



Pupil premium strategy statement

2025/2026 (as part of a 3-year plan)

Our School Vision

Developing caring, confident and creative children who achieve excellence.

This statement details our school’s use of pupil premium (and catch up) 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 – December 2025

| Detail | Data |
|---|-------------------------------|
| School name | Kington Primary School |
| Number of pupils in school | 187 (plus 14 in Nursery) |
| Proportion (%) of Y1 to 6 pupil premium eligible pupils | 28% (October 2025 Census) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025/6 to 2028/9 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Emma Bretherton - Headteacher |
| Pupil Premium Lead | Emma Bretherton |
| Governor Lead | Jeremy Hughes |

Funding overview – December 2025

| Detail | Amount |
|--|---------------------------------|
| Pupil premium funding allocation this academic year (£1550 per child) | £68,175 + £700 service children |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £68,875 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential 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.

As a school, we always consider the individual challenges faced by our pupils, particularly those who are more vulnerable pupils. The strategies we have outlined in this statement are 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' progress and attainment will be sustained and improved alongside progress and attainment for their disadvantaged peers.

Our strategy is also integral to our wider school development plan, with particular attention to our recovery strategy for pupils whose education has been worst affected as a result of interrupted schooling during the periods of lockdown in 2020 and 2021. This will include both non-disadvantaged and disadvantaged pupils and be reflective of family experiences.

Our approach will be responsive to the common challenges and individual needs identified by our staff as well as through robust diagnostic assessment and evidence-based research. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in their work
- act early to intervene at the point that a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what their pupils can achieve.

Challenges

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

| Challenge number | Detail of Challenge |
|------------------|---|
| 1 | <p>Language development:</p> <p>Through our regular Pupil Progress meetings, teachers across the school have identified a high proportion of pupils with underdeveloped oral language skills and vocabulary gaps, particularly amongst our disadvantaged pupils.</p> |
| 2 | <p>Phonics skills:</p> <p>Many children continue to have gaps in their learning and application of phonics and spelling rules. This, in turn, affects the fluency and quality of sustained writing. Where parental engagement with practising skills at home is low or irregular, pupils find it hard to retain and build upon these invaluable skills.</p> |
| 3 | <p>National data benchmarks:</p> <p>Throughout the stages of childhood, economic disadvantage can negatively influence children’s learning in a variety of ways and, over time, increases the likelihood that they will fall behind their peers. The 2025 report by the Education Policy considers the attainment gaps between disadvantaged pupils and their non-disadvantaged peers, using eligibility for free school meals as a measure of economic disadvantage (PP). It found that PP pupils have, on average, lower attainment than other pupils and this gap widens as pupils progress through their education. In 2024, the disadvantage gap among pupils aged 5 was 4.7 months but by the end of primary school was 10 months. By the end of secondary, the disadvantage gap continues to widen to 19.1 months, demonstrating the importance of addressing the learning gaps from the Early Years. Gaps in learning in RWM – using attainment data from July 2025 - indicates that less of our PP pupils are working at the age-related expectations for reading, writing and maths, compared to their non-PP counterparts. In reading, those achieving at least expected standards is 68.3% for PP children compared to 78% for non-PP children (although 19% of both groups are working at greater depth level). In maths, this is a smaller gap of 66% working at ARE compared to 70%, although for greater depth, 17% PP children were working at greater depth compared to 6% of their non-PP peers. For writing, 59% PP children achieved at least expected levels compared to 68% of non-PP with a small gap of 2% between PP/non-PP achieving greater depth. Whilst the gaps identified between PP and non-PP is a concern, it also highlights the need for considered and targeted intervention to continue to raise the academic levels of all the children so that at least 80% of children are working at ARE.</p> |
| 4 | <p>Wellbeing and regulation:</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the current pressures facing society, such as the cost of living crisis, mental health concerns and family issues (as well as the continuing impact of low attendance habits and less available advice for new parents that seemed to worsen following the COVID lockdown periods), perhaps to a greater extent than for other pupils. Many children are experiencing difficulties when it comes to managing their own behaviour and regulating their emotions. This affects any child’s ability to focus as a happy, engaged learner.</p> |

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| | <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in phonics, reading, writing and maths.</p> <p>These findings are supported by national studies and are further highlighted in the 2025 Kindred Squared School Readiness Survey. This reveals significant challenges in children's readiness for school, with a focus on developmental milestones and the need for collaborative support to address the developmental challenges such as listening, playing well and toilet training.</p> |
| 5 | <p>Attendance:</p> <p>Attendance for disadvantaged pupils over this Autumn term (1.9.25 to 12.12.25) was 96.2% compared to 96.7% for non-disadvantaged pupils. This gap has closed significantly from last year's figures which is encouraging and reflects the emphasis the school has put on good attendance to support good progress. However, whilst this continues to be a general target at a whole school level, there are larger gaps between disadvantaged children and their non-disadvantaged peers in Years 1, 4 and 6. We will continue to focus on children who are at or at risk of becoming persistently absent* as well as targeting those families that are in these year groups to see how we can support them to improve attendance. Currently, our PA for non-PP children is 7.58% compared to 14.2% for PP children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on both disadvantaged and non-disadvantaged pupils' progress.</p> <p><i>*Persistent absence is attendance that classed as is less than 90%</i></p> |
| 6 | <p>Experiences:</p> <p>Children's experiences have narrowed with less opportunities for trips out of school and visitors into school, adversely affecting their enjoyment of learning and attainment.</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.

| Number | Intended outcome | Success criteria |
|--------|--|--|
| 1 | Improved oral language skills and vocabulary among disadvantaged pupils. | <p>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.</p> <p>The % of pupils we would like to be making GLD by the end of each academic year will be 75%.</p> <p>The % making GLD in the areas of language and communication and making relationships will be at or above nationally expected levels. This will be achieved by 2025/26.</p> |

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| 2 | PP pupils who achieve the expected standard for the Y1 and Y2 phonics checks in June 2026 are in line with national results. This will set them up for continued expected level of progress in KS2. | <p>At least 80% (national figure for 2025 recorded as 80%) of PP pupils to pass the Year 1 Phonics screening test and 90% by the end of KS1.</p> <p>80% of disadvantaged pupils across all year groups will achieve ARE in terms of books bands and comprehension. This will be in line with targets set for non-disadvantaged pupils. Evidence from assessment data can be triangulated with lesson observations and reading records. This improvement will be achieved and show evidence of being sustained by 2025/26.</p> |
| 3 | All pupils to make accelerated progress in reading, writing and maths to ensure PP attainment increases in line with their non-PP counterparts. | <p>At least 80% of PP children to be working at ARE for their year group by the end of the summer term 2026. The attainment gap in Reading, Writing and Maths between PP and non-PP children will continue to show evidence of closing (as evidenced in July 2025 data).</p> <p><i>Note: The gap that appears again in the data in the Autumn 2025 shows the summer holiday and transition to new classes has a larger impact on PP children than non-PP children.</i></p> |
| 4 | PP pupils who are struggling with behaviour or focus to have personalised plans to help them overcome obstacles to learning. | <p>Pupils are able to use strategies that they can draw on to help them deal with a difficult situation calmly and respectfully. Pupils are able to engage fully with their own learning and achieve their best.</p> <p>All PP children identified as having social, emotional and/or mental health issues will achieve their individual progress and attainment targets. Improved and sustained levels of wellbeing by 2025/26 will be demonstrated by a range of sources including:</p> <ul style="list-style-type: none"> • Pupil voice surveys; family discussions and teacher feedback from observations • Increased parental engagement in pupil learning; evidence of children being read with and completing homework at home. • Working with new parents in our Nursery to ensure they are aware of what 'School readiness' looks like and how to help their child achieve the developmental milestones needed to achieve this. • Behaviour analysis and tracking. |

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| 5 | Attendance to improve through incentives, increased parent engagement and FSW and EWO officer intervention. | <p>Sustained high attendance among disadvantaged pupils up to and including 2025/26 will show disadvantaged pupils are in school at least 97% of the time – a target also applied to their non-disadvantaged peers.</p> <p>The numbers of pupils persistently absent (those who are absent for 10% or more of the possible sessions they can attend) will continue to reduce.</p> <p><i>(The current high presence of contagious viruses and bugs including COVID, particularly in the winter months, will also be considered as we collate and monitor this information.)</i></p> |
| 6 | Each class to have a ‘great experience’ per half term as part of our enquiry-led curriculum, following the six Harmony principles. | <p>Children will feel more connected to their local and wider environment as well as having memorable experiences that they cherish with their peers.</p> <p>In school, there will be an increase in participation in wider enrichment activities including school trips, music lessons, clubs and school visitors, particularly amongst our PP children.</p> |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedded and sustained use of the Teaching forMastery approach in Maths.</p> <ul style="list-style-type: none"> To ensure maths teaching across the school is rigorous and allows all staff from Y1 to Y6 to implement the Teaching for Mastery and Mastering Number approaches for Year R through to Y5 in maths through local maths hub. Half-termly staff meetings to monitor impact, sharing good practice and reflections. Provide training for TAs in the key ideas behind the Mastery and Mastering Number approach and to develop own mathematical skills. Adapt the current model further so that it incorporates more problem-solving and reasoning in readiness for national assessments. Use of Mastering Number as a whole class intervention in Year 3 and incorporate the new programme aimed at Years 4 and 5 as a support programme for Year 6 too. Staff CPD through Maths Hub training for ECT, new staff and lesson study. Use Maths Hub CPD on Engaging Parents in Mastering Number to work with parents in Years Reception, 1 and 2. Explore use of workshops for Year 3, 4, 5 as well. | <p>All children work within the same topic and misconceptions or gaps are addressed in a timely fashion using a variety of strategies.</p> <p>This enables subsequent lessons to consolidate and build on children’s previous learning. Once most children have a firm understanding, the teaching moves on.</p> <p>Evidence to support this teaching approach can be found below:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> | <p>1, 3</p> |
| <p>Phonics – ensure a consistent whole-school approach using Bug Club phonics scheme.</p> <ul style="list-style-type: none"> Engage with School Support to review our current practice and make necessary changes to the scheme and resources. | <p>The average impact of the adoption of a consistent phonics approach is about an additional five months’ progress in reading accuracy (though not necessarily comprehension) over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-</p> | <p>1, 2</p> |

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| <ul style="list-style-type: none"> • Widen the Bug Club phonics resource so it moves into Key Stage 2 as well, particularly for lower attaining pupils but move into the Morphology scheme for Years 4 to 6. • TA and teacher training so that small group support is in place and regularly reviewed. • Share our new approach with parents (particularly those of PP children) to encourage full engagement. • Online reading resource for all to access progressive books and boost skills through additional practice at home for all age groups. • Staff CPD - Working Groups to research and promote ways to increase parental engagement in supporting children's learning at home especially during the holiday periods. | evidence/teaching-learning-toolkit/phonics | |
| <ul style="list-style-type: none"> • Ensure all teachers are up to date with Talk 4 Writing training and resources to encourage and strengthen the vocalisation of stories and text structures. | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and application of mathematical concepts.</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/oral-languageinterventions</p> | 1, 3 |

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

Budgeted cost: £ 22,825

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Speech and Language intervention – early identification.</p> <ul style="list-style-type: none"> Employ a Speech and Language therapist to offer specialist support and advice to EY and KS1 staff and provide focused support to identified children. | <p>Oral language interventions have proved to be very successful in raising attainment and accelerating progress.</p> <p>We have also found that early intervention in Early Years accelerates progress even faster. Having specialist support in school ensures all staff develop the skills required to maximise progress.</p> <p>In the EEF Toolkit, it suggests that Oral Language Interventions can make a high impact on pupil progress. (+7 months in a year in Early Years and +6 months in KS1 & KS2.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | 1 |
| <p>Oral language interventions</p> <ul style="list-style-type: none"> Explore the idea of school-wide Circle Time to encourage expressive and conversational vocabulary between the ages. (Check in/up/out) Review impact of our interventions (such as Jigsaw discussions, TfM, T4W, restorative conversations) on our children’s progress and outcomes. More support staff to be trained in delivery of the NELI programme as a small group language intervention. | <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Liaise further with LHS to explore the Circle model and it’s benefits to school community.</p> <p>Nuffield Early Language Intervention EEF</p> | 1, 4 |

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| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>2</p> |
| <p>Continuing to deliver a tutoring programme that targets phonics consolidation in Year 1 and 2 as well as maths and writing in KS2.</p> <ul style="list-style-type: none"> • Provide school-led tutoring for pupils whose education has been most impacted by gaps in schooling. • A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in one-to-one or small groups.</p> <p>It has been proven to strengthen subject comprehension and boost confidence whilst building important learning skills. One to one or small group tuition will deliver an individualised programme of learning.</p> <p>Without the NTP funding this year, we will pay 100% of the costs involved in delivering tutoring sessions to pupils this academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>2, 3</p> |
| <p>Teaching Assistants will deliver specific interventions 1:1 and small group support as needed across the school:</p> <ul style="list-style-type: none"> • Pre-teaching or post-teaching to consolidate concepts taught in lessons and improve recall or application. • Ensure staff are fully trained in delivering the interventions so they can be used with fidelity. • Use of TA specialisms across the school e.g. Literacy Gold, NELI, Phonics and Morphology, Autism Mentoring | <p>There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early Year/Yr1 EEF - Phonics (Toolkit)</p> <p>Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit</p> <p>The research suggests TA interventions are only effective if carefully targeted and planned. Staff are highly skilled at deploying their TA teams to maximise their benefit. Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils. In-class TA led interventions in small group work best for our SEN pupils, especially when the activities have been planned/differentiated by the class teacher.</p> | |

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

Budgeted cost: £21,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Provide contributions to school trips, after-school and breakfast clubs, specialised arts or sports tuition,resources and materials.</p> <ul style="list-style-type: none"> • To broaden children’s knowledge and engagement with the local community as well as their learning about the world. • All children will be given access to the same experiences. • SLT to track those using clubs and offer more widely to PP children. | <p>Participation in wider activities with their peers is proven to have a positive impact on academic outcomes in other areas of the curriculum. It also helps to drive children’s own aspirations and is a chance to build relationships and social skills with others.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> | <p>6</p> |

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| <p>Nurture support groups as a regular programme.</p> <ul style="list-style-type: none"> • To provide more focused programmes which coach children in labelling their emotions and use of strategies that will help with self-regulation of emotions and behaviours. ELSA room resourced and now programme of supporting children to be implemented. • These will be targeted at students with particular social or emotional needs – whether on individual or group basis e.g. friendship issues. • One to one sessions with a professional Art or Play Therapist accessed where the school deems a more specialised approach is necessary. • Use of senior leadership time to support a mental health practitioner from the Wellbeing and Emotional Support Team to develop a whole school approach to good mental health that includes working with staff, pupils and parents. Mindfulness and Wellbeing clubs and training for pupils to become mentors to their peers. • Develop the roles of our new FSW and SENCO/DDSLS to take on some of the administrative work around safeguarding and Early Help meetings (from January and September 2026 respectively). This will focus particularly in the Early Years to collaborate with parents around understanding what constitutes school readiness. | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</i> EEF teacher toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.hacw.nhs.uk/search/service/wellbeing-and-emotional-support-teams-in-schools-157/</p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p><i>“There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing.”</i> (Weare and Gray 2003)</p> <p>Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)</p> <p>School Readiness Survey Kindred?</p> <p>The 2025 Kindred Squared School Readiness Survey reveals significant challenges in children's readiness for school, with a focus on developmental milestones and the need for collaborative support. This includes providing resources and training for parents, especially those who may lack support networks.</p> | 4, 1 |
| <p>Improve attendance across the school.</p> <ul style="list-style-type: none"> • This will involve training and release time for staff to develop and implement | <p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes.</p> <p>However, evidence suggests that small</p> | 6, 5 |

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| <p>new procedures and incentives.</p> <ul style="list-style-type: none"> • The employment of Educational Welfare Officer and Family Support Worker to work with families to challenge and improve attendance. • Engaging with the LA attendance officers and local attendance hub to respond to new initiatives using our up-to-date data to drive improvements. | <p>improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £67,875

Part B: Review of outcomes in the previous academic year (2024/2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our internal July 2025 data below demonstrates continued gaps (although reducing in many areas) between the performance in reading, writing and maths of pupil premium/non-pupil premium children.

| 41 PP/ 129 non-PP | Reading – Expected and GD | | Writing - Expected and GD | | Maths - Expected and GD | |
|---------------------|---------------------------|--------------|---------------------------|--------------|-------------------------|--------------|
| | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| Whole school | 68.3% | 77.8% | 58.5% | 67.5% | 65.9% | 69.8% |
| Boys | 65% | 74.6% | 60% | 66.1% | 65% | 60.5% |
| Girls | 71.4% | 77.5% | 61.9% | 68.9% | 66.6% | 65.5% |
| SEN | 30% | 33.3% | 30% | 29.6% | 20% | 33.3% |
| EAL | 80% | 71% | 80% | 63.1% | 80% | 60.5% |
| GD | 19% | 19% | 8% | 6% | 17% | 6% |

One reason for this is that a significant number of our PP children are on the SEND register or are having support for SEMH needs.

Although both PP and non-PP results have generally improved in the last academic year in reading, they continue to underperform compared to non-PP pupils particularly in reading and writing. However, there was a significant rise in the number of PP children achieving GD level in assessments across the school. EAL cohorts are small in number but those who are also PP have performed well in each subject compared to their non-PP EAL counterparts.

| | PP | Non-PP |
|-----------------------------|--------------|--------------|
| Phonics Y1 June 2025 | 85.7% | 46.4% |

The Phonics Screening Check results show the impact of tutoring on those who were particularly targeted although one year group is obviously only a small sample and many of the SEN group are non-PP as well.

Areas to target for PP children next year:

Increasing reading and writing practice for PP children in school and at home to elevate its status
Continue to develop PP children's basic maths skills to feed into greater confidence with maths reasoning tasks

Strengthen literacy skills in EYFS and Y1 including spoken language, phonics and reading

Attendance

Absence across last academic year among disadvantaged pupils was 93.4% which is lower than their peers (94.9%). As a school, we recognise these are still below our school target of 97% attendance and which is why raising the attendance (and therefore academic engagement of pupils and families) of our disadvantaged pupils continues to be a focus of our plan. This is already showing signs of improvement as our December 2025 term ended with PP pupil attendance of 96.2%, only a little behind their non-PP peers who are at 96.7%.

Our observations and assessments concluded that pupil behaviour during less-structured time in particular continued to be a focus last year and that challenges in relation to wellbeing and mental health remained significantly high. The impact on disadvantaged pupils was particularly acute which is reflected in the number of pupils accessing additional mental health support. Our FLO and safeguarding/senior management team have worked directly with 32 disadvantaged pupils and their families through family support, EHAs, CIN or CP interventions.

Externally provided programmes

| Programme | Provider |
|---|---|
| Bug Club | Pearson |
| ELSA | https://www.elsanetwork.org/ |
| WEST | https://www.hacw.nhs.uk/search/service/wellbeing-and-emotional-support-teams-in-schools-157/ |
| Mastering Number and Teaching for Mastery | NCETM and SHaW Maths Hub |
| Literacy Gold | Dyslexia Gold |

Service pupil premium funding (2 pupils)

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | One to one support for learning in class. |
| What was the impact of that spending on service pupil premium eligible pupils? | Child was able to access their education through additional reading and maths support. Mentoring through periods of anxiety provided strategies and support. |

Further information

Throughout the past four academic years (since September 2022), staff have adopted a new model for CPD that fits into our staff meeting and INSET programme. This involves three working groups who will focus on key areas of improvement identified through our self-evaluation processes.

The first foci for these groups were vocabulary acquisition, dialogic maths discussion skills and effective assessment tools.

After discussion with staff and analysis from parent and pupil surveys, our new agreed foci are:

- Developing the outside environment so it is playful, inviting and enriching.
- Increasing levels of parental engagement throughout the school to support pupils' progress and outcomes.
- Ensure all elements of our curriculum are progressive, practical and children are able to apply their skills (this cycle's focus has been on Geography and DT)

As part of this approach, staff will explore in-depth what active ingredients are needed to affect sustained improvement in these areas and how we can plan the implementation of these so they have a long-lasting reach.