Review of outcomes in the 2025/26 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.

Desired outcomes as identified on our Pupil Premium Strategy Statement 2025 - 2028:

1. Disadvantaged pupils develop secure foundational literacy skills- including early language, reading fluency, comprehension, and oracy- enabling them to access the full curriculum and make strong progress in reading and writing. PP children will make at least expected progress from their individual starting point. PP children are identified so that interventions can be planned to help them get back on-track. The attainment gap of PP children compared to their non-PP peers closes.

2. Disadvantaged pupils secure key mathematical knowledge and fluency, enabling them to access age-related content with confidence and make sustained progress across the maths curriculum.

3. Disadvantaged pupils develop positive learning behaviours, including improved self-belief, resilience, and readiness to learn, supported by effective strategies that address their social, emotional, and mental health needs—enabling greater engagement and sustained progress.

4. To ensure that all pupils eligible for Pupil Premium funding have equitable access to a wide range of high-quality enrichment experiences that build cultural capital, broaden their background knowledge, and enhance their vocabulary, enabling them to fully engage with and succeed across the curriculum.

5. To improve attendance and reduce persistent absence among disadvantaged pupils, ensuring they have full access to the curriculum and make sustained progress in line with their peers.

2025/26 PP Allocation: £46,550

Quality of teaching for all				
Desired outcome	**Chosen action / approach**	**Estimated impact:**	**Lessons learned**	**Cost**
All	SENDCo time	SENDCo time covers the full week, ensuring early identification of needs, high-quality provision planning, staff training and effective use of interventions – leading to improved academic, behavioural and attendance outcomes. The % of PP children with SEND achieving the expected standard in reading, writing and maths increased throughout the year.	The ability to support PP children throughout the week has been very effective. Staff can access advice quickly and provisions are efficiently implemented and tracked. This approach will continue.	£5,000
1, 2 and 3	CPD	Due to staff already being well-trained, there has been no further expenditure required for CPD over the last academic year.	It will be important to ensure staff receive refresher training where needed as time since initial training elapses.New staff will need to complete initial training as part of their 'onboarding' process. This approach will continue.	£0
1 and 2	Assessment/ Subscriptions	The Testbase assessment package allows teachers to analyse test data to identify gaps, provide effective intervention and demonstrate small steps of progress. Dyslexia Gold is a key intervention tool and positive progress of PP children can be measured	This approach will continue. Assessment Lead to ensure new staff know how to use Testbase effectively. SENDCOs to track effectiveness of Dyslexia Gold interventions	£4,222

Targeted support				
Desired outcomes	**Chosen action / approach**	**Estimated impact**	**Lessons learned**	**Cost**
1 and 2	1:1 and group tuition	1:1 and group tuition has had a positive impact on the confidence the children who have received it, enabling them to focus on weak areas that may not be addressed in class and building their confidence to challenge themselves further when working independently. We have seen through the tracking of the baseline and final outcomes that the children have made progress.	Using teachers to provide this tuition can ensure consistency with interventions currently used in school. However, this may be challenging due to pressures on teachers' time. Next year, the use of outside agencies will be considered. This approach will continue.	£392
1 and 2	Speech and Language support	Early speech and language intervention continues to enable children to work more effectively within their class/independently and given a more secure platform on which to make further progress. All children complete a WELLCOMM assessment in Nursery and Reception and this is used to decide on provision. As a result, speech and language needs have significantly reduced. The speech and language focused TA has attended a range of NHS training to support bi-lingual learners, Makaton, talking with children, supporting vocabulary development & selective mutism. This has been particularly useful with specific PP children who have displayed profiles linking with this.	A consistent and an effective approach to speech and language provision has been developed over a number of years and links to children's individual support plans. Next year, consider training more staff to use the WELLCOMM resources enabling more children to benefit from it. This approach will continue.	£8,000

3	Pastoral support	The school's nurture room (PALM) is now well-established and used by many PP children. Specific programmes of support are delivered by trained pastoral Tas as well as 'ad-hoc' support. Children are supported to manage their emotions and are therefore better placed to learn when they are in class. The number of behaviour incidents reduced throughout the year.	We have tried to ensure that pastoral Tas are able to complete planned interventions as well as offering support where needed. Good communication between class teams and the pastoral team is vital. Triangulation documents have been developed to aid this as well as regular triage meetings involving the wider inclusion team.	£7,500

Other approaches				
Desired outcome	**Chosen action / approach**	**Estimated impact**	**Lessons learned**	**Cost**
5	Attendance officer	The attendance of statutory PP children last year was 95.1% which is above the target of 95% for all pupils. Persistent absence was 6.3% which is much lower than the Arbor national average of 15.4%. Regular monitoring by our attendance officer and quick support provided by the inclusion/pastoral team has led to improvement for individuals.	Having a dedicated Attendance Officer has enabled attendance to be tracked and reported everyday. Parents of children who are absent with no reason are called and welfare checks are conducted by SLT if necessary. PP attendance figures are monitored monthly and attendance meetings with parents are arranged where issues arise. This approach will continue	£7,500
1 and 4	Book tokens	This approach has now been discontinued and replaced with a Book shop visit dues to concerns that not all book tokens were spent as this isn't monitored.	This approach will be replaced by the bookshop visit (see below) with children able to choose a book while they're there.	£50

1 and 4	Book shop visit	PP children from Year 2 up had the opportunity to visit a bookshop and café which, for many, was not something they did regularly. This was an enriching experience that helped to build cultural capital as well as provide a link to a local bookshop.	Rather than a book token, children got to choose a book for free to read as home with the aim of inspiring a love of reading. This approach will continue.	£472
4	Clubs, music tuition, trip subsidy, milk, yearbooks, uniform subsidy	All PP children can attend any trips with cost not being a limiting factor giving them equal access to life-enhancing experiences. All PP children have access to extra-curricular opportunities that can increase health and happiness. Healthy, happy children are better placed to learn and therefore make more progress. Children will have new, well-fitting uniform that allows them to be appropriately dressed for school. This boosts sel-confidence.	Regular surveying of parents of PP children needed to ensure that their views are heard and provision for wider opportunities can be adapted accordingly. This approach will continue.	£9,831
3 and 4	Counselling	Children who have received counselling/play therapy are able to cope with the demands of learning better without outside issues affecting this. Non-PP children also have access to this provision where necessary.	Spending for this provision can fluctuate significantly depending on need one year to the next. Spending is tracked per pupil to ensure PP children are getting priority where necessary.. This approach will continue	£3,253
			Total spend:	**£46,220**