



# Pupil Premium Strategy Statement 2025-26

Updated: October 2025

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 effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	207 (October 2025)
Proportion (%) of pupil premium eligible pupils	88 children (42.5%)
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> )	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2025
Date on which it will be reviewed	January 2026 May 2026 August 2026
Statement authorised by	Graham Doubleday
Pupil premium lead	Adele McKeever Headteacher
Governor / Trustee lead	Kayley Best

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,210.00
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>	£144,210.00

# Part A: Pupil premium strategy plan

## Statement of intent

To prioritise our spending, we have adopted a tiered approach in line with the expert and research informed guidance to define our priorities and ensure balance. Our tiered approach comprises of the three categories suggested:

1. **High quality teaching:** We recognise that the EEF state that the best way of improving outcomes for pupils is by reducing the variation in teaching quality as this has a disproportionately positive impact upon the outcomes of disadvantaged learners. Our strategic aims are to increase attainment in all year groups, specifically in Literacy, Reading, Writing and Phonics, to improve academic outcomes for disadvantaged pupils.
2. **Targeted academic support:** Some pupils may require additional support to achieve their potential. Whilst maintaining high expectations, we utilise relevant research and our professional knowledge to identify strategies and evidence-informed interventions that address gaps in pupils' learning and facilitate accelerated progress, particularly in reading as this is the bedrock to learning in all areas of the curriculum. Early reading is prioritised at school and is the foundation for all learning.
3. **Wider barriers to learning:** We believe it is important that disadvantaged pupils are not viewed as a homogenous group; instead, we identify individual pupils' barriers to learning so these can be overcome through providing targeted support and establishing strong, positive links with pupils, their families, and our wider school community.

### ***Our ultimate objectives are as followed:***

- Continue to narrow the attendance gap between disadvantaged pupils and their peers. If children do not attend school regularly, this obviously hinders academic progress.
- Close the attainment gap between disadvantaged pupils and their peers.
- Provide children with experiences and opportunities to allow them to contextualise their learning, build their schema and broaden their horizons and ambitions.

### ***How does our current pupil premium strategy plan work towards achieving these objectives?***

- Provide Quality First Teaching for every child in school by having effective adults (teachers and LSAs) in every class.
- Provide targeted academic support for pupils who are not making the expected progress.

Address non-academic barriers to attainment including attendance and attitudes.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance:</b> Historically low pupil attendance, although this has improved recently. The current focus is on maintaining and further embedding these improvements.
2	<b>Attainment on Entry:</b> Most pupils enter Reception working below age-related expectations, with some significantly below expected levels.
3	<b>Language Development:</b> Many pupils have limited vocabulary and poor language acquisition, often linked to restricted life experiences and home environments with limited language stimulation. This has been further compounded by the impact of the COVID-19 pandemic.
4	<b>Limited Cultural Capital:</b> Pupils have restricted experiences and limited awareness of the wider world, which hinders their ability to make connections in their learning, contextualise new information, and develop personal schema and cultural capital.
5	<b>Readiness to Learn:</b> Some pupils, particularly in the younger year groups, display underdeveloped learning behaviours such as limited attention, organisation, perseverance, and resilience.
6	<b>Low Aspirations:</b> Both pupils and some parents/carers demonstrate low aspirations, which can affect engagement and ambition in learning.

## Intended outcomes

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

Intended outcome	Success criteria
Sustain and further embed recent improvements in pupil attendance, ensuring consistency across all pupil groups.	<ul style="list-style-type: none"> <li>The attendance of pupils eligible for Pupil Premium (PP) funding is at least in line with that of non-Pupil Premium pupils within the school.</li> <li>The attendance rate for Pupil Premium pupils is broadly in line with 96%.</li> <li>The attendance of Pupil Premium pupils exceeds the national average for non-Pupil Premium pupils.</li> </ul>
Ensure consistently high-quality phonics teaching across Reception and Key Stage	<ul style="list-style-type: none"> <li>All staff delivering phonics receive ongoing, high-quality CPD to ensure consistency and expertise in delivery.</li> </ul>

<p>1 to secure strong early reading outcomes for all pupils.</p>	<ul style="list-style-type: none"> <li>Monitoring activities (including lesson observations, learning walks, and pupil outcomes) demonstrate consistently good or better practice in the teaching of phonics.</li> <li>Pupils who are not meeting age-related expectations receive timely, targeted academic support to accelerate progress.</li> <li>Pupil Premium pupils make strong progress in their phonics knowledge and application, closing any gaps with their peers.</li> <li>Outcomes in the Phonics Screening Check are at least in line with national averages.</li> </ul>
<p>Accelerate progress across all areas of learning in the Reception class to ensure that all children make strong gains from their individual starting points.</p>	<ul style="list-style-type: none"> <li>Reception pupils make good or better progress in all areas of learning, as evidenced through progress matrices and internal tracking systems.</li> <li>The progress of Pupil Premium (PP) children is at least in line with that of non-Pupil Premium children.</li> </ul>
<p>Increase the proportion of pupils achieving the expected standard and greater depth in Reading, Writing, and Maths as they progress through the school.</p>	<ul style="list-style-type: none"> <li>Pupils achieve positive progress scores (greater than 0) in Reading, Writing, and Maths at the end of Key Stage 2, in line with or exceeding national averages.</li> <li>The percentage of Pupil Premium (PP) pupils working at both the expected and greater depth standards increases year on year, particularly across Key Stage 2.</li> </ul>
<p>Ensure the quality of teaching is consistently good or better, underpinned by evidence-informed strategies that reflect the school's agreed pedagogical approaches.</p>	<ul style="list-style-type: none"> <li>The school's professional development offer is evidence-informed and aligned with whole-school priorities.</li> <li>Monitoring activities (including lesson visits, book looks, and pupil voice) demonstrate that teaching is consistently good or better across all subjects and key stages.</li> <li>Staff engage in ongoing, high-quality CPD to sustain and further enhance effective teaching and learning practices.</li> </ul>

<p>Improve pupils' language acquisition and vocabulary development across all year groups and subject areas.</p>	<ul style="list-style-type: none"> <li>• Vocabulary is explicitly taught and embedded across the curriculum in all subjects and year groups.</li> <li>• Language screening and assessment data demonstrate measurable improvements in pupils' vocabulary knowledge and use over time.</li> </ul>
<p>Ensure that children's pastoral needs are effectively supported, promoting positive behaviour, emotional wellbeing, and mental health across the school.</p>	<ul style="list-style-type: none"> <li>• Relevant staff are equipped with the skills, knowledge, and confidence to effectively support pupils' wellbeing and mental health.</li> <li>• Pupils are able to use self-regulation strategies to manage their emotions and behaviour appropriately.</li> <li>• The Learning Mentor and other key staff work effectively with individual pupils and families to reduce barriers to learning, resulting in improvements in attendance, punctuality, behaviour, and overall wellbeing.</li> </ul>

## 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: £45,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed a consistent, evidence-informed whole-school approach to the teaching of reading and vocabulary.</p> <p>Ensure that the Read Write Inc. (RWI) phonics programme is implemented with fidelity and delivered consistently to secure</p>	<p>EEF T&amp;L Toolkit: Phonics (+ 5 months)</p> <p>EEF T&amp;L Toolkit: Reading Comprehension strategies (+6 months)</p>	<p>2 3 5</p>

strong early reading outcomes.		
All staff involved in the delivery of phonics receive full Read Write Inc. training and ongoing professional development led by the Reading Lead.	EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority.  EEF T&L Toolkit: Phonics (+5 months)	2 3 5
Regular staff CPD sessions are delivered by the Senior Leadership Team (SLT), subject leaders, and external specialists, focused on improving the quality of teaching and learning through the application of Cognitive Science principles and other evidence-based research from the Education Endowment Foundation (EEF).	EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority.  <i>Cognitive Science Approaches in the Classroom: A review of evidence. (EEF)</i>	2 3 4 5 6
Provide children with experiences linked to curriculum to support their academic learning and enable them to contextualise learning - endeavouring to build their individual schema and cultural capital.	EEF T&L Toolkit: Social and emotional learning (+4months)	4 3 1
Ensure all year groups have at least one LSA supporting the class teacher. Deploy LSAs on a needs basis throughout school.	EEF guidance Report 'Maximising the impact of TAs': "Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others...and the needs of pupils are addressed, first and foremost through high quality classroom teaching."  EEF Toolkit: Teaching Assistant Intervention (+4 months)	2 3 4 5 6

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

Budgeted cost: £66,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target key year groups (Y5 and Y6) with smaller group teaching for Reading, Writing and Maths.	EEF guidance Report 'Maximising the impact of TAs': " <b>Schools should try and organise staff so that the <u>pupils who struggle most have as much time with the teacher</u></b> ...and the needs of pupils are addressed, first and foremost through high quality classroom teaching."  EEF T&L Toolkit: Reducing class size (+2 months)	3 4 5
LSAs employed to deliver specific interventions/ precision monitoring with identified children throughout school.  <i>(Wellcomm, Lego Therapy, RTime. RWI 1:1 tuition, Soundswrite)</i>	EEF T&L Toolkit: Teaching Assistant Intervention (+4 months)  EEF T&L Toolkit: Early Years Interventions (+5 months)	2 3 5 6
Interventions/booster clubs delivered outside of normal school hours for identified children.	Extending school time (+3 months)  Small group tuition (+4 months)	6 3 5 2

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

Budgeted cost: £31,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT, DSL & Learning Mentor monitors attendance and punctuality of children	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular	1 4 6

<p>(daily, weekly, half termly) and responds appropriately: organising appropriate rewards and incentives; carrying out home visits when required, leading school-led Early helps plans and supporting parents (and children) to ensure attendance is good.</p>	<p>attendance. (Various sets of data Gov.uk)</p> <p>EEF T&amp;L Toolkit: Parental Engagement (+4 months)</p>	
<p>Learning Mentor works with external agencies to support families to overcome individual barriers to learning e.g. attendance, punctuality, welfare, behaviour, mental health, safeguarding concerns etc.</p>	<p>EEF T&amp;L Toolkit: Parental Engagement (+4 months)</p>	<p>1 6 5</p>
<p>Improve staff knowledge and understanding of pupil well-being, socio-emotional needs and mental health through professional development. E.g. Emotional friendly schools status; emotional coaching CPD (delivered educational psychologist) and well-being/promoting positive mental health CPD for all staff.</p>	<p>EEF T&amp;L Toolkit: Social and emotional learning (+4 months)</p>	<p>1 5</p>
<p>Ensure that parents/carers are kept up to date with school expectations and provide them with the knowledge to help their children at home, academically and emotionally (e.g. running parent workshops in school,</p>	<p>EEF T&amp;L Toolkit: Parental engagement (+4 months)</p>	<p>6 5 2 1</p>

regular communication via online platforms)		
Every child in school will have the opportunity to learn a tuned instrument (ukulele) and perform in front of an audience	EEF T&L Toolkit: Arts participation (+3 months)	6 5 4 3 1
Enhance the after-school curriculum offer (e.g. sports clubs, gardening club, choir, art club and enrichment trips to theatre and live sporting events) to engage children.	EEF T&L toolkit: Arts/Sports Participation (+2 months)  Many children have limited experiences and rarely travel outside of their immediate surroundings. Breadth and depth of experience will help to strengthen knowledge and underrating of the world.	6 1 3 4

**Total budgeted cost: £144,210.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes from the Previous Academic Year (2024-25)

##### Early Years Foundation Stage Profile

In 2025, disadvantaged pupils achieved a Good Level of Development (GLD) above national and local disadvantaged averages:

- GLD: 56% of disadvantaged pupils achieved GLD.
  - This result was 8 percentage points higher than the LA average for disadvantaged pupils (48%).
  - This result was 5 percentage points higher than the National average for disadvantaged pupils (51%).
- Achieving Expected Standard in All ELGs: 56% of disadvantaged pupils achieved the Expected Standard in All Early Learning Goals, leading the LA disadvantaged average by 9 percentage points and the National disadvantaged average by 6 percentage points.
- School Gap: There was a gap compared to the school's Other Pupils, 74% of whom achieved GLD.

##### Phonics Outcomes

- Year 1 Phonics Check (Cohort: 13 Disadvantaged Pupils): 54% of disadvantaged pupils achieved the expected standard (Wa).
  - This was below the LA disadvantaged average (65%) and the National disadvantaged average (67%).
- By the End of Year 2 (Cohort: 17 Disadvantaged Pupils): Attainment was strong, with 94% achieving the expected standard (Wa) by the end of Year 2, which was 10 percentage points higher than the LA disadvantaged average (84%).

##### Key Stage 1 Teacher Assessment

Disadvantaged pupils performed strongly relative to local averages in KS1 in 2025.

Subject	% EXS+ (Expected Standard or Above)	School/LA Disadvantaged Gap (EXS+)	% GDS (Greater Depth)
Reading	76%	+19 percentage points (LA: 58%)	29% (LA: 10%)
Writing	76%	+25 percentage points (LA: 51%)	6% (LA: 5%)
Maths	71%	+11 percentage points (LA: 60%)	24% (LA: 10%)
RWM combined	59%	N/A	0%

### **Multiplication Tables Check (MTC)**

- Average Scaled Score: The average score for disadvantaged pupils was 20.8.
- This score was 1.5 points higher than the LA disadvantaged average (19.3).

### **Key Stage 2 Test and Teacher Assessment**

Subject	% Expected Standard (AS 100+ / EXS+)	School/National Disadvantaged Gap	% Higher Standard (AS 110+ / GDS)	Average Scaled Score
Reading (Test)	88%	+24 percentage points (National: 63%)	50% (National: 21%)	107 (National: 103)
Writing (TA)	75%	+16 percentage points (National: 59%)	19% (National: 7%)	N/A
Maths (Test)	81%	+20 percentage points (National: 61%)	31% (National: 15%)	105 (National: 102)
GPS (Test)	88%	+28 percentage points (National: 60%)	50% (National: 19%)	109 (National: 103)
Combined RWM (EXS+)	69%	N/A	19%	N/A

Disadvantaged pupils achieved expected standards well above national disadvantaged figures in all subjects, closing the gap significantly with their non-disadvantaged peers nationally, and achieving scaled scores consistently higher than the national disadvantaged averages.

### **Review of Academic Outcomes (2024-25)**

- Phonics: The objective of achieving a good standard of phonics was largely met.
  - In Year 1, 67% of disadvantaged pupils passed the Phonics Screening Check, which was exactly in line with the national average for disadvantaged children (67%).
  - By the end of Year 2, 100% of disadvantaged pupils passed, performing better than the national average for all pupils (89%).
- EYFSP: The target was to achieve accelerated rates of progress comparable to non-PP children.
  - Reception children made good progress, and PP progress was found to be comparable with non-PP children.
  - However, the school's GLD for all pupils (53%) was lower than the national average for all pupils (67%), and the attainment gap between PP (42%) and non-PP (61%) children was deemed significant.
- Key Stage 1 Reading: The percentage of PP children achieving Expected+ was 67%, which was better than the national figure for disadvantaged pupils (54%). The gap within the school (PP 67% vs non-PP 71%) was considered "broadly in line".
- Key Stage 2: The goal was to increase the number of children achieving the expected standard in Reading, Writing, and Maths (RWM) and achieve positive national progress scores. This was largely successful.
  - Combined RWM (EXS+): 54% of disadvantaged pupils achieved EXS+, exceeding the national disadvantaged average (44%) and being broadly in line with the national average for all pupils (59%). 15% achieved Greater Depth, exceeding the national average for all pupils (8%).
  - Reading: 92% achieved Expected+, compared to 60% disadvantaged nationally. Progress scores for PP children were +8.9.
  - Writing: 54% achieved Expected+, compared to 58% disadvantaged nationally. Progress score was +1.6.
  - Maths: 69% achieved Expected+, compared to 59% disadvantaged nationally. Progress score was +1.4.

- MTC (Y4): The average attainment score for disadvantaged pupils was 21.6, which was greater than the national average for all pupils (20.2) and all other pupils nationally (20.9).

### **Review of Wider Strategies (2024-25)**

- Attendance (Challenge 1): Overall attendance for PP children was 93.7%. This was better than the national attendance rate across all pupils (92.5%) for 2024/25.
- Quality of Teaching (Challenge 2, 3, 5): Monitoring suggested that the majority of teaching was consistently good, and staff acted upon feedback and applied CPD to improve pedagogy.
- Pastoral Needs/Wellbeing (Challenge 5): The objective to support pastoral needs effectively was met. Staff were equipped with skills (e.g., Zones of Regulation training) to support mental health, and the Learning Mentor worked successfully with families to break down barriers, resulting in improved attendance, punctuality, behaviour, and mental health/wellbeing.

## **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>
Read Write Inc. Phonics	Read Write Inc. Ruth Miskin Training
Times Table Rock stars	Times Table Rock stars
Literacy Shed + membership	Literacy Shed +
White Rose Maths Resources	White Rose Maths
Grammarsaurus membership	Grammarsaurus

