

## Pupil premium strategy statement – Talbot Primary School

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

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

### School overview

Detail	Data
Number of pupils in school	558
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 (complete) 2025-26 (current) 2026-27
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	31 <sup>st</sup> December 2025
Statement authorised by	K Curtis
Pupil premium lead	M Saunders
Governor / Trustee lead	S Brazier

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,475
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£214,475

## Part A: Pupil premium strategy plan

### Statement of intent

At Talbot Primary School, our ultimate objective is that all pupils, regardless of background or the challenges they face, thrive socially and academically. This reflects the Ofsted definition of “all pupils,” which includes disadvantaged pupils, those with SEND, pupils known (or previously known) to children’s social care, and pupils who may face other barriers such as being young carers (Ofsted, *State-Funded School Inspection Toolkit*).

Our pupil premium strategy takes a tiered approach towards achieving these goals, firstly, by ensuring that quality first teaching is at its core. This is the most powerful way of improving pupil attainment, especially for socio-economically disadvantaged students. Our teaching is consistent, of a high standard, and focuses on implementing the 5 Habits of Good Teaching. This applies to all staff who engage with teaching and learning, and enrichment opportunities at Talbot Primary School.

Secondly, teachers will use robust diagnostic assessment to identify needs and act early to intervene. We ensure that provision is monitored and impactful, and links back to classroom teaching, enabling our children to reach their potential.

Lastly, we take a holistic approach to children’s education. We look at all aspects of a child’s needs when ascertaining what support is required, such as behaviour, attendance, pupil and parent engagement, and their social and emotional well-being. Understanding our pupils’ social and cultural capital is key to developing pupil confidence, widening their interests, and a love of life-long learning.

The key principles for our Pupil Premium Strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted are interlinked and will help our pupils to excel. To ensure that they will be effective and impactful we will:

- Ensure that our disadvantaged children receive the appropriate level of challenge.
- To act early to intervene when need is identified.
- To adopt a whole school approach in which all staff members take responsibility for raising the expectations for our disadvantaged children and ensuring that they achieve good outcomes.

Disadvantaged pupils positively benefit from the impact of systems and processes that leaders use to support their continuous improvement. With particular focus on inclusion, curriculum and teaching, achievement, behaviour, early years, personal development and wellbeing.

## Challenges

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

Challenge number	Detail of challenge
<b>1. Personal Development and Wellbeing</b>  Cultural and social disadvantage	At Talbot, there is a considerable difference between the social and cultural opportunities that many of our disadvantaged pupils experience when compared to other pupils.  This disparity presents a range of challenges including the following: <ul style="list-style-type: none"><li>- Vocabulary and language limited by experiences</li><li>- Passive learning and lack of focus and curiosity</li><li>- A lack of interest in education and personal development</li><li>- Low appreciation for sleep, healthy diet, personal safety</li><li>- Knowledge to apply to the learning in school and an inability to associate personal experiences with learning</li><li>- Unable to communicate about culture and life</li><li>- engagement in extra-curricular activities is lower due to confidence</li><li>- social skills when engaging in structured activities during break and lunchtimes are underdeveloped</li></ul>

<b>2. Achievement</b>  The gap in attainment between disadvantaged pupils and whole cohort at the end of KS2 at Talbot.		<b>Talbot KS2 Data 2024</b>	<b>Talbot KS2 PP Data 2024</b>	<b>National KS2 Data 2024</b>	<b>Talbot KS2 PP 2023</b>
	<b>Reading</b>	80%	71%	74%	62%
	<b>Writing</b>	76%	65%	72%	65%
	<b>Maths</b>	84%	71%	73%	68%
	<b>SPaG</b>	78%	71%	72%	
	<b>Combined</b>	68%	55%	61%	
	<p>Overall, our PP children at the end of KS2 perform slightly below national with a range of -1 in SPaG. to -7 in writing. In addition, they perform on average 10% below our cohort, with the biggest gap being maths at 13%.</p> <p>In all areas, PP pupils in 2024 performed above the PP pupils in the 2023 cohort apart from writing, which stayed the same.</p> <p>The PP cohort’s combined score is 6% below national and 13% below the whole cohort which indicates that they are not as prepared for secondary school as their peers.</p> <p>We recognise that some of our disadvantaged pupils are reluctant to write, do not become fluent writers, are not resilient in this subject, and have weaker spellings.</p> <p>Some of our disadvantaged pupils who are disengaged from reading for pleasure often show little interest in or value for reading as an enjoyable or meaningful activity. They may lack regular opportunities to be read to by adults or access to books, limiting their exposure to rich language and storytelling. Additionally, they may not have sufficient chances to practice reading aloud with support and encouragement outside of school, which hinders their confidence and development as readers. These gaps in experiences can contribute to a limited appreciation of the joy and importance of reading in their lives. The limited reading skills of some disadvantaged pupils negatively affects their development as writers, meaning that by the end of Key Stage 2, they are not performing in line with their peers at Talbot or nationally.</p> <p>In maths, some our disadvantaged pupils lack fluency skills required to be successful in arithmetic and lack resilience when faced with reasoning questions.</p>				
<b>3. Behaviour</b>	<p>Our data has revealed that a large percentage of our suspensions fall into these two categories: Pupil Premium children and double-funded children (SEN + PP). Pupils with the highest number of suspensions were recommended specialist provision on EHCP’s but suitable places are not available.</p> <p>Children on reduced timetables are all PP.</p> <p>Staff are not adequately equipped and trained to manage challenging behaviour appropriately.</p>				

### 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	2024–25 Success Criteria	2025–26 Success Criteria	2026–27 Success Criteria
<p>Widen the social and cultural experience of disadvantaged students, ensuring all groups of children have opportunities to thrive through curriculum enrichment and provision.</p>	<p>Curriculum adapted for practical links; tier 3 vocabulary embedded; enrichment activities (museums, drama, Talbot Tales); staff CPD on adaptive teaching; staff to profile disadvantaged children’s needs so that they understand them as individuals</p>	<p>Undertake Pupil Survey to identify children who are not thriving in different aspects of school life; use this data to inform changes to provision, with a particular focus on disadvantaged groups.</p> <p>Embed pupil profiling and conferencing; expand cultural capital (Forest School, Commando Joe’s, School Council, Eco-Leaders, Year 6 Roles and Responsibilities); update 101 things to do before you leave Talbot / Pupil Promise.</p>	<p>Fully integrated cultural capital framework including Pupil Promise, opportunities at Talbot; 101 things to do before you leave Talbot E-Booklets; annual cultural audit; parent engagement programme; evaluate impact via pupil voice and engagement metrics.</p>
<p>Increase PP attainment in Reading, Writing &amp; Maths</p>	<p>Reading planning aligned with Reading Framework; story time embedded; maths fluency improved; writing framework planned;</p> <p>To offer CPD opportunities for teaching staff to enhance their pedagogy, focusing on supporting disadvantaged children in improving their technical accuracy in writing.</p>	<p>Year Leader CPD around monitoring and evaluation of their own year groups. Learning Walks &amp; Coaching: Provide coaching during learning walks.</p> <ul style="list-style-type: none"> <li>- Ensure year leaders can identify target children and observe targeted teaching during walks.</li> <li>- Teacher Awareness &amp; Adaptation</li> <li>- Class teachers should know which interventions are happening.</li> <li>- Targeting disadvantaged children first during live marking, questioning, pupil conferencing.</li> <li>- Use intervention data to inform in-class adaptations.</li> </ul>	<p>Empowering class teachers to be more effective in their classrooms through coaching.</p> <p>Class teachers targeting children through teaching and AFL.</p> <p>Consolidate writing improvements; embed whole-school oracy strategy; achieve parity with national combined RWM outcomes; extend enrichment opportunities around reading and writing.</p> <p>To provide children with low-stakes creative writing opportunities to develop ‘a love of writing’ include a writing club, competitions and</p>

		<ul style="list-style-type: none"> <li>- Target Monitoring</li> <li>- Check if IEP (Individual Education Plan) targets are being met.</li> <li>- Pay attention to key groups: SEND, FSM, PP.</li> <li>- Feedback Approaches using coaching strategies like “I’ve noticed...” for constructive feedback.</li> </ul> <p>CPD on oracy and technical accuracy; targeted writing interventions: handwriting, pupil conferencing.</p> <p>To develop PP pupil’s resilience when writing, developing their technical accuracy</p> <p>Disadvantaged children develop greater automaticity in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.</p> <p>To introduce opportunities for oracy across the curriculum to support children’s ability to plan and tell stories and to develop confidence in pupil speaking.</p>	<p>inspirational image of the half term.</p> <p>We aspire for our disadvantaged children at Talbot to do at least as well as others nationally, giving them even more opportunities to be successful in core subjects.</p> <p>Increase the number of PP pupils who attain the expected standard at the end of Key Stage 2.</p> <p>Ensure more PP pupils are ready for secondary education by decreasing the gap with their peers.</p>
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<p>Enhance provision for children with challenging behaviour</p>	<p><b>Personal Development Curriculum launched; Golden Rules embedded; Transition Fortnight introduced; Thrive practitioner training funded.,</b></p> <p>Staff are committed to equipping themselves with skills and confidence to manage challenging behaviours.</p> <p>Provision of high-quality CPD opportunities, including: Specialist training in trauma-informed approaches; De-escalation strategies; Latest research-based practices in behaviour management; Staff are supported to reduce the need for reduced timetables for pupils.</p> <p>Support in place for children to develop self-regulation skills in a safe and nurturing setting.</p> <p>Investment in staff expertise and creation of appropriate interventions and environments. Precision of teaching and task design to support the engagement of most vulnerable children.</p> <p>A culture of inclusion where every child can thrive</p>	<p>Level 2 Safeguarding training; Thrive CPD for all staff; anti-bullying and restraint training; sensory circuits introduced; SEN provision clarified.</p>	<p>Fully embedded Thrive approach; reduce suspensions by 50%; annual SEMH audit; enhanced parental engagement; evaluate impact through behaviour data and wellbeing surveys.</p>
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### 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: £107,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>2025-26</b>		
<p><b>Refining the Writing Curriculum to Align with the 2025 National Writing Framework</b></p>	<p><b>Embed Oracy Development through Targeted CPD</b></p> <p>We will provide high-quality Continuing Professional Development (CPD) focused on oracy to ensure that staff are equipped with strategies to develop pupils’ spoken language skills. Strong oracy underpins reading and writing, enabling pupils to articulate ideas clearly, reason effectively, and engage confidently in classroom dialogue. This approach will particularly support disadvantaged learners by giving them the language tools needed to access the curriculum and express their understanding.</p> <p><b>Prioritise the Progression from Transcription Skills to Confident Composition</b></p> <p>Our strategy will emphasise the journey from accurate transcription - spelling, handwriting, and sentence construction - towards fluent and purposeful composition. By securing these foundational skills, pupils will be better prepared to produce pieces of writing that demonstrate clarity, coherence, and creativity. This structured progression will help close gaps for pupils who may struggle with the mechanics of writing, ensuring they can focus on higher-order thinking and content generation.</p> <p><b>Encourage Concise Writing with an Emphasis on Technical Accuracy and Precision</b></p> <p>Rather than prioritising quantity, we will focus on quality. Pupils will be encouraged to write less but with greater technical accuracy, including correct grammar, punctuation, and sentence structure. We aim to develop writers who are precise choices, building confidence over time. For disadvantaged pupils, this targeted focus will reduce cognitive overload and allow them to concentrate on producing well-constructed, meaningful writing.</p>	<p><b>1, 2, 3</b></p>

<p>Teaching knowledge: Improve accuracy and confidence of teachers' assessment and their ability to teach writing effectively, drawing on the new Writing Framework (July 2025). This will lead to more forensic, analytical responses to assessment which will identify the next steps to accelerate pupil progress. Writing is the area, which prevents a higher proportion of pupils from achieving combined age-related standards in RWM.</p>	<p>All teaching staff will receive training on the new assessment and pupil tracking system, ensuring consistency and accuracy in evaluating progress. A key focus will be on using class Reading, Writing, and Maths (RWM) Venn data and analysing boys' writing outcomes to identify patterns and areas for improvement. This whole-school approach will enable teachers to make informed decisions about next steps for pupils at risk of underachievement.</p> <p>Year leaders will receive focused data coaching to support early identification of pupils who may not fulfil their potential through teaching and learning reviews and pupil progress meetings. This includes children achieving expected standards in reading and maths but not writing, those falling below previous milestone data, and pupils just below key milestones.</p> <p>Identified pupils will have clear, measurable targets to reach the next milestone, and teachers will be supported in analysing their written work to pinpoint barriers and plan targeted interventions.</p> <p>The English Lead will work closely with teachers to agree accurate judgements and quality-assure assessment processes. Where needed, additional coaching and support will be provided to ensure confidence and consistency. Expectations around the quantity and quality of writing for each year group will be clearly defined, and teachers will be able to articulate specific barriers for individual pupils based on assessment evidence.</p> <p>Targeted writing interventions will be implemented for pupils identified as requiring accelerated progress. Senior Leaders will quality-assure writing lessons across the school, while the English Lead / SLT will monitor writing through the established monitoring cycle, tracking progress of identified pupils from Autumn 1 onwards. Year Leaders will report termly to SLT on progress towards targets in writing, boys' writing, and combined RWM outcomes, with provision adjusted where pupils are not making expected progress.</p> <p>Whole school / inter-school moderation against key performance indicators will ensure consistency and accuracy in writing judgements. Additional coaching will be provided where necessary. The English Lead will collaborate with Year Leaders to</p>	<p><b>1, 2, 3</b></p>
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	identify common areas of weakness in writing and use this analysis to inform planning and CPD. Pupil Progress will be checked against end-of-year milestone targets, and accelerated support will be put in place for pupils who still need help to close gaps.	
<b>Development of leadership knowledge and understanding of the way children develop foundational skills, including oracy, in EYFS to drive improvement and ensure pupils secure fundamentals.</b>	This year, leaders will deepen their knowledge and understanding of how children acquire foundational skills in the Early Years, with a particular emphasis on oracy. Through targeted professional development and collaborative work with EYFS practitioners, leaders will ensure that the curriculum and teaching approaches prioritise language development and other essential early skills. This focus will drive improvement across the phase, securing the fundamentals that underpin future success in reading, writing, and wider learning. By strengthening leadership capacity in this area, we aim to create a consistent, evidence-informed approach that accelerates progress for disadvantaged pupils from the very start of their education.	<b>1, 2, 3</b>
<b>Professional Development Cycles</b>	Teachers to follow PD cycle including conversations with line managers to discuss support, training opportunities, with the emphasis on creating purposeful, relevant targets relating back to the teaching standards.	<b>2</b>
<b>ECT Professional Development</b>	ECT 1 and 2 teachers to be supported through the ECT Programme by AHT	
<b>2024-25</b>		
Improving the Reading Culture across the school with a focus on the impact that oracy and reading aloud can have. <ul style="list-style-type: none"> <li>- Accelerated Reader in KS2 with a high engagement from staff and pupils.</li> <li>- CPD on reading aloud.</li> <li>- CPD on improving the teaching of reading fluency, consistency of phonics, and fidelity of systematic synthetic phonics.</li> <li>- Whole school agreed 'story time', with an emphasis on modelling good oracy.</li> <li>- Continuation of a reading spine</li> <li>- Continuing to develop the effectiveness of our phonics programme through training, coaching, and mentoring of teaching</li> </ul>	<p><a href="#">EEF research</a> shows +3 months progress/year.  <a href="#">The Reading Framework</a></p> <p><a href="#">EEF Research</a></p> <p>Teachers will receive CPD on breaking the key goals down and on their use of <a href="#">effective modelling</a>.</p> <p>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: <a href="#">EEF research</a></p>	1, 2
Training on teaching with memory in mind	Rosenshine's Principles of Instruction	1, 2, 3

<p>AHT of English to oversee changes to reading and writing curriculum including</p> <ul style="list-style-type: none"> <li>Daily spelling in KS2</li> <li>New reading planning</li> <li>Story time being embedding</li> <li>Opportunities for oracy</li> <li>CPD on editing and teaching children to be technically accurate</li> </ul>	<p><a href="#">The reading framework</a></p> <p><b>Importance of Talk, Stories, and SSP:</b> Research highlights the crucial role of talk, stories, and systematic synthetic phonics (SSP) in early reading development.</p> <p><b>Fidelity in Phonics:</b> Maintaining consistency in phonics instruction is essential for effective learning.</p> <p>Evidence supports SSP as the best method for teaching reading.</p> <p><b>Improving Provision:</b> Identifying and addressing weaknesses in reading provision is vital.</p> <p><b>Practical Support:</b> Provides guidance for high-quality SSP teaching, fluency, comprehension, and assessment.</p> <p><b>Motivating Pupils:</b> Encourages schools to foster a love of reading in students.</p> <p><b>Parental Involvement:</b> Supports schools in working with parents to aid their children's reading.</p> <p><b>Meeting Expectations:</b> Helps schools comply with early reading teaching standards.</p>	<p>1, 2</p>
<p>AHT of Maths to oversee changes to maths, including</p> <ul style="list-style-type: none"> <li>Embedding NCETM curriculum prioritisation materials</li> <li>Participation in Mastering Number at KS2</li> <li>Provision of relevant CPD for teaching staff and support staff</li> <li>Enabling more opportunities for peer-on-peer observations and collaborative planning</li> <li>Investigating opportunities for greater oracy across the curriculum</li> </ul>	<p><a href="#">Mastering Number at Reception and KS1   NCETM</a></p> <p><a href="#">Mastering Number at KS2   NCETM</a></p> <p>Aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers</p>	<p>1, 2</p>
<p>DHT and PSHE Lead - Implementation new PSHE curriculum, incorporating the safety curriculum.</p>	<p>The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year</p>	<p>1, 3</p>
<p>Provide CPD as required to ensure that teachers understand the curriculum design and are enabling children to build knowledge over time</p>		<p>1, 2, 3</p>
<p>Engage with Trust-wide CPD and Network Meetings for staff to develop practice.</p>	<p><a href="#">EEF - Effective Professional Development</a> research suggests that high quality teaching is</p>	<p>2</p>

	<p>pivotal in improving children’s outcomes and narrowing the disadvantage gap.</p> <p><a href="#">EEF research</a> suggests that when deployed appropriately, TAs can have an impact of +4 months.</p> <p>Hamwic TA training is about effective strategies to support learning. A targeted group will do the training initially, then CPD will be delivered to more TAs later in the year.</p>	
<p><b>Year Leaders</b> to mentor their team members through a series of observations, feedback, and professional conversations.</p> <p>Rosenshine’s Principles of Instruction: to improve outcomes for all, including disadvantaged pupils</p>	<p><a href="#">EEF Effective Professional Development</a> gives guidance on how to embed new practice.</p> <p><a href="#">Rosenshine’s Principles of Instruction</a> details effective classroom instruction. Hamwic Trust’s Five Habits of Effective Learning links to these.</p>	2
Teaching staff to engage in BCP, Greenway Partnership, and Hamwic moderations.		2
<b>Senior Leaders</b> planning, and monitoring learning and teaching across the school and using outcomes to inform bespoke CPD.	<a href="#">EEF Pupil Premium Guide</a> – Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this	1, 2, 3
<b>PP Lead</b> to conduct pupil progress meetings for every disadvantaged child who is off track with year leaders.	<a href="#">EEF Pupil Premium Guide</a> Termly meetings will be held to better understand the child as a whole and to understand the challenges that they face.	1, 2, 3
Personal Development Curriculum INSET	<a href="#">Improving behaviour in schools</a> Introduction of new one-page behaviour policy, behaviour blueprint, and Golden Rules Introduce four-step routine for a consistent approach to managing behaviour at Talbot	1, 3
Engage with EMAS to support staff in EAL assessments, particularly those who are disadvantaged.	<a href="#">The Bell Foundation research</a> states that schools should review how they identify the language and learning needs of children within the EAL category to ensure that funds are targeted towards those at particular risk of low achievement.	1, 2
Curriculum pedagogy and planning INSET Resources for adaptive teaching.	<a href="#">EFF Learning styles</a>	1, 2, 3

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

Budgeted cost: £53,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>2025-26</b>		
<b>Handwriting Interventions</b>	Ready to Write Pegs to Paper	<b>1, 2, 3</b>
<b>Daily, rolling assessment and interventions across core subjects</b>	Daily, rolling interventions including: <ul style="list-style-type: none"> <li>- Little Wandle Keep Up</li> <li>- Little Wandle Rapid Catch-Up</li> <li>- Pegs to Paper</li> <li>- Ready to Write</li> <li>- Continuous Provision</li> <li>- Maths interventions in class and out of class including key skills, arithmetic skills, multiplication skills, revisiting misconceptions after lessons</li> <li>- Writing interventions including conferencing around target writers and focus groups</li> <li>- Daily readers</li> <li>- Weekly focus children during child led activities to target communication and language, physical development and PSED.</li> <li>- Gross motor sessions</li> <li>- NCETM Keep Up</li> </ul> <b>Blending Blast</b>	<b>1, 2, 3</b>
<b>2024-25</b>		
CPD for support staff to deliver Little Wandle Interventions with fidelity Monitoring of phonics provision by Early Reading Leader.	<a href="#">EEF research</a> suggests that when deployed appropriately, TAs can have an impact of +4 months.	1, 2
Paul Dix ‘When the Adult changes...’ CPD for support staff.	<a href="#">Behaviour Change Course   WhenTheAdultsChange</a> Classroom management programme, utilising Paul’s celebrated approach. It is inclusive, relational and highly practical.  The course will ensure you are able to: <ul style="list-style-type: none"> <li>● Establish clear boundaries; your class, your rules</li> <li>● Manage tricky behaviours with a relational focus</li> <li>● Create a plan for every day and a plan for the difficult days</li> <li>● Engage in serious systems thinking</li> <li>● Know how to manage your own response</li> </ul>	1, 3

	<ul style="list-style-type: none"> <li>● Develop teachable moments, even when behaviour is wobbly</li> <li>● See how behaviour communicates</li> </ul>	
<p>Creation of safe spaces / environments</p> <p>Development of SEN Specific base</p>	<p>Holley and Steiner (2005)</p> <p>The metaphor of the classroom as a 'safe space' describes a classroom climate where:</p> <ul style="list-style-type: none"> <li>● Students feel secure enough to take risks.</li> <li>● Students can honestly express their views.</li> <li>● Students can share and explore their knowledge, attitudes, and behaviors.</li> </ul> <p>Safety in this context refers to:</p> <ul style="list-style-type: none"> <li>● Protection from psychological or emotional harm.</li> <li>● Not physical safety.</li> </ul> <p>Being safe is different from being comfortable:</p> <ul style="list-style-type: none"> <li>● Growth and learning require confronting uncomfortable issues.</li> <li>● Students must struggle with their identity and beliefs to grow.</li> </ul>	1, 3
<p>NELI (Nuffield Early Language Programme)</p>	<p><a href="#">EEF research</a> on the NELI states that when delivered during YR, the programme can have a positive impact on students' language skills.</p>	1, 2
<p>Speech and Language Assistant to screen all children on entry and provide bespoke programmes. Pupils access SALT in small group or 1:1 support from the school S&amp;L assistant, backed up by S&amp;L therapist.</p>	<p><a href="#">EEF research</a> found that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	1, 2
<p>Alternative provision for children working pre-key stage (Star Curriculum).</p>	<p>Our Star Curriculum provision has received positive feedback from Longspee Academy.</p> <p><a href="#">EEF guidance</a> states that Disadvantaged pupils with SEND have the greatest need for excellent teaching and that Intensive individual support, either one to one or as a small group, can support pupil learning.</p>	1, 3

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

Budgeted cost: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>2025-26</b>		
<b>Level 2 Safeguarding training for all Staff</b>	All staff will complete Level 2 Safeguarding training to strengthen their understanding of statutory responsibilities and best practice in protecting vulnerable pupils. This training will ensure that teachers and support staff can confidently identify, record, and respond to safeguarding concerns. By embedding this knowledge across the school, we aim to create a consistent, proactive approach to pupil welfare, enabling early intervention and reducing barriers to learning.	<b>1, 3</b>
<b>Thrive Training for Thrive Licensed Practitioners.</b>	Designated Thrive Licensed Practitioners will undertake specialist Thrive training to develop expertise in supporting pupils' social and emotional development. This training will equip staff with practical strategies to identify emotional needs, create targeted action plans, and deliver interventions that build resilience and readiness to learn. By embedding Thrive principles across the school, ambassadors will lead on modelling best practice and coaching colleagues, ensuring all pupils receive consistent, high-quality emotional support with the aim to remove barriers to academic progress.	<b>1, 3</b>
<b>Thrive CPD delivered by Thrive Licensed Practitioners for all teaching staff and HLTAs</b>	Thrive Ambassadors will deliver whole-school CPD to ensure all teaching staff and HLTAs develop a clear understanding of Thrive principles and approaches.	<b>1, 3</b>
<b>Anti-Bullying Training</b>	All staff will receive Anti-Bullying training to ensure a consistent, proactive approach to preventing and addressing bullying across the school. The training will focus on recognising early signs of bullying, understanding its impact on pupil wellbeing and learning, and implementing effective strategies to create a safe and inclusive environment. Staff will also be equipped with practical tools for restorative approaches and supporting vulnerable pupils, including those eligible for Pupil Premium, to reduce barriers to engagement and improve attendance, confidence, and academic progress.	<b>1, 3</b>
<b>Restraint Training</b>	Selected staff will undertake accredited restraint training to ensure they can safely and effectively manage situations where pupils may present challenging behaviour that poses a risk to themselves or others. This training will focus on de-escalation strategies, positive behaviour support, and the safe application of physical intervention as a last resort, in line with statutory guidance. By equipping staff with these skills, we aim to maintain a calm, secure learning environment that minimises disruption and safeguards vulnerable pupils, enabling them to	<b>1, 3</b>

	remain engaged in learning and make sustained progress.	
<b>Sensory Circuit provision to support children with attention, emotional regulation, and readiness for learning.</b>	Sensory circuits are short, structured physical sessions that help children regulate their sensory systems to support attention, emotional regulation, and readiness for learning. These circuits will take place during the school day and involve a series of alerting, organising, and calming activities designed to help children enter a "just right" state for learning.	<b>1, 3</b>
<b>Sensory Circuit CPD for support staff</b>	Support staff will receive CPD on delivering Sensory Circuits to help pupils regulate their emotions and prepare for learning. Training will focus on understanding the principles behind sensory integration, implementing structured activities effectively, and adapting circuits to meet individual needs.	<b>1, 3</b>
<b>Contingency fund</b>	<b>N/A</b>	
<b>2024-25</b>		
CPD Program for staff to develop greater awareness of needs across our cohort and empathy for challenges pupils are facing. CPD will provide staff with the skills and knowledge to be able to develop positive relationships with children. <ul style="list-style-type: none"> <li>- Young carers</li> <li>- ADHD</li> <li>- Behaviour and Relationships</li> <li>- PACE</li> <li>- Lunchtime provision and positive Play</li> <li>- Pedagogy – creativity and engagement in wider curriculum INSET</li> <li>- Trauma Informed Training</li> <li>- Hamish and Milo programmes.</li> <li>- ELSA</li> <li>- Secure Care Training</li> <li>- Suspension training</li> <li>- Graduated Response for SEND / Wellbeing</li> </ul>	<a href="#">Trauma Informed Schools UK</a> PACE  BCP Outreach: Longspee Academy ADHD CPD  <a href="#">MYTIME Young Carers</a>  <a href="#">EFF Learning styles</a>  <a href="#">Trauma Informed Schools UK</a>  <a href="#">Hamish and Milo</a> to address SEMH needs#  <a href="#">ELSA Network</a>	1, 3
Purchase of Commando Joe's Let's Play package to promote child-led activities at lunchtime to develop a range of social skills.	<a href="#">Let's Play - Commando Joe's</a>	1, 3
Attendance lead oversees attendance, providing support for pupils and families to drive improvement.	DfE's <a href="#">Improving School Attendance</a> .  -	1, 2

<p>Pupil Engagement &amp; Welfare Officer support vulnerable pupils and families where poor behaviours are barriers to learning and improve parental engagement.</p> <p>Pastoral team working with identified individuals.</p>	<p><a href="#">KCSIE 2022</a> highlights the need for ‘Early Help’. As well as working with external professionals and agencies, internal support for children is central to our offer.</p>	<p>1, 2, 3</p>
<p>Support children’s understanding and knowledge of the world through a specific program to provide access a wider breadth of cultural capital.</p> <p><u>Forest school</u> closely matched to curriculum content to embed skills and knowledge through outdoor and experiential learning.</p> <p><u>AIM – funded music and/or drama lessons</u> off-site for children showing potential in these areas.</p> <p><u>Variety of extra-curricular clubs</u> provided by teaching staff to enable pupils to identify an interest and experience music, dance, art, cooking, gardening, drama, sport, technology and fun swim.</p> <p><u>Bikeability</u> (including the loan of bikes, where appropriate.)</p> <p>Music lessons funded by school for vulnerable pupils that show an interest to help improve metacognition.</p> <p>Uniform and Providing ICT.</p>	<p>DfE’s <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges</a>.</p> <p><b>The Ofsted Schools Inspection Handbook</b> states that: <i>“As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.”</i></p> <p><b>Barry Dufour Professor of Education Studies, University of Leicester describes the curriculum as</b> <i>“The total learned experience of the child: formal, informal, within the classroom and beyond. “</i></p> <p>School endeavours to provide disadvantaged pupils with a wide variety of experiences, knowledge, and opportunities both within and beyond our classrooms to deliver a rich, enabling curriculum. This offer should raise aspirations, broaden horizons, and open pathways to pupils that they would otherwise have been unaware or unable to explore.</p>	<p>1, 3</p>
<p>Support for trips</p>	<p>EEF guidance:</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as <a href="#">“arts for arts’ sake”</a>). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>1</p>
<p>Reading Bus</p>	<ul style="list-style-type: none"> <li>- Refurbishment of Reading Bus with a view to it becoming a ‘Book Swap’ location at end of school day for both pupils and adults.</li> </ul>	<p>1, 2</p>
<p>*Continue interventions from 2024-25</p>		

**Total budgeted cost: ££53,618**

## Part B: Review of the previous academic year

<p><b>Intended Outcome 1:</b>  <b>Widen the social and cultural experience of disadvantaged students through enhanced curriculum and enrichment provision</b></p> <p>Over the past academic year, year teams have worked to adapt curriculum delivery to better meet the needs of all learners, with a particular focus on disadvantaged pupils. These adaptations have aimed to increase the relevance and accessibility of learning through practical, cross-curricular experiences.</p> <p>The SLT and Year Leaders have conducted a comprehensive review of the wider curriculum across all year groups to ensure that structural integrity is maintained while allowing for responsive and inclusive changes, with a particular focus on History and Geography. Year groups have reviewed their History and Geography medium-term plans and looked at making adaptations to ensure that outcomes are learning-focused.</p> <ul style="list-style-type: none"> <li>Staff CPD on adaptive teaching, led by RB, has supported this work and will continue into the 2025–26 academic year to further embed inclusive practices to ensure that all learners’ needs are met.</li> </ul> <p>New RSE and PSHE curriculum has been introduced, including a safety strand designed to empower pupils to make informed, healthy choices and protect themselves from harm.</p> <p>New Reading approach introduced based on the Reading Framework 2024 finding, focusing on vocabulary, prosody, language for effect, comprehension and oracy, and reading for pleasure.</p> <p>Across year groups, a wide range of enrichment activities have been implemented to build cultural capital and deepen learning through real-world experiences. See relevant Year Group curriculum pages</p> <p>Year Leaders and the Pupil Premium Lead hold termly discussions focused on disadvantaged pupils, with concerns monitored daily by the PP Lead (also DDSL) to ensure timely and appropriate support is in place. These profiles inform planning and provision and are reviewed termly.</p>									
<p><b>Intended Outcome 2:</b>  <b>Increase the number of PP children who attain reading, writing and maths combined by the end of Y6.</b>  <b>To improve children’s reading ability and enable them to become fluent readers who enjoy reading with the ability to broaden their vocabulary and vistas.</b></p>									
<p><b>End of Key Stage 2 Outcomes of Pupils who are Disadvantaged Comparison Table</b></p>									
		<b>Talbot 2023-24 Disadvantaged</b>	<b>Talbot 2023-25 All Pupils</b>	<b>Talbot 2024-25 Disadvantaged</b>	<b>Talbot 2024-25 All Pupils</b>	<b>BCP Disadvantaged</b>	<b>BCP All Pupils</b>	<b>Emerging National Disadvantaged</b>	<b>Emerging National All Pupils</b>
<b>Reading</b>		73.3% (-6.9%)	80.2%	76.9% (-2.9%)	79.8%	61.6%	75.9%	63.2%	75.1%
<b>Writing</b>		63.3% (-12.5%)	75.8%	61.5% (-10.4%)	71.9%	57.8%	74%	59%	72.3%
<b>Maths</b>		73.3% (-10.2%)	83.5%	73.1% (-11.2%)	84.3%	56.9%	74.5%	61%	74.1%
<b>GPS</b>		73.3% (-4.7%)	78%	69.2% (-7.2)	76.4%	55.2%	73%		72.6%
<b>Combined</b>		56.7% (-11.4%)	68.1%	46.2% (-17.8%)	64%	42.9%	62.7%	47%	62.2%
<p><b>Reading</b>            Strength: Above local and national disadvantaged by ~15%.  <b>Writing</b>            Concern: Writing is the weakest area, with the largest internal gap.  <b>Maths</b>            Strength: Well above local and national disadvantaged.  <b>Concern</b>            Combined score is significantly below Talbot all pupils and only marginally above national disadvantaged.</p>					<p><b>Key Insights</b>            Positive: Talbot disadvantaged pupils consistently outperform local and national disadvantaged peers.            Priority Areas: Writing and Combined remain the most significant gaps internally.            Trend: Reading gap narrowed significantly compared to last year, showing impact of reading strategies.</p> <p>Writing continues to represent the area of greatest challenge for disadvantaged pupils, with the lowest proportion achieving the Expected Standard. In response, the school will implement whole-school changes informed by the New Writing Framework 2025. These changes will prioritise enhanced opportunities for Oracy and promote technical accuracy through more focused, concise writing tasks. Furthermore, a structured programme of interventions will be introduced to enable early identification of pupils for whom handwriting presents a barrier to progress. By addressing this barrier, pupils will be better positioned to concentrate on the composition and quality of their written work.</p>				

**Summary of 2024–25 SDP Review of target: To continue to build Talbot Primary School’s reading culture with a view to fostering a love of reading**

Accelerated Reader: Implementation remains inconsistent; needs stronger profile despite some positive strategies.

Reading Planning: New plans in all year groups; feedback positive; fluency teaching now higher priority with ongoing monitoring.

Library Use: Library Club runs 3 times weekly, moved outdoors in summer; timetabled sessions underused; pupils want more access.

Story Time: Scheduled daily but not consistently applied in all classes.

Book Fairs & Resources: Most successful fairs to date; funded new Reading Spine and graphic novels.

Additional Initiatives: Some teachers started book clubs; Reading Bus relocated and set for revamp with Arts University support.

**Planned Actions**

Relaunch Accelerated Reader.

Introduce parent reader initiatives early in the year.

Recruit new library volunteers.

Continue Reading Bus revamp.

Add soft furnishings to reading gazebo.

**Intended Outcome 3:**

**To enhance the provision for children with challenging behaviour.**

**Summary of 2024–25 SDP Review of target: To create an inclusive school culture that supports learning for all and that is underpinned by positive relationships.**

This academic year, we introduced the Talbot Personal Development Curriculum, which has been implemented to ensure consistency in behaviour management across the school. The policy is underpinned by three Golden Rules and a four-step process for addressing undesirable behaviours and given children the time and space they need to make positive changes. This approach is integrated with the whole-school PSHE curriculum, where pupils are explicitly taught expected behaviours in all settings. The PSHE curriculum also aligns with safeguarding education, ensuring pupils understand appropriate behaviour and strategies to stay safe. A Transition Fortnight has been introduced at the start of each academic year to support pupils in settling into their new year groups. This initiative focuses on establishing clear habits, routines, and expectations, fostering a sense of belonging within the new class, and promoting responsibility for their learning environment.

A lot of the foundational work has been done in establishing consistent systems and approach to SEN at Talbot.

- Graduated response
- Teaching & Learning
- Interventions
- Adding to and removing children from code of practice
- Monitoring – IEPs / EHCPs

Thrive Licensed practitioner training funding received to develop the wellbeing and resilience of the children and young people at Talbot, with the intention for improved attendance, behaviour, attainment and staff-wellbeing. Whole staff training on this. Thrive Progress data – see separate folder

The school has utilised Alternative Provision funding to ensure that the children whose needs we cannot currently meet in school are still receiving an education.

EYFS have introduced a reduced classroom and re-escalation room to manage the high number of high-needs children.

Training and staff Introduction to sensory circuits to support children who find it more difficult to process sensory information, which can affect their behaviour, focus, emotional regulation, and ability to engage in classroom tasks. Sensory circuits provide a positive outlet that helps these children settle into the school day in a focused and regulated way. Intended start Autumn 2025.

**Actions**

Staff to continue to ensure they uphold pupil expectations around the school – focus on keeping the story

Clarity for all staff and then parents/carers of provision for SEN at Tabot.

- Launch for staff SEPT 25 including class SEN folders and expectations of adaptive teaching

- Interventions relaunch
- Starting sensory circuits.
- Monitoring (SLT for Teaching & Learning) & provision for those on the code of practice.

#### Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Spelling Shed	Education Shed Ltd.
Times Tables Rockstars	Maths Circle Ltd

#### Service pupil premium funding (optional)

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*