



Pupil premium strategy statement – Wood End Primary School This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss S Sharma Headteacher
Pupil premium lead	Mrs F Bellenger Assistant Headteacher
Governor / Trustee lead	Mrs D Wadelin and Mrs H Hartley Leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106 000
Post LAC funding allocation this academic year	£5140
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years	n/a
Total budget for this academic year	£111 140

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 to their potential across all subject areas and are afforded an opportunity to thrive. The focus of our PPG strategy is to overcome barriers caused by disadvantage and allow all disadvantaged pupils to achieve to their potential, thus closing the gap between them and non-disadvantaged pupils. We also aim to ensure high attainers in receipt of the PPG make the progress they deserve to.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who are young carers, or face challenging health or emotional needs. The activities outlined in this statement are also intended to support pupils regardless of whether they are disadvantaged or not.

Enabling access to the learning intentions is at the heart of our approach, with a focus on pupils for whom accessing the curriculum is impacted by their emotional needs. Quality first provision and a whole school approach to supporting pupils to be active participants in learning is at the heart of our strategy. A flexible approach to our provision and offer is key to be able to support and intervene when vulnerable pupils are most in need.

Whole school strategies for supporting attainment and progress underpin this strategy. Driving quality first teaching 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. It is our intention that our plan targets the deficit faced by some disadvantaged pupils in making good progress and attaining in line with national expectations, whilst ensuring the sustained improvement of those not at risk of the impact of disadvantage.

Our approach will be responsive to common challenges, cohort specific difficulties and individual needs. These approaches will be rooted in both our internal robust diagnostic assessment, but also national comparisons. We will not make assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1 Emotional literacy	<p>Analysis of pupil with disadvantages identifies that the ability to regulate and articulate emotions impacts upon their ability to access the curriculum. Pupils in receipt of PP are more likely to have additional needs and analysis identifies these pupils demonstrate difficulties within their emotional literacy.</p> <p>This is evident from EYFS through to Year 6. Pupils across school do not always articulate their emotions clearly to enable them to access learning intentions with consistency and purpose.</p>
2 Zones of regulation consistency	<p>The classroom environment is not always supportive for pupils experiencing dysregulation. Relationships with staff are strong, but consistency across the SEMH offer is not evident and so transitions present as challenges to pupils who find regulation and accessing learning intentions challenging. Alongside this a lack of collaboration between professionals, school and home can prevent pupils making expected progress.</p>
3 Solutions circles / collaborative working	<p>Staff do not always have the opportunity to work collaboratively with colleagues to provide the best outcomes for pupils. Problem solving collaboratively using staff expertise is limited on occasion due to cohort and timetable constraints.</p>
4 Provision mapping / support staff	<p>Intervention is in place for pupils with identified gaps in learning but staff do not always have opportunities to work collaboratively to evaluate impact and amend reflectively. Support staff work alongside pupils to deliver structured interventions but do not always have opportunity to regularly feedback impact to shape</p>
5 Pupils in receipt of PPC achieve ARE+	<p>Assessments identify few children identified as disadvantaged achieve to a deeper standard and demonstrate greater depth skills in reading, writing and maths. This is evident throughout school phases.</p> <p>Fewer disadvantaged pupils have achieved ARE compared with peers for the last 3 years in end of key stage assessments.</p>
6 PP attendance	<p>Attendance for PP pupils is improving, but attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4.3 and 2.6% lower than for non-disadvantaged pupils.</p> <p>Of those pupils persistently absent in school, between 65.7% and 77.3% have been disadvantaged across the last 3 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress as it prevents pupils from accessing quality first provision with consistency.</p>

Intended outcomes

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

Intended outcome	Success criteria
1 Pupils successfully articulate their emotions to identify and seek support when dysregulated	Pupil voice identifies pupils are able to identify and articulate emotions accurately. Analysis of behaviour tracking identifies fewer incidents of off track behaviour Pupils have a greater understanding of their own mental health and how to support their wellbeing. A member of staff is identified and trained to be Senior Mental Health Lead in school.
2 Systems in school clearly identify Zones of Regulation as a strategy for regulation that is applied systematically by both staff and pupils.	Learning walk demonstrates consistency in the use of display to support pupils' regulation. Pupil voice identifies a clear understanding of Zones of Regulation to support with emotional regulation Learning walk demonstrates consistency in the use of display to support pupils' regulation and pupils making use of supportive resources to manage difficulties.
3 Solutions circles are used in order to exploit expertise across school and improve provision for pupils	Solution circles are facilitated by the EP service to find solutions for challenges presented by staff. School staff are able to use this model to facilitate in house solution circles with evidence of impact visible. Reflective practice is increased and embedded as part of pedagogy in school.
4 Provision for pupils is reflected upon and amended to consistently reflect current needs and impact upon outcomes.	Individualised Behaviour Support plans are written and facilitated for key individuals in school to support with managing regulation Classroom staff have protected time to work collaboratively to raise standards for pupils and amend intervention offers. Provision maps accurately identify real time difficulties and appropriate provision to meet pupil need. Provision is effectively shared with parents as part of home school working in order to improve outcomes for pupils.
5 More pupils in receipt of PPG achieve ARE with greater depth in line with non disadvantaged pupils.	More disadvantaged pupils achieve ARE than end of 2024 in End of Key Stage assessments. More disadvantaged pupils are identified as working at ARE with mastery across Key Stages 1 and 2. The gap between disadvantaged and non disadvantaged pupils in end of year assessments in core subjects is reduced.
6 To improve attendance for all pupils, particularly those in receipt of PPG.	Data analysis identifies improving attendance for all pupils, particularly those who are disadvantaged. School attendance is in-line with national average with the attendance gap between disadvantaged and non-disadvantaged pupils decreasing. The overall unauthorised absence rate for all pupils being no more than 2% The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to a 1.5% difference. The percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils being within 2.5% of all pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) £6 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Instruction and assemblies provided by staff enable pupils to identify and articulate emotions accurately.</p> <p>Pupil voice identifies a clear understanding of Zones of Regulation to support with emotional regulation</p>	<p>The EEF identifies that Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Our focus intends to develop a consistent and positive school ethos, which also aims to support greater engagement in learning.</p> <p>Zones of Regulation demonstrates a universal programme embedded in classroom practice.</p> <p>EEF Social and Emotional Learning</p>	1, 2
<p>Learning walk demonstrates consistency in the use of display to support pupils' regulation and pupils making use of supportive resources to manage difficulties.</p>	<p>The EEF identifies that when pupils are able to reflect on their behaviours independently and develop resilience outcomes improve – particularly for those who are disadvantaged. By explicitly teaching and providing consistently across school with regards emotional literacy pupils will develop the skills to manage challenge appropriately.</p> <p>EEF Use of Metacognition</p>	2
<p>Solution circles are facilitated by the EP service to find solutions for challenges presented by staff.</p> <p>School staff are able to use this model to facilitate in house solution circles with evidence of impact visible.</p>	<p>The EEF identifies that CPD can be expensive. Good quality CPD needs to be able to be replicated and ultimately change practice. Using in house expertise makes use of existing skills and CPD and gives capacity to being replicated and creating setting and cohort specific modes of working.</p> <p>EEF Effective Professional Development</p>	3
<p>Classroom staff have protected time to work collaboratively to raise standards for pupils and amend intervention offers.</p>	<p>Support staff provide structured learning interventions to close the gap and improve outcomes for pupils. When support staff are used to deliver SMART, evidence based interventions their impact is increased. Giving time to plan, prepare and amend interventions</p>	4

	to personalise them should pay dividends for pupils. EEF Teaching Assistant Interventions	
More disadvantaged pupils achieve ARE than end of 2024+ in end of Key Stage assessments.	Identifying positive role models for disadvantaged pupils and providing structured opportunities for collaborative learning increases opportunities and outcomes for pupils. Increased opportunities planned into the curriculum for pupils to problem solve and work collaboratively is beneficial for pupils. Online reading support program is used to develop pupils' reading skills in identified areas of deficit. (Reading Plus) EEF Collaborative learning techniques	5

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

Budgeted cost: £74 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised Behaviour Support plans are written and facilitated for key individuals in school to support with managing regulation	The EEF identifies the importance of pupils experiencing a positive and supportive environment in which to learn. Personalised Behaviour Support Plans enable pupils' needs and supportive mechanisms to be made explicitly and their needs met effectively by all staff working alongside them. An ongoing, holistic view of pupils and their needs is advocated for. EEF Special Educational Needs in Mainstream schools	4
Provision maps accurately identify real time difficulties and appropriate provision to meet pupil need.	The EEF identifies that high quality teaching which is complemented by selected small group and one-to-one interventions to boost skills and knowledge. Effective use of TAs ties into this with the EEF advocating for the use of SMART, evidence based interventions. EEF Special Educational Needs in Mainstream schools	4

More disadvantaged pupils are identified as working at ARE with mastery across Key Stages 1 and 2.	<p>“Teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. A whole school continued focus on the use of CPA and application of learned skills across different contexts supports this approach.</p> <p>EEF Teaching for Mastery</p>	5
The gap between disadvantaged and non disadvantaged pupils in end of year assessments in core subjects is reduced.	<p>Assessment structures, including marking and feedback provide opportunities for pupils to make progress from individual starting points. Providing individualised feedback and challenge enables pupils to make progress against their initial starting points with personalisation evident to overcome individual barriers.</p> <p>EEF Feedback</p>	5

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

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of staff is identified and trained to be Senior Mental Health Lead in school.	<p>The EEF identifies that effective professional development has positive impact upon pupil outcomes. Empowering staff to build knowledge, motivate teachers, develop teacher techniques and embed practice positively impacts upon outcomes for pupils. Developing a Senior Mental Health Lead in school support with pupils managing their emotions effectively to access learning intentions.</p> <p>EEF Effective Professional Development</p>	1
Reflective practice amongst staff is increased and embedded as part of pedagogy in school (ATTUNE)	<p>The EEF identifies that when teachers reflect on their practice and support pupils to develop independence outcomes are increased. By giving protected time for staff to reflect on practice and develop their teaching style they can increase outcomes for pupils.</p> <p>EEF Teacher habits that support independence</p>	3

<p>Provision in place for a wider range of opportunities for pupils to access to manage emotions and prevent dysregulation.</p> <p>Learning walk demonstrates consistency in approach to regulation in use of language and resources from staff..</p>	<p>The EEF guidance recommends teaching Social and Emotional Learning skills explicitly. This includes:</p> <ul style="list-style-type: none"> • 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. <p>Developing provision for pupils to identify and manage their emotions supports this model.</p> <p>EEF Improving Social and Emotional Learning in Primary Schools</p>	<p>1, 2</p>
<p>Embedding principles of good practice set out in the DfE’s guidance on <u>working together to improve school attendance</u>.</p> <p>This will involve engagement with up to date local and national training and directed, protected time for key staff to manage attendance and report back to stakeholders.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting school attendance – EEF</p>	<p>6</p>
<p>Provision is effectively shared with parents as part of home school working in order to improve outcomes for pupils.</p>	<p>Parents are recognised and feel valued as partners in learning and supporting pupils to engage with learning and make progress.</p> <p>Parental Engagement - EEF</p>	<p>4</p>

Total budgeted cost: £111 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments to draw conclusions against the outcomes we set for ourselves.

For each of our intended outcomes we analysed the impact for our pupils and where possible national outcomes.

Pupils have the vocabulary to articulate ideas clearly and with accuracy.

Pupil voice in EYFS demonstrates that children have sufficient vocabulary to describe their immediate world, their thoughts, feelings and understanding of the activity they are engaged with.

Pupils in Key Stage One and Two demonstrate increased accuracy in grammatical structures and oral vocabulary.

Actions taken to address this resulted in:

A revised planning structure in EYFS with a focus on identifying and activating vocabulary has supported pupils in using specific vocabulary accurately and with purpose. Shared vocabulary with increased home school links has supported pupils in the early stages of using language to articulate thoughts and ideas to communicate with growing clarity and specificity. Amendments to the curriculum offer with a focus on increasing opportunities to develop spoken language has enabled pupils to develop their use of grammatical structures and oral vocabulary.

This demonstrates that:

YR pupils achieving Speaking strand of Capturing the Journey (29)	PP pupils achieving speaking strand of Capturing the Journey (10)
69%	50% *note one pupil is non verbal (56%)

Observations recorded in learning journals in Nursery identify pupils using taught vocabulary to describe experiences and share learning. Pupils with EAL are demonstrating growing competence with subject specific vocabulary.

Discussion with and observation of pupils in Reception identifies that pupils make use of taught vocabulary to articulate ideas with growing precision and accuracy, but continues to be a focus of work moving forwards

Learning walks demonstrate pupils are able to use grammatical structures with growing confidence and accuracy. This continues to be a focus of work moving forwards.

Discussions with pupils indicate improved oral language among disadvantaged pupils. This is reflected in lesson observations, pupil voice and ongoing formative assessment.

Actions taken to address this resulted in:

Opportunities to engage in spoken language are built into curriculum activities. A wide range of speaking opportunities are developed as part of both the core and foundation subject curriculums. Grammar is taught prescriptively as part of the writing cycle from Key Stage One upwards.

This demonstrates that:

The final grammar assessments of the year demonstrate working at ARE:

Year Group	All pupils	PP pupils
1	63%	55% 2 pupils non verbal (67%)
2	53%	64%
3	63%	63%
4	87%	87%
5	67%	73%
6	63%	69%

Book scrutiny identifies that grammar is not a limiting factor in pupils achieving ARE in writing, but continues to be a focus of work. There is evidence in stronger grasp of grammar in all pupils with some positive outcomes for PP pupils.

Year Group	PPG pupils GDS 2023-24	PPG pupils GDS 2024-25
1	n/a	18% PP (11% non PP pupils)
2	0% PP (0% non PP)	9% PP (21% non PP pupils)
3	0% PP (0% non PP)	20% PP pupils (15% non PP pupils)
4	0% PP (0% non PP)	0% PP (13% non PP)
5	0% PP (20% non PP)	15% PP (13% non PP)
6	6% PP (8% non PP)	6% PP (15% non PP)

Analysis of outcomes at the end of year identifies that more pupils are achieving GDS in writing, with the number of pupils in receipt of PPG attaining GDS also rising. Some cohorts demonstrate more pupils in receipt of PPG achieving GDS than non PP pupils. This continues to be a focus of work.

Pupils use correct grammatical structures when expressing ideas in both the written and spoken form.

Actions taken to address this resulted in:

Moderation and book trawls undertaken to quality assure teacher assessment judgements. Planning adapted to include further opportunities for grammar teaching and application. Opportunities developed for pupils to perform to peers and the school community through a broad celebration calendar.

This demonstrates that:

See data above – more pupils attaining GDS in writing than previously, with security of grammatical structures forming a part of this assessment. Learning walks and pupil interview identifies pupils are able to speak eloquently and accurately with growing consistency. Medium term planning and short term timetables show pupils accessing a variety of oracy and grammar activities linked to achieving end of year outcomes and ARE.

Pupils read 'at a glance' and with increasing fluency and speed.

Pupils are able to decode accurately to enable them to undertake comprehension tasks with accuracy and access the wider curriculum.

Actions taken to address this resulted in:

Fluency included as part of RWI assessment and from Y2 upwards. RWI teaching revisited and the need for 'speedy reading' revisited in KSI and included in daily phonics provision. Updated RWI training provided through an in school development day. Reading speed texts audited to directly correlate to expected reading skills. In Key Stage Two timed assessments undertaken to ensure pupils are reading at speed in line with ARE. Intervention put in place for pupil at risk of not reading at speed linked to ARE.

This demonstrates that:

RWI outcomes year group	Pupils demonstrating security with speed read within RWI assessment (non PP)	Pupils demonstrating security with speed read within RWI assessment (PP)
Y1	72%	55% (2 pupils non verbal – 73%)

Year Group	Pupils reading at speed within ARE (non PP)	Pupils reading at speed within ARE (PP)
Year 2	74%	91%
Year 3	64%	63%
Year 4	93%	100%
Year 5	79%	64%
Year 6	86%	81%

This shows that pupils in receipt of PPG are broadly reading at the speed required to meet ARE expectations in line with non PP pupils. In some cohorts they are outperforming non PP pupils. Pupils increasingly have the skills to read at speed and access a variety of texts.

Pupils problem solve accurately in independent challenges and thus achieve in line with peers

Actions taken to address this resulted in:

CPD for staff on the use of concrete resources to support problem solving and underpin mathematical thinking. Intervention for more able pupils to access metacognition strategies to further develop skills required to problem solve. Adaptations made to maths planning model to embed opportunities for accessing problem solving contexts throughout maths curriculum areas. Learning walks demonstrated pupils accessing resources readily and appropriately to support learning. Book scrutiny demonstrates progress made over time across mathematical concepts and areas of learning.

This demonstrates that:

Year Group	Non PP pupils achieving ARE in maths	PPG pupils achieving ARE in maths	Non PP pupils achieving ARE+ in maths	PPG pupils achieving ARE+ in maths
1	72%	55%	83%	64%
Y1 2024	84%	100%	84%	100%
2	58%	55%	80%	73%
Y2 2024	56%	56%	61%	56%
3	60%	40%	75%	50%
Y3 2024	60%	47%	60%	47%
4	67%	67%	74%	80%
Y4 2024	60%	67%	80%	67%
5	65%	54%	77%	64%
Y5 2024	46%	50%	23%	13%
Y6 2025	50%	44%	19%	19%

Over time the gap between PP and non PP pupils' attainment is closing. More PP pupils are now achieving GDS, with some in line with non PP pupils and in some cases more than non PP pupils. Attainment of greater depth pupils continues to be a focus of work moving forwards.

Foundation subject content represents the local community and allows pupils to recognize themselves as a part of this and articulate it. Disadvantaged pupils can speak with increasing clarity to making links between their learning and lived experiences.

Actions taken to address this resulted in:

Increase in planned for opportunities for pupils to make links within their community, both their family and cultural heritage, alongside the community surrounding the school. Increase in opportunities for family learning to make links across curriculum areas and personal experiences. Pupils have a growing ability to articulate links across learning and their lived experiences.

Participation of families has been 80%+ at all family learning events.

All classes have undertaken local area visits and walks to make connections within their community with conduct praised by those visited and the community whilst out of school.

This demonstrates that:

Pupils are being given opportunities to make links across the curriculum and are taking the opportunities afforded to. Attainment in foundation subjects linked to the humanities shows growing numbers of pupils attaining in line with ARE as a result of improved connections made throughout the learning journey.

To improve attendance for all pupils, particularly our disadvantaged pupils.

Actions taken to address this resulted in:

Continued engagement with families through Early Support Plans led by school and actively seeking partnership with outside agencies to support pupils in attending more regularly.

Reviewing of the attendance policy and procedures in light of updates received.

This demonstrates that:

Data analysis identifies improving attendance for all pupils, particularly those who are disadvantaged.

- the overall unauthorised absence rate for all pupils being no more than 2% the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
- the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

<i>Year</i>	<i>Attendance of non PP pupils (Y1-Y6)</i>	<i>Attendance of PP pupils (Y1-Y6)</i>	<i>Unauthorised absence of non PP pupils (Y1-Y6)</i>	<i>Unauthorised absence of PP pupils (Y1-Y6)</i>
<i>2023/4</i>	<i>95.8%</i>	<i>91.5%</i>	<i>2.5%</i>	<i>4.4%</i>
<i>2024/5</i>	<i>96.5%</i>	<i>93.6%</i>	<i>1%</i>	<i>2.6%</i>
<i>Difference</i>	<i>+0.7%</i>	<i>+2.1%</i>	<i>-1.5%</i>	<i>-1.8%</i>

Attendance of PP pupils continues to be behind that of non PP pupils, however the progress made across this academic year is greater. This demonstrates changes to procedures and liaison with outside agencies and families is impacting upon pupils' attendance. This continues to be a focus of work moving forwards.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

EYFS outcomes	All pupils nationally 2024	All pupils Wood End 2025	PP pupils nationally	PP Wood end pupils
Writing	71%	66%	No national data	60%
Number	79%	69%		50%
Reading	76%	72%		60%
GLD	68%	52%		30%

Outcomes for our EYFS pupils are below that expected, and national. Provision within EYFS is a focus of next year's work to raise standards. Moving into 2025-26 the curriculum offer within Year 1 is mapped to provide access to deficit skills and close the gap between Wood End and national and our PPG pupils and non PP pupils.

End of key stage outcomes KS2

KS2 assessment outcomes	All pupils nationally	Wood End ()	PP Wood end pupils ()
Writing	72%	67%	63%
Maths	74%	70%	63%
Reading	75%	77%	75%
RWM	62%	61%	56%

Outcomes for pupils at Wood End across Key Stage

KSI teacher assessment outcomes (pupils registered across phase)	Wood End non PP pupils (I ⁹)	PP Wood end pupils (II)
Reading	74%	91%
Writing	74%	73%
Maths	79%	73%
RWM	68%	64%

Pupils in receipt of PPG are performing broadly in line with all pupils, with particular strength identified in reading.

The data demonstrates that pupils in receipt of PPG perform broadly in line with all pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The SLT team works collaboratively to support and challenge staff in offering quality first provision for their pupils and reviewing their curriculum offer over time through book scrutiny, data analysis, pupil and staff voice and learning walks alongside CPD and opportunities to collaborate with peers..

Pupil voice about online activity from a survey in June 2025 demonstrated that over one third of Year 6 pupils spent 5 hours or more online daily. Most pupils across KS2 use technology for social pursuits such as WhatsApp, gaming and viewing Youtube. 'Having fun / being entertained' and communicating with peers were key uses for technology across KS2. Between almost half of KS2 pupils find technology difficult to stop using and approximately one third identify they see content they do not like or upset by the way in which others behave online. Concerningly between 50% and 90% of pupils are able to use devices in their bedrooms without supervision with at least one fifth identifying that no one checks their device. Trends from the survey suggest online behaviours become riskier with age as pupils report parental controls lessen and access widens with a large number reporting viewing content that makes them uncomfortable or seeing peers be unkind to other peers. Four fifths of responses however identified if they were uncomfortable online they would report this to an adult with school staff ranking just below family members including parents. Pupil voice is positive about the curriculum content offered with most pupils feeling the curriculum meets their needs with few gaps where their understanding is not as strong.

Based on all the information above, the performance of our disadvantaged pupils met expectations in some areas, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section of the 2024/25, Moving forwards a focus of work for 2025/26 is refining the curriculum offer in EYFS to broaden and deepen learning opportunities for pupils to raise attainment by the end of phase. For pupils leaving Reception 2024/25 moving into Key Stage one our focus of work is developing strength in the areas of deficit from their EYFS profile.

Our evaluation of the approaches delivered last academic year indicates that outcomes for pupils with disadvantage are not as strong as we would like consistently over time. Internal data from our own tracking systems identifies that progress is evident over time where quality first teaching is strongest and interventions are used effectively and proactively to meet pupil needs. Where provision is less tightly evaluated and amended frequently, outcomes are less strong. Adaptive teaching and provision has been a focus of work this academic year and has enabled pupils with identified needs to access the curriculum with greater independence, but continues to be a focus of work into 2025/26

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
n/a	n/a

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback, particularly modelling and narration. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continuing to develop the use of oral language interventions and high quality linguistic interactions, particularly for our youngest pupils. [EEF Oral Language Interventions](#) identifies this high impact, low cost intervention supports pupils in making accelerated progress.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on increasing physical fitness, developing mindfulness, broadening experience and building relationships. Disadvantaged pupils will be encouraged and supported to participate.
- Encouraging parental engagement in school wide initiatives and year group specific priorities to improve outcomes for pupils and improve home school links and collaborative working.
- Embedding and further extending links to the local community and wider area to give pupils cultural capital and an understanding of their locality and place within it.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also explored the link between disadvantage and reduced attendance and disadvantage and SEND.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, Governors and teachers in order to identify the challenges faced by disadvantaged pupils. A thorough baselining project was undertaken as part of the ATTUNE project. Rapid recall skills and fluency in reading continue to be foci to be embedded this academic year alongside education for parents to support embedding this.

We used information shared at local pupil premium networks and national data to identify patterns and challenges in our setting. We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.