

Pupil premium strategy statement – Whitkirk Primary School

This statement details our school's use of pupil premium (and recovery premium) funding for the 2026-2027 academic year, 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 had within the school.

School overview

Detail	Data
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Gemma Quarmby
Pupil premium lead	Afua Downes
Governor / Trustee lead	Hannah Prideaux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,400
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77,400

Part A: Pupil premium strategy plan

Statement of intent

At Whitkirk Primary School, we believe that disadvantage should never close the doors to opportunity. Every pupil deserves the opportunity to achieve, belong and flourish, regardless of their background or the challenges they may face. Our ambition is that every pupil leaves Whitkirk with the knowledge, skills, confidence and character to flourish in secondary school and beyond.

We recognise that pupils eligible for Pupil Premium are not a homogenous group and that eligibility alone does not define a child's experiences, strengths or potential. Whilst some pupils experience significant barriers to learning, attendance, participation or wellbeing, others achieve highly and require little additional support. We are committed to using evidence, rather than assumptions, to ensure that funding is allocated where it will have the greatest impact. Our strategy is informed by robust assessment, professional knowledge, pupil voice, engagement with families and a detailed understanding of our school community to identify barriers and respond to individual need.

Our approach reflects the Education Endowment Foundation's evidence-informed guidance on the effective use of Pupil Premium funding. We prioritise investment in high-quality inclusive teaching, recognising that this has the greatest potential to improve outcomes for all pupils, particularly those who are disadvantaged. This universal provision is strengthened through carefully planned wider strategies that promote attendance, wellbeing, personal development, enrichment and a strong sense of belonging. Where evidence identifies additional barriers, pupils receive precise, targeted support that is regularly reviewed to ensure it remains responsive and effective. In doing so, we seek not only to remove barriers, but to create the conditions in which every pupil can flourish.

At Whitkirk, every child is known, valued and supported to succeed. We believe that high expectations must be matched by high levels of support, ensuring that every pupil feels safe, included and able to participate fully in school life. Relationships lie at the heart of our school. Our warm, inclusive culture, underpinned by integrity, kindness and mutual respect, enables pupils to develop confidence, become emotionally aware and self-regulating, build resilience and develop the self-belief needed to embrace new challenges and opportunities.

We recognise that effective implementation and rigorous evaluation are fundamental to achieving sustained improvement. We continually review both the quality of implementation and the impact of our provision, adapting our approach in response to emerging evidence to ensure that Pupil Premium funding delivers the greatest possible benefit for our pupils.

Ultimately, our ambition extends beyond academic outcomes alone. We want every disadvantaged pupil to leave Whitkirk with a strong sense of self: confident in who they are, able to communicate with clarity, emotionally aware and self-regulating, resilient and fully prepared for the next stage of their education. We want every pupil to leave

us as a kind, well-rounded young person who understands their own potential, contributes positively to their community and knows that their future is defined not by disadvantage, but by the opportunities they have been empowered to pursue.

Challenges

Disadvantaged pupils are all unique and we recognise their own individual needs, which is why there are such a diverse range of spending priorities within this statement

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

Challenge number	Detail of challenge
1	<u>Attainment in Writing and Maths</u> School assessment information, pupil progress monitoring and end of Key Stage 2 outcomes indicate that disadvantaged pupils are less likely than their peers to achieve age-related expectations in writing and mathematics, particularly when achieving the combined expected standard. Although overall school outcomes are strong, internal analysis identifies a persistent attainment gap between disadvantaged and non-disadvantaged pupils. Closing this gap remains a key priority to ensure all pupils leave Whitkirk well prepared for the next stage of their education.
2	<u>Social, Emotional and Mental Health (SEMH)</u> School pastoral records, behaviour monitoring and professional observations indicate that a higher proportion of disadvantaged pupils require support with social, emotional and mental health needs than their peers. Difficulties with emotional regulation, resilience and wellbeing can affect engagement, attendance and learning. Developing pupils' emotional literacy, self-regulation and sense of belonging is therefore essential to improving both academic and wider outcomes.
3	<u>Sustaining Progress and Curriculum Engagement in Lower Key Stage 2</u> School assessment information and pupil progress monitoring indicate that, whilst many disadvantaged pupils make strong progress in the Early Years and Key Stage 1, this progress is not always sustained as pupils move into lower Key Stage 2. As curriculum expectations increase, some pupils experience greater difficulty applying language, self-regulation and learning behaviours to increasingly complex learning. This can reduce engagement with the curriculum and contribute to widening attainment gaps in Years 3 to 5. The school has

	identified lower Key Stage 2 as a critical phase for early identification and targeted support to sustain the strong progress made in the early years of education.
4	<u>Oral Language and Vocabulary Development</u> Reception Baseline Assessment, ongoing school assessment and professional observations indicate that some disadvantaged pupils begin school with lower levels of communication and language development than their peers. Whilst the school's Early Years provision is highly effective in accelerating progress, oral language and vocabulary remain key predictors of success across the curriculum. As learning becomes increasingly language-rich in Key Stage 2, some disadvantaged pupils require continued explicit teaching of vocabulary, structured opportunities for high-quality talk and support to articulate and apply their understanding across subjects.
5	<u>Attendance</u> School attendance information identifies attendance as an ongoing barrier for some disadvantaged pupils. Persistent absence remains disproportionately higher than for non-disadvantaged pupils, reducing access to high-quality teaching, targeted interventions, enrichment opportunities and wider school experiences. Improving attendance is therefore essential to maximise learning time and improve educational outcomes.

Intended outcomes

By the end of this three-year strategy, we expect disadvantaged pupils to achieve highly, attend well, participate fully in school life and leave Whitkirk academically, socially and emotionally prepared for the next stage of their education. The intended outcomes below describe the specific improvements we expect to see as a result of this strategy.

Intended outcome	Success criteria
Improved Attainment	Disadvantaged pupils will make sustained progress across Key Stage 2, with increasing proportions achieving age-related expectations in Reading, Writing and Maths in every year group. The attainment gap between disadvantaged and non-disadvantaged pupils will narrow over time, resulting in more disadvantaged pupils achieving the combined expected standard by the end of Key Stage 2.
Improved social, emotional and mental health	Disadvantaged pupils will demonstrate improved emotional wellbeing, self-regulation and resilience, leading to increased engagement in learning, a

	stronger sense of belonging and a reduction in behaviour incidents requiring additional support. Early intervention will ensure that emerging needs are identified and addressed promptly, reducing escalation wherever possible.
Sustained progress through Lower Key Stage 2	Disadvantaged pupils will sustain the strong progress made in the Early Years and Key Stage 1 throughout Key Stage 2. More pupils will remain on track to achieve age-related expectations in every year group, reducing the need for intensive catch-up intervention in Upper Key Stage 2.
Improved oral language and vocabulary	Disadvantaged pupils will develop increasingly confident oral language, vocabulary and communication skills, enabling them to articulate their thinking, access increasingly complex curriculum content and improve outcomes in reading, writing and across the wider curriculum.
Improved attendance	Attendance for disadvantaged pupils will improve, with persistent absence reducing over the three-year period. Earlier identification and effective partnership working with families will ensure pupils attend school regularly, maximising learning time and engagement.

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: £11,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen high-quality, inclusive teaching across the curriculum through consistent use of explicit instruction, modelling, scaffolding, adaptive teaching and appropriate challenge. Leaders will use professional development, instructional coaching, learning visits, work scrutiny and pupil-progress	The Department for Education identifies high-quality teaching as a central and particularly effective use of pupil premium funding. Teaching approaches should be selected in response to the specific needs of disadvantaged pupils and implemented consistently. This activity is designed to improve pupils' access to increasingly complex curriculum content while ensuring that adaptations maintain ambition and do not reduce expectations.	1, 3 & 4

discussions to identify and develop the aspects of classroom practice that have the greatest influence on disadvantaged pupils' learning.	Using pupil premium: guidance for school leaders - GOV.UK Mastery learning EEF (educationendowmentfoundation.org.uk)	
Embed a clear and consistent assessment cycle so that teachers identify pupils' strengths, misconceptions and emerging gaps promptly and adapt teaching in response. Termly assessment and pupil-progress processes will be complemented by effective day-to-day formative assessment, feedback, moderation and professional dialogue. Particular attention will be given to disadvantaged pupils whose progress begins to slow in Lower Key Stage 2.	Accurate assessment and responsive teaching allow teachers to identify what pupils know, understand and can do, and to address misconceptions before gaps become established. This is particularly important at Whitkirk because school assessment information indicates that progress made in the Early Years and Key Stage 1 is not always sustained as some disadvantaged pupils move through Years 3 to 5. The approach will support earlier action and reduce reliance on intensive catch-up provision in Year 6.	1, 3
Develop the quality and consistency of writing instruction from Reception to Year 6. Professional development, moderation and instructional coaching will strengthen the explicit teaching of vocabulary, sentence construction, transcription, composition, planning, drafting and editing. Teachers will model the thinking involved in successful writing and provide structured opportunities for pupils to rehearse ideas orally before writing.	School assessment and end-of-key-stage information identify writing as a significant contributor to the attainment gap and to lower combined reading, writing and mathematics outcomes. The EEF identifies oral language, feedback and metacognitive approaches as evidence-informed strands relevant to improving writing. Explicit modelling and teaching pupils to plan, monitor and evaluate their work can help them become increasingly independent writers. EEF: Metacognition and self-regulation	1,3 & 4
Sustain consistent implementation of Read Write Inc. Phonics through training, coaching and ongoing development for staff who teach or support the programme. This will principally include relevant staff in Reception, Year 1 and Year 2, the Reading Leader and staff delivering phonics to pupils in other	Systematic synthetic phonics supports pupils to develop secure knowledge of the relationship between sounds and written symbols. The EEF evidence base indicates that phonics has a positive impact at a very low cost when delivered systematically and with fidelity. Read Write Inc. training is intended to build confident and consistent delivery, while its assessment and coaching model supports staff to identify pupils who need additional practice.	1

year groups. Assessment will be used to group pupils precisely, identify those at risk of falling behind and ensure that additional practice is closely matched to need.	Communication and language approaches EEF (educationendowmentfoundation.org.uk) Oral language interventions (+6 months) Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Develop a language-rich curriculum through speech, language and communication coaching for teachers and support staff. Staff will strengthen their use of explicit vocabulary instruction, high-quality questioning, structured discussion, dialogic teaching, verbal rehearsal, sentence stems and opportunities for pupils to explain and justify their thinking across subjects.	Oral language approaches emphasise purposeful spoken interaction and the explicit development of vocabulary and communication. EEF evidence indicates that oral-language approaches can have a positive impact across phases, with particularly strong evidence in primary education and for younger pupils. Strengthening universal classroom practice will support pupils to articulate their understanding, access increasingly language-rich curriculum content and improve outcomes in reading and writing. EEF: Oral language interventions	1, 3 and 4

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Reading Plus provision Structured online reading practice for pupils in Years 5 and 6 and identified pupils in Year 4, normally three times weekly. Teachers will monitor fluency, comprehension, vocabulary and engagement through the platform and wider reading assessment.	School assessment and pupil-progress information show that some disadvantaged pupils need additional practice to sustain reading fluency, understand increasingly complex texts, develop vocabulary and apply comprehension skills independently as they move through Key Stage 2. EEF evidence indicates that reading-comprehension strategies have a high average impact when pupils are explicitly supported to predict, clarify, infer, summarise and monitor their understanding. The evidence also emphasises accurate diagnosis, suitably challenging texts, repeated practice and feedback. Digital technology may be helpful when it supports the practice of specific strategies and provides timely feedback, but it	3, 4

	should complement rather than replace high-quality teaching. This provision therefore offers structured additional practice across a broad range of texts, while teacher monitoring allows support to be adapted where pupils are reading too quickly, misunderstanding vocabulary or struggling with particular comprehension demands. EEF: Reading comprehension strategies	
Targeted CENTURY English and mathematics intervention Teaching-assistant-led small-group sessions for identified pupils in Years 3–6 who are close to, but not yet securely achieving, age-related expectations. Activities will target assessed gaps in grammar and mathematics, usually for around 30 minutes three times weekly.	Internal assessment and pupil-progress meetings identify a group of disadvantaged pupils whose attainment is close to the expected standard, but whose progress may stall without timely, focused support, particularly through Lower Key Stage 2. EEF evidence shows that small-group tuition can produce positive gains, especially for lower-attaining pupils and pupils from disadvantaged backgrounds, when support is closely matched to diagnostic assessment. It is most effective when groups are small, sessions are regular, staff are trained, and the intervention is explicitly connected to classroom learning. CENTURY will be used as the structured resource through which identified gaps are practised; its value will depend on precise teacher selection of content, active teaching-assistant support, feedback and half-termly review rather than independent screen use alone. EEF: Small group tuition	1, 3
Lexia literacy intervention Structured teaching-assistant-led literacy intervention for identified pupils in Years 2–6 who are working significantly below age-related expectations, often in groups of approximately three or one-to-one. Sessions will address phonics, spelling, fluency and comprehension.	School assessment identifies a small group of disadvantaged pupils with persistent and substantial literacy gaps. Some have SEND or dyslexia-type profiles; others have low prior attainment without an identified special educational need. These pupils require teaching that begins from their assessed level rather than additional practice of work they cannot yet access. The EEF literacy guidance recommends that struggling readers are assessed carefully because difficulties may arise from decoding, fluency, language comprehension, vocabulary	1,3 & 4

	or a combination of factors. Evidence supports explicit, systematic instruction and targeted small-group or one-to-one tuition that is matched to need and connected to the wider curriculum. Lexia provides a structured sequence and repeated practice, but effectiveness will be secured through trained adult oversight, direct teaching where needed, half-termly review and evidence that skills are transferring into pupils' classroom reading and writing. EEF: Improving Literacy in Key Stage 2	
Dynamo Maths intervention Diagnostic assessment followed by teaching-assistant-led intervention for pupils with significant mathematical difficulties, including weak number sense or dyscalculia-type profiles. Provision will usually be delivered to groups of two or three for around 30 minutes three times weekly.	Assessment information shows that a small number of disadvantaged pupils have foundational gaps in mathematical understanding that prevent them from accessing age-related teaching. These pupils need a more precise response than repeated whole-class work or general revision. EEF mathematics guidance stresses the importance of using assessment to identify what pupils know, understand the reasons behind persistent errors and use this information to plan targeted support. Evidence on small-group tuition indicates that low-attaining pupils can benefit when teaching is intensive, closely matched to their current understanding and provides frequent interaction, modelling and feedback. Dynamo's diagnostic pathway will be used to identify and sequence foundational content. The programme will be supported by adult explanation and practical representation, with impact judged through independent classroom application as well as programme scores. Evidence source: EEF: Improving Mathematics in Key Stages 2 and 3	1 & 3
Speech, language and communication screening and intervention Systematic use of Speech and Language Link, including Reception screening and school-led programmes for emerging needs, alongside commissioned assessment, target-setting and review by	Whitkirk's baseline information, professional observations and ongoing assessment identify oral language, vocabulary and communication as barriers for some disadvantaged pupils. These difficulties can affect pupils' ability to understand instruction, express ideas, engage socially and access reading, writing and the wider curriculum. Earlier identification is	1, 3 & 4

an independent speech and language therapist for pupils with more complex needs. Follow-up intervention will usually take place twice weekly.	intended to reduce the risk of needs becoming more entrenched. EEF evidence indicates that oral-language interventions have a high average impact and can be particularly effective for disadvantaged pupils. Stronger approaches involve purposeful interaction, explicit development of vocabulary and language, and integration with the curriculum. A graduated model also enables school staff to respond promptly to emerging needs while reserving specialist therapist time for pupils requiring assessment and specialist oversight. Progress will be reviewed through screening outcomes, therapist targets, staff records, pupil response and evidence that improved communication is transferring into classroom learning and participation. Evidence source: EEF: Oral language interventions	
One-to-one phonics tutoring Short, frequent Read Write Inc.-aligned tutoring for identified pupils in Reception, Year 1 and Year 2 who are not keeping pace with the main phonics programme. Trained teachers or teaching assistants will address precise gaps identified through regular assessment.	Regular phonics assessment identifies pupils who need additional practice to secure grapheme–phoneme correspondence, blending and segmenting. Disadvantaged pupils with low prior attainment may be at increased risk of falling behind if these early decoding gaps are not addressed promptly. EEF evidence identifies systematic phonics as an effective approach to early reading, with particular benefit for lower-attaining and disadvantaged pupils. Targeted one-to-one or very small-group phonics can have a positive impact when it is explicit, systematic, matched to the pupil's current knowledge and delivered alongside the main classroom programme. Evidence source: EEF: Phonics	1

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

Budgeted cost: £42,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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One Life whole-school SEMH programme Implement the One Life programme across school to strengthen universal teaching of emotional literacy, self-regulation, resilience and wellbeing.	Whitkirk's pastoral records, behaviour information and professional observations indicate that a higher proportion of disadvantaged pupils require support with emotional regulation, resilience and wellbeing. A consistent whole-school approach helps ensure that pupils receive common language, routines and strategies before needs escalate. Evidence on social and emotional learning indicates that explicit teaching of self-awareness, self-management and relationship skills can improve attitudes to learning, relationships and emotional regulation, particularly when provision is embedded across the school rather than delivered as a one-off intervention. Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2, 3
Structured learning-mentor interventions The two learning mentors will deliver planned small-group or one-to-one interventions using Talkabout resources for self-awareness and self-esteem, social communication and friendship skills, alongside focused anxiety and anger-management work. Responsive support will also continue following bereavement, family change or emerging emotional difficulty.	School evidence shows that some disadvantaged pupils experience barriers linked to self-esteem, social communication, friendships, anxiety, anger and a reduced sense of belonging. These factors can affect engagement, relationships, behaviour and attendance. Structured social and emotional interventions are more likely to be effective when they teach specific skills explicitly, use a clear sequence, are matched to assessed need and are reviewed for impact. Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions (+4 months) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Parental involvement (+4 months) Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 5
MindMate graduated support partnership Work with the MindMate Support Team through whole-school and year-group input, staff consultation, shared planning and, where appropriate, direct short-term or family-focused support for pupils whose needs have not reduced sufficiently through school-based provision.	MindMate is a commissioned Leeds service and is not purchased through Pupil Premium. A graduated response helps pupils receive the least intensive effective support first, while ensuring timely access to specialist advice where school-based intervention is not sufficient. MindMate strengthens universal mental-health provision, supports staff consultation and can provide additional direct or family-focused intervention. This complements, rather than replaces, Whitkirk's pastoral offer and supports appropriate escalation for pupils with more persistent or complex needs.	2 & 5

Attendance monitoring and early family support A named learning mentor will monitor disadvantaged pupils' attendance, identify emerging concerns promptly, liaise with pupils and families, coordinate support and review whether actions improve attendance.	Whitkirk's attendance information identifies persistent absence as a disproportionate barrier for some disadvantaged pupils, reducing access to teaching, intervention, enrichment and wider school experiences. Evidence-informed attendance practice emphasises early identification, understanding individual barriers, building supportive relationships with families and using a graduated response before concerns become entrenched. A named member of staff provides consistency, accountability and a clear link between attendance, pastoral, safeguarding and inclusion work.	5
Breakfast Club and readiness-to-learn support Provide targeted Breakfast Club places where hunger, cost, punctuality, family circumstances or readiness to learn are identified barriers.	For a small number of pupils, practical barriers at the start of the day can contribute to lateness, absence or reduced readiness to learn. Targeted breakfast provision can support punctuality, routine, nutrition and a calm transition into school when it is linked to an identified need and reviewed alongside attendance and wellbeing information. Provision will not be offered on the assumption that all disadvantaged pupils require it; places will be allocated responsively and reviewed for impact.	5
Enrichment and removal of financial barriers Provide targeted financial support for educational visits, residential, clubs, cultural and sporting opportunities where cost would otherwise prevent full participation.	Financial barriers can restrict access to experiences that build relationships, confidence, cultural knowledge and engagement with the wider curriculum. Removing these barriers supports equity of access and helps ensure that disadvantaged pupils are not excluded from important, shared experiences.	2 & 3

Total budgeted cost: £77,400

Part B: Review of the previous academic year

Pupil Premium strategy outcomes

Academic Outcomes:

During 2025-26, pupil premium funding was used to support high-quality teaching, targeted intervention programmes and additional academic support. The school focused on improving outcomes in reading, writing and mathematics, whilst ensuring disadvantaged pupils received timely intervention where gaps were identified.

Overall attainment at the end of Key Stage 2 improved significantly. Reading outcomes increased from 67.4% in 2025 to 78% in 2026, writing increased from 73.8% to 80%, mathematics increased from 74.4% to 76%, and combined reading, writing and mathematics increased from 57.1% to 70%. Outcomes in all subjects exceeded national averages. Combined attainment improved by almost 13 percentage points compared with the previous year.

Outcomes for disadvantaged pupils were more variable. Writing remained a relative strength, with half of disadvantaged pupils achieving the expected standard. However, combined attainment for disadvantaged pupils remained lower than school aspirations, demonstrating the need for continued focus on ensuring pupils achieve consistently across reading, writing and mathematics. This remains a key priority within the new strategy.

KS2 SATs 2025-26

Expected Standard	Disadvantaged Pupils
Reading	3/8 (38%)
Writing	4/8 (50%)
Maths	4/8 (50%)
Combined RWM	2/8 (25%)

The impact of targeted interventions, high-quality classroom teaching and robust pupil progress monitoring contributed to strong whole-school outcomes and provides a secure foundation for further improvement.

Attendance and punctuality

Improving attendance remained a significant priority throughout 2025-26. Funding supported early identification of attendance concerns, targeted family support, learning mentor involvement and close monitoring of vulnerable pupils.

Whole-school attendance improved to 95.87%, representing a 0.26 percentage point increase on the previous year and remaining 1.18 percentage points above national figures. Attendance for pupils with SEND also remained strong at 94.23%.

Whilst attendance improved overall, attendance for disadvantaged pupils remained lower at 91.73%. The school worked closely with families to remove barriers to attendance and improve engagement; however, attendance continues to have a disproportionate impact on outcomes for some disadvantaged pupils. Improving attendance and reducing persistent absence therefore remain priorities within the 2026-29 strategy.

The proportion of disadvantaged pupils who were persistently absent was 31% in 2025–26, compared with 30% in 2024–25, indicating that persistent absence continues to be a significant barrier for a proportion of disadvantaged pupils.

During 2025–26, five Attendance Support Plans were implemented for pupils requiring more intensive support. Following attendance interventions, 13 disadvantaged pupils improved their attendance, demonstrating positive impact for a number of individual pupils despite the overall cohort figures remaining below the school's aspirations.

This evidence reinforces the need for attendance to remain a key priority within the 2026–29 Pupil Premium Strategy, with continued emphasis on early identification, targeted family support and close monitoring of pupils at risk of persistent absence.

Oral language and communication

The school continued to place a strong emphasis on language development, vocabulary acquisition and communication skills, particularly within the Early Years and Key Stage 1. Funding supported speech and language provision, targeted intervention, high-quality classroom practice and vocabulary-rich learning environments.

Children continued to achieve exceptionally strong outcomes in Early Years, with 85% achieving a Good Level of Development. Outcomes have remained consistently above 80% for the last four years, demonstrating the effectiveness of early intervention and strong language-focused provision.

Early reading outcomes also remained a significant strength. In 2026, 95% of pupils met the expected standard in the Year 1 Phonics Screening Check, whilst 100% of pupils met the standard by the end of Year 2. These outcomes indicate that pupils continue to develop secure foundations in language, reading and communication, supporting future success across the curriculum.

Oral language and communication remained a significant area of focus during 2025–26. A total of 55 pupils received speech and language support, with six pupils discharged following successful intervention. Overall, pupils made strong progress, particularly in speech sound production, which had been identified as a key barrier for a number of pupils, especially within Reception and Key Stage 1. Attention and listening skills were also a particular focus within Reception. High-level teaching assistants received additional training and ongoing support from the school's private Speech and Language Therapist, strengthening the delivery of targeted

provision and contributing to improved outcomes, including pupils being successfully discharged from support.

At the end of Reception, 50% of disadvantaged pupils achieved a Good Level of Development (GLD). Communication and language remained an important area of need within this group, particularly in relation to speech sound production and attention & listening. Targeted intervention, alongside strengthened staff expertise and specialist Speech and Language Therapy input, supported pupils to make strong progress from their individual starting points. Improving early communication and language continues to be a priority, given its importance in enabling disadvantaged pupils to access learning successfully across the curriculum.

The impact of our investment in early reading provision is evidenced by 100% of disadvantaged pupils passing the Year 1 Phonics Screening Check. This demonstrates that disadvantaged pupils are making strong progress in acquiring early reading skills through consistent, high-quality phonics teaching and timely intervention.

The school will continue to prioritise oral language, vocabulary development and communication skills as key drivers of educational success for disadvantaged pupils.

Wider opportunities, aspiration and enrichment

Pupil premium funding was used to ensure that financial disadvantage did not prevent pupils from participating fully in the wider life of the school. All pupils were supported to access educational visits, with financial assistance provided where required so that cost was not a barrier to participation. Families of disadvantaged pupils were also supported with the cost of residential visits where needed, ensuring that financial pressures did not limit access to these experiences. This supported disadvantaged pupils to participate alongside their peers in opportunities that developed confidence, independence, cultural capital, aspiration and a sense of belonging.

Disadvantaged pupils were also actively encouraged to access wider enrichment and leadership opportunities. Music tuition was offered to disadvantaged pupils as a priority, with the school providing partial funding and instruments where required. Pupils also participated in sporting opportunities including cross-country, rugby and football, and were represented in leadership roles including the Youth Board, Eco Warriors and Young Interpreters. These opportunities supported pupils' personal development, responsibility, pupil voice and engagement with school. The school will continue to monitor participation to ensure disadvantaged pupils remain well represented across enrichment and leadership opportunities.

Wellbeing, belonging and personal development

Supporting pupils' social, emotional and mental health remained an important aspect of the school's pupil premium strategy. Learning mentor support, pastoral intervention and close partnership working with families helped pupils overcome barriers to learning and engage positively with school life.

The school's attendance, behaviour and inclusion data demonstrate a strong culture of support and belonging. Attendance remained significantly above national figures and pupils with SEND

maintained strong levels of engagement with school. Leaders continued to prioritise emotional wellbeing, resilience and inclusion, recognising their importance in enabling disadvantaged pupils to achieve and flourish.

During 2025–26, 55 pupils received learning mentor support, including targeted SEMH interventions. Outcomes from this work indicated that pupils were developing a stronger emotional vocabulary, becoming increasingly able to identify and articulate their emotional state following challenging situations, and beginning to build a wider toolkit of strategies to support regulation and emotional wellbeing. Pupil voice also identified an important disparity in pupils' sense of belonging: 90% of non-disadvantaged pupils reported a positive sense of belonging compared with 75% of disadvantaged pupils. This has strengthened leaders' understanding that, alongside responsive SEMH support, a more explicit and consistent focus on belonging is required. In response, the school has strengthened its personal development and PSHE provision through the introduction of the One Life programme, with particular emphasis on emotional literacy, feeling safe, relationships and belonging. This will remain a key area of focus within the 2026–29 strategy, with provision increasingly shaped by pupil voice and the identified needs of disadvantaged pupils.

The 2025-26 pupil premium strategy had a positive impact on pupils' academic achievement, attendance, engagement and wider development. Whole-school outcomes improved significantly, with attainment above national averages across most statutory measures, excellent phonics outcomes, strong Early Years provision and attendance remaining above national levels.

Despite these successes, school leaders recognise that disadvantaged pupils do not yet consistently achieve as highly as their peers across all measures. Attendance for disadvantaged pupils and combined reading, writing and mathematics outcomes remain areas for further improvement. The next three-year strategy therefore places a strong focus on improving outcomes for disadvantaged pupils, strengthening attendance, supporting vocabulary and communication development, sustaining progress through Lower Key Stage 2 and ensuring that every pupil can fully participate and flourish in school life

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI Phonics	Ruth Miskin
RWI Fresh Start	Ruth Miskin
Century	Century Tech

TT Rockstars	TT Rockstars
Lexia	Lexia Learning Systems
Dynamo Maths	Dynamo Maths
Reading Plus	Reading Plus