

St. Chad's CofE Primary School

Pupil Premium Strategy Statement 2025-2026

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Pupil premium strategy statement

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	206
Proportion (%) of pupil premium eligible pupils	11.2% (23 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	J. Matthews (Deputy Headteacher, Inclusion Leader and DSL)
Pupil premium lead	J. Matthews
Governor / Trustee lead	L. Pawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,719.30
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,719.30

Part A: Pupil premium strategy plan

Statement of intent

At St. Chad's CofE Primary School, we recognise 'disadvantaged' encompasses an array of factors which can affect achievement and limit access to cultural capital and enrichment opportunities. We also recognise that not all children who are underachieving are eligible for pupil premium funding, while other pupils may be eligible for pupil premium funding and are not underachieving. Equity for all pupils of St. Chad's is at the heart of our strategy and our pupils' needs drive our strategy. We embed a whole-school commitment to equity, as outlined in our Inclusion Policy, where every member of staff takes collective responsibility for the progress, wellbeing and long-term life chances of disadvantaged pupils.

Quality-first teaching remains the most significant lever for closing the disadvantage attainment gap, so with high-quality teaching at the core of our approach, our intention is that our strategy will benefit all pupils, including those who are disadvantaged. We are now embedding our PRIMARY teaching and learning model across the school and strengthening consistency of high-quality teaching through the ongoing use of instructional coaching as our main professional development mechanism. This continued focus supports staff to refine practice, deepen pedagogical expertise and secure sustained improvements in classroom teaching.

Oracy is a central driver within our strategy because spoken language underpins learning, confidence and future attainment. National research shows that children from disadvantaged backgrounds are, on average, 19 months behind in vocabulary on school entry, and that this word gap widens without targeted, high-quality provision. As a Voice 21 Oracy School, we are working to build an '*oracy generation*' and remove barriers for all pupils by making '*oracy ordinary*'. In practice, this means we are embedding explicit teaching of vocabulary, and opportunities to practice presentational, exploratory and dialogic talk with purposeful talk across the curriculum. This whole-school approach ensures that all pupils, and particularly those who are disadvantaged, develop the language, confidence and communication skills they need to access learning, articulate ideas and engage fully with the wider curriculum and the world beyond school.

We believe that our disadvantaged pupils should be supported to achieve success academically, socially, emotionally and physically, alongside their peers. We aim to ensure that every child leaves St. Chad's excited about learning and determined to succeed through the highest quality education and equipping children with confidence, resilience and a passion for justice and equality. We prioritise equality

of opportunity and the development of key skills and attributes, to realise children's ambitions and improve future employability. Our children are nurtured and empowered to thrive academically whilst championing kindness and fairness in their lives.

What are our ultimate objectives for our disadvantaged pupils?

Our ultimate objectives for disadvantaged pupils:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that they make increasingly good progress year on year and make or exceed national expectations.
- We recognise that across the country, there is a growing reading deficit. The DfE (2017) statistics showed only 31% of children read daily at home and Clark et al. (2024) report this to now be 20.5%. Our ambition, therefore, is for all children to become good readers and to develop high quality oracy skills with a rapidly growing vocabulary.
- To provide fair and equal opportunities to participate and achieve in all areas of the curriculum, including the wider curriculum and extra-curricular activities, to the same extent as their peers.
- To provide effective in school support to remove the barriers faced such as low attendance, lack of social or cultural capital and poor basic skills. We seek to work in partnership with disadvantaged pupils, their families and external partners, to assess, plan, monitor and evaluate support and interventions, to positively impact on individual progress, achievement and wellbeing.
- To ensure our young people are happy, healthy, confident, able to manage their emotions and are resilient and so ready to embrace the all the opportunities offered in their next stage of education and beyond. At St. Chad's we want to enable our children to be the best version of themselves and ready to live life to the full.

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

To achieve these objectives, St. Chad's is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high-quality teaching, supported by academic or needs based interventions and wider non-teaching or pastoral strategies.

At St. Chad's CE Primary School, our initial response to addressing pupil underperformance is to strengthen quality first teaching. Our approach integrates evidence-informed methodologies, including the Accelerated Learning Cycle (known as PRIMARy at St. Chad's), a mastery approach in mathematics, explicit teaching of reading with a focus on fluency, and a structured, whole-school framework for oracy and vocabulary development. This framework includes consistent use of tier 2 and tier 3 vocabulary instruction, dialogic teaching and purposeful talk routines. With high aspirations for all learners, teaching is carefully adapted to provide both support and challenge so that every pupil can access and achieve ambitious outcomes.

To uphold consistently high teaching standards, we are embedding a rigorous professional development model centred around instructional coaching and high-quality CPD. As evidenced in our School Development Plan, coaching cycles, deliberate practice and targeted training will result in demonstrable improvements in pedagogical consistency, curriculum implementation and classroom practice. All staff engage in ongoing professional development that strengthens subject knowledge, enhances teaching expertise and ensures that teaching across the school meets or exceeds a good standard.

Internal data indicates that progress and attainment in core subjects for disadvantaged pupils is lower than for their peers. As a result, timely and precisely targeted interventions remain central to this strategy, including small group and one-to-one teaching that focuses on addressing barriers, closing gaps and accelerating progress.

Finally, both internal evidence and academic literature (see section on 'Activity in This Academic Year'), highlight the importance of equality of opportunity, high-quality pastoral support and strong attendance intervention to meet the needs of disadvantaged pupils. Funding therefore supports access to Thrive provision, nurture-based interventions and emotional literacy development, alongside the wider services available through the local Cluster. These include pupil counselling, family support work, parenting support, and Silvercloud for parents. We also ensure disadvantaged pupils can fully participate in enrichment experiences by providing financial support for clubs, educational visits and residentials, securing equitable access to the wider curriculum.

What are the key principles of our strategy plan?

It is important to us that we live and breathe our School Vision: *"In the light of God, we care, we share, we laugh, we learn"* and our Trust Vision: *"In partnership to*

educate, nurture and empower” for all our pupils, especially our disadvantaged children.

We understand that the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF. Developing a sound foundation of basic skills in reading, writing and maths is essential so that children can access the wider curriculum and providing high quality pastoral support is essential to meet the wider needs of all children.

At St. Chad’s, and as a Trust, our strategic decisions around school improvement and interventions implemented are evidence and research based.

To maximise the impact of Pupil Premium funding, we employ a graduated approach to identifying and addressing needs, supported by a robust monitoring system. The funding is strategically utilised to benefit as many pupils as possible, including those who are not Pupil Premium eligible, by focusing on the following principles:

- Ensuring disadvantaged pupils are challenged through adaptive teaching and appropriately set work.
- Acting proactively to help pupils stay on track with their peers, avoiding the need for later catch-up interventions.
- Sustaining a shared mindset that strong academic achievement is transformational; all staff maintain high expectations, apply consistent approaches and actively work to remove barriers so that disadvantaged pupils can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication needs We have seen a significant increase in speech, language and communication needs on entry to Nursery/ Reception, where children are arriving with poor spoken language skills. These needs

	are also evident in each cohort across school, including throughout KS2.
2	<p>Social, emotional and mental health (SEMH) needs</p> <p>There is an increase in the number of children with SEMH needs, particularly among our disadvantaged pupils but also across the wider school population. Many children are struggling with self-worth, aspirations, and the ability to form positive relationships, which impacts their capacity to engage in learning. Challenges with secure attachments are evident, with some children finding it difficult to separate from parents or carers.</p> <p>SEMH needs are not confined to pupils; an increasing number of parents face mental health challenges, which can affect their capacity to provide consistent emotional support and stability at home. This creates a ripple effect on children's overall wellbeing, behaviour, and attainment.</p>
3	<p>Attendance and punctuality</p> <p>Whilst good progress is being made, school attendance data shows our disadvantaged pupils have lower attendance than their non-disadvantaged counterparts with some children being persistent absentees and/or for whom punctuality is regularly an issue.</p>
4	<p>Parent engagement and access to support services</p> <p>Some families face barriers in accessing and engaging with external support services due to a lack of awareness, confidence, or availability of clear signposting. This can limit their ability to support their children's learning and wellbeing effectively.</p> <p>Additionally, some school families can find engaging with school and/or feeling accepted and part of our school community difficult. This is often due to their own experiences with school.</p>
5	<p>Attainment and Progress</p> <p>Disadvantaged pupils often begin school with lower levels of attainment in reading, writing, and maths compared to their peers, and this gap tends to widen by the end of KS2. This is influenced by a combination of factors, including speech, language, and communication needs that impact early literacy and learning; social,</p>

	emotional, and mental health challenges that affect engagement and resilience; lower attendance and punctuality that reduce learning time; and barriers to parental engagement that limit support at home. Addressing these interconnected challenges is crucial to narrowing the attainment and progress gap between disadvantaged pupils and their peers.
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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
By July 2026, the vast majority of our pupils, especially our disadvantaged pupils, will have improved oral language skills and vocabulary.	<ul style="list-style-type: none"> • The Voice 21 surveys will demonstrate clear progress in beliefs, attitudes and competency against the Oracy Framework year on year. • Assessments, such as Communication Trust Progression Tools and Speech and Language Link, show significant improvements in oral language and vocabulary for disadvantaged pupils from their starting points. • Teacher observations and feedback indicate increased pupil participation and confidence in speaking and listening activities during lessons and the rest of the school day. • Pupil outcomes in reading and writing improve, showing a positive correlation with enhanced oral language skills. • School is successful in securing accreditation through Voice 21 as a centre of excellence.
By July 2026, the majority of our pupils, particularly our disadvantaged pupils, will achieve and sustain improved wellbeing and a reduction in negative social, emotional and mental health needs.	<ul style="list-style-type: none"> • Pupil surveys and wellbeing assessments indicate improved self-worth, relationships, and emotional regulation. • Behaviour data shows a reduction in SEMH-related incidents with children increasingly able to regulate their emotions. • Teachers and support staff report increased pupil readiness for learning.
<p>By July 2026 the attendance of disadvantaged pupils will be at least 95%.</p> <p>By July 2027 the attendance of disadvantaged pupils will</p>	<ul style="list-style-type: none"> • Attendance data for disadvantaged pupils improves year on year and the gap between attendance of all pupils and disadvantaged pupils reduces, with a continued improvement in the pupil premium persistent absentee rate. • Attendance data for disadvantaged pupils is in line with the aspirational targets set by the

be in-line with their peers (97%).	<p>Trust on an annual basis, as well as the Attendance Baseline Improvement Expectation (ABIE) issued to school.</p> <ul style="list-style-type: none"> • Improved punctuality for disadvantaged pupils. • Parent engagement with attendance initiatives increases, evidenced through meeting attendance and follow-up actions. • Attendance improvements positively impact pupil wellbeing, engagement, friendships, pupil attainment and progress measures.
By July 2026, parents, especially those of disadvantaged pupils, will have increased access to and engagement with external support services, enabling them to better support their children's learning and wellbeing.	<ul style="list-style-type: none"> • An increase in the number of parents accessing and utilising external support services, evidenced through school referrals and feedback from families. • Improved parental confidence and engagement with school initiatives, measured by attendance at workshops, parent-teacher meetings, and engagement with signposted services. • Positive parent feedback. • Positive impact on pupil wellbeing and academic progress, as demonstrated by teacher feedback and progress data, particularly among disadvantaged pupils. • Feedback from parents indicates improved awareness and understanding of available support services.
<p>By July 2026, the majority of disadvantaged pupils will make at least expected progress in reading, writing and maths, as evidenced through both in-year teacher assessments and statutory assessment outcomes.</p> <p>By July 2026, data at the end of KS2 shows the attainment gap between disadvantaged and non-disadvantaged pupils is narrowing.</p>	<ul style="list-style-type: none"> • By the end of July 2026, the gap will narrow in progress made between PP and non-PP children in all year groups. • KS2 outcomes in July 2026 show an increase in the percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths. • By the end of July 2027 attainment is in line with expectations in all three subjects by the end of KS2, informed by FFT50 targets.

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.

Of note, the Abbey MAT PRIMARY Teaching and Learning Model is designed to create a consistent and evidence-based approach to pedagogy across the Trust. Grounded in the principles of the Accelerated Learning Cycle, the model emphasises engaging pupils through meaningful, memorable, and multisensory learning experiences. It promotes high-quality teaching practices that include preparing pupils for learning, agreeing on clear outcomes, presenting captivating information, enabling active meaning-making, providing opportunities to apply and demonstrate learning, and consolidating understanding through review. To embed this model effectively, instructional coaching plays a key role, enabling teachers to refine their practice through personalised, collaborative, and reflective professional development. This approach ensures ongoing support, enhances teaching expertise, and drives improvements in pupil outcomes, particularly for disadvantaged pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality and Adaptive Teaching for all pupils, including: <ul style="list-style-type: none">• Little Wandle• Abbey MAT approach to reading• Faster Reading• Transcription skills – sentence structure <ul style="list-style-type: none">- Oracy and vocabulary education- Silent Solo- Mastery Mathematics- Challenging, scaffolded learning- Retrieval practice- Timely, effective feedback	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Sutton Trust – Strong evidence of Quality of Instruction on impact on student outcomes: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf Luby, A. (2020) writes extensively about the positive impact of ambition and being ambitious for all children to mitigate the ‘five perspectives of poverty’. EEF guidance on ‘Teacher Feedback to Improve Pupil Learning’: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback EEF guidance on scaffolds to support learning. EEF blog: Scaffolding – more than just a worksheet EEF	1, 5

	Writing framework - The writing framework - GOV.UK	
<p>Instructional coaching and teacher learning communities' approach to CPD which is our primary CPD mechanism for developing quality first teaching.</p> <p>All teachers and HLTAs will have a coach and our coachees will receive training and support. Dedicated time each week is provided for quality coach and coachee discussions.</p> <p>Investment in StepLab to support in the implementation of instructional coaching together with Swivel (a means to record) to support and inform deliberate practice and high-quality coaching conversations.</p>	<p>EEF guidance report on Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Characteristics of effective CPD: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</p>	1, 5
Embed the PRIMARY Teaching and Learning Model	<p>The PRIMARY Teaching and Learning Model is grounded in the Accelerated Learning Cycle, which aligns with well-established research around memory, cognitive science and effective pedagogy. The research demonstrates that structured phases of learning increase participation, deepen understanding and improve retention.</p> <p>The explicit structuring of learning phases is consistent with cognitive science recommendations around activation of prior knowledge, modelling, guided practice, independent application and review.</p> <p>DfE: The Reading Framework (2023) – references the importance of direct instruction and structured learning phases: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>The model aligns closely with Rosenshine's evidence-based principles: reviewing prior learning, small steps, modelling, scaffolding, guided practice, independence and regular</p>	1, 5

	<p>review: https://www.aft.org/sites/default/files/Rosenshine.pdf</p> <p>The EEF's Pupil Premium guidance report highlights that consistent, high-quality teaching is the most effective strategy for reducing attainment gaps. A structured pedagogical model supports this consistency: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Research from the Sutton Trust notes that clarity of instruction, well-scaffolded tasks and opportunities for high-quality practice significantly improve outcomes, particularly for disadvantaged pupils: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p>	
<p>Sustain and further develop our in-school oracy-based approaches including:</p> <ul style="list-style-type: none"> • Oracy practice in class (classroom benchmarks) • Closing the word gap using tier 2 and tier 3 words, explicit teaching of vocab and the Primary 100 words • Opportunities to learn through talk and learn to talk with the oracy curriculum interleaved within the wider curriculum <p>Engage with Voice 21 Oracy CPD and the Voice 21 curriculum design programme</p> <p>Seeking accreditation as an Oracy Centre for Excellence.</p>	<p>The evidence shows that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills which is likely to impact later in their school lives.</p> <p>The average impact of oral language interventions is approximately six months' additional progress over the course of a year. http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Evidence from the Oracy All Party Parliamentary Group for Change (Oracy APPG) https://oracy.inparliament.uk/speak-for-change-inquiry highlighted compelling evidence of the educational benefits of effective and purposeful talk at very stage of schooling and how greater focus on oral language improves outcomes for the most disadvantaged students. Evidence shows high quality oracy practices during lessons:</p> <ul style="list-style-type: none"> • can improve academic attainment • underpins literacy and vocabulary acquisition • supports wellbeing and confidence • improves life chances by providing access to employment due to better academic outcomes and self-confidence • develops citizenship giving young people a voice <p>There is a strong evidence base that suggests oral language interventions, including dialogic</p>	1, 2 & 5

	<p>activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and future outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Voice 21 Impact Report 2016-2021: https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</p> <p>Voice 21 Impact Report 2022-2023: https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf</p> <p>Voice 21 Tens Years of Impact 2015-2025: https://indd.adobe.com/view/24fd66e2-35b0-4d3f-b52d-ca0cec351397</p>	
<p>Needs led SEND training for staff including but not limited to:</p> <ul style="list-style-type: none"> • High quality adaptive teaching and reasonable adjustments • ACEs and PACEs • Attachment • Supporting speech, language and communication difficulties in the classroom • Dyslexia • ADHD 	<p>Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Improving Social and Emotional Learning in Primary: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Attachment and Child Development: https://learning.nspcc.org.uk/child-health-development/attachment-early-years</p> <p>Being ACE, Attachment and Trauma informed: https://www.fagus.org.uk/a-few-tips-to-help-school-to-become-ace-aware-attachment-aware-and-trauma-informed/</p> <p>Beacon House resources: https://beaconhouse.org.uk/resources/</p> <p>Evidence base for I CAN (SLCN): https://ican.org.uk/about-us/our-evidence/</p> <p>An introduction to speech, language and communication: https://ican.org.uk/i-cans-talking-point/cpd-short-course/</p>	1, 2 & 5
<p>Teaching phonics in EYFS and KS1: Sustaining Little Wandle, a DfE validated Systematic Synthetic Phonics programme to secure</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5

stronger phonics teaching for all pupils.	<p>Little Wandle pedagogy and impact: https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/ https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/</p> <p>Preparing for Literacy - EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Improving Literacy in KS1 - EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>Abbey MAT approach to reading in Years 2-6 which includes regular opportunities for children to develop their fluency.</p> <p>Fluency is embedded in and is a key part of all reading lessons.</p> <p>Embed the use of an assessment system which tracks the fluency of children in KS2 (year 2 use Little Wandle fluency assessments) and informs targeted interventions which are regularly tracked and evaluated.</p>	<p>Reading comprehension strategies - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Recent guidance refers to the need to develop reading proficiency:</p> <ul style="list-style-type: none"> The EEF recommends that teachers in KS2 support pupils to develop fluent reading capabilities (<i>Improving Literacy in Key Stage 2: Seven recommendations to improve literacy teaching for 7 – 11 year old</i>) https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ As Easy as AB FluenCy (Hearts for Learning blog: provides an overview of the initial trail phase of the project) As easy as A B fluenCy! HFL Education Reading Fluency as a Neglected Skill (article published in Education Week promoting the need to teach fluency) http://www.edweek.org/ew/articles/2015/05/13/reading-fluency-viewed-as-neglected-skill.html 	5
Embed the Faster Reading approach across classes to increase reading ages, develop vocabulary and ignite a love of reading – class sets of books to be purchased.	<p>The Sussex Faster Reading study found that when using the Faster Read approach, on average, students made 8.5 months progress during their 12 week term; however, 'disadvantaged' readers made 16 months progress: https://www.sussex.ac.uk/research/centres/centre-for-international-education/projects/fasterread/impact</p> <p>Children who enjoy reading have higher standardised</p>	

	reading scores than those that don't: https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2024/	
<p>St. Chad's reading for pleasure progression framework, designed to improve outcomes in English, alongside regular opportunities for pupils to engage in reading for pleasure, including:</p> <ul style="list-style-type: none"> • Drop everything and read • Sharing class novel • Reading with school volunteers 	<p>Research evidence on reading for pleasure: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>Robust, longitudinal evidence to support reading for pleasure in boosting cognitive development including English and maths: https://esrc.ukri.org/news-events-and-publications/impact-case-studies/reading-for-pleasure-boosts-cognitive-development/</p> <p>Children who enjoy reading are three times more likely to have good mental wellbeing than children who don't enjoy it National Literacy Trust - Literacy and life expectancy report.pdf</p>	1, 2, 4 & 5
<p>Further develop and embed our ambitious curriculum for writing that reflects the expectations of the 2025 Writing Framework which:</p> <ul style="list-style-type: none"> • takes account of pupils' starting points so that all are appropriately challenged • is based on a teaching of the writing process (planning, drafting, revising, editing and sharing) with appropriate teaching strategies at each stage and explicit teaching of sentence structure, grammar, vocabulary and cohesion • prioritises secure transcription, spelling and handwriting so that these skills become increasingly 	<p>The Education Exchange evidence and further references to support an ambitious curriculum for all: https://theeducation.exchange/an-ambitious-curriculum-for-all/</p> <p>Luby, A. (2020) writes extensively about the positive impact of ambition and being ambitious for all children to mitigate the 'five perspectives of poverty'. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/liteeracy-Ks2</p> <p>This guidance report draws on the best available evidence regarding the teaching of literacy to primary-aged pupils and is based on a robust and thorough evidence based including work from Professor Steve Higgins, colleagues at the University of Durham with support from the Sutton Trust and the EEF. This has now been published in second edition with the additional focus on providing exemplification to support schools with the embedding of the recommendations e.g. Recommendation 5 from the guidance report: <i>'develop pupils' transcription and sentence construction skills through extensive focus'</i>.</p> <p>The DfE (2025) Writing Framework provides non-statutory guidance on securing fluent transcription (handwriting and spelling), explicitly teaching sentences, grammar, punctuation and vocabulary, and supporting pupils through the writing process from Reception onwards, emphasising that automatic</p>	5

<p>automatic and reduce cognitive load during composition</p> <ul style="list-style-type: none"> includes explicit teaching and high-quality modelling of sentence construction, grammar and vocabulary integrates oral composition, purposeful talk and sentence rehearsal to strengthen writing fluency provides regular opportunities for cumulative practice, including dictation, short writing bursts and structured sentence-level work through high-quality texts before extended writing aligns writing instruction closely with reading to strengthen vocabulary, language structures and authorial voice <p>Ongoing CPD delivered by our English lead who is also the Trust's lead practitioner.</p>	<p>transcription frees working memory for composition.</p> <p>It is important to promote the basic skills of writing – skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes transcription skills and spelling as well as sentence construction. If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription. Practice should be:</p> <ul style="list-style-type: none"> Extensive ~ regular sustained practice Motivating and Engaging Supported by Effective Feedback <p>The recent Ofsted report: Telling the story: the English education subject report - GOV.UK identified the following which our phased approach to writing addresses:</p> <ul style="list-style-type: none"> Explicit teaching of grammar, sentence structure and punctuation is not always followed by sufficient practice for pupils to become secure. Oral composition is rarely used to practice, and fundamental errors can often go unnoticed and are persistent. <p>There is often insufficient time and practice for pupils to achieve fluency with handwriting and spelling. Dictation is rarely used as a well to develop transcription skills.</p> <p>Pupils are often expected to produce extended pieces of writing without having secured these skills.</p>	
<p>Maths Mastery approach using White Rose, the Mastering Number programme for KS1 to develop fluency and flexibility with number facts and relationships, and mastery CPD.</p> <p>Participation in the White Rose Reception</p>	<p>EEF – low-cost, high impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Supporting research, evidence and argument on the components of teaching for mastery: https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>1 & 5</p>

<p>Jigsaw trial to strengthen early mathematical understanding through structured, research-informed tasks that support the development of number sense, spatial reasoning and mathematical language in EYFS.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>EEF Improving Mathematics in the Early Years and Key Stage 1 guidance report (2020) highlights the importance of developing deep early number sense, mathematical language, manipulatives and structured representations, all of which underpin both our White Rose approach and participation in the Reception Jigsaw trial: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Evidence-informed rationale for the Reception Jigsaw approach, designed to strengthen early number sense and mathematical reasoning through structured play-based learning and consistent representations: https://whiteroseeducation.com/latest-news/white-rose-maths-reception-jigsaw-trial</p>	
<p>The effective use of assessments which support:</p> <ul style="list-style-type: none"> • Pupils to learn more and remember more • Teachers to be responsive to pupils' needs in the lesson and adapt their teaching accordingly • Teacher to diagnostically identify pupils' gaps in learning and so take account of their starting points through quality first teaching and /or targeted interventions <p>We have invested in NTS reading assessments and White Rose maths assessments to</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition/Toolkit Strand/Education Foundation/EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective those to support low attaining pupils orthose falling behind, both one -to-one or in small groups (as above).</p> <p>The data from NTS and White Rose assessments provide a gap analysis to support both interventions and whole class teaching.</p> <p>Training and supporting highly qualified teachers deliver targeted support. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Coldwell et al., (2017) demonstrate the importance of evidence informed practice and interventions on maximising pupil progress.</p>	<p>5</p>

<p>identify school level, whole class, group or pupil level gaps and to provide high quality intervention.</p> <p>Pupil progress meetings are conducted by senior leaders at least termly to track progress with a focus on our disadvantaged pupils and ensuring appropriate, timely and evidenced-based interventions are put in place. The effective assessment systems in place help inform these discussions.</p>		
<p>'Silent Solo' formerly known as 'R time' to improve metacognitive and independent learning which is used in all areas of the curriculum and as part of the 'Apply Phase' of our PRIMARY approach to teaching and learning</p>	<p>See section 3.4 - Strategies adopted by more and less successful schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>Metacognition and self-regulation - EEF T&L toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2 & 5

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

Budgeted cost: £4,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused, small teaching groups, delivered by the class teacher or TA, for underachieving / disadvantaged pupils in core subjects across KS1 and KS2.</p>	<p>Individual instruction - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Small group tuition - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	5

<p>Small Group Reading intervention</p> <p>Regular 1:1 reading</p> <p>Use of Little Wandle Keep Up and Little Wandle Catch-Up delivered by highly trained teaching assistants and a higher level teaching assistant</p>	<p>Small group tuition - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>One-to-one interventions - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Teaching assistant interventions - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Comprehensive analysis of evidence that supports this approach and numerous links to further research evidence: https://www.dyslexics.org.uk/resources-and-further-reading-phonically-decodable-books-and-texts/</p> <p>Research evidence on reading for pleasure: https://bit.ly/3rWH2iv</p>	1, 5
<p>Additional reading support with CPD for volunteers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	5
<p>Small Group Maths intervention</p>	<p>Small group tuition - EEF: small-group-tuition</p>	5
<p>Communication Trust Progression Tools Screening and Intervention for targeted children</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and future outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Booster groups before or after school</p>	<p>Small group tuition - EEF: Small group tuition</p>	5

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

Budgeted cost: £8,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with the Thrive programme with our Thrive trained practitioner leading the programme for identified children. Thrive actions plans are in place for each pupil, is shared with parents and teachers and the impact of the interventions measured and evaluation.</p> <p>Sustain the Thrive programme and expand its implementation by increasing the capacity of the pastoral team.</p>	<p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand thing from another person's perspective and communicate in appropriate ways.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and E motion_L Learning.pdf</p> <p>https://d2tic4wvo1iub.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1668766453</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015)</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p>	1, 2, 3 & 4
<p>Further develop the 'nurture space' to include:</p> <ul style="list-style-type: none"> • an outdoor area • outdoor sensory circuits • additional trim trail <p>The Thrive trained practitioner will lead nurture-based interventions support by other staff to provide CPD around the modelling of the language of Thrive and/or related activities.</p> <p>Support provided through further CPD and training including working with other</p>	<p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand thing from another person's perspective and communicate in appropriate ways.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and E motion_L Learning.pdf</p> <p>https://d2tic4wvo1iub.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1668766453</p>	1, 2, 3 & 4

<p>pastoral staff in the Trust.</p> <p>Sustain the use of sensory circuits for identified children from a range of year groups at the start of the morning and afternoon session.</p> <p><i>See item above about increased capacity of the pastoral staff team.</i></p>		
<p>Develop high-quality outdoor learning and nature-rich environments as a form of nurture for identified children by improving access to the school field, trees and natural spaces all year round. In partnership with the Trust's site team, enhance outdoor provision through sensory spaces, specially designed play areas and calm outdoor zones to support emotional regulation, wellbeing and positive learning behaviours.</p>	<p>Learning behaviours - EEF: https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p> <p>Outdoor adventure learning - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Social and Emotional Learning (EEF) emphasises the importance of environments that enable children to practise emotional literacy, self-regulation and problem solving; outdoor sensory spaces and nature-based play strongly support this: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Studies show that access to natural outdoor environments lowers stress, improves mood, supports attention and enhances readiness for learning (e.g. Natural England, 2020).</p>	1, 2, 3 & 4
<p>Continue to promote high expectations of attendance and punctuality: targets, rewards, meetings and CPD around difficult conversations and embed a strong attendance culture across school in line with the school's attendance strategy and policy.</p> <p>All staff to deliver consistent and clear messages to children and parents, and all staff are clear on their</p>	<p>The DfE guidance is aimed at improving and securing high levels of school attendance and supporting schools, trust and governing bodies to do this. A particular focus is round the support that should be provided to families – including for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Working together to improve school attendance - GOV.UK (from 19th August 2024)</p> <p>Underpinning the DfE (Working Together) guidance is to acknowledge that barriers to attendance are wide and complex and that the first step to improving attendance is to develop strong relationships which all staff work tirelessly to secure.</p>	3

<p>role in supporting to drive improvements in attendance including for targeted families.</p> <p>Key staff (senior leaders and pastoral staff) to support vulnerable families to secure improvements in attendance; offer bespoke and nuanced support for targeted families.</p> <p>Liaise with the Trust's attendance lead and engage with external agencies such as the Leeds attendance team as appropriate.</p>	<p>This approach is also reflective of that advocated in the Public First report on attendance. Attendance-Report-V02.pdf(publicfirst.co.uk)</p>	
<p>Identify key families, parents and children to work with our pastoral team and the Cluster services to:</p> <ul style="list-style-type: none"> • implement Early Help Plans • provide pupil counselling • provide access to parent workshops and targeted family support or access to Silvercloud • maintain positive home/school relationships • promote equality of opportunity and improve attendance • increase access to extended services through signposting 	<p>The DfE guidance (2024) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Working together to improve school attendance - GOV.UK</p> <p>EEF findings highlight that strong, trusting relationships with parents, clear communication and coordinated support offer positive impacts on attendance, wellbeing and attainment, particularly for disadvantaged families: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Extended services evaluation: End of Year One Report (DfE, 2010): https://assets.publishing.service.gov.uk/media/5a7a2d1540f0b66a2fc00719/DFE-RR016.pdf</p> <p>Evaluation of the Early Help services provided as a part of the cluster collaborative in Leeds – Leeds Beckett University (2023): https://whatworks-csc.org.uk/wp-content/uploads/evaluation-of-the-early-help-services-provided-as-part-of-the-Cluster-Collaborative-in-Leeds-final-002.pdf</p>	2, 3 & 4
<p>SLA with the Leeds United Foundation who are delivering lunchtime and after school clubs for children in year 1 to year 6.</p> <p>Attendees at the clubs are carefully selected to</p>	<p>There is much evidence to show the importance of physical activity on self-esteem, confidence and mental wellbeing. https://www.gov.uk/government/news/physical-activity-helps-children-to-deal-with-life-s-challenges</p>	1,2 & 4

<p>include disadvantaged pupils who lack self-belief and resilience.</p> <p>The Leeds United Foundation also work with identified children on a 1:1 or small group basis targeting children who:</p> <ul style="list-style-type: none"> • Lack self-belief or resilience • Find developing friendships difficult and/or teamwork • Struggle to regulate their emotions 		
<p>Embed the whole school approach to zones of regulation and understanding of children with ACES to ensure this is consistently used by all staff, in all classes during structured and unstructured time.</p> <p>Provide CPD to further support and develop staff's understanding about the Thrive approach and consistent use by the staff team about the 'language of thrive.'</p>	<p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and to communicate in an appropriate way.</p> <p>https://d2tic4wvo1usb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1668766453</p> <p>Planning time for reflection will allow children to develop the skills of:</p> <ul style="list-style-type: none"> • identifying emotions • accurate self-perception • recognising strengths • self-confidence • self-efficacy <p>Supporting children to understand their emotions using Zones of Regulation and the language of Thrive will help children to learn to self-regulate.</p> <p>These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes later in life.</p>	1, 2, 3, & 4
<p>Provide access to the arts for all children as part of the curriculum and through a rich range of enrichment opportunities during and after school.</p> <p>Our music specialist leads choir and drama clubs, with targeted places for key children</p>	<p>To improve the profile of the arts, including music, so that music is valued and celebrated in line with national guidance, and to ensure pupils experience a broad range of high-quality musical opportunities.</p> <p>Navigating the National Plan for Music Education (DfE, 2022):</p> <p>https://data.parliament.uk/DepositedPapers/Files/DEP2022-0529/National_Plan_for_Music_Educations_June_2022.pdf</p>	1, 2, 4 & 5

<p>who benefit most from participation.</p> <p>Whole-class music is strengthened through specialist teaching, including a specialist woodwind teacher delivering clarinet lessons for all pupils in Y3.</p> <p>Offer individual and small group instrumental lessons, including drumming, piano, flute, clarinet and guitar, with targeted support and financial assistance to ensure disadvantaged pupils can fully access these opportunities.</p>	<p>The guidance emphasises that an excellent music education provides children with:</p> <ul style="list-style-type: none"> • opportunities to express themselves; • chances to explore creativity; • structured experiences to work hard, persevere and shine <p>Such experiences have long-term positive impacts on confidence, wellbeing, aspiration and enjoyment of school, and can play a significant role in shaping young people's future lives and opportunities.</p>	
<p>Pupil leadership opportunities such as Junior Leaders, school council, eco council, worship crew and reading monitors.</p>	<p>The evidence around the impact of pupil talk (see earlier) is clear. Pupil leadership opportunities targeting disadvantaged pupils provide practical opportunities for pupils which help them to:</p> <ul style="list-style-type: none"> • improve wellbeing and confidence • improve life chances by providing access to employment due to better academic outcomes and greater self-confidence 	1, 2 & 5
<p>All children to have equal access and where necessary, funding support to access, clubs, trips, enrichment activities, breakfast club or residential.</p> <p>Provide a wide range of opportunities for children including sport, team building and the arts.</p> <p>The curriculum has been designed to ensure that children are engaged and immersed in their learning, and the choice of unit takes account of the school's context.</p>	<p>What does Ofsted mean by cultural capital? (tes.com)</p> <p>Research brief on extra-curricular inequality: https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality.pdf</p> <p>Dudman, J.; Hedges, C. & Loynes, C. (2019) demonstrate the significant positive impact of residential experiences on a range of indicators associated with self-efficacy, locus of control, progression and attainment of year 6 pupils.</p>	2, 3, 4 & 5
<p>Increase capacity of pastoral staff to support in:</p>	<p>See Thrive approach, nurture groups, emotional literacy (zones of regulation), attendance and family support.</p>	2, 3 & 4

<ul style="list-style-type: none"> • developing relationships with families • providing family support and parenting support groups • working with families of our nursery children to support with early child development • delivering Thrive and nurture interventions 		
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Total budgeted cost: £32,719.30

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Challenge 1 (Speech, Language & Communication Needs)

Over the past academic year, we have seen clear evidence of improvement in speech, language and communication outcomes for disadvantaged pupils, particularly in Key Stage 2. While the majority of pupils with identified speech, language or communication needs are now concentrated in Early Years and Key Stage 1, the significantly reduced level of need by the time pupils reach Key Stage 2 indicates that our CPD, targeted support and early interventions are having a sustained and positive impact. Most older pupils now require only minimal or no ongoing support, with continued input reserved for those with specific or more significant needs.

We continue to see an increasing number of children entering Reception each year with speech, language and communication difficulties. Although this remains a challenge, early identification and timely intervention are ensuring that pupils make strong progress from their starting points. Last year, we participated in the School Entry Project for Reception using Speech and Language Link. Baseline assessments identified children requiring support; all of these pupils made good progress by the end of the project, demonstrating the effectiveness of early screening and intervention.

Staff confidence and expertise have also increased due to ongoing CPD and external training, which has strengthened identification and improved classroom practice. We will continue to use Speech and Language Link next academic year to ensure early needs are identified swiftly, progress is monitored closely and interventions are impactful.

Challenge 2 (Social, Emotional and Mental Health Needs)

Our work to strengthen provision for pupils with social, emotional and mental health needs has had a positive impact across the school. This year, we further embedded approaches such as Thrive, Zones of Regulation and nurture-based support, and increased the capacity of our pastoral team by joining the Cluster. Pupils and parents continue to report improvements in emotional regulation, relationships and wellbeing. Internal monitoring shows that many pupils demonstrate increased resilience, problem-solving skills and readiness to learn.

For a small number of disadvantaged pupils with significant SEMH or safeguarding vulnerabilities, targeted intervention has been particularly impactful. One pupil, for example, experienced a marked decline in wellbeing and emotional stability linked to complex home circumstances early in the year. Through a coordinated response involving daily pastoral check-ins, structured Thrive provision, consistent relational practice and close multi-agency involvement, the pupil's emotional regulation improved substantially. The child became increasingly able to articulate feelings, access learning with fewer incidents of dysregulation and re-engage with the routines of the classroom. This also resulted in improved attendance and greater participation in learning. This case is representative of the wider picture we have seen: where needs are complex, sustained relational work and early help pathways are securing meaningful improvements in pupils' emotional safety, stability and readiness to learn. While a small number of disadvantaged pupils continue to experience low self-esteem, anxiety or difficulties with peer relationships, targeted intervention, daily check-ins, Thrive action plans and Cluster referrals have been effective in securing appropriate support.

A broader programme of outdoor nurture, sensory spaces and access to natural environments has further contributed to pupils' wellbeing and engagement. Although this remains an area of continued priority, we have strengthened staff expertise, widened access to pastoral support and improved pupils' capacity to manage their emotions with increasing independence.

Pupil voice activities during internal monitoring show that most pupils feel happy, safe and valued in school.

Challenge 3 (Attendance and Punctuality)

	2023/24			2024/25		
	National DfE (Primary)	School	Comparison	National DfE (Primary)	School	Comparison
All	94.5%	96.4%	1.9%	94.8%	95.9%	1.1%
Pupil Premium	91.9%	94.5%	2.6%	92.1%	93.1%	0.6%
Non-Pupil Premium	95.4%	96.8%			95.8%	
Persistent Absentees - All	15.2%	6.6%	-8.6%	14%	9.81%	5.8%
Persistent Absentees - Pupil Premium	27.1%	10.0%	-18.1%		26.1%	
Persistent Absentees - Non-Pupil Premium	9.6%	3.8%	-5.8%		10.9%	

Attendance Year on Year at 30.09.2025

	2024/25	2025/26	Difference
Whole School	97.5%	97.5%	-
Persistent Absentee	8%	5.1%	-2.9%
Pupil Premium	93.4%	95.5%	2.1%
PP PA	11.1%	10%	-1.1%

At 95.9%, whole-school attendance in 2024/25 remained above national levels by 1.1 percentage points, continuing a positive trend. This picture is mirrored for disadvantaged pupils: pupil premium attendance was 93.1%, again outperforming the national primary figure for disadvantaged pupils (92.1%). This means our disadvantaged pupils are attending more regularly than disadvantaged pupils nationally year-on-year.

Despite outperforming national benchmarks, leaders maintain high expectations for attendance and continue to drive improvements. Leaders strengthened the whole-school approach to attendance, supported by the Trust's Safeguarding and Attendance Lead, introducing a renewed focus on pupils in the 85–90% and 90–95% bands to prevent decline and secure early intervention. Staff have received training in constructive attendance conversations, and office-based systems for recording and reporting have been refined to ensure that concerns are responded to quickly and consistently. This proactive, relational approach is contributing to the in-year improvements outlined below.

Although persistent absence rose compared with the previous year, this was driven by a small number of newly arrived or previously unknown pupils with significant complexities. However, the strengthened approach implemented from January 2025 had a clear impact: persistent absence reduced from 12.4% in January to 10.4% in April, and to 8.2% in July.

Early in-year data for 2025/26 shows further improvement. Disadvantaged attendance has risen sharply to 95.5%, now exceeding the national all-pupil figure for 2024/25 (94.8%) and significantly closing the gap with non-pupil premium pupils. The disadvantaged persistent absence rate has also reduced from 11.1% to 10%.

In-year and individual successes

With such a small pupil premium cohort, individual pupils' journeys provide a more meaningful reflection of impact:

- Seventeen pupil premium pupils recorded attendance above 95% across the academic year, including several with significant SEND or SEMH needs.

- Eight of these pupils maintained exceptional attendance above 98%.
- Marked improvements are evident for pupils previously at risk of persistent absence for example:
 - Child A: improved from 77.8% (Autumn) to 98.3% (Summer).
 - Child B: increased from 86.1% to 94%, moving closer to national benchmarks.
 - Child C: improved from 79.2% to 100% in Spring, sustaining 98.3% in Summer.
- These improvements reflect strengthened pastoral support, early help, relational working and consistent messaging across staff.

A small number of disadvantaged pupils continue to struggle significantly with attendance due to complex SEMH and family circumstances. These pupils are known, supported intensively and form part of our targeted approach.

These improvements indicate that our bespoke, relational approach, rooted in early help, increased pastoral capacity, and strengthened staff confidence, is having impact. Attendance and punctuality will remain a priority for the coming year, particularly for our most vulnerable pupils, to ensure these positive trends continue.

Challenge 4 (Parent Engagement and Access to Support Services)

In 2024/25, the school's pastoral and family support offer continued to play a crucial role in strengthening relationships with families who face barriers in engaging with school or external services. The pastoral team successfully supported families in accessing hardship funds, food parcels, uniform provision, essential household items and utility vouchers, ensuring that financial pressures did not restrict pupils' wellbeing or readiness for learning. Regular check-ins, informal conversations and a relational approach helped build trust with harder-to-reach families, with staff consistently narrating successes and maintaining a supportive, non-judgemental dialogue. The school also increased signposting to Early Help, cluster services and other community agencies, resulting in greater uptake of counselling and wider wellbeing services. While engagement remains variable for a small number of families, there is evidence that targeted pastoral work has improved parental confidence, strengthened home-school relationships and reduced barriers to accessing support.

Challenge 5 (Attainment and Progress)

Due to the very small numbers of disadvantaged pupils in each cohort, direct comparisons with whole-school outcomes can be misleading. Individual pupils have a disproportionate effect on percentages, and many disadvantaged pupils also have additional SEND needs, further influencing attainment and progress. Difficulties with emotional regulation, resilience, attendance and engagement reduce learning time and readiness to learn, contributing to slower rates of progress. The overlap between disadvantage, SEND and SEMH needs is most pronounced in the cohorts where outcomes are lowest. For these reasons, broad patterns provide a more accurate and meaningful picture of disadvantage across the school.

Outcomes continue to reflect the ongoing influence of the school's identified challenges. Speech, language and communication needs remain a key factor, particularly for younger pupils, where limited oral language impacts early reading, writing and wider curriculum access. This is especially noticeable in EYFS and KS1, where disadvantaged pupils often begin with lower starting points and require sustained, targeted intervention to close foundational gaps.

Across the school, disadvantaged attainment remains variable and closely linked to levels of SEND, emotional regulation needs and attendance. In EYFS and KS1, only a small number of disadvantaged pupils reached age-related expectations, highlighting the need for continued early intervention. In Key Stage 2, outcomes are more mixed: in Years 3 and 4, around half of disadvantaged pupils achieved the expected standard in reading, writing and maths; in Year 5, outcomes were lower due to complex overlapping needs; and in Year 6, all disadvantaged pupils achieved the expected standard in reading, with two out of three meeting expectations in maths. Although only one pupil met the combined measure, the subject-level outcomes demonstrate that disadvantaged pupils can achieve strongly when attendance and access to high-quality teaching are secure over time.

Attendance and punctuality continue to influence attainment, with disadvantaged pupils representing 25% of persistent absentees and consequently losing significant learning time. Reduced curriculum time inevitably affects attainment and contributes to the variability seen across subjects and year groups.

Despite these challenges, there are encouraging signs of impact in areas where support is strongest, such as early reading, stronger engagement with pastoral interventions and more consistent access to high-quality teaching through the PRIMARY model. The Faster Reading programme has secured accelerated progress for pupils who received the 12-week intervention, with disadvantaged pupils typically

making between 6 and 15 months' improvement in reading age, alongside substantial gains in NTS standardised scores (e.g. gains from 75 to 90, 91 to 104 and 98 to 119). These outcomes reflect the cumulative effect of high-quality teaching, structured intervention and strengthened pastoral support. Together with improved engagement and increasing curriculum access, they indicate that the strategy is targeting the right barriers and is beginning to support more secure progress over time.

Externally provided programmes

This section includes the names of any non-DfE programmes that we used our pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils?
N/A