

# Widey Court Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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                                              |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| School name                                                                                                     | <b>Widey Court Primary School</b>                 |
| Number of pupils in school                                                                                      | 623                                               |
| Proportion (%) of pupil premium eligible pupils                                                                 | FSM - 72<br>Service Children – 95<br>PLAC/LAC - 7 |
| Academic year/years that our current pupil premium strategy plan covers. <b>(3 year plans are recommended).</b> | 2025 2026<br><b>2026 2027</b><br>2027 2028        |
| Date this statement was published                                                                               | September 30th 2026                               |
| Date on which it will be reviewed                                                                               | July 2027                                         |
| Statement authorised by                                                                                         | <b>Shaun Nicholls</b><br>Headteacher              |
| Pupil premium lead                                                                                              | <b>Joanne Llewellyn</b><br>Deputy Headteacher     |
| Governor Lead                                                                                                   | Maria Dawes                                       |

### Funding overview

| Detail                                                                                 | Amount      |
|----------------------------------------------------------------------------------------|-------------|
| Pupil premium funding allocation this academic year                                    | £162,102.09 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0          |

|                                            |                    |
|--------------------------------------------|--------------------|
| <b>Total budget for this academic year</b> | <b>£162,102.09</b> |
|--------------------------------------------|--------------------|

## Part A: Pupil premium strategy plan

### Statement of intent

At Widey Court Primary School, it is our intention is that all pupils, irrespective of their background or the challenges, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure all children, especially our disadvantaged pupils, feel a sense of 'belonging' at Widey Court Primary School
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve and the opportunities/experiences that are on offer for them at Widey Court.

### Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <u>Vulnerability factors</u> : Many of our Pupil Premium children face additional vulnerability factors, for example: Attendance, Special Educational Needs, being a member of a Service Family and speaking English as an additional language. These vulnerability factors can affect their engagement with learning, their progress in lessons, their attendance and their own self-esteem. |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | <p><u>Disengagement:</u> For children who are eligible for Pupil Premium funding, discussions with staff and children confirm that, there is limited emotional and learning engagement from the children.</p> <p>There is some evidence of a lack of support from parents to help children with their reading, spelling/phonics and homework tasks and to engage with the school in general. There is also a concern from teachers regarding the children's self-esteem in these situations. All the factors mentioned affect the children's ability to learn and make progress.</p> |
| 3 | <p><u>Social factors:</u> For many of the pupils eligible for Pupil Premium funding, there are social and emotional barriers to their progress, including wellbeing and mental health. They often find break and lunchtimes to be particularly challenging due to the lack of social skills and emotional capability to manage friendships. These situations can cause issues to arise between children, which affect the progress of those children as their focus is taken away from academic learning.</p>                                                                        |
| 4 | <p><u>Achievement:</u> Data Analysis from Summer 2 2026, indicate that FSM children are not achieving in Reading and Maths as well as their non-FSM peers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Intended outcomes

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

| Intended outcome                                                                         | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved achievement in Reading, Writing and Maths of children eligible for DPP funding. | <p>KS2 outcomes in 2026/27 for disadvantaged pupils show that attainment in each subject is aspirational:</p> <ul style="list-style-type: none"> <li>• Reading – 75%</li> <li>• Writing – 70%</li> <li>• Maths – 70%</li> <li>• Combined – 70%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Improved levels of confidence and self-esteem for children eligible for DPP funding.     | <p>Sustained high levels of social and emotion mental health and wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from Pupil Voice.</li> <li>• Teacher observations/Book Looks/Pupil Progress meeting discussions.</li> <li>• A significant increase in confidence and self-esteem in DPP children as they learn to manage their social and emotional needs.</li> <li>• Well-being Champions in Year 6 offering support at lunchtimes.</li> <li>• A significant increase in the number of disadvantaged pupils engaging in enrichment opportunities. Tracked, alongside termly data, on our whole school overview document.</li> </ul> |
| To achieve and sustain improved attendance for all pupils, particularly                  | <p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being at least 96.5%</li> <li>• the attendance rate for disadvantaged pupils to be at least 95%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| our disadvantaged pupils.                               | <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent to be below 5% and the figure among disadvantaged pupils to be no more than 5% lower than their peers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Improved parental engagement in their child's learning. | <p>Leaders report an increased take up in spaces in parental Workshops (academic, SATs, open morning/afternoon sessions, Parent Well-being Forums and FSA support).</p> <p>Teachers report an increased engagement with home learning.</p> <p>Increased Pupil Premium provision/take up for extra-curricular clubs.</p> <p>Improved levels of engagement with disadvantaged readers tracked through quizzing, word count and reading journals.</p> <p>Open afternoons for parents to come into class: snack and sew, rock up and read.</p>                                                                                                                                                                                                                                                                                                                                                                             |
| Young Carers                                            | <p>We recognise that some of our pupils have caring responsibilities at home that may impact on their emotional well-being, attendance, engagement and progress in learning. We are committed to identifying and supporting young carers through a compassionate, inclusive approach that recognises their individual circumstances and needs. We aim to ensure that young carers, who are Pupil Premium, have equal access to educational opportunities, targeted pastoral support and appropriate interventions to help them overcome barriers to learning. We work closely with families and relevant external agencies to provide practical and emotional support, promote positive mental health and ensure that every young carer feels valued, understood and able to achieve their full potential with half-termly extra opportunities:</p> <p>eg. Forest School session, apple pressing (September 2026).</p> |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

| Activity                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Whole School Progress in Reading, Writing and Maths SIP Strand</p> <p><b>Linked to SIP Target 1</b></p>                                                                                                                                                     | <p>EEF Toolkit - Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p>PP Lead tracks and monitors data over time and involvement in extra-curricular activities/opportunities. This is shared with staff, part of PPM meetings and Learning Walk observations.</p> | 1, 2, 4                       |
| <p>Embed the consistent use of Accelerated Reader to support whole school reading provision and comprehension. Monitor quizzes, ZPD codes and word counts of PP children in particular to maintain progress.</p> <p><b>Linked to SIP Target 1, 2 and 5</b></p> | <p>EEF Toolkit - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                              | 1, 2, 3, 4                    |
| <p>Oracy and Vocabulary embedded using language-rich texts – to develop the planning and delivery of teaching writing through CPD sessions.</p> <p><b>Linked to SIP Action 2</b></p>                                                                           | <p>EEF Toolkit - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (+6 months)</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>                                                   | 1, 2, 3, 4                    |

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| <p>Sustain development of the White Rose Maths Mastery Approach – CPD programme.</p> <p>Embed ‘Reasoning for All’ and retrieval/recall strategies.</p> <p>Use of Infinity White Rose (AI) in KS2.</p> <p>Mastering Number in all years except Y6.</p> <p>Equitable offer for our disadvantaged children.</p> <p>Track progress DPP/PP children.</p> <p><b>Linked to SIP</b><br/><b>Action 1, 2 and 5</b></p> | <p>EEF Toolkit - Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/mastery-learning-eeef">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>1, 2, 4</p>    |
| <p>Year 6 Breakfast Boosters run by Teachers targeting PP children to reach ARE in RWM.</p> <p>Use of Year 6 HLTA (Qualified Teacher) to create 4<sup>th</sup> Class for English and Maths learning – smaller, focused and supported groups.</p> <p><b>Linked to SIP</b><br/><b>Action 2</b></p>                                                                                                             | <p>EEF Toolkit – On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p>                                                               | <p>1, 2, 3, 4</p> |
| <p>Systematic Synthetic Phonics Programme (ELS) and reading books to support learning, including training for all staff and interventions for children in KS2 still needing phonetic support.</p>                                                                                                                                                                                                            | <p>EEF Toolkit - The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics-eeef">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                 | <p>1, 2, 3, 4</p> |

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| EYFS Parent Drop-in sessions to showcase phonics teaching in the classroom.<br><br><b>Linked to SIP Action 1, 2 and 5</b> |                                                                                                                                                                                                                                                                                                                                                   |            |
| Kagan collaborative strategies support learning, engagement and motivation.<br><br><b>Linked to SIP Action 3 and 4</b>    | EEF Toolkit - Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (+5 months)<br><br><a href="https://educationendowmentfoundation.org.uk/collaborative-learning-approaches-eef">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a> | 1, 2, 3, 4 |

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

| Activity                                                                                                                                                                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
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| <p>Qualified, experienced teacher used to deliver small group and individualised tuition /intervention, for reading, writing and maths.</p> <p>Specialist support/Interventions to be recorded for each pupil premium child in a class as a record to be part of the transition process year on year so support can be tracked and reviewed.</p> | <p>EEF toolkit – one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (+5 months)<br/><br/><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF toolkit – small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (+4 months)<br/><br/><a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> | 1, 2, 4                       |
| One-to-one Conferencing and Feedback sessions led by class teachers in reading, writing and maths.                                                                                                                                                                                                                                               | EEF Toolkit - Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months)<br><br><a href="https://educationendowmentfoundation.org.uk/feedback-eef">Feedback   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                | 1, 2, 4                       |

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| Classroom TA group interventions in Reading, Writing and Maths.                                                                                                            | EEF Toolkit - Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (+4 months)<br><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                          | 1, 2, 4    |
| NESSY intervention support for targeted pupils to develop application of reading and writing skills, specifically for children with dyslexic traits.<br><b>60 Licences</b> | EEF Toolkit - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.<br><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a><br>EEF Toolkit - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (+6 months)<br><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> | 1, 2, 4    |
| Play Leader Readers employed during the afternoons to develop comprehension skills for identified children.                                                                | EEF Toolkit - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.<br><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1, 3, 4    |
| <b>Recovery Plan</b>                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |
| Individual and small group tutoring by qualified teachers/HLTAs/Governor in school time.                                                                                   | EEF toolkit – one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.<br>(+ 5 months)<br><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br><br>EEF toolkit – small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (+ 4 months)<br><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>                              | 1, 2, 3, 4 |
| Year 6 Morning Booster breakfast sessions with                                                                                                                             | EEF Toolkit - Programmes that extend school time have a positive impact on average. Before                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1, 2, 3, 4 |

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| Teachers/TAs/ HLTAs for small groups of children focusing on reading, writing and maths. | and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. (+3 months)<br><a href="#">Extending school time   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

| Activity                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Employing a FSA, engage parents through workshops, homework and additional supportive resources.                                                                                                                                                                       | EEF Toolkit - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.<br><a href="#">Parental engagement   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>                                                                                                                                                                                                                                                                                                                                                     | 1, 2, 3, 4                    |
| Inclusion TAs used to support vulnerable children, delivering interventions to support SEMH needs.<br><br>Funding to support for PP children to enable them to afford residential trips and day trips. 25% funded for those entitled to support enrichment activities. | EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br><a href="#">Social and emotional learning   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>                                                                                                                                                                                                                                                                                                                                                      | 1, 2, 3, 4                    |
| Purchase the MAST support package from PLP, to ensure effective multi-agency working to support families who are eligible for DPP funding.                                                                                                                             | EEF Toolkit - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.<br><a href="#">Parental engagement   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a><br><br>EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br><a href="#">Social and emotional learning   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> | 1, 2, 3, 4                    |

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| Lunchtime Nurture Group supporting identified children to learn to work and play together collaboratively. | <p>EEF Toolkit - Collaborative learning approaches have a positive impact, on average. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities. (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> | 1, 2, 3, |
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Total PP budgeted cost: £127,490

**Total budgeted cost: £127,490**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

INSIGHT Assessment Tracker enables data to be analysed and reviewed for PP and disadvantaged pupils efficiently and effectively.

**Data Comparison figures shown below 2022 / 2023 / 2024 / 2025 / 2026 data ARE+ (NON-PP / NON-Disadv shown in brackets):**

**Writing PP:** 47% (65%) / 51% (67%) / 51% (66%) / 65% (76%) / 51% (66%)

**Reading PP:** 55% (70%) / 59% (72%) / 64% (60%) / 56% (66%) / 63% (75%)

**Maths PP:** 54% (70%) / 60% (75%) / 60% (75%) / 66% (76%) / 61% (77%)

**Writing Disadv:** 47% (65%) / 47% (65%) / 51% (64%) / 56% (64%) / 45% (64%)

**Reading Disadv:** 54% (70%) / 53% (71%) / 65% (74%) / 69% (72%) / 57% (74%)

**Maths Disadv:** 54% (70%) / 56% (72%) / 61% (72%) / 68% (74%) / 53% (75%)

### EYFS GLD Pupil Premium

**2026 Caterpillar Class:** 1/2 PP children achieved GLD

**Bumblebee Class:** 0/1 PP not achieved GLD

**Ladybird Class:** 0/2 PP not achieved GLD

The development of the mastery approach in maths through the delivery of White Rose Maths helped teachers to understand the mastery approach and adapt their pedagogy to support all children through this approach. Low stakes quizzes and termly assessments in Maths show

that children's arithmetic and reasoning skills are developing well through the mastery approach. We have also introduced Mastering Numbering for years 1-5 through NCETM which is a daily 15 minute fluency/recall programme for number. This has had a significant impact on learning and recalling times tables for the statutory Year 4 MTC:

**2025** 41% scored 25/25 and Ave. Score was 22.3

**2026** 60% scored 25/25 and Ave. Score was 23.9

**2026** 17/22 (77%) Year 1 Pupil Premium Pupils achieved their Phonics Screening Test.

**2026** 14/19 (74%) Year 2 Pupil Premium Pupils achieved their Phonics Screening Test.

The Deputy Headteacher creates a Whole School Pupil Premium overview of all the PP children in each year group with their current data and extra-curricular/ provision. This is shared and updated termly with staff and at Governors' Meetings and tracked across the year, particularly at termly data drops.

**Attendance Average Data 2023-2024 / 2024-2025 / 2025-2026 for the Year shows an increase in attendance for all key groups:**

**ALL: 94.9% / 96% / 96.36%**

**Pupil Premium : 93.79% / 94.2% / 95.48%**

**Disadvantaged: 91.25% / 93.4% / 92.72%**

**SEN: 93.25% / 94.4% / 94.93%**

**FSM: 90.81% / 93% / 92%**

**Service: 96.32% / 98.7% / 97.3%**

The Music Lead has this year secured 8 funded places for PP/DPP children each term to participate in the Rock Steady Band club. This has been a huge success for termly performances where the school and parents are invited to watch.

Accelerated Reader is fully embedded and established throughout the school to develop fluency in reading and comprehension skills when reading. Regular AR quizzes, analysis of AR reports (including ZPDs) and termly comprehension assessments show that children's comprehension skills are rapidly improving. We also have volunteers and School Readers come into school to listen to children on a weekly basis with a focus on PP/DPP children.

Congratulatory Letter received from Secretary of Education [DPP Congratulations from Secretary of Education 23.1.26.pdf](#) for DPP success at the end of KS2 2025.

DPP Extra-Curricular Pupil Voice completed Summer 2 with a selection of KS2 children. All but one have attended extra-curricular clubs this year. All who attended clubs said they made them feel happy. Positive feedback from all who attended clubs saying they enjoyed playing with their friends.

Leaders established small group interventions for disadvantaged pupils falling behind age-related expectations using INSIGHT progress matrices. These are timetabled, planned and reviewed on the Pupil Progress Meeting documents.

Teaching Assistants support Pupil Premium children with short, sharp interventions to improve rates of progress for pupils. Leaders ensured all teachers and teaching assistants had training in the use of bespoke interventions to target vulnerable children, including the use of SMART targets, IEPs as working documents and the use of SEND pupil profiles for specific individuals.

Through rigorous target setting and pupil progress meetings, leaders ensured the highest expectations of all staff (teachers and teaching assistants) to ensure the highest possible written

outcomes, including the use of clear success criteria and effective live feedback. Year 6 have an extra HLTA (qualified teacher) to target support in Year 6 for English and Maths to improve outcomes for Pupil Premium and Disadvantaged children. Data outlined below:

**Pupil Premium Year 6 SATS results 2024 / 2025 / 2026 ARE+:**

**Writing** 75% / 86% / 68%

**Reading** 71% / 83% / 77%

**Maths** 71% / 87% / 76%

**Disadvantaged Year 6 SATs results 2024 / 2025 / 2026 ARE+:**

**Writing** 73% / 83% / 60%

**Reading** 73% / 82% / 70%

**Maths** 64% / 83% / 70%

Online resources such as, myON, TT Rockstars and Nessy are embedded for children to use in school and at home to further support their learning. 2025-2026 60 licences used.

Our Family Support Worker works closely with families and children of DPP/PP and Service children to maximise the opportunities for these children/families and improve the attendance of all pupils and increase the awareness of the importance of good attendance. Some of the activities provided this year include Pets and Piscasso , Apple Pressing, Spells and Poetry.

The FSW also engages parents through parent workshops, additional parental support programmes, referring to MAST for family support workers in the home, supporting our Service Families and running KIT Clubs three times a week.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
| NA        |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure                                                                     | Details                      |
|-----------------------------------------------------------------------------|------------------------------|
| How did you spend your service pupil premium allocation last academic year? | Funding for FSA and teaching |

|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | <p>assistant to hold Military Kids Club three times a week for children with parents in the forces (KIT Club).</p> <p>Funding for FSA to meet with and support service families with home life and re-adjustment.</p> <p>Funding to provide enrichment opportunities for Service pupils and families eg. Santa's Woodland Grotto, Beach Day, FFUN Family Parties.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Improved attendance and attainment of children who have parents in the armed forces.</p> <ul style="list-style-type: none"> <li> <b>Service and Ever 6 Service Attendance:</b><br/> <b>2022-23: 95.52%</b><br/> <b>2023-24: 96.32%</b><br/> <b>2024-2025: 97.5%</b><br/> <b>2025-2026: 97.3%</b> </li> <li> <b>Yr1-6 Attainment ARE+ 2022-23 (79 pupils)</b><br/> <b>Reading: 65%</b><br/> <b>Writing: 54%</b><br/> <b>Maths: 63%</b> </li> </ul> <p><b>2023-24 (73 pupils):</b><br/> <b>Reading: 66%</b><br/> <b>Writing: 53%</b><br/> <b>Maths: 62%</b></p> <p><b>2024-25 (73 pupils):</b><br/> <b>Reading: 68%</b><br/> <b>Writing: 59%</b><br/> <b>Maths: 67%</b></p> <p><b>2025-26 (77 Yr1-6 pupils):</b><br/> <b>Reading: 69%</b><br/> <b>Writing: 58%</b><br/> <b>Maths: 68%</b></p> <p><i>2025-26 (13 Yr 6 pupils):</i><br/> <i>Reading: 81%</i><br/> <i>Writing: 84%</i><br/> <i>Maths: 85%</i></p> |



**Further information (optional)**