Summer Lane Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Summer Lane Primary School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	James McClure *Head*
Pupil Premium lead	Rachel Petty *Assistant Head*
Governor lead	Tom Knowles *Associate trustee chair*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55,450

Part A: Pupil premium strategy plan

Statement of intent

At Summer Lane Primary School, we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

The outcomes in 2025/26 have informed the priorities for 2026-27. The stronger KS2 outcomes and Phonics outcomes in KS1 alongside the weaker EYFS GLD and KS1 outcomes have led to the balance of activity being implemented this year.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions. As a school we consider the best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils.

At Summer Lane, we have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being. A member of our Local Committee is identified as a link committee member for Pupil Premium, regular meetings with leaders of the school take place where monitoring, provision and outcomes are shared and discussed. The link member then feeds back key findings from these meetings at full committee meetings.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils, including those eligible for pupil premium, are not yet consistently achieving the same outcomes in reading, writing, and maths as their peers in KS1 and EYFS GLD. Assessments, observations, and pupil discussions have highlighted an important opportunity for our school to strengthen support for all learners. In particular, fewer are currently working at greater depth within the expected standard in these core subjects. Addressing this is a key priority as we continue to promote equity and ensure every child has the opportunity to thrive and fulfil their potential.
2	There is a notable variation in oral language skills and vocabulary across the school, from Reception to Key Stage 2. While all pupils benefit from rich language experiences, some, particularly those from disadvantaged backgrounds, require additional support to ensure equitable progress. • **Vocabulary Development**: A number of pupils would benefit from enhanced exposure to a broader and more sophisticated vocabulary to further strengthen their comprehension and communication skills. • **Oral Language Skills**: Some learners require targeted opportunities to develop their spoken language, enabling them to express ideas clearly and engage confidently in classroom dialogue. • **Oracy:** Many learners require focused support throughout all teaching and learning experiences in order to develop their oracy skills, developing further confidence in speaking and listening leading to higher Literacy standards overall. • **Equity of Access**: Variability in oral language proficiency can affect participation, peer relationships, and academic outcomes. Addressing this ensures all pupils—regardless of background—can thrive socially and academically.
3	Some pupils, including a number from disadvantaged backgrounds, may require additional support with phonics to reach the same level of proficiency as their peers. Strengthening phonics skills for these learners presents a valuable opportunity to accelerate their reading development and support their broader academic progress.
4	While attendance rates for some of our disadvantaged pupils are lower than their peers, we recognise that many face additional barriers that can affect both their attendance and overall educational experience. We are committed to understanding and addressing these barriers so that all pupils have the opportunity to thrive. Evidence indicates that socio-economic factors can impact access to regular schooling, which in turn may affect progress and attainment. Through a supportive and inclusive approach, we aim to reduce persistent absenteeism and ensure equitable outcomes for all learners.
5	We have identified a growing need for targeted support to enhance the social and emotional wellbeing of some pupils, particularly since the COVID-19 pandemic. The impact of school closures and remote learning has brought greater awareness of the importance of timely, tailored interventions. In particular, small group approaches have proven beneficial in supporting pupils who may face additional challenges, including some from disadvantaged backgrounds.
6	We recognise that some children may encounter barriers that can limit their exposure to a rich and varied range of personal development opportunities and experiences, which are vital

	in developing enrichment and supporting educational achievement and future success. As a school, we are proactive in identifying and addressing these barriers so that all pupils, regardless of background, can thrive and benefit from experiences that broaden their horizons and support their personal and cultural growth.

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
Increased attainment at ARE at statutory points of assessment for disadvantaged pupils in all year groups.	More disadvantaged pupils attain inline with FFT20 targets shown below at EYFS, KS1 and KS2 points of assessment. - EYFS: 80% GLD - KS1: 75% RWM Combined - KS2: 80% RWM Combined - Y4 MTC: 67% scoring 25/25 Average Score 24
Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	More disadvantaged pupils attain GD in line with FFT20 targets at KS2 points of assessment. - KS2: 40% RWM Combined
Phonics attainment remains in line or above national data and children at KS2 who have not achieved at Y1 or Y2 continue to progress in phonics.	Percentage of disadvantaged children achieving pass mark in Y1 phonics is in line with peers and targets. Internal data evidence progress for those children in KS2 who did not pass their phonics screening check. - Year 1: 100%
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. - Pupils in F1 and F2 will be able to use oracy strategies within speaking and listening activities during lessons/within provision. - EYFS pupils will be exposed to wide range of high-quality texts within the EYFS provision; OLPs will target language development in all areas of provision. - Staff CPD will target oracy strategies to enable teaching and learning to be of high quality in all areas of literacy. - Disadvantaged pupils will be able to use at least 50 new tier 2 vocabulary words correctly in context, as measured through regular classroom assessments and observations.

	- Disadvantaged pupils will actively participate using taught oracy strategies in class discussions at least 3 times per day in lessons.
Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.	All disadvantaged pupils meet the school's attendance target and attend school above comparative National Figures in comparison to their peers nationally. - All disadvantaged pupils – 9%+ 25/26 academic year (+1.9% compared to national for all pupils) - PA in Disadvantaged to be below 13.5% (National 24/25 figure for all pupils) - Compared to school's previous academic year for disadvantaged pupils: - 93.56% Attendance; 10.81% PA - School disadvantaged target for academic year 26/27 - 96%+ and 8% PA or below.
Provide disadvantaged children with the same exposure to wider personal development opportunities and experiences, allowing them to develop their cultural capital and maximise their potential. Continue to work towards narrowing the opportunity gap.	The percentage of disadvantaged children participating in enrichment activities, including educational visits, residential trips, and cultural events, will increase compared to the previous academic year. The attendance rates of disadvantaged pupils in extra-curricular programs and clubs should be at least equal to, if not higher than, the overall school average attendance.

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)

Budgeted cost: £30*,330*

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD to be delivered weekly by members of SLT on our assessment for learning strategies and use of flipped learning to accurately pitch lessons to all abilities ensuring rapid progress. High quality CPD from Maths Hub to develop skillset of teaching staff and new to role Maths leader in ensuring appropriate pitch and	EFF research suggests that effective feedback improves learning by an additional 8 months. Feedback | EEF (educationendowmentfoundation.org.uk) EEF research states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Studies that focus on listening alone may be particularly effective, but this evidence base is smaller. Wider evidence suggests that some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils	1, 2, 3

challenge in all Maths learning experiences. High quality CPD from English Hub/ Read Write Inc to develop skillset of phonics practitioners and early reading lead to ensure YR – Y2 and beyond outcomes in Phonics and reading remain high along with achieving higher average scores and GDS in reading outcomes at KS1 and beyond. Network Days CPD attended by all teaching staff in order to continually develop approach to pitch, challenge, AFL, oracy in all literacy subjects and problem solving in Maths.	that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.	
Bespoke CPD cycles to be delivered to meet individual need, with a particular focus on staff new to school and year group. Improve pedagogy and curriculum CPD for all teachers and support staff. High quality teaching to be prioritised throughout the school. Bespoke and well-tailored ECT programme for ECTs in the school to provide highly effective teaching for excellent outcomes for all pupils.	EEF research suggest three recommendations for designing and selecting effective professional development to ensure that CPD upskills and develops staff effectively. Effective Professional Development | EEF (educationendowmentfoundation.org.uk) Planning-professional-development.pdf Improvement in subject knowledge, pedagogical understanding and focus on high-quality teaching for all teachers (especially ECTS) has proven to be a key ingredient of a successful school and support package for disadvantaged learners (EEF Research Analysis) Learning styles | EEF	1, 2, 3
Development of reading fluency to enhance the daily LIRA session and ensure pupils catch up. Effective deployment of support staff to ensure bottom 20% have regular access to QFT to catch up.	EFF research suggests that Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. EEF blog: Shining a spotlight on reading fluency | EEF Reading Fluency Practice in the Primary Classroom | EEF	1, 2, 3
Procure the support of the English Hub to provide support and training for the school and Early Reading lead to improve the quality of phonics teaching for all, in particular disadvantaged learners. To purchase high-quality reading/phonics materials aligned to the Read Write Inc phonics scheme, books to share during class read and improve class book corners.	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 Using a systematic synthetic phonics approach to teaching has been shown to provide optimal progress. (EEF +5 months) Phonics | EEF	2, 3

Purchase subscription to Read, Write Inc phonics CPD. Release time provided to staff delivering phonics to hold weekly CPD meetings to upskill and maintain the fidelity to the scheme and approach.		
Regular SEND KIT meetings with SENDCO & HT HT/SENDCO. SEND/PP pupil progress meetings conducted at key assessments points. Whole school provision map created with SENDCO to ensure all children who are SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). SEND pupils needs to be catered for through SMART targets and appropriate adaptations to lessons. Teachers will consistently implement agreed adaptive teaching strategies for identified pupils with SEND, evidenced through monitoring and classroom observations. The proportion of disadvantaged pupils with SEND making expected progress towards individual targets will increase to at least 85%, while pupil voice surveys will show that at least 90% of these pupils report feeling supported, included and successful in their learning. The sensory space will be used effectively through personalised plans for identified pupils, resulting in improved engagement and reduced incidents of dysregulation. Support recruitment and retention of teaching staff by providing opportunities for professional development, such as National Professional Qualifications (NPQs) – SENDCo to enrol on NPQSEND.	Pupils with SEND might face significantly greater challenges in learning than the majority of their peers The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs. Supporting pupils with SEND in the moment | EEF Research and effective practice consistently demonstrate that the greatest impact for pupils with SEND comes from high-quality classroom teaching that is adapted to meet individual needs. Targeted interventions are most effective when they complement, rather than replace, quality first teaching. Well-designed sensory provision can support pupils to regulate emotions, manage anxiety and return successfully to learning when used in a planned and purposeful way. Building aspirations, independence and self-advocacy helps pupils develop confidence, resilience and a stronger sense of belonging, leading to improved academic, social and emotional outcomes.	1, 5

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

Budgeted cost: £18*,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff in embedding the use of FFT20 target setting and Cohort Action Plans to feed into pupil progress and outcomes with disadvantaged focus driving meeting outcomes. Using pupil progress data analysis and cohort action plans to establish small group interventions for disadvantaged pupils working below age related expectations or failing to meet their end of key stage targets. SLT and Strategic T&L Lead to provide booster QFT to small groups of Year 6 pupils, providing purposeful feedback to enhance progress and tailor lessons according to need. Implement one-to-one and small group interventions to target children based on outcomes from data analysis and cohort action plans. Network Day CPD for teaching staff on oracy strategies which develop pupil confidence and ability in speaking and listening throughout the curriculum. Interventions implemented are evidence-based and monitored to measure impact.	EFF research suggests that small group tuition improves learning by 4 months. Small group tuition | EEF Small group tuition | EEF EEF Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Making Best Use of Teaching Assistants | EEF Deployment of Teaching Assistants | EEF EEF Oral Language Interventions guidance: Oral language approaches might include: • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. Studies that focus on speaking, listening, or a combination of the two, all show positive impacts on attainment. The majority of studies focus on both together. Oral language interventions | EEF	1, 2
Using cover release to conduct pupil progress data analysis and cohort action plans establish small group reading interventions for pupils working below age related expectations. Utilise lexile ranges to accurately match books to all pupils across KS1/KS2.	EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. Small group tuition | EEF Small group tuition | EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 2, 3, 5

Use of RWINc comprehension to build fluency in EYFS and KS1 following the SSP programme. Links formed into writing learning to ensure pupils make strong links in EY and KS1 feeding into strong spelling and grammar outcomes. Use of CGP text books to enable focused, outcome drive intervention which pinpoints key weakness and develops in short, focused interventions.	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) Improving Literacy KS1: Improving Literacy in Key Stage 1 | EEF	
CPD to be delivered to LSAs to upskill their skills and knowledge in delivering effective intervention groups. Research based evidence to be used to support strategies and approaches employed. CPD from English Hub and RWINc for all Phonics practitioners.	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. New EEF Guidance Report – Deployment of Tas: EEF: Deployment of Teaching Assistants | EEF	1, 2
Additional phonics, Fresh Start and reading sessions targeted at disadvantaged pupils who require further phonics support to close the gap to their peers. 1:1 Phonics interventions for lowest 20% in all cohorts Y1-Y4 and any Y5 pupils requiring Fresh Start interventions. Deployment of a strategic 'Phonics & Early Reading Champion' as a member of support staff whose role is to ensure the appropriate support for our most disadvantaged readers is in place to ensure all children are able to read at an appropriate standard in phonics and fluency into LKS2. Use of RWINc comprehension materials to enable bridge from Y1 Phonics to Y2 Comprehension skills enable targeted pupils to make rapid progress.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks DfE Reading Framework: "Leaders should invest in a strong team, committed to making sure these pupils catch up. Ideally, they should be school staff or long-stay tutors, rather than external teachers or tutors who might stay only a short time. They should be trained, supported and coached." "School leaders and special educational needs coordinators in primary and secondary schools must take responsibility for ensuring all these pupils make rapid progress." "The guidance on leadership and management (Section 12) highlights the roles of school leaders in successfully implementing a programme of systematic phonics, and training and supporting their staff to teach reading as effectively as possible."	1, 2, 3

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

Budgeted cost: £7,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide opportunities for disadvantaged children to engage with extra-curricular sports and clubs, including free travel to and from events. For finance to not be a barrier for success or school participation. (resourcing- e.g i pads to be provided where appropriate) Development of a strategic enrichment offer that provides all children, specifically pupil premium children, with a diverse range of experiences that enhance their cultural capital/character development. Development of key staff member to lead on PD experiences and character education. Pupil premium funding to subsidise enrichment activities to ensure equal opportunities and engagement for all. Participation rates of disadvantaged pupils in school enrichment activities will increase with every disadvantaged pupil accessing a minimum of three enrichment experiences annually (e.g. educational visits, clubs, competitions, performances or leadership opportunities). Pupil voice surveys will show that disadvantaged pupils report increased confidence, enjoyment and awareness of opportunities beyond school.	Research conducted by NatCen Social Research identifies a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. The inclusive nature of the school promotes all pupils' involvement in school life irrespective of their financial context. Children (families) with certain financial barriers have all successfully, in the past, participated in extracurricular activities of their choice. Parent survey outcomes have highlighted the benefits that arise from families being supported financially in various extra-curricular activities. The value of after school clubs for disadvantaged children (ncl.ac.uk) Extending school time | EEF Disadvantaged pupils often have fewer opportunities to access wider experiences outside school. A structured enrichment programme helps develop **cultural capital, confidence, resilience, communication skills and aspirations**. Schools that actively remove barriers and guarantee participation are more likely to improve engagement with learning, strengthen relationships with families and enhance pupils' sense of belonging. Regular monitoring ensures that enrichment becomes a strategic tool for narrowing disadvantage gaps rather than an additional activity accessed by only a small group of pupils.	5, 6
Early identification of pupils with SEMH difficulties and clear lines	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour	5, 6

of communication to share intended actions of support to be taken, with parents/carers. Subscription to National College to provide CPD for staff on SEMH to ensure children's emotional wellbeing is supported. CPD courses for staff to support disadvantaged children's SEMH needs. Support provided to families and where required EHA. ELSA trained staff in school to lead sessions with targeted pupils – entry and exit level feedback to show positive interventions. Resourcing a sensory space in school to build inclusivity into all elements of school life – sensory circuits, integration space, quiet zone to enable pupils, regardless of need or background, opportunity to regulate with support or self-regulate and return to the classroom with peers.	and relationships with peers): EEF_ Improving Social and Emotional Learning in Primary Schools | EEF Through this year's curriculum development, the implementation of the EEF guidance around explicitly teaching SEMH skills, as well as providing ample opportunity to develop these in all situations has resulted in all children becoming aware of mental health . One of the strengths of the curriculum approach and focus on personal development, mindfulness and emotional literacy. *From the EEF - Improving Social and Emotional Learning in Primary Schools:* *Recommendation 1: Teach SEL skills explicitly* *"Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. • Self-awareness: expand children's emotional vocabulary and support them to express emotions. • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem-solving strategies."*	
Pastoral support from Parent Support Advisor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn. Parent Support Advisor to : Offer parenting group sessions working on specific needs developed through a needs analysis. TAF process with vulnerable families- allowing them to access key services Strategic attendance monitoring and meetings monthly, including daily absence reports and follow up home visits, ISAPs, etc. Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. Ensure curriculum is effectively shared with parents to encourage regular attendance. Attendance for disadvantaged pupils will improve to at least 97%,	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. Improving Social and Emotional Learning in Primary Schools | EEF Improving attendance is most successful when schools combine high expectations with strong relationships and targeted support. Disadvantaged pupils often face a range of interconnected barriers, including financial pressures, wellbeing concerns, housing instability or lower levels of engagement with school. Effective schools identify issues early, build trusted relationships with families and provide coordinated support before attendance becomes entrenched. Regular monitoring, consistent communication and personalised interventions help sustain improvements and reduce persistent absence over time.	4, 5

while the proportion of disadvantaged pupils classified as persistently absent will reduce to below 12%. All disadvantaged pupils identified as being at risk of persistent absence will have a personalised prevention plan in place and receive targeted intervention, with termly reviews demonstrating improved attendance and engagement.		
Improved channels of communication to keep parents/carers regularly informed about achievements, learning and up coming events. - Weekly Newsletters - Verbal feedback from staff - Postcards home - Celebration events - Parental workshops - Arbor use for all aspects of school communication - Seesaw used to enhance communication lines Clear focus to be established on importance of parental engagement on their child's development.	EFF research identifies the crucial role parental engagement plays in pupil outcomes. Parental engagement | EEF Parental engagement | EEF	5, 6

Total budgeted cost: £55,450

Part B: Review of outcomes in the previous academic year – 24/25

Pupil premium strategy outcomes

This details from previous leadership the impact of the Pupil Premium Strategy Plan from the previous academic year.

Aim	Intended Outcome	Review
Increased attainment at ARE at statutory points of assessment for disadvantage pupils in all year groups.	More disadvantaged pupils attain inline with national data shown below at EYFS, KS1 and KS2 points of assessment. - EYFS: 68% GLD - KS1: 55% RWM Combined - KS2: 61% RWM Combined - Y4 MTC: 37% scoring 25/25 Average Score 21	EYFS GLD: All pupils- 56% Disadvantaged- 100% KS1 RWM combined: All pupils- 56% Disadvantaged- 38% KS2 RWM combined: All pupils- 55% Disadvantaged- 27% Y4 MTC (25+) All pupils- 57% Disadvantaged- 62% Our pupil premium strategy aimed to increase attainment at age-related expectations (ARE) at statutory assessment points for disadvantaged pupils across all year groups. While we have seen some promising results, there are clear areas where we need to intensify our efforts to ensure our disadvantaged pupils achieve in line with their non-disadvantaged peers nationally. In EYFS, 100% of our disadvantaged pupils achieved a Good Level of Development (GLD); however, this was one child, significantly exceeding the all-pupil attainment of 56% and surpassing our intended outcome of 68%. However, the picture is more challenging in Key Stage 1 and Key Stage 2. In KS1 Reading, Writing, and Maths (RWM) combined, 38% of our disadvantaged pupils achieved ARE, falling short of both the all-pupil attainment of 56% and our ambitious target of 55%. Similarly, in KS2 RWM combined, only 27% of our disadvantaged pupils reached ARE, lower than the all-pupil attainment of 55% and our intended 61%. In Year 4 Multiplication Tables Check (MTC), 62% of our disadvantaged pupils scored 25+, which is commendable and indeed higher than the all-pupil score of 57%, and exceeds our target of 37%. This positive outcome suggests that our targeted interventions for multiplication recall are having a significant impact and we will explore how the successful

		elements of this approach can be replicated across other areas of the curriculum. Moving forward, our priority must be to continue to narrow the attainment gaps in KS1 and KS2 RWM. We will conduct a thorough analysis of our current interventions in these areas. This will involve scrutinising teaching methodologies, the deployment of support staff and the specific needs of individual disadvantaged pupils.
Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	More disadvantaged pupils attain GD in line with national data at KS1 and KS2 points of assessment. - KS1: 5% RWM Combined - KS2: 8% RWM Combined	KS1 RWM GDS combined: All pupils- 15% Disadvantaged- 13% KS2 RWM GDS combined: All pupils- 5% Disadvantaged- 0% Disadvantaged KS2 reading GDS- 27% (Nat 28%) Disadvantaged KS2 writing GDS- 7% (Nat 13%) Disadvantaged KS2 mathematics GDS- 13% (Nat 24%) While the data presents a clear challenge, it is crucial to note that all areas have seen an improvement over the course of the academic year in comparison to previous year's data, indicating positive trends from our ongoing interventions. In Key Stage 1 Reading, Writing, and Maths (RWM) combined, 13% of our disadvantaged pupils achieved GDS, which, while an improvement on previous years, and is broadly in-line with all pupil attainment of 15% and above our aspirational target of 5%. This indicates that while we are moving in the right direction, our strategies to push our more able disadvantaged pupils to greater depth in KS1 need further refinement and acceleration. The data for Key Stage 2 RWM combined at GDS is an area of concern, with 0% of our disadvantaged pupils achieving this standard, compared to 5% of all pupils and our target of 8%. While this represents an improvement from previous years' data, the fact that no disadvantaged pupils achieved GDS in the combined measure is a requirement for the sustained implementation over several years, but the initial impact has reduced the gap for disadvantaged children to attain well. Breaking down the KS2 GDS data further, in reading, 27% of our disadvantaged pupils achieved GDS, which is broadly in line with the national average of 28% for disadvantaged pupils but, importantly, is an improvement on our prior year's performance. For writing, 7% achieved GDS, again an improvement on previous years but below the national disadvantaged average of 13%. In mathematics, 13% achieved GDS, which is also an improvement on past data but falls below the national disadvantaged average of 24%. These individual subject improvements, despite not always meeting national disadvantaged averages, are encouraging and suggest our focused efforts are beginning to have impact.

		Moving forward, our immediate priority is to further improve GDS attainment for our disadvantaged pupils, particularly in Key Stage 2 combined RWM. Building on the year-on-year improvements we've already observed, this will include targeted teaching for our previously higher-attaining disadvantaged pupils, providing them with more challenging learning and focused interventions.
Phonics attainment remains in line or above national data and children at KS2 who have not achieved at Y1 or Y2 continue to progress in phonics.	Percentage of disadvantaged children achieving pass mark in Y1 and Y2 phonics is in line with peers and national data. Internal data evidence progress for those children in KS2 who did not pass their phonics screening check. - Year 1: 80%	Phonics Y1 All pupils- 60% Disadvantaged- 43% Phonics Y2 All pupils- 95% Disadvantaged- 78% Moving forward, we will further focus on early phonics intervention in Year 1 for our disadvantaged pupils in consultation with the English Hub. RWINc support has been procured at Trust level so practitioners will receive regular CPD and support from the portal. This will involve pinpointing specific areas of phonological awareness and decoding where individuals need additional support, implementing more frequent and highly targeted small-group phonics sessions, and exploring additional resources or training to enhance the effectiveness of our phonics teaching for this group. We will also ensure that the strong progress seen in Year 2 continues to be embedded, with rigorous tracking of phonics attainment into Key Stage 2 to guarantee that any pupil who has not yet achieved the pass mark receives bespoke, high-quality phonics support to close their gaps.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. - Disadvantaged pupils will be able to use at least 50 new tier 2 vocabulary words correctly in context, as measured through regular classroom assessments and observations. Disadvantaged pupils will actively participate using taught oracy strategies in class discussions at least	Our internal triangulation of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment, consistently demonstrates that disadvantaged pupils are making strong progress in this vital area. While specific quantitative data points for the 50 new Tier 2 vocabulary words and active participation in class discussions are measured through regular classroom assessments and teacher logs rather than presented as summative figures, the qualitative feedback and observed improvements are highly encouraging and affirm that our pupils are increasingly confident and articulate. Their ability to use new vocabulary correctly in context and actively participate in discussions has notably strengthened. Moving forward, building on this progress and the positive year-on-year improvements, we will continue to embed and refine our current oral language and vocabulary strategies across the curriculum. This will involve ensuring consistent application of taught oracy strategies in all lessons, providing further professional development for staff on deepening vocabulary acquisition and explicit oral language instruction, and exploring opportunities for disadvantaged pupils.

	3 times per day in lessons, as recorded in teacher logs.	
Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.	All disadvantaged pupils meet the school's attendance target and attend school above comparative National Figures in comparison to their peers nationally.	Attendance Data: At the end of the academic year 2024/2025: - Disadvantaged pupils' attendance: 93.46% - Non-disadvantaged pupils' attendance: 95.6% Persistent Absenteeism: - Disadvantaged pupils: 13.16% - Non-disadvantaged pupils: 10.41% It's important to acknowledge that while we have made consistent efforts throughout the year, leading to improvements in individual cases compared to previous years, overall figures for both disadvantaged and non-disadvantaged pupils remain broadly in-line with last academic year's data, with a significant increase in unauthorised family holidays for disadvantaged families. At the end of the 2024/2025 academic year, our disadvantaged pupils had an attendance rate of 93.46%, while non-disadvantaged pupils achieved 95.6%. While this indicates a gap, we are actively working to address the specific barriers to attendance faced by our disadvantaged cohort. In terms of persistent absenteeism, 13.16% of our disadvantaged pupils were persistently absent compared to 10.41% of non-disadvantaged pupils. These figures, while stable compared to the previous year, clearly show that persistent absenteeism remains a challenge, disproportionately affecting our disadvantaged pupils. Moving forward, building on the individual improvements we have seen, our priority will be to continue with targeted efforts to further reduce both overall absence and persistent absenteeism, particularly among our disadvantaged pupils. We will conduct a thorough review of our current attendance strategies, identifying those that have proven most effective for individual cases and seeking to scale them up. This will include strengthening our communication with families to understand and address underlying barriers to attendance, providing tailored support and interventions for pupils with emerging attendance concerns and celebrating good attendance more visibly within the school community. We will also explore opportunities to strengthen partnerships with external agencies to provide holistic support to families where attendance is a significant issue
Provide disadvantaged children with the same exposure to wider personal development opportunities and experiences,	The percentage of disadvantaged children participating in enrichment activities, including educational visits, residential trips, and cultural events, will increase compared to the previous academic year. The attendance rates of	All areas of our personal development programme have seen significant improvement over the course of the academic year, directly leading to wider experiences for all children, and especially for our disadvantaged pupils, building positively on previous years' efforts. Our commitment to providing equitable access to enrichment activities, educational visits, residential trips and cultural events has yielded positive results. Our internal monitoring

allowing them to develop their cultural capital and maximise their potential. Continue to work towards narrowing the opportunity gap.	disadvantaged pupils in extra-curricular programs and clubs should be at least equal to, if not higher than, the overall school average attendance.	and the successful implementation of our newly published personal development programme confirm a marked increase in the percentage of disadvantaged children participating in these experiences compared to the previous academic year. Furthermore, we are successfully working towards our target of achieving participation rates for disadvantaged pupils in extra-curricular programs and clubs that are at least equal to, if not higher than, the overall school average attendance. Moving forward, building on the strong foundation laid by our enhanced personal development programme and the improvements observed, we will continue to embed and expand these opportunities.

Part B: Review of outcomes in the previous academic year – 25/26

Aim	Intended Outcome	Review
Increased attainment at ARE at statutory points of assessment for disadvantage pupils in all year groups.	More disadvantaged pupils attain inline with national data shown below at EYFS, KS1 and KS2 points of assessment. - EYFS: 68% GLD - KS1: 55% RWM Combined - KS2: 61% RWM Combined - Y4 MTC: 37% scoring 25/25 Average Score 21	EYFS GLD: All pupils- 68% Disadvantaged- 33% KS1 RWM combined: All pupils- 63% Disadvantaged- 29% KS2 RWM combined: All pupils- 74% Disadvantaged- 86% Y4 MTC (25+) All pupils- 69% Disadvantaged- 71% Our pupil premium strategy aimed to increase attainment at age-related expectations (ARE) at statutory assessment points for disadvantaged pupils across all year groups. While we have seen some promising results, there are clear areas where we need to intensify our efforts to ensure our disadvantaged pupils achieve in line with their non-disadvantaged peers nationally. In EYFS, 33% of our disadvantaged pupils achieved a Good Level of Development (GLD); however, this accounts for one child out of three. The other two pupils are also identified as SEND with one of these having an EHCP. However, the picture is more challenging in Key Stage 1 In KS1 Reading, Writing, and Maths (RWM) combined, 29% of our disadvantaged pupils achieved ARE, falling short of both the all-pupil attainment of 63% and our ambitious target by one pupil. This 29% equates to 2 out of 6 disadvantaged pupils. Of the other four pupils, 2 are SEND and 3 of them achieved 1s in EYFS. In Year 4 Multiplication Tables Check (MTC), 71% of our disadvantaged pupils scored 25, which is commendable and indeed higher than the all-pupil score of 69%, and exceeds our target. This positive outcome suggests that our targeted interventions for multiplication recall are having a significant impact and we will explore how the successful elements of this approach can be replicated across other areas of the curriculum. Moving forward, our priority must be to continue to narrow the attainment gaps in KS1 and KS2 RWM and GLD. We will be utilising the software 'Provision Map' to enable clear, focused,

		timely intervention which has entry and exit data to show progression and areas to develop each term.
Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	More disadvantaged pupils attain GD in line with national data at KS1 and KS2 points of assessment. - KS1: 5% RWM Combined - KS2: 8% RWM Combined	KS1 RWM GDS combined: All pupils- 12% Disadvantaged- 0% KS2 RWM GDS combined: All pupils- 24% Disadvantaged- 17% Disadvantaged KS2 reading GDS- 83% (Nat 28%) Disadvantaged KS2 writing GDS- 29% (Nat 13%) Disadvantaged KS2 mathematics GDS- 42% (Nat 24%) KS2 GDS combined is above national and in line or above Trust averages. This is due to a strong teaching and learning profile and targeted interventions for these pupils within their cohort. Moving forwards, early identification of gaps to address and specific planning will ensure the school continues to strengthen the outcomes of GDS combined in disadvantaged pupils. In Key Stage 1 Reading, Writing, and Maths (RWM) combined, 0% of our disadvantaged pupils achieved GDS, which, while a significant drop on previous years, is reflective of the cohort needs. This indicates that our strategies to push our more able disadvantaged pupils to greater depth in KS1 need further refinement and acceleration. Work alongside the Maths and English hub specialists will further strengthen this area nex year along with a strong teaching profile within KS1.
Phonics attainment remains in line or above national data and children at KS2 who have not achieved at Y1 or Y2 continue to progress in phonics.	Percentage of disadvantaged children achieving pass mark in Y1 and Y2 phonics is in line with peers and national data. Internal data evidence progress for those children in KS2 who did not pass their phonics screening check. - Year 1: 80%	Phonics Y1 All pupils- 93% Disadvantaged- 100% Phonics Y2 All pupils- 93% Disadvantaged- 78% Moving forward, we will further focus on early phonics intervention in Year 1 for our disadvantaged pupils in consultation with the English Hub. The intense support from English Hub and RWI practitioners has enabled our disadvantaged outcomes in Y1 be positive with 100% passing the PSC. This positive trajectory will continue in EYFS and current F2s moving onto the Y1 programme of learning. Continued work with RWI and Eng Hub will enable our leader to develop these further and aim for 100% again next academic year. We will also ensure that the strong progress seen in Year 2 continues to be embedded, with rigorous tracking of phonics attainment into Key Stage 2 to guarantee that any pupil who has not yet achieved the pass mark receives bespoke, high-quality phonics support to close their gaps.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. - Disadvantaged pupils will be able to use at least 50 new tier 2 vocabulary words correctly in context, as measured through regular classroom assessments and observations. Disadvantaged pupils will actively participate using taught oracy strategies in class discussions at least 3 times per day in lessons, as recorded in teacher logs.	Through explicit vocabulary instruction, regular retrieval practice and structured oracy opportunities, disadvantaged pupils are beginning to develop their academic language and confidence in speaking across the curriculum. This is starting to be evidenced in writing outcomes: KS1: 43% ARE+ KS2: 86% ARE+; 29% GDS Moving forwards, the areas to develop are: Disadvantaged pupils will demonstrate secure understanding and accurate use of at least 50 targeted Tier 2 vocabulary words from their year group's curriculum, evidenced through classroom assessment, work scrutiny and pupil discussion. Disadvantaged pupils will routinely apply taught oracy strategies to contribute purposefully in partner, group and whole-class discussions, with monitoring showing regular participation across lessons and improved confidence and quality of spoken responses.
Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.	All disadvantaged pupils meet the school's attendance target and attend school above comparative National Figures in comparison to their peers nationally.	Attendance Data: At the end of the academic year 2025/2026: - Disadvantaged pupils' attendance: 95.75% - Non-disadvantaged pupils' attendance: 96.26% Persistent Absenteeism: - Disadvantaged pupils: 11.54% - Non-disadvantaged pupils: 9.69% Pupils' sense of belonging and enrichment opportunities through regular attendance at school will see PA and SA %s drop in the next academic year. Pupil voice will show signs of strength across all year groups and targeted, timely interventions/ support for families at risk of PA from September 2026 will ensure no one remains in PA for the year or is able to drop into PA or SA without support. We will further strengthen teacher-pupil and family relationships by building in CPD and dedicated time for staff to communicate why pupils should be in school every day.
Provide disadvantaged children with the same exposure to wider personal development opportunities and	The percentage of disadvantaged children participating in enrichment activities, including educational visits, residential trips, and cultural events, will increase compared to the previous academic year.	All areas of our personal development programme have seen significant improvement over the course of the academic year, directly leading to wider experiences for all children, and especially for our disadvantaged pupils, building positively on previous years' efforts. Our commitment to providing equitable access to enrichment activities, educational visits, residential trips and cultural

experiences, allowing them to develop their cultural capital and maximise their potential. Continue to work towards narrowing the opportunity gap.	The attendance rates of disadvantaged pupils in extra-curricular programs and clubs should be at least equal to, if not higher than, the overall school average attendance.	events has yielded positive results. Our internal monitoring and the successful implementation of our newly published personal development programme confirm a marked increase in the percentage of disadvantaged children participating in these experiences compared to the previous academic year. 25% of Nerf and den building was made up of Pupil Premium pupils this year compared to 10% in previous years. Furthermore, we are successfully working towards our target of achieving participation rates for disadvantaged pupils in extra-curricular programs and clubs that are at least equal to, if not higher than, the overall school average attendance. Moving forwards, we would like to see attendance of disadvantaged pupils rise to 50%+ in clubs and on school trips/experiences in line with our enrichment action plan.

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
N/A	N/A

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?	See above details for PP spending.
What was the impact of that spending on service pupil premium eligible pupils?	See above.

Further information (optional)

When planning our Pupil Premium Strategy Plan, we adopted the tiered approach, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

From this we identified the challenges linked to each tier and the mitigating actions we will take to overcome each barrier and linked each of these tightly with our school improvement plan to ensure they remain highly prioritised and impact of actions is regularly monitored.

Area	Challenge	Mitigating Actions
Teaching	Teaching - Providing adequate time for professional development.	Effective and efficient use of staff meetings and INSET days. CPD linked to priorities.
Targeted Support	Targeted support Ensuring targeted support is provided by SLT to support staff in delivering interventions.	Both HT and AHT paired with teachers in class, allowing leadership time to support school improvement.
Wider Strategies	Providing wider opportunities for disadvantaged children that are not limited by economic impact	Review the policy and approach to educational visits and clubs/ pupil promise/wider opps offer.

To further strengthen our strategy plan, we have created an approach to supporting disadvantaged pupils. Again, this approach reflects our tiered system above.

High quality teaching:

Underpinned by early identification, tailored support through QFT, effective feedback and use of regular assessment. CPD from Maths Hub, English Hub and RWINc for all practitioners.

Targeted academic support:

Incorporating planned teacher support, booster classes and daily reading opportunities.

Wider strategies:

Fostering a positive approach to relationships with our families and promoting attendance to wider opportunities within the school.