

# Transform Trust Pupil Premium Strategy



## Purpose

The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. Since its launch in 2011 it has enabled schools to sharpen their focus and resources on this group and their individual needs so that they can flourish.

At Transform we aim to ensure that every pupil, regardless of their background, achieves their full potential. We are committed to narrowing the achievement gap between disadvantaged pupils and their peers.

The Trust regards improving the outcomes of all pupils, in particular those who are disadvantaged, at the very core of its moral purpose.



**2.2m**

There are 2.2 million pupils in England eligible for Pupil Premium funding.

**29%**

Over a quarter (29%) of pupils in England are eligible for Pupil Premium funding.

**£1,480**

Eligible primary pupils receive an extra £1,480, secondary pupils get £1,050.

**£2.9bn**

The Pupil Premium is worth £2.9 billion in total.



# Transform Trust Pupil Premium Funding Overview



## Transform Pupil Premium Strategy Whole Trust and Partnership Overview 2025/2026

School	%PP on the strategy	Authorised by	PP Lead	Governor	£PP grant	Carry forward from previous year	Total	Website compliance
Abbey Hill	78%	Adam Jevons Newman	Adam Jevons Newman	Zoe Godfrey	£210,935	0	£210,935	
Allenton	63%	Jacqui Trowsdale	Jacqui Trowsdale	Noel Sanders	£263,786.67	0	£263,786.67	
Ashbrook Juniors	29.2%	Heather Tarrant	Siobhan Dell	Geoff Peel	£84,840	0	£84,840	
Breadsall Hilltop	53%	Lindsay Clark	Ruth McNeil	Helen Deans	£277,245	0	£277,245	
Brierley Forest	50%	Sarah Griffith	Emma Smedley	Colin Barnard	£201,495	0	£201,495	
Brocklewood	53.3%	Governors Val Oliver	Rachel Meli	Francesca Hiskisson-Moore	£299,970	0	£299,970	
Bulwell	49%	Karen Slack	Caroline Hornsby	Karen Slack	£156,880	0	£156,880	
Burford	46.7%	Governing Body	Louisa Arnold	Karen Coker	£140,600	0	£140,600	
Cantrell	35.4%	D Weaver	J Tomkinson	Ruth Palmer	£186,345	0	£186,345	
Edale Rise	49.5%	Andrew Sharp	DM Crosby	Andrew Sharp	£153,015	0	£153,015	
Highbank	44%	Lee Noble	Sophie Wan	Kevin Pallister	£174,145	0	£174,145	
Holgate	40.8%	Sam Sheridan	Sally Harvey	Rebecca Jackson	£212,900	0	£212,900	
King Edwards	31.7%	Emma Estell	Michael Vere	Chris Birks	£176,120	0	£176,120	
Lawn	11%	Karen Hambleton	Dan Hancock	Mrs V Malysz-Smith	£55,097	0	£55,097	
Parkdale	19.8%	Peter Hillier	Alex Taylor	Kelly Lee	£121,742	0	£121,742	
Pear Tree	74%	Governors	Arvinder Badwal	Howard Hanley	£385,910	0	£385,910	
Ravensdale	32.7%	Kim Bayliss	Gemma Wright	Natasha Shaw	£156,746.67	0	£156,746.67	
Robert Shaw	24%	Governors	Robert McDonald	Claire Smith	£149,480	0	£149,480	
Roslyn	71.5%	Scott Mason	Corinne Thewlis	Rachel Meli	£558,083	0	£558,083	
Sneinton	31.1%	Mark Lowe	Julie Doyle	Matthew Jones	£101,419.54	0	£101,419.54	
South Wilford	12.4%	Natalie Aldridge Governors	Ben Precious	Neil Johnson	£65,475	0	£65,475	
Sutton Road	30.3%	Emma Severn	Sally Harvey	Rebecca Jackson	£259,000	0	£259,000	
Whitegate	41.4%	Lee Noble	Andrew Forshaw	Stewart Powell	£228,000	0	£228,000	
William Booth	52%	Governors	Claire Paporozzi	Sarah Shardlow	£105,708	0	£105,708	
Woodland View	35.5%	Saul Ratcliffe	Louise Clayton	Rachel Hannon	£150,960	0	£150,960	
Zaytouna	56.4%	Aaron Bird	Curtis Jordan	Abdul Bassit Jabbar	£234,255	0	£234,255	
<b>Trust average</b>	<b>44.1%</b>							

### Pupil Premium Trust Average

2018/2019 **38.17%**

2019/2020 **35.66%**

2020/2021 **37.66%**

2021/2022 **37.94%**

2022/2023 **38.98%**

2023/2024 **38.95%**

2024/2025 **43.3%**

2025/2026 **44.1%**

# Transform Trust Pupil Premium Intent



Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Trust pupil premium strategy is to assist our schools to support their disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

## **As a Trust our intent is to:**

- Foster a culture of high expectations for all pupils.
- Improve academic outcomes for disadvantaged pupils across the MAT.
- To identify and address barriers to learning at the earliest point.
- To improve attendance of disadvantaged pupils across the MAT.
- To strengthen leadership of Pupil Premium in our schools.
- Ensure that all schools create a nurturing environment that addresses the social and emotional needs of disadvantaged pupils, promoting resilience and wellbeing.



# Transform Trust Identified Challenges In our school strategies



## Areas of Challenge across the Trust for Disadvantaged Pupils

Category	Identified Challenge	Abbey Hill	Allenton	Ashbrook	Breadsall	Brierley Forest	Brocklewood	Butwell	Burford	Cantrill	Edale Rise	Highbank	Holgate	King Edwards	Lawn	Parkdale	Pear Tree	Ravensdale	Robert Shaw	Rosslyn	Sneinton	South Wilford	Sutton Road	Whitegate	William Booth	Woodland Vale	Zaytouna	total
Attitudes to school	Attendance																										22	
Wellbeing and social development	Social and emotional																											23
	Mental Health and wellbeing																											
	High levels of SEMH needs																											
	Lack of resilience / low aspiration / ACES																											
Wider world and enrichment	Readiness to learn / executive functioning																											
	Limited enrichment opportunities																											19
Attainment on entry	Limited life experiences/cultural capital																											
	Communication, language and literacy on entry																											16
Reading	Low attainment on entry																											
	Reading and/ or phonics																											8
Attainment and progress	Low prior attainment																											22
	Gap in attainment / knowledge with non-PP																											
	Lower % attain Greater depth																											
	Gaps in and or writing attainment																											
Communication and Language EAL	Low oracy skills																											8
	High % of new to English																											
Deprivation	Higher % EAL																											
	Lack of access to devices/ Financial difficulties																											3
Relationships	Parental Engagement/ mobility																											3
Multiple disadvantaged	High % PP children with SEN /LAC																											6

## Trust Challenges

- 1) 24 schools have put **attendance** as a challenge for Pupil Premium.
- 2) 23 schools have identified a challenge within the category of **wellbeing** and **social development**.
- 3) 19 schools state in their strategy that **experience** of the **wider world** and **enrichment** is limited for pupil premium children.
- 4) 16 schools have put that **attainment** and **progress** is not in line with their non-disadvantaged peers – in particular **low prior attainment**.
- 5) 22 schools have identified low levels and **attainment on entry** as a challenge for children in receipt of PP funding.
- 6) 8 schools have identified **communication, language** and EAL as a challenge for children in receipt of PP funding.

# Transform Trust Intended Outcomes



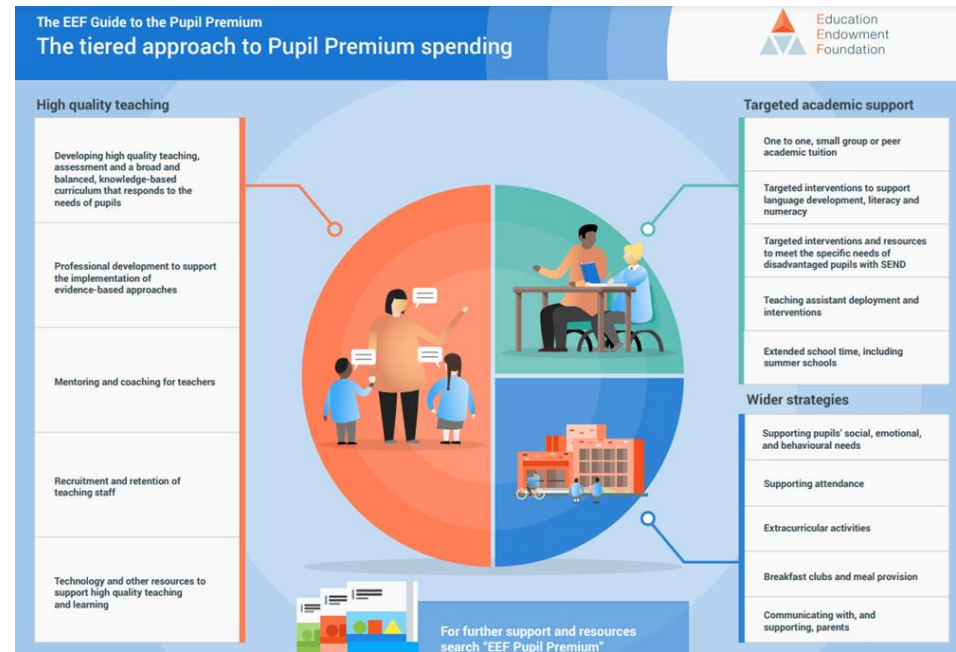
- 1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
- 2) To achieve and sustain improved wellbeing and involvement for all pupils in our school, particularly our disadvantaged pupils.
- 3) To facilitate our pupils' entitlement to experience the wider world and engage in enrichment activities.
- 4) To improve attainment in core subjects for disadvantaged pupils.
- 5) To provide intervention at its earliest point through high quality Early Years Education.
- 6) To improve oral language skills and vocabulary among disadvantaged pupils.

# How Transform Trust will support schools implement their pupil premium strategies



## High Quality Teaching

At Transform we recognise the importance of making sure there is an effective teacher in front of every class, and that every teacher is supported to keep improving. Investing in high quality teaching for disadvantaged pupils is our top priority. This includes professional development, training and support for early career teachers.



## Wider Strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is important at Transform.

## Targeted Academic Support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. At Transform we consider how classroom teachers and teaching assistants can provide focused targeted academic support.

# Transform Trust Teaching - (CPD, recruitment and retention)



## Transform enables and supports effective teaching by:

- Facilitating Professional Learning Communities: key subjects, assessment, support staff and EYFS.
- Creating and implementing Trust wide strategies: DEIB and Inclusion.
- Providing support for teachers from our team of Associates and Trust experts.
- Creating bespoke Training through Transform Applied CPD programmes.
- Facilitating our own additional Early Careers Teacher programme.
- Investing in staff wellbeing initiatives.
- Quality Assurance activities: partnership reviews, learning studies and standards meetings.
- Guardians' networks that champion resources and strategies for our vulnerable groups.
- Trust INSET days, Teaching and Learning Summits and Teach Meets.



# Transform Trust Targeted Academic Support



## **Transform enables and supports targeted academic support by:**

- Partnership projects with a focus on vulnerable groups.
- Access and partnerships to and with LA priority area work and hubs.
- Provision of wraparound process to support specific schools.
- Transform Trust SPACE additional provision.
- Transform's digital strategy and collaboration with experts and providers.
- School Pupil progress meetings and other targeted quality assurance activities.
- Bespoke Associate support for schools: data analysis, reviews and collaborative working on specific projects.
- Trust wide implementation of Routes 2 inclusion to support early identification of needs.

# Transform Trust Wider Strategies

(attendance, behaviour and wellbeing)



## Transform enables and supports wider strategies through:

- Enhanced Provision Panel – supporting schools to meet the needs of children at risk of exclusion
- Attendance Leads network and Attendance Panel
- Transform Trust Children’s Parliament
- Trust wide collection of Leuven Scale wellbeing and involvement data
- Trust wide enrichment offer
- Transform Trust Big Camp resources
- Performing Arts Festivals
- Winter Festivals
- Transform Trust Children’s Awards
- Guardians' networks: behaviour, attendance and pupil premium
- Pupil Voice Activities



# Pupil Premium Leadership Support at Transform Trust



- There are at least 3 Pupil Premium Lead network meets each academic year.
- Schools are paired with similar context schools and conduct annual PP peer reviews.
- PP leaders have access to leadership coaching.
- New PP Leads receive support and guidance from the Director of Inclusion.
- Every school has a Governor linked to pupil premium and there is annual Governor training on PP.
- There is a Trustee linked to PP and link Trustee meetings occur 3 times a year with the Director of Inclusion.
- Transform has produced a pupil premium self evaluation tool that schools can use to assess the effectiveness of PP.
- The Trust has created its own Menu of approaches based on the DfE document on strategies that have the most impact in our schools.

Pupil Premium – Self Evaluation Tool

	Not Yet Effective	Effective	Highly Effective
<b>Leadership, culture and values</b>	<ul style="list-style-type: none"> <li>• There is an up to date pupil premium policy and strategy in place and on the school website.</li> <li>• The impact of the use of pupil premium money is unclear.</li> <li>• Pupil premium is discussed at Governors meetings with particular reference to finance and spending.</li> <li>• Pupil premium spending is not yet fully integral to the school development plan.</li> <li>• Pupil premium funding is spent on teaching assistants and booster classes or other staffing with limited management of their performance.</li> <li>• Pupil premium funding is spent on external agencies without reviewing their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil premium policy and strategy is representative of the characteristics and context of the school and is regularly reviewed against the chosen objectives.</li> <li>• Leadership have a clear map showing the use of the pupil premium grant and is appropriately targeted.</li> <li>• Leadership ensure that the use of pupil premium money is logged against outcomes achieved.</li> <li>• There is a named pupil premium Governor.</li> <li>• If poor attendance is an issue, this is addressed as a priority.</li> <li>• Pupil premium priorities are specific and relate to the analysis of data.</li> <li>• If behaviour is an issue, this is addressed as a priority with a view to decreasing fixed term exclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil premium policy is a working document with the objectives and barriers shared with and known by all staff.</li> <li>• Leadership has strong evidence of how pupil premium money is used to ensure progress for pupils for whom the money is intended.</li> <li>• There is evidence that strategies used to promote pupils progress for this group are effective and represent good value for money.</li> <li>• The pupil premium Governor undertakes monitoring visits and is involved with reviews and analysis throughout the year.</li> <li>• School seeks external reviews to validate effectiveness of the schools pupil premium provision and provide further areas for development.</li> </ul>
<b>High expectations</b>	<ul style="list-style-type: none"> <li>• Pupil premium are a focus at pupil progress meetings.</li> <li>• Staff know that there is a gap between disadvantaged and non-disadvantaged children and which subjects.</li> <li>• The school's intention is to close the gap between disadvantaged and non-disadvantaged.</li> <li>• Schools compare data of disadvantaged pupils with disadvantaged pupils nationally.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff actively plan for pupil premium children with an emphasis on improving outcomes.</li> <li>• Staff take into account the context and needs of pupil premium when carrying out curriculum planning with a view of raising and enabling high aspirations.</li> <li>• Curriculum intent has a focus on aspiration and outcomes for all children.</li> <li>• Schools compare data of disadvantaged children against non-disadvantaged and set aspirational targets accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations for pupil premium are evidenced through pupil voice.</li> <li>• The gap is closing at an accelerated and sustainable pace.</li> <li>• Case studies show that disadvantaged pupils go onto achieve in line or exceeding their peers.</li> <li>• Children capable of greater depth are identified and funding is used to any potential barriers to this.</li> </ul>
<b>High quality teaching and learning</b>	<ul style="list-style-type: none"> <li>• Pupil premium money is used to improve the general teaching and learning environment and there is weak evidence to show that it is targeted on those for whom it is intended.</li> <li>• Staff are aware of which children are pupil premium in their class.</li> <li>• The main barriers to learning are identified and shared with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an unerring focus on the quality of teaching.</li> <li>• The school can evidence the use of pupil premium money within the good quality teaching environment and for interventions.</li> <li>• When a pupil's progress slows, interventions are put in place rapidly.</li> <li>• Evidence is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning and staff are trained on the chosen strategies.</li> <li>• Effectiveness of support staff is evaluated and if necessary, increased through training and improved deployment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning enables the closing of the gap between disadvantaged and non-disadvantaged.</li> <li>• The curriculum design enables and encourages improved outcomes for disadvantaged pupils and this is evidenced through forensic data analysis.</li> </ul>
<b>Fostering of relationships</b>	<ul style="list-style-type: none"> <li>• Parents of pupil premium eligible pupil's attendance at parent's evenings and events is poor.</li> <li>• Parental voice and feedback is low from parents with pupil premium eligible children.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent voice takes into account responses made by pupil premium parents.</li> <li>• Attendance of pupil premium parents to parents evening and school events is monitored and barriers identified.</li> <li>• Parental engagement is tracked and monitored.</li> <li>• Every effort is made to engage parents and carers in the education and progress of their child.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that parents are confident and engaged in discussion about provision and outcomes for pupils accessing pupil premium.</li> <li>• Schools actively take into account, support and encourage the needs of pupil premium parents so that parental engagement is high.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Data is collected and used to inform the pupil premium strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment and progress data is scrutinised and articulated by the leadership team and used to review the current years strategy and inform objectives for the following year.</li> </ul>	<ul style="list-style-type: none"> <li>• All forms of data, including exclusions, behaviour logs, attendance, extra-curricular attendance, pupil and parent voice etc. is forensically scrutinised and shared to review and inform the following year's objectives and barriers.</li> </ul>
<b>Reflection and evaluation</b>	<ul style="list-style-type: none"> <li>• The pupil premium strategy and policy are reviewed annually and the school website is updated accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil premium strategy is discussed and analysed by the whole leadership team alongside end of year data.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil premium strategy is analysed and shared with all staff so that successes can be celebrated and barriers can be discussed as a staff with a review to setting all staff targets.</li> </ul>

# Transform Trust menu of approaches for our identified PP challenges



	High Quality Teaching	Targeted Academic Support	Wider Strategies
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• A curriculum that promotes a strong sense of belonging.</li> <li>• Attendance reported at every parents' evening</li> <li>• Letters reporting attendance sent out at the end of each half term.</li> <li>• Engaging lessons that make children not want to miss school.</li> <li>• Relationships that have been developed with the child and their adults.</li> <li>• Pre teach for children who have been absent from school.</li> <li>• Curriculum designed to meet the needs of the children</li> <li>• Consistency of approach to QFT to ensure appropriate scaffold and challenge</li> <li>• Information provided to parents about lost learning.</li> <li>• Class teachers responsible for class based incentives</li> <li>• Addition of soft starts and responsive curriculum design e.g. flourish Fridays</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture based interventions for children with school related anxiety – (Emotion Potion, Emotions through Art, Queen Bees, Emotions through Nursery Rhymes).</li> <li>• Morning revision groups including a morning reading book session</li> <li>• Conversations with parents/careers at Parents evening.</li> <li>• Tas run sticker charts for individual children in class with low attendance. If they get 5, they receive a treat.</li> <li>• Attend Framework and links with the EWO</li> <li>• EBSA intervention groups</li> <li>• Targeting children who have a passion/intrest/talent for leadership roles in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school weekly assembly focused on attendance and the school vision.</li> <li>• Whole class rewards for improved attendance.</li> <li>• Behaviour policy reflects the importance of good attendance to achieve individual half termly rewards.</li> <li>• Meetings held at the start of the academic year for PA children.</li> <li>• Attendance officer employed.</li> <li>• Weekly attendance cup, discussion of the weekly percentage after the cup has been awarded and the importance of attendance and punctuality.</li> <li>• Breakfast club.</li> <li>• Learning mentor working with children who are at risk of becoming an EBSA</li> <li>• Robust transition to promote positive attendance</li> <li>• Extensive enrichment offer.</li> <li>• StudyBugs – system used for monitoring absenteeism</li> <li>• Parent forum with a focus on attendance</li> <li>• Use of funding to support Wider Communities team</li> <li>• Funding for transport</li> <li>• Purchasing on uniform.</li> <li>• School bus paid by the school for PP children</li> <li>• Nudge texts</li> <li>• Planned absence requests require a meeting with attendance lead and SLT</li> </ul>



## Transform Trust menu of approaches for our identified PP challenges

	High Quality Teaching	Targeted Academic Support	Wider Strategies
<b>Wellbeing and mental health</b>	<ul style="list-style-type: none"> <li>• A PSHE curriculum that promotes strategies for emotional wellbeing.</li> <li>• Zones of Regulation used in all classrooms as a common language for discussing our emotions.</li> <li>• Staff CPD – PDA, ADHD, Active Learning.</li> <li>• Behaviour lead is also responsible for wellbeing and mental health.</li> <li>• Taking part in special days/weeks to raise awareness e.g. world mental health day, safer internet day, anti bullying week etc.</li> <li>• Jigsaw scheme used to support PHSE lessons.</li> <li>• Lessons focused on relational behaviour.</li> <li>• Full time TA in every classroom to support with wellbeing and mental health</li> <li>• Links with school values</li> <li>• Marvellous Me</li> <li>• Behaviour mentors</li> <li>• Recognition boards in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture based interventions for children with school related anxiety – (Emotion Potion, Emotions through Art, Queen Bees, Emotions through Nursery Rhymes).</li> <li>• Behaviour lead and ELSA trained staff work with individuals and groups to support wellbeing and mental health</li> <li>• Forest schools - children with SEMH needs are targeted for support</li> <li>• Zones of Regulation</li> <li>• Lego Therapy</li> <li>• Executive functioning skills group.</li> <li>• Full time learning mentor</li> <li>• Kickstart mental health sessions 1:1</li> <li>• Nurture provision</li> <li>• Supplementary behaviour curriculum assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour policy is regularly reviewed and adjusted.</li> <li>• Sensory room provision</li> <li>• Sensory circuit provision</li> <li>• Un wavering focus on our school values across all daily assemblies delivered.</li> <li>• Mental Health support team working with families and individuals. Delivery of workshops with Upper Key Stage year groups.</li> <li>• Use of calming areas</li> <li>• Feelings / Zones in the classroom to encourage the children to discuss how they are feeling. Certain children are targeted for support at the start of the day and after lunchtime.</li> <li>• Social and emotional approaches embedded into educational practices</li> <li>• Parental workshops and coffee mornings</li> <li>• Funds for school uniform</li> <li>• Providing contacts and links to organisations to support families i.e. food, clothing and emotional support.</li> <li>• Weekly inspire parent support group</li> <li>• Teaching and learning about health relationships</li> <li>• Place2Be and Bright futures mentoring</li> <li>• Safeguarding officers</li> <li>• Forest school sessions</li> <li>• Mental health first aiders / mental health champions</li> </ul>



## Transform Trust menu of approaches for our identified PP challenges

	High Quality Teaching	Targeted Academic Support	Wider Strategies
<b>Opportunities for enrichment and experiencing the wider world</b>	<ul style="list-style-type: none"> <li>• Staff CPD – active learning</li> <li>• Enrichment is a whole school focus which is monitored by Governors and rationale reported by the Head of School.</li> <li>• STEM visit – robot workshop.</li> <li>• Space and science week</li> <li>• Enrichment progression map for whole school – monitored and supported by the enrichment lead.</li> <li>• Access to technology through 1:1 iPads and opportunities for digital application to wider contexts.</li> <li>• Links with the Universities</li> <li>• Child leadership and ownership of opportunities</li> <li>• Enrichment calendar linked to the curriculum.</li> <li>• Transform Enrichment Diploma and/or school based versions</li> <li>• Intent to implementation meetings held before each half terms worth of planning as a year group with curriculum lead present.</li> <li>• Hooks planned into English lessons to help engagement with writing</li> </ul>	<ul style="list-style-type: none"> <li>• External professionals to deliver exciting and engaging opportunities for particular year groups. (eg, Y3/4 – sports coach, Y5 – University Experience).</li> <li>• Boxercise delivered by an outside provider.</li> <li>• Sports coach</li> <li>• Art and singing clubs</li> <li>• Music tuition</li> </ul>	<ul style="list-style-type: none"> <li>• Funding of residential visits – reduced cost for ALL.</li> <li>• Funding of educational visits – reduced cost for ALL.</li> <li>• Year group residentials in year 2,4 and 6.</li> <li>• Enrichment days – children choose which activity they would like to take part in.</li> <li>• Nominated enrichment lead</li> <li>• Variety of after school clubs.</li> <li>• Making use of Cultural Rucksack for wide, varied and affordable experiences</li> <li>• PHSE enrichment and tracking through SMSC progression framework</li> <li>• Nottingham Music Hub – music lessons for year 4,5,6 and access to area band and additional year 6 tuition.</li> <li>• Tracking of PP and SEND take up or extra curriculum clubs</li> <li>• Use of match funding offer available through Rock – Steady.</li> </ul>

# Transform Trust menu of approaches for our identified PP challenges



	High Quality Teaching	Targeted Academic Support	Wider Strategies
<b>Lower prior attainment including on entry to school.</b>	<ul style="list-style-type: none"> <li>• Consistent use of signs and symbols across the school.</li> <li>• Consistent approach to subjects across the school: Power Maths, RWI phonics, Reading and writing programmes.</li> <li>• Schemes for foundation subjects.</li> <li>• Two year old provision</li> <li>• Home visits by EYFS staff to children starting school.</li> <li>• Working walls including digital, use of videos, additional support material.</li> <li>• Variety of ways to show the outcome – written oral recordings etc.</li> <li>• High quality phonics scheme</li> <li>• Reading fluency focus</li> <li>• Theraplay</li> <li>• Widgit subscription</li> <li>• Mastery approach to maths</li> <li>• Access to SHOWBIE for all pupils</li> <li>• Purchase of apps to support teaching and learning</li> <li>• Robust assessment practices that accurately assess pupils starting points.</li> <li>• Monitoring and coaching for leaders around curriculum to ensure high quality delivery and planning.</li> <li>• Curriculum adaptations</li> <li>• B- Squared</li> <li>• Pupil progress meetings</li> <li>• NTS assessments</li> <li>• Weekly year group provision meetings</li> <li>• Daily Dabble of writing</li> <li>• Spelling scheme across school</li> <li>• Instructional coaching through Steplab</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions – precision teaching (maths and/or English)</li> <li>• Pre-teaching of key vocabulary</li> <li>• Phonics interventions in KS1</li> <li>• Fresh start in KS2</li> <li>• SHINE interventions and reading guided learning support</li> <li>• Targeted morning group for children with lower prior attainment</li> <li>• Use of technology – accessibility functions</li> <li>• Children identified for additional assessment provision</li> <li>• High quality reading interventions</li> <li>• Reading Recovery specialist delivering targeted support.</li> <li>• Targeted support for pupils with speak English as an additional language</li> <li>• EAL CPD for al staff</li> <li>• Use of the Bell foundation framework</li> <li>• SEND busy boxes</li> <li>• Overstaffing or additional teachers in specific year groups</li> <li>• School led tutoring run by school staff who know the children.</li> <li>• Pre and post teaching</li> <li>• Developing the use of icons to aid understanding, memory and comprehension</li> <li>• Might writer</li> <li>• Physical literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Parent workshops to engage them in their own learning.</li> <li>• Parent and child workshops to engage them in their child’s learning.</li> <li>• Online platforms for practising skills- Spelling Shed, TTRS, First News iHub</li> <li>• Agency staff used for AFL interventions in year 3 and 6.</li> <li>• Appropriate homework with spellings promoted through parent meetings</li> <li>• NTP funding go provide phonics interventions</li> <li>• Working with parents</li> </ul>



## Transform Trust menu of approaches for our identified PP challenges

	High Quality Teaching	Targeted Academic Support	Wider Strategies
<b>Communication and language</b>	<ul style="list-style-type: none"> <li>• Consistent use of signs and symbols across the school.</li> <li>• Reduction in cognitive load – less information used on PPTs.</li> <li>• Focus in EYFS</li> <li>• Oracy projects and key focus in reading</li> <li>• RWI across Fs and KS1</li> <li>• Opportunities for oracy highlighted within planning</li> <li>• PP children targeted during lessons to expand vocabulary</li> <li>• Knowledge rich / vocabulary rich curriculum model</li> <li>• Oracy as key focus in votes for schools sessions 3x per week.</li> <li>• Staff CPD</li> <li>• Literacy Association subscription and access to associated resources</li> <li>• Mentoring and coaching for staff by reading lead focusing on effective reading instruction</li> <li>• Reading for Pleasure focus</li> <li>• ELS subscription and access to high quality texts to support language development across school</li> <li>• Classroom environment</li> <li>• Makaton</li> <li>• CPD for staff led by external services</li> <li>• Reading fluency checks</li> <li>• Flash academy</li> <li>• Voice 21 Oracy</li> <li>• Inprint software</li> </ul>	<ul style="list-style-type: none"> <li>• Additional provision (paid for) from Chatter SLT professionals to carry out assessments, identify targets and liaise with the TA delivering sessions.</li> <li>• An identified TA is used to deliver all SLT interventions across school.</li> <li>• Consistent use of signs and symbols across the school.</li> <li>• 1:1 iPads for identified children</li> <li>• Continued phonics teaching into LKS2 where appropriate</li> <li>• Pre teach vocabulary</li> <li>• Early Talk Boost interventions in F1</li> <li>• Talk Boost interventions in F2.</li> <li>• Purchase of books to support disadvantaged pupils.</li> <li>• High quality reading interventions</li> <li>• Reading Recovery specialist</li> <li>• Pupil parliament, prayer leaders, DEIB groups</li> <li>• Language angels to support children with EAL.</li> <li>• Infant language link</li> <li>• Learning village - EAL</li> <li>• WellComm interventions <a href="http://www.wellcomm-gl-assessment.co.uk">WellComm - GL Assessment (gl-assessment.co.uk)</a></li> </ul>	<ul style="list-style-type: none"> <li>• External referrals to NHS SALT.</li> <li>• Oracy assemblies</li> </ul>

# Part B: Review of Previous Academic Year 2024/25



Transform Trust Intended Outcomes for disadvantaged pupils

- 1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
- 2) To achieve and sustain improved wellbeing and involvement for all pupils in our school, particularly our disadvantaged pupils.
- 3) To facilitate our pupil's entitlement to experience the wider world and engage in enrichment activities.
- 4) To improve attainment in core subjects for disadvantaged pupils.
- 5) To provide intervention at its earliest point through high quality Early Years Education.
- 6) To improve oral language skills and vocabulary among disadvantaged pupils.

# To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

What we have done	Impact																	
<ul style="list-style-type: none"> <li>• Attendance Guardians network meeting</li> <li>• Trust Attendance policy adapted by each school</li> <li>• Attendance tracking on INSIGHT</li> <li>• Training on INSIGHT and Arbor</li> <li>• Developed flexi schooling guidance</li> <li>• Clarified use of attendance code and the running of data reports to check for accuracy.</li> <li>• Shared strategies for improving punctuality i.e. golden gates</li> <li>• Discussed and shared EBSA audits and strategies</li> <li>• Created one pages of school attendance policy to communicate expectations to parents.</li> <li>• Attendance Panel meetings for schools to self refer into to discuss data alongside an EWO and Ed Psych.</li> <li>• Attendance forms part of Trust QA processes</li> <li>• Attendance self evaluation tool completed by all schools.</li> <li>• Attend Framework training carried out and utilised by schools to support children with school anxiety.</li> </ul>	<table border="1" data-bbox="1294 432 2305 815"> <thead> <tr> <th data-bbox="1294 432 1633 511"></th> <th data-bbox="1638 432 1969 511">2023/24</th> <th data-bbox="1974 432 2305 511">2024/25</th> </tr> </thead> <tbody> <tr> <td data-bbox="1294 514 1633 586">PP</td> <td data-bbox="1638 514 1969 586">92.1%</td> <td data-bbox="1974 514 2305 586">92.6%</td> </tr> <tr> <td data-bbox="1294 589 1633 662">Non PP</td> <td data-bbox="1638 589 1969 662">95.6%</td> <td data-bbox="1974 589 2305 662">96.0%</td> </tr> <tr> <td data-bbox="1294 665 1633 738">Gap</td> <td data-bbox="1638 665 1969 738">3.5%</td> <td data-bbox="1974 665 2305 738">3.4%</td> </tr> <tr> <td data-bbox="1294 741 1633 813">All</td> <td data-bbox="1638 741 1969 813">94.1%</td> <td data-bbox="1974 741 2305 813">94.4%</td> </tr> </tbody> </table> <p data-bbox="1294 882 2313 1072">The PP gap has diminished across the Trust by 0.1%. PP Attendance has improved by 0.5% across the Trust. This is a bigger improvement than the increase of non-PP which is 0.4%.</p> <p data-bbox="1294 1082 2249 1229">15 out of 26 schools has improved attendance between 23/24 and 24/25. 2 schools attendance had dropped slightly but still remained above national.</p>				2023/24	2024/25	PP	92.1%	92.6%	Non PP	95.6%	96.0%	Gap	3.5%	3.4%	All	94.1%	94.4%
	2023/24	2024/25																
PP	92.1%	92.6%																
Non PP	95.6%	96.0%																
Gap	3.5%	3.4%																
All	94.1%	94.4%																

To achieve and sustain improved wellbeing and involvement for all pupils in our school, particularly our disadvantaged pupils.

What we have done	Impact
<ul style="list-style-type: none"> <li>• The Trust conducted its first children's belonging survey.</li> <li>• All schools represented in children's parliament</li> <li>• Community Action Week</li> <li>• Good 2 be Me day</li> <li>• Personal development forms part of Trust QA processes.</li> <li>• Schools continue to track Leuven's wellbeing and involvement data 3 times a year on INSIGHT.</li> <li>• Ensure that schools are conducting data analysis of Leuven data.</li> <li>• Leuven data is used as part of the identification for pastoral interventions by schools.</li> <li>• Wellbeing and Involvement data is looked at for pupils who attend the Trust's Enhanced Panel.</li> <li>• Routes 2 Inclusion assessment roll out includes capturing pupil voice on feelings about school. This data has been used to inform provision for individual children</li> <li>• Trust SPACE curriculum rolled out to support individual children with complex needs.</li> </ul>	<p>Schools more aware of children's feelings of wellbeing and the impact on attendance and behaviour. Recommended to focus and develop strategy to address and improve.</p> <p>70% response rate in 2025 – 5500+ surveys completed</p> <p>Key themes included improving school meals, access to equipment at break and dinner and opportunities to access outdoor learning. Where classes had low feelings of belonging this often translated into below average attendance and above average recorded behaviour incidences.</p> <p>Headline data was shared with heads and Trustees and school level data with heads</p> <p>All questions had between 85% and 98% positive responses Exception was seeing themselves in the environment (68% positive) - indicating an area of focus across the Trust</p> <p>Consistent messaging to all schools, sharing of experience and input to influence Trust direction of travel</p> <p>Positive impact in communities of children's collaboration and service</p> <p>Children able to celebrate who they are and what they care about, leading to improved feelings of belonging</p> <p>Children's needs are being met through the implementation of the SPACE curriculum which has led to increased involvement and a decrease in behaviour incidents for some children.</p>

To facilitate our pupil's entitlement to experience the wider world and engage in enrichment activities.

What we have done	Impact																						
<ul style="list-style-type: none"> <li>• The continued running of the Trust Children's Parliament</li> <li>• Several Trust wide festivals have occurred across the year</li> <li>• Children's awards</li> <li>• Transform Choir</li> <li>• Southwell Minster-Collective worship</li> <li>• Sports events</li> <li>• Big Camp</li> <li>• Polo club at BF</li> <li>• Transform 10</li> <li>• Residentials</li> <li>• Local Area Visits</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and children's voice from all schools is shared. This has driven Trust belonging priority</li> <li>• Children connect with others and share a sense of purpose and celebration</li> <li>• Opportunity to access experiences that might not be available beyond school. These experiences reflect Trust values and support character development</li> </ul> <table border="1" data-bbox="1284 868 2277 1099"> <thead> <tr> <th colspan="2" data-bbox="1284 868 1551 946">Autumn Term 2024</th> <th colspan="2" data-bbox="1551 868 1806 946">Spring Term 2025</th> <th colspan="2" data-bbox="1806 868 2086 946">Summer Term 2025</th> <th data-bbox="2086 868 2175 1099" rowspan="2">Total No. of Chn</th> <th data-bbox="2175 868 2277 1099" rowspan="2">Total No. of visits</th> </tr> <tr> <th data-bbox="1284 946 1429 1051">No. of visits</th> <th data-bbox="1429 946 1551 1051">No. of Chn</th> <th data-bbox="1551 946 1666 1051">No. of visits</th> <th data-bbox="1666 946 1806 1051">No. of Chn</th> <th data-bbox="1806 946 1951 1051">No. of visits</th> <th data-bbox="1951 946 2086 1051">No. of Chn</th> </tr> </thead> <tbody> <tr> <td data-bbox="1284 1051 1429 1099">597</td> <td data-bbox="1429 1051 1551 1099">24071</td> <td data-bbox="1551 1051 1666 1099">535</td> <td data-bbox="1666 1051 1806 1099">20877</td> <td data-bbox="1806 1051 1951 1099">730</td> <td data-bbox="1951 1051 2086 1099">28994</td> <td data-bbox="2086 1051 2175 1099">73942</td> <td data-bbox="2175 1051 2277 1099">1862</td> </tr> </tbody> </table>	Autumn Term 2024		Spring Term 2025		Summer Term 2025		Total No. of Chn	Total No. of visits	No. of visits	No. of Chn	No. of visits	No. of Chn	No. of visits	No. of Chn	597	24071	535	20877	730	28994	73942	1862
Autumn Term 2024		Spring Term 2025		Summer Term 2025		Total No. of Chn	Total No. of visits																
No. of visits	No. of Chn	No. of visits	No. of Chn	No. of visits	No. of Chn																		
597	24071	535	20877	730	28994	73942	1862																

# To improve attainment in core subjects for disadvantaged pupils.

What we have done	Impact
<p>Writing Principles:</p> <ul style="list-style-type: none"><li>• Focus on disadvantage pupils and how to teach writing. Focus lens on adaptations to make to provision and to how to successfully teachers</li><li>• Pupil Premium as thread throughout all PLCs and curriculum CPD sessions</li><li>• Bespoke support for teachers to ensure adaptations are in place in all core subjects</li></ul>	<p>All schools are delivering transcription in their schools aligned to the Principles, and refining provision to suit their children's needs.</p>

# To provide intervention at its earliest point through high quality Early Years Education.

What we have done	Impact
<p>New EYFS Associate joined the Trust.</p> <p>Signposting schools to EYFS Stronger Practice CPD opportunities</p> <p>More schools have taken on NELI and some are signing up for the Reception whole class research trial (2025-2026)</p> <p>Work on the ShREC approach – PLCs and Strategic Heads Partnership review observations show improved quality of interactions between adults and children.</p> <p>School in the spotlight feature – impact on quality of environment. Shared at the Teaching and Learning summit.</p> <p>2-year-old provision opened in Holgate this has been quality assured. Carefully considering progress from 2-year-old to nursery and then reception.</p> <p>Prime areas are a focus of the Early Years PLCs.</p> <p>Introduction of a ‘New to EYFS’ PLC event</p> <p>Data analysis undertaken to identify gaps.</p> <p>Moderation events – consistency in judgements across the Trust.</p> <p>Strengthened EYFS curriculums to ensure tier 2 vocabulary is taught explicitly with opportunities for retrieval embedded.</p>	<p><b>GLD data</b></p> <p>24/25 FSM GLD data for Transform <b>56.3%</b> - national average <b>51.3%</b> . The Trust have outperformed the national average by 5.0%</p>

# To improve oral language skills and vocabulary among disadvantaged pupils.

What we have done	Impact
<ul style="list-style-type: none"><li>• Trust Wide INSET day planned with a focus on communication &amp; Interaction.</li><li>• Gestalt Language Processing CPD for SENCOs and Trust staff</li><li>• Transform Oracy project running with expert input from Rupert Knight</li><li>• Rupert Knight joined the provision group for a discussion on Oracy and dialogic classrooms. This then fed into the planning for the Trust 25/26 INSET day on speech, language and communication needs.</li><li>• Focus on SLCN at SEND networks</li><li>• Focus on expressive language and behaviour networks</li></ul>	<p>Opportunity for participants to observe others' practice, plan collaboratively, explore new initiatives and engage with research. This impacts positively on their own practice and their careful consideration and facilitation of children's talk in classrooms.</p> <p>Gestalt session well received by SENCOs and this will now form a workshop on the Trust INSET. Schools feel confident in identifying Gestalt language Processor.</p>