

Link Adviser visit template: disadvantage and pupil premium

School name:	Baslow St. Anne's CE Primary			DfE:	830 3009
Headteacher:	Marie Clark			Date:	1.4.25 Reviewed July 2026
	1.		2.		3. PP link governor: Paula Varley

The purpose of the visit is to **have a structured conversation around disadvantage and help strengthen a school's approach.**

School leader self-evaluation of disadvantage: (Refer to your pupil premium strategy to help complete below)

School leaders should take the opportunity to self-evaluate the pupil premium provision before the link adviser visit takes place.

It is recommended that the headteacher and pupil premium lead (or another member of the senior leadership team) together complete the brief reflections below and refer to your pupil premium strategy throughout.

Self-evaluation prompt	School leader brief reflections (In no more than 50 words/3-4 bullet points)
How does socio-economic disadvantage impact on learning in your school?	• All children, regardless of socio-economic background access all parts of the curriculum/extra-curriculum opportunities • Support and intervention in place for PP children i.e. Lexia programme for all PP children/Rapid catch-up when needed/X table club KS2 • Support financially if needed to ensure all aspects of learning and experience are fully embraced by all • Monitoring on FFT of PP children's learning outcomes and progress and interventions actioned when needed to ensure optimum impact
Briefly describe outcomes for disadvantaged pupils at each Key Stage	Key Stage: 1 (x1) Strengths: Accelerated progress since joining part way through Reception year Increase in confidence and the ability and enthusiasm to learn Improved outcomes, including accelerated progress Excellent attendance Areas for improvement: Monitor for barriers to learning e.g. dyslexia and DIT if deemed appropriate Access to Lexia Key Stage: 2 (x 9)

	Strengths: All children across the year groups making at least expected outcomes and progress % of the children in leadership groups i.e. School Council/ECO Warriors/Enterprise Ambassadors/Collective Worship Crew All children accessing residential trips (finance offered to support residential trip) Excellent attendance for all PP – one family supported with attendance with EHO Areas for improvement: Monitor impact of interventions and extra- curricular i.e. Lexia impact/ register for clubs in and out of school, to ensure all have an opportunity, alongside the uptake on peripatetic lessons Attendance monitored and attendance plan to be reviewed for September 2026 for further support
Briefly describe attendance for disadvantaged pupils in each Key Stage	Attendance is good for majority of PP children across both KS. Attendance of PP from September 2025 to July 2026 is: 95.41% with 5.37% being authorised absence due to additional needs/health requirements of one child. Work with EHO on a further PP child's attendance. All other PP children's attendance is excellent.
What challenges are most preventing disadvantaged pupils from thriving / attaining well, i.e. the challenges to achievement? These should be stated on your pupil premium strategy plan	• Emotional and mental regulation/ family split • Gaps in key areas of learning e.g. phonics/maths fundamentals Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have some gaps/non-secured phonics, impacting on reading and writing than their peers, national and internal data post Covid Our in-year disadvantage generally arrives below age expectations for reading and with gaps in their phonics and benefit from Rapid Catch Up/Lexia. • Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 'sticky learning' of maths fundamentals is shown to be lower than that of their peers and extra support/intervention is required to embed e.g. times table club/intervention for fluency

	• Our/Zones of Regulation feedback, observations and discussions with pupils and families have identified social and emotional issues for some of our disadvantaged pupils, with some working alongside Early Help Offer and Changing Lives partnership. Support is required to manage emotions/mindset/mental health/resilience/confidence to ensure that strong teaching and learning can have the most effective outcome. • Zones of Regulation is internally delivered to support/ Mental Wellbeing Club/ Calm Club/ EHO/Changing Lives
What are the controllable factors that impact on disadvantaged learners in your school?	• Friendship issues – working on emotions to navigate the social world particularly KS2 • Healthy lunch – free school meal provided, although some choose to bring own packed lunch • Opportunity for wider curriculum and opportunities • Opportunity and attendance of intervention
How are you working to overcome the impact of disadvantage on learning in your school? ie what are your existing areas of focus and approaches? Include the reasons why these strategies were chosen.	• Ensure all learning curricular/extra-curricular is available for all • Monitoring the uptake of extra-curricular clubs to ensure a breadth of experience and opportunity for all learners • Focus: Incorporating Zones of Regulation and 1:1/small group nurture to support disadvantaged children to build up self-esteem, confidence and expand skills for emotional literacy and learning - Encouraging self-advocacy through opportunities to lead either through clubs/buddying/being part of ECO/School Council/Enterprise - Encouraging the passion and love of reading – monitoring reading ages and the ability/motivation to read to open doors to all lifelong learning. - Encouraging fluency in maths with internal incentives and competitions e.g. TTRS/Hit the Button/X table club
Record of discussion:	

Evidence will be gathered from:

Lesson visit	Book look/work analysis	Data analysis	Discussions with staff	Discussions with pupils
x	x	x	x	x

The structure and prompts below follows the EEF tiered model, menu of approaches and evidence brief as required by the DfE pupil premium strategy statement.

1. High Quality Teaching
a) Expectations are high for all pupils Regardless of prior attainment and FSM status, leaders, teachers and support staff are committed to the academic achievement of all pupils. Record of discussion/activity:
b) Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments. Record of discussion/activity:
c) Professional development to support the implementation of evidence-based approaches - for example, training provided by a DfE validated systematic synthetic phonics programme or mastery-based approaches to mathematics. Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. Record of discussion/activity:
d) Mentoring and coaching for teachers

Mentoring and coaching can be an important source of support. Schools should carefully consider the core components that make these strategies effective when developing their approach.

Record of discussion/activity:

e) Recruitment and retention of teaching staff - for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs).

Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.

Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.

Record of discussion/activity:

f) Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment.

To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.

Record of discussion/activity:

Next steps

2. Targeted Academic Support

a) One to one, small group or peer academic tuition, including through the National Tutoring Programme.

Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. You should think carefully about how you implement tuition, including how you will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact.

Record of discussion/activity:

b) Targeted interventions to support language development, literacy and numeracy.

Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.

Record of discussion/activity:

c) Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.

Record of discussion/activity:

d) Teaching assistant deployment and interventions – for example, by supporting high quality provision within the classroom and delivering targeted interventions.

Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. Tas should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher

Record of discussion/activity:

Next steps

3. Wider Strategies

a) Supporting pupils' social, emotional, and behavioural needs.

Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully

Record of discussion/activity:

b) Supporting attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance.

Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.

Record of discussion/activity:

c) Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips.

Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes.

Record of discussion/activity:

d) Extended school time, including summer schools.

Extended school time could mean extending core teaching through targeted after-school tuition, homework, or summer school programmes. Such programmes are more likely to impact learning if they are clearly structured, linked to the curriculum, and led by well-qualified and well-trained staff.

Schools should consider the cost and implications on teacher time when considering extended school time approaches.

Record of discussion/activity:

e) Breakfast clubs and meal provision

There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.

Record of discussion/activity:

f) Communicating with and supporting parents and carers

Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.

Record of discussion/activity:

Next steps

Summary:

Agreed Strengths Following This Visit

(Completed by Link Adviser)

Describe as appropriate.

Agreed Areas for Improvement Following This Visit

(Completed by Link Adviser)

Describe as appropriate.

Agreed school actions for improvement before the next visit

(Completed by Link Adviser)

Describe as appropriate.