, educational visits and extracurricular activities.	Disadvantaged pupils have equitable access to curriculum enrichment opportunities, including residential trips, educational visits and extracurricular activities. Barriers to participation, including financial and pastoral barriers, are identified and addressed promptly. Participation rates of disadvantaged pupils in wider curriculum opportunities are monitored and gaps in participation are reduced. Pupil voice and feedback demonstrate that disadvantaged pupils feel included and able to participate fully in school life. *The Education Endowment Foundation (EEF) identifies wider strategies, including addressing non-academic barriers to learning, as an important part of a tiered Pupil Premium approach. Providing disadvantaged pupils with access to enrichment opportunities can help address financial barriers to participation, support belonging and engagement, and broaden pupils' experiences.*	6+7

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

Budgeted cost: **£113,133.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use regular analysis of assessment data to identify the specific learning needs and barriers faced by disadvantaged pupils, enabling teachers to adapt classroom provision and implement targeted strategies that close learning gaps and accelerate progress.	Assessment data is analysed regularly to identify gaps in learning and barriers to progress for disadvantaged pupils. Teachers use assessment information to adapt planning, teaching and provision to meet the identified needs of disadvantaged pupils. Targeted support and interventions are implemented promptly and reviewed regularly for impact. Pupil progress is monitored termly, with teaching strategies adjusted where necessary to accelerate progress and close attainment gaps. Disadvantaged pupils demonstrate measurable progress towards age-related expectations. *The Education Endowment Foundation (EEF) recommends using assessment to identify pupils' specific learning needs and inform teaching and targeted support. Regular analysis enables*	6

	teachers to identify misconceptions, gaps in knowledge and barriers to learning, adapt classroom provision and evaluate whether interventions are having the intended impact.	
Provide targeted phonics tutoring delivered by Learning Support staff for disadvantaged pupils, focusing on securing phoneme–grapheme correspondence (GPC) knowledge and addressing identified gaps in phonics learning to improve decoding, word recognition and early reading fluency.	Identified disadvantaged pupils make measurable progress in securing phoneme–grapheme correspondence (GPC) knowledge. Phonics assessments show improved accuracy in recognising graphemes and blending sounds to read words. Gaps in phonics knowledge are reduced through regular assessment and targeted intervention. Pupil progress is monitored regularly, with tutoring adapted to address any remaining gaps. More disadvantaged pupils meet age-related expectations in the phonics screening check. *The Department for Education's Reading Framework: Teaching the Foundations of Literacy supports systematic synthetic phonics, explicit teaching of phoneme–grapheme correspondence (GPC), regular assessment and additional practice for pupils at risk of falling behind. Targeted tutoring can provide further opportunities to practise and secure phonics knowledge, strengthen decoding and support the development of reading fluency.*	1
Provide structured, needs-led interventions delivered by Learning Support Assistants to address identified learning gaps for disadvantaged pupils and accelerate their progress towards age-related expectations.	Disadvantaged pupils who require additional support are identified through assessment and progress monitoring. Learning Support Assistants deliver structured interventions tailored to pupils' identified learning needs. Pupils demonstrate measurable progress in targeted areas of learning, with gaps in knowledge and skills reduced. Intervention impact is reviewed regularly using assessment data, with provision adapted where necessary. Disadvantaged pupils make improved progress towards age-related expectations. *Research from the Education Endowment Foundation (EEF) indicates that targeted, structured small-group and one-to-one interventions can improve outcomes for pupils who are falling behind. The EEF Teaching and Learning Toolkit estimates that small-group tuition can lead to an average of* ***four additional months' progress****, with benefits particularly evident when support is closely matched to pupils' identified learning needs. Its guidance on teaching assistant deployment also emphasises the importance of using trained LSAs to deliver structured interventions that complement, rather than replace, high-quality classroom teaching. By using assessment data to identify gaps, providing regular, focused support and monitoring progress through pre- and post-intervention assessments, the school can*	1, 2, 3, 4

	direct resources towards disadvantaged pupils who need additional help, address barriers to learning and support them to make accelerated progress towards age-related expectations.	
Ensure disadvantaged pupils have timely access to appropriate pastoral support, interventions and resources to address barriers to learning, promote positive well-being and support engagement with school.	Disadvantaged pupils experiencing barriers to learning or well-being are identified promptly through staff observations, pupil voice and communication with families. Appropriate pastoral support, interventions and resources are provided in a timely manner to meet identified needs. Pupils' well-being, attendance, engagement and readiness to learn are monitored regularly. The impact of pastoral interventions is reviewed, with support adapted where necessary. Disadvantaged pupils demonstrate improved well-being, positive engagement with school and reduced barriers to learning. *Ensuring disadvantaged pupils have timely access to pastoral support, targeted interventions and appropriate resources helps address barriers that can affect their emotional well-being, attendance, behaviour, participation and readiness to learn. Support should be responsive to individual needs, informed by pupil voice, staff observations, assessment information and engagement or attendance patterns. The Education Endowment Foundation (EEF) highlights the importance of understanding the barriers pupils face and using targeted, evidence-informed approaches to improve outcomes. Early identification, strong relationships with trusted adults, effective communication with families and appropriate referrals to specialist services can help pupils feel safe, supported and ready to engage with school*.	6

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

Budgeted cost: **£57,798.82**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance for disadvantaged pupils towards the whole-school attendance figure and reduce persistent absence among disadvantaged pupils	The attendance rate of disadvantaged pupils increases compared with the previous academic year and moves closer to the whole-school attendance figure.	6

compared with the previous academic year.	The percentage of disadvantaged pupils identified as persistently absent decreases compared with the previous academic year. Attendance data is monitored and reviewed regularly to identify pupils at risk of persistent absence and ensure timely intervention. Individual attendance support plans are implemented for disadvantaged pupils whose attendance causes concern, with progress reviewed at least half-termly. Improved engagement from families is evidenced through attendance meetings, communication records and agreed action plans. Termly attendance reviews demonstrate measurable improvements in attendance and a reduction in persistent absence among targeted disadvantaged pupils. Use of the Moorcroft Bank to support and encourage attendance *Evidence from the Education Endowment Foundation (EEF) highlights that disadvantaged pupils are disproportionately affected by persistent absence, which is associated with lower attainment and can widen the disadvantage gap. Improving attendance is therefore essential to ensuring pupils can access high-quality teaching, targeted interventions and wider school opportunities. The EEF recommends developing a positive, inclusive school culture, communicating proactively with families, understanding the individual barriers affecting attendance and providing tailored support where needed. By monitoring attendance data regularly, identifying pupils at risk of persistent absence and working collaboratively with families and relevant professionals, the school aims to improve attendance, reduce persistent absence and support disadvantaged pupils to achieve better educational outcomes.*	
Increase the proportion of disadvantaged pupils who report feeling safe, supported and positive about school, measured through pupil voice surveys at least termly.	Relaunch of Moorcroft Wood Values in order for children to feel a sense of belonging. Termly pupil voice surveys show an increase in the percentage of disadvantaged pupils who report feeling safe, supported, included and positive about school, compared with the initial baseline. Disadvantaged pupils identified as experiencing emotional, social or well-being difficulties are offered timely, appropriate pastoral support. Pupil voice feedback is reviewed termly and used to inform pastoral provision and identify any emerging barriers to learning. Pupils receiving targeted pastoral support demonstrate improved well-being, confidence, engagement	5

	and sense of belonging, as evidenced through pupil feedback and staff observations. Concerns raised by pupils are followed up appropriately, with actions recorded and reviewed to evaluate impact. *Research from the Education Endowment Foundation (EEF) highlights the importance of social and emotional learning in supporting pupils' well-being, relationships, attitudes towards learning and academic outcomes. Disadvantaged pupils may face additional barriers that affect their confidence, sense of belonging and engagement with school. The EEF recommends explicitly developing pupils' social and emotional skills and embedding these within a supportive school environment. Department for Education guidance also emphasises the importance of promoting positive mental health, listening to pupil voice, identifying needs early and providing targeted support where appropriate. By conducting termly pupil voice surveys, the school can identify concerns, evaluate pupils' sense of safety and belonging, and use feedback to adapt pastoral provision. This will help ensure disadvantaged pupils feel valued, supported and ready to engage positively in learning.*	
Increase engagement with families of disadvantaged pupils who are identified as needing additional support, evidenced through contact records, meetings and agreed action plans.	Increase the proportion of families of disadvantaged pupils identified as needing additional support who engage with school, compared with the initial baseline. Ensure 100% of identified pupils have documented records of communication with parents or carers, with the frequency and approach tailored to individual needs. Establish and maintain positive, collaborative relationships with families through regular communication, meetings and shared problem-solving. Develop individual action plans with families where appropriate, setting out agreed actions, responsibilities and review dates. Review family engagement and the impact of agreed actions at least termly, adapting support where progress is limited. Evidence improved outcomes for targeted pupils, including attendance, punctuality, behaviour, well-being or academic progress, according to their identified needs. *Research from the Education Endowment Foundation (EEF) highlights the importance of positive, sustained partnerships between schools and families in supporting pupils' learning and development. Effective parental engagement can contribute to improved academic outcomes, attendance, behaviour and well-being. Disadvantaged families may experience barriers to engagement, including time constraints, communication difficulties or previous negative experiences of education. The EEF recommends using personalised communication, building trusting relationships, listening to parents' concerns and providing tailored*	

	support where needed. By proactively engaging families of disadvantaged pupils who require additional support, the school can identify barriers early, agree shared priorities and develop practical action plans to improve attendance, well-being and learning outcomes. Contact records, meeting notes and regular reviews of agreed actions will help the school evaluate the effectiveness of its approach and ensure support is responsive to individual family needs.	

Total budgeted cost: £193,750.00

Part B: Review of the previous academic year

The following information analyses the outcomes for our disadvantaged pupils in the 2024–2025 academic year using EYFS, KS1 and KS2 assessment data, as well as phonics screening performance data.

To help us gauge the performance of our disadvantaged pupils, we have compared our results for those who are disadvantaged with national and local outcomes.

Early Years Foundation Stage – Pupils Achieving a Good Level of Development			
GLD	**2023**	**2024**	**2025**
All pupils	50%	65%	62%
Disadvantaged	50%	57%	58%
Gap	0%	-8%	-4%

Year 1 Phonics Screening Check			
	2023	**2024**	**2025**
All	76%	77%	76%
Disadvantaged	75%	71%	75%
Gap	-1%	-6%	-1%

End of Key Stage 1 (Year 2)									
	2023			**2024**			**2025**		
	Reading	**Writing**	**Maths**	**Reading**	**Writing**	**Maths**	**Reading**	**Writing**	**Maths**
All	50%	43%	50%	72%	64%	79%	68%	61%	71%
Disadvantaged	44%	44%	50%	67%	56%	78%	69%	63%	69%
Gap	-6%	+1%	0%	-5%	-8%	-1%	+1%	+2%	-2%

End of Key Stage 2 (Year 6)												
	2023				2024				2025			
	Reading	SPAG	Writing	Maths	Reading	SPAG	Writing	Maths	Reading	SPAG	Writing	Maths
All	81%	71%	68%	77%	81%	81%	75%	94%	81%	77%	81%	77%
Disadvantaged	89%	72%	72%	83%	86%	81%	71%	90%	81%	76%	81%	71%
Gap	+8%	+1%	+4%	+6%	+5%	0%	-4%	-4%	0%	-1%	0%	-6%

Externally provided programmes

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

Programme	Provider

Proposed addition: Maths activities and supporting evidence

Priority challenge: Challenge 4 – disadvantaged pupils developing the knowledge and skills expected for their age in mathematics.

Intended outcome: Increase the proportion of disadvantaged pupils achieving the expected standard in mathematics by July 2027, measured against the school's 2026 baseline. Progress and intervention impact will be reviewed termly.

Teaching (high-quality teaching)

Activity	Evidence that supports this approach	Challenge addressed
Provide ongoing professional development and coaching in effective maths teaching, including explicit modelling, clear explanations, guided practice, checking for understanding and planned opportunities for pupils to explain their reasoning. Develop consistent approaches to mathematical vocabulary and representations across year groups.	EEF primary mathematics guidance emphasises teachers' pedagogical knowledge, effective use of representations and structures, and addressing misconceptions. Explicit instruction, modelling and frequent checks for understanding help teachers identify gaps and adapt teaching promptly.	4
Use assessment-informed planning to identify gaps in number knowledge, calculation, place value and reasoning. Build in retrieval and cumulative practice, use concrete resources and pictorial representations before moving to abstract methods where appropriate, and revisit prior learning.	EEF mathematics guidance supports representations and structures that expose mathematical relationships and help pupils make connections. Purposeful retrieval and spaced practice can support retention, while formative assessment helps teachers address misconceptions before they become embedded.	4
Monitor the quality and consistency of maths teaching	Reviewing assessment, pupils' work and pupil voice helps	4

through lesson visits, book looks, pupil voice and termly pupil progress meetings. Check whether disadvantaged pupils are participating, explaining their thinking and securing the intended knowledge.	leaders establish whether content is understood and retained, and supports timely adaptations to teaching and provision.	

Targeted academic support

Activity	Evidence that supports this approach	Challenge addressed
Learning Support Assistants deliver short, structured small-group or one-to-one maths sessions for disadvantaged pupils identified through assessment. Sessions focus on specific gaps in number facts, place value, calculation or prerequisite knowledge and link directly to current classroom learning. Use modelling, guided practice, immediate feedback and cumulative review.	EEF evidence indicates that targeted small-group tuition can be effective when matched to pupils' identified needs and closely linked to classroom teaching. Careful diagnosis of gaps, clear learning objectives and monitoring of impact help ensure that support addresses the right content.	4
Use diagnostic checks and pre-/post-intervention assessments to identify misconceptions, track progress and decide whether pupils should continue, adapt or exit support. Teachers and support staff meet regularly to review learning and agree next steps.	Assessment that pinpoints specific learning gaps helps ensure support addresses the right content. Reviewing progress against starting points and intended learning enables the school to evaluate impact.	4
Develop mathematical language and reasoning	EEF mathematics guidance highlights precise	4

through sentence stems, partner talk, worked examples and carefully chosen questions. Pre-teach key vocabulary where language may prevent pupils from accessing a concept.	mathematical language, representations and discussion that help pupils explain relationships. Structured talk makes pupils' thinking visible and helps staff identify misunderstandings; it complements rather than replaces explicit teaching.	

Suggested success criteria

- By July 2027, the proportion of disadvantaged pupils achieving the expected standard in mathematics increases from the 2026 baseline. Set the numerical target once baseline data are confirmed.
- All disadvantaged pupils identified as at risk of underachievement have specific maths learning gaps recorded and an agreed teaching or support response.
- Pupil progress and intervention impact are reviewed at least termly using assessment outcomes, pupils' work and teacher observations.
- Pupils receiving targeted support demonstrate improved accuracy, fluency and understanding in identified areas and apply learning in classroom tasks.
- Lesson visits and book looks show consistent modelling, appropriate representations, explicit mathematical vocabulary and opportunities for pupils to explain their reasoning.

Evidence sources to reference

Education Endowment Foundation (EEF), Improving Mathematics in the Early Years and Key Stage 1; EEF, Improving Mathematics in Key Stages 2 and 3; and EEF Teaching and Learning Toolkit guidance on small-group tuition. Refer to current editions and ensure chosen approaches reflect pupils' assessed needs.