Parkland Primary School

Learning together

Pupil Premium Strategy 2024-2027

September 2026 update

This statement details our school's use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	537
Proportion (%) of pupil premium eligible pupils	136 (25%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Mr Andrew Hayes
Pupil premium lead	Mrs Lucy Pears
Governor / Trustee lead	Lauren Charlton (Chair of Advisory Board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,391
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£272,391

Part A: Pupil premium strategy plan

Statement of intent

At Parkland Primary School, disadvantaged pupils are to be identified at the earliest opportunity to ensure that the correct support is in place for pupils and that Pupil Premium funding has the intended impact.

Our intended impact is for all disadvantaged pupils to leave Parkland Primary School at the expected standard in reading, writing and maths as well as supporting pupil wellbeing. To support this, pupil's individual needs are identified to ensure that the right support is put in place. All pupils identified as pupil premium benefit from the funding available, not just those underperforming.

To support pupils changing needs, staff CPD is prioritised to ensure that they are equipped to provide the best quality first teaching available.

Our current pupil premium strategy has been devised after looking closely at the wellbeing and attainment needs of the pupils. Our disadvantaged pupils have faced many challenges as a result of COVID-19 and by looking at wellbeing and attainment data, as a school we have identified the challenges and barriers that affect learning outcomes. School has identified priorities based on need and life outcomes. These are:

- Good attendance
- Phonics and reading
- Transcription in writing
- Fluency in maths, especially in retaining and maintaining multiplication skills
- Long term retention of knowledge and skills
- Good oracy skills to improve wellbeing, behaviour, academic and social skills

The purpose of this Pupil Premium strategy is to remove barriers that affect our school priorities so that all pupils can achieve their potential.

- We have high expectations for all pupils that attend Parkland Primary School including disadvantaged. We want all pupils to make good progress from their starting points which focuses on all areas of school life. We also believe that it is important provide wellbeing, academic and parenting support to parents to ensure that they can support their children in the best way possible. Our disadvantaged children often come in with a very low baselines and we aim to ensure they make good progress and achieve in line with their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Communication, reading, writing and maths – Assessments, observations and pupil voice indicates that pupils' language skills are underdeveloped, and vocabulary understanding is limited. Children struggle to collaborate with their peers and adults, this can lead to poor social skills. All children in the school have missed out on some form of language development due to COVID-19. Children are not able to convey their feelings as well, be creative in their classroom or think through a problem critically. Oracy skills transfer into reading, writing, maths and also promote creativity, collaboration and conflict resolution skills.
2	Transcription in writing to increase stamina and fluency – Assessment, observations and learning walks have identified whilst stamina for writing has improved; the technical aspects of writing, such as spelling, grammar, punctuation and handwriting causes the children to struggle to generate ideas and organise their thoughts due to cognitive overload. If these aspects are ingrained in the children, they will be able to concentrate on the creative side. This was reflected in a widening gap in attainment in writing between disadvantaged and non-disadvantaged.
3	Retention of learning over time –Ofsted noted whilst we have made good progress in our core subjects by ensuring our children consistently have time to revisit previous content taught, this needs to continue into our foundation subjects. There needs to be a more robust systems in place to ensure that our curriculum has clear progression and children's learning is revisited regularly through assessment and pupil voice. Children should receive an enriched curriculum that builds on prior knowledge and should be able to talk about how it is relevant to their life today.
4	Attendance – Our attendance data in 2023/24 indicates that attendance among disadvantaged pupils has been 2.79% lower than non-disadvantaged, which has improved from the previous year. However, persistent absence of disadvantaged pupils was 8.67% higher than non-disadvantaged. (26.92% vs 18.25%). Assessment data indicates that this is having a negative impact on attainment over time. The new attendance policy will help in ensuring persistent absenteeism is addressed earlier. Robust tracking systems will be used to address attendance issues along with case studies.

5	Wellbeing and behaviour – Our well-being assessments, observations and reporting systems have identified social and emotional issues for many pupils, notably their emotional positive state and positive outlook as a result of the current pandemic. Many disadvantaged pupils have found returning to school, after a national lockdown, difficult for a wide range of reasons. Assessment data has identified a widening range of wellbeing need and this has been reflected in the support that needs to be put in place with 75% of disadvantaged pupils receiving some variety of pastoral support throughout the last school year.

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
Disadvantaged children will achieve in line with their peers in reading, writing and maths through the use of oracy rich curriculum	• 70% of disadvantaged pupils meet national expectations for phonics by the end of year 1 • 60% of disadvantaged pupils meet end of year statutory expectations in EYFS, Y2 and Y6 for reading
Disadvantaged pupils have improved writing fluency and writing outcomes are in line with their peers	• 70% of disadvantage pupils handwriting meets end of year expectations in KS1 and KS2 • Disadvantaged show accelerated progress in closing the attainment gap, specifically spelling • Assessments and observations identify that disadvantaged pupils are able to write fluently and include accurate writing skills for their age range
Disadvantaged pupils' outcomes have improved and are able to retrieve information from prior learning in foundation subjects.	• Staff use and apply cognitive science techniques in lessons • Pupils have regular opportunities to retrieve prior learning through practice • Staff have a clear understanding of Rosenshine's principles and apply it to their quality first teaching • Pupil voice identifies that the use of retrieval practice techniques are supporting their learning

The attendance of disadvantaged pupils is in line with national expectations	• School, the LA and parents work together to support improving pupil attendance • Disadvantaged pupils' attendance is rising from previous years data • Persistent absence is reducing in disadvantaged pupils • Attendance is in line or above national expectations of 96%
The wellbeing of disadvantaged pupils is increasing with behaviour incidents reducing	• Assessment data shows that the wellbeing of disadvantaged pupils is increasing from previous assessments • Wellbeing interventions are having impact on pupils' behaviour and attendance • Behaviour incidents are reducing in disadvantaged pupils • Pupils in school are well behaved and follow the school's behaviour expectations • There are less exclusions

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a consistent approach to writing CPD This is based upon the use of transcription to improve fluency in writing. £19,347 (TA)	Transcription helps to improve the fluency in writing allowing for more cognition to be placed upon the context of the writing. Writing strategies	2
Phonics and Early Reading Embed the use of Little Wandle phonics scheme to ensure that pupils make good progress in EYFS and Year 1.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1

£1500		
Teacher development time £ 41908 2 Cover Supervisors	Teachers engaging in the latest research in teaching and learning to provide high quality teaching for all. To narrow the gap between disadvantaged children and their peers Using digital technology to improve learning - EEF	1,2,3
Spelling shed £675	Spelling of disadvantaged pupils is severely impacting on their overall writing attainment. Spelling shed is a nationally recognised approach which covers all national curriculum spelling objectives and includes a blended learning approach to engage pupils. Literacy KS1 Recommendations - EEF Literacy KS2 Recommendations - EEF Using digital technology to improve learning - EEF	2
Voice 21 - Oracy £3000	Access to high-quality oracy education, particularly for those children that need it most. Oracy skills transfer into reading, writing, maths and also promote creativity, collaboration and conflict resolution skills. Voice 21 project findings EEF Oracy interventions	1
Pre and post assessments £0	EEF research has identified that diagnostic assessment support closing the gap. Pre assessment will be used to ensure that the learning taking place, meets the needs of the pupils and identifies gaps in pupils knowledge. Using digital technology to improve learning - EEF Diagnostic assessment - EEF	3
Trauma Informed Practice training £0	Trauma Informed Practice training given to all staff on Inset day to support needs of children. No cost due to receiving from Virtual School.	

	Trauma and relational informed practice | Leicestershire County Council Professional Services Portal	

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

Budgeted cost: £60,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Century Tech £2331	Century is a blended learning app that will be used to support pupil interventions. It covers the maths and English curriculum and create personalised intervention. Diagnostic assessment - EEF Using digital technology to improve learning - EEF	1,2,
Rapid Catch-up Phonics intervention £19,347 TA	Specific intervention that is part of the Little Wandle Phonics Programme. Rapid intervention for pupils in EYFS, and Year 1 to meet end of year expectations. Rapid intervention for pupils in Year 2 and Key Stage 2 (who did not pass the phonics screen) Teaching assistant interventions - EEF	1
Pre-teach (cost of TA) £19,347 TA	Use of diagnostic assessment to identify knowledge that pupils need to recap on before the next element of learning is delivered Diagnostic assessment - EEF Teaching assistant interventions - EEF	1,2,3,
Rapid Interventions -TA £19,347	A teaching assistant to run rapid interventions in class Teaching assistant interventions - EEF	1,2,3,5

TA		

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

Budgeted cost: £145,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Garden £0	Outdoor learning	5
Pastoral support £69735	A dedicated pastoral team ensures that there are people available to support establishing daily routines, providing behaviour and well-being support for pupils and parents and ensuring the safeguarding of children. The pastoral team also run interventions designed to support pupils' wellbeing Social and Emotional learning - EEF	4, 5
School counsellor (Drawing and Talking) £5700	To support disadvantaged pupils who need further support after a traumatic incident Social and Emotional learning - EEF	4,5
ELSA £25000	Provide wellbeing and behavioural support for disadvantaged pupils who struggle with emotions Social and Emotional learning - EEF	4, 5
Attendance £18968	A dedicated attendance officer who will work with school leaders and families to help improve attendance and reduce persistent absence in disadvantaged pupils	4, 5

	DFE improving school attendance	
Breakfast provision £3000	To ensure that pupils are ready for a day of learning Social and Emotional learning - EEF	4, 5
Trips £5500	To ensure that all Pupil Premium children can attend residential Social and Emotional learning - EEF	5
Swimming £2500	To ensure that all Pupil Premium children can learn to swim. Social and Emotional learning - EEF	5
Happy Lunchtimes £0	To support behaviour at lunch times Behaviour ethos - EEF	5
Messy Senses £9680	To provide children with the opportunity to use all their senses in a safe environment, allowing them to explore, learn and play. Social and Emotional learning - EEF	5
Cool Milk £3000	To provide milk to ensure the children get calcium for healthy teeth and bones. Social and Emotional learning - EEF	5
Uniform £2506	To provide children with the correct uniform. Uniform EEF	4,5

Total budgeted cost: £272,391

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 – 2024

This details the impact that our Pupil Premium Activity had on pupils in the 2023 – 2024 academic year.

Attainment

School Results	2021			2022			2023			2024		
%	R	W	M	R	W	M	R	W	M	R	W	M
Year 2	52	52	48	60	50	55	60	50	55	58	42	58
Year 6	52	42	59	73	50	60	73	50	60	46	49	70
Year 1 Phonics	68			59			69			78		
Year 4 MTC	63			82			80			73		
EYFS GLD	19			50			51			63		

KS2 National Results	Reading	Writing	Maths	Combined
All Pupils	74%	72%	73%	61%
Pupil Premium	59%	59%	62%	45%

Attainment of pupil premium children has continued to rise over the last four years in many areas. In writing at KS2 there has been a 7% increase since 2021. Year 1 phonics score has improved by 9% from the previous year with 78% passing the phonics screen.

The attainment of the MTC in year 4 has decreased from the previous 2 years by 7% but is still 10% higher than 4 years ago. GLD in EYFS has continued to improve and has increased by 12% over the year building on the 44% increase since 2021.

The attainment in KS1 has maintained in Reading and has increased by 3% in maths, there has been an 8% decrease in attainment in writing.

Actions Arising

- Reading progress to continue, extending into KS2 to increase fluency throughout the school.
- Rapid catch-up phonics to be used in KS2 with the creation of a new phonics hub.
- Rapid catch-up phonics to be used in KS1 on children who failed the phonics screening in year 1
- Question level analysis to be completed on 2024 SATS reading paper.
- Reading SATs paper to be used more regularly to increase fluency and to target support appropriately.
- Focus on transcription skills is to be a priority throughout the school to embed basic writing skills and improve fluency of writing.
- Year 3 & 4 to use rapid intervention based upon heat maps from TTRS.
- Risk mitigation plan to be put in place for current year 4 as high SEND and PP.
- Years 4 & 5 are to take part in the NCETM Mastery number programme.

Outcome 1 - Disadvantaged pupils will achieve expected standards for reading

- 70% of disadvantaged pupils meet national expectations for phonics by the end of year 1
- 60% of disadvantaged pupils meet end of year statutory expectations in EYFS, Yr 2 and Y6 for reading

78% of PP children met the expected standard for phonics at the end of year 1. This was a result of the phonics programme Little Wandle being embedded throughout the school and that all staff were trained to deliver the programme. Rapid intervention was put in place if a child was falling behind. Pupil Premium children outperformed non-pupil premium children by 4%

69% of PP were GLD in EYFS this was from a baseline of 30% at the beginning of the academic year and also in line with non-PP children. In the reading strand 63% of PP children met the expected standard and 57% were on track in phonics.

58% of PP children met the expected standard for reading in year 2, 25% of these children are also on the SEND register.

46% of PP children met the expected standard for reading in year 6, 13% of them were also on the SEND register, 17% of the children were also persistently absent.

Pupils across KS1 showed high progress in Reading Ready program which is designed to improve comprehension skills.

Ofsted report commented on the phonics programme being well sequenced and staff were trained well.

Actions Arising

- Pupils in KS1 to continue to receive phonics based on the new phonics scheme (Little Wandle) which was introduced in September 2023 with PP children prioritised for interventions
- Identify children in KS1 who did not pass the phonics screen and target through Little Wandle Rapid Intervention.
- Continue to use Reading Ready materials to support inference in KS1.
- Embed the whole school oracy approach (voice 21) throughout the school to improve language acquisition, communication, collaboration and creativity.

Outcome 2 - Disadvantaged pupils have improved writing stamina and writing outcomes are in line with their peers

- 70% of disadvantage pupils handwriting meets end of year expectations in KS1 and KS2
- Disadvantaged show accelerated progress in closing the attainment gap, specifically spelling
- Assessments and observations identify that disadvantaged pupils are able to write at length and include accurate writing skills for their age range

Writing stamina has been affected by COVID in all pupils across the school. PP children's attainment in writing for EYFS is at 63%, which is an increase on the previous 3 years, a writing TAF was introduced to ensure basic skills were met.

Year 6 writing is at 49% which is 20% lower than non-PP children, the cohort was turbulent, new starters throughout the year, poor attendance and high SEMH needs.

Year 2 writing has dropped from the previous year due to high SEND needs in the cohort and long-term staffing issues throughout the year.

Writing stamina has improved in most year groups with observations showing that children are able to write at length, further work now needs to be carried out to ensure the cohesion of the writing.

Actions Arising

- Staff training on the importance of the use of transcription skills to aid cohesion in writing.
- PP children to be identified in year 3 and interventions put in place to improve writing.
- EYFS to continue to use writing TAFS to maintain high expectations.

Outcome 3 - Disadvantaged pupils outcomes have improved and are able to retrieve information from prior learning

- Staff use and apply cognitive science techniques in lessons
- Pupils have regular opportunities to retrieve prior learning through practice
- Staff have a clear understanding of Rosenshine's principles and apply it to their quality first teaching
- Pupil voice identifies that the use of retrieval practice techniques are supporting their learning

All staff have received training on Rosenshine's Principles with dedicated research time (TDT) to embed this approach.

Some staff have developed the use of technology to support cognitive overload in writing.

Retrieval practice has been delivered at the beginning of each lesson while specific times have been timetabled to focus on maths, foundation subjects and grammar each week also.

Recent Ofsted inspection found that teachers regularly check what the children know, and this is well established in core subjects and assessments were in place for reading and maths.

Actions Arising

- SLT to be part of the Trust's development group working on creating a wider curriculum that builds on prior learning.
- To continue to develop a way to accurately assess children in foundation subjects.
- Subject leaders to create clear progression documents for their subjects.

Outcome 4 - The attendance of disadvantaged pupils is in line with national expectations

- School and parents work together to support improving pupil attendance
- Disadvantaged pupils' attendance is rising from previous years data
- Persistent absence is reducing in disadvantaged pupils
- Attendance is in line or above national expectations of 96%

	Whole School	**Pupil Premium**	**Non-Pupil Premium**	**Whole School PA**	**Pupil Premium PA**
19/20	95.04%	93.69%	95.56%	12.96%	18.72%
20/21	96.19%	94.32%	96.88%	9.25%	13.25%
21/22	94.29%	91.61%	94.49%	13.65%	28.42%
22/23	94.00%	91.02%	96.16%	13.8%	30.04%
23/24	93.46%	91.02%	93.81%	18.25%	26.92%

Attendance in school is in line with the previous year's data and shows little change for the whole school. Pupil Premium PA has improved since the previous year. Pupil Premium attendance on the whole is the same as the previous year. Due to the cost-of-living crisis there has been an increase in families taking children on holidays during term time, parents continue to be fined for this.

There were 5 PP children on a reduced timetable due to social and emotional needs, 1 PP child who was a school refuser. 1 PP child was reported to the inclusion team as missing in education.

For all pupils whose attendance was below the expected standard, this was tracked and school worked with parents and the local authority to improve this. This included breakfast club interventions, pastoral and ELSA support or classroom intervention.

Actions Arising

- School have adopted the guidance on improving school attendance from DfE and have amended the attendance policy accordingly. New guidelines mean the school can issue fines sooner.
- Attendance officer and SLT member responsible for attendance have put further monitoring procedures in place to ensure that a drop in attendance is identified sooner so that school can begin to work with families.
- Attendance team meet regularly with the local authority.
- Parents to be given information regarding the impact of term time holidays.
- Interventions have been set up focusing on pupils already identified.

Outcome 5 - The wellbeing of disadvantaged pupils is increasing with behaviour incidents reducing

- Assessment data shows that the wellbeing of disadvantaged pupils is increasing from previous assessments
- Wellbeing interventions are having impact on pupils' behaviour
- Behaviour incidents are reducing in disadvantaged pupils
- Pupils in school and well behaved and follow the school's behaviour expectations

Year group	Pupil Premium	Pastoral Support this Year	ELSA	Behaviour support	OT
EYFS	20	7	0	3	0
1	15	5	0	5	0
2	24	11	1	7	0
3	35	17	13	2	1
4	22	13	13	4	2
5	31	10	15	2	4
6	32	17	17	8	8
Total	179	73	59	28	15

A total of 175 pupils have had well-being support throughout the school year. We have seen an increase in PP children having mental health problems regarding anxiety, depression and self-

harm. We have reacted by increasing the ELSA support and pastoral support available. ELSA support 59 PP children compared to 45 PP children last year and 30 2 years ago.

Behavioural incidents have reduced from the previous year across the whole school although there have been a number of PP children who have needed greater pastoral or behaviour support throughout the school day.

Wellbeing survey used by pastoral team and class teachers to address any SEMH issues.

Actions Arising

- School to ensure the wellbeing survey is being used to identify children who need additional support
- Pastoral Team to continue to provide pastoral and ELSA support to pupils who are identified as needing this

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 – 2025

This details the impact that our Pupil Premium Activity had on pupils in the 2024 – 2025 academic year.

Attainment

School Results	2021			2022			2023			2024			2025		
%	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Year 2	52	52	48	60	50	55	60	50	55	58	42	58			
Year 6	52	42	59	73	50	60	73	50	60	46	49	70	64	67	55
Year 1 Phonics	68%			59%			69%			78%			69% (non PP= 81%		
Year 4 MTC	63%			82%			80%			73%			56% (non PP= 77%)		
EYFS GLD	19%			50%			51%			63%			61%		

KS2 National Results	Reading	Writing	Maths	Combined
All Pupils	69%	66%	72%	51%
Pupil Premium	64%	67%	55%	48%

Attainment of pupil premium children has risen over the last four years in many areas. In writing at KS2 there has been a 15% increase since 2021 with our pupil premium children; we have made an 18% gain on last year.

There is an 18% increase in reading assessment since 2024 and an 18% increase in writing attainment since 2024.

In KS2 SATs results, PP children are in line with non PP children for Reading, Writing and Combined. There is a significant difference in non PP and PP children in maths.

The attainment of the MTC in year 4 has decreased from the previous 2 years. GLD in EYFS has continued to improve and has increased by 42% since 2021.

Actions Arising

- All children in KS2 will have 1:1 devices next year. We are hoping this will have a large impact on our Pupil Premium children as they will have equal access to devices. This will help their MTC scores especially as there will be a focus on soundchecks and gap filling.
- Next year, there needs to be a further focus on Pupil Premium children in KS1 phonics assessment and MTC in year 4.
- Reading progress to continue, extending into KS2 to increase fluency throughout the school.
- Rapid catch-up phonics to be used in KS1 on children who failed the phonics screening in year 1
- Question level analysis to be completed on 2025 SATS reading paper.
- Reading SATs paper to be used more regularly to increase fluency and to target support appropriately.
- Focus on transcription skills is to be a priority throughout the school to embed basic writing skills and improve fluency of writing.
- Year 3 & 4 to use rapid intervention based upon heat maps from TTRS.
- Year 4 have further support with Tas and cover supervisors to have interventions to focus on MTC
- Years 4 & 5 are to continue to take part in the NCETM Mastery number programme.

Outcome 1 - Disadvantaged pupils will achieve expected standards for reading

- 70% of disadvantaged pupils meet national expectations for phonics by the end of year 1
- 60% of disadvantaged pupils meet end of year statutory expectations in EYFS, Yr 2 and Y6 for reading

69% of PP children met the expected standard for phonics at the end of year 1, which is 1% off target. This was a result of the phonics programme Little Wandle being embedded throughout the school and that all staff were trained to deliver the programme. Rapid intervention was put in place

if a child was falling behind. The teachers used regular phonics morning work using sound bars and buttons to further embed this into children's practice.

61% of PP were GLD in EYFS this was from a baseline of 0% at the beginning of the academic year and also in line with non-PP children and 63% were on track in phonics.

Ofsted report commented on the phonics programme being well sequenced and staff were trained well.

Actions Arising

- Pupils in KS1 to continue to receive phonics based on the new phonics scheme (Little Wandle) which was introduced in September 2023 with PP children prioritised for interventions
- Identify children in KS1 who did not pass the phonics screen and target through Little Wandle Rapid Intervention.
- Continue to use Reading Ready materials to support inference in KS1.
- Continue to embed the whole school oracy approach (voice 21) throughout the school to improve language acquisition, communication, collaboration and creativity.

Outcome 2 - Disadvantaged pupils have improved writing stamina and writing outcomes are in line with their peers

- 70% of disadvantage pupils handwriting meets end of year expectations in KS1 and KS2
- Disadvantaged show accelerated progress in closing the attainment gap, specifically spelling
- Assessments and observations identify that disadvantaged pupils are able to write at length and include accurate writing skills for their age range

Writing stamina has been affected by COVID in all pupils across the school. PP children's attainment in writing for EYFS is at 63%, which is an increase on the previous 3 years, a writing TAF was introduced to ensure basic skills were met.

Year 6 writing is at 67% which is the same as non PP children.

There has been a focus on transcription this year, which has had a positive impact on writing and handwriting. Writing stamina has improved in most year groups with observations showing that children are able to write at length, further work now needs to be carried out to ensure the cohesion of the writing. There is now a greater focus on spelling and handwriting, with daily recaps on both.

Children have become more aware about what is needed to improve their writing and are taking more pride in their writing.

Actions Arising

- Staff to continue to embed transcription in everyday teaching.
- Writing is to be a focus of the Deputy Headteacher to raise standards across the school.
- PP children to be identified in years 4 and 5 and interventions put in place to improve writing.
- EYFS to continue to use writing TAFS to maintain high expectations.

Outcome 3 - Disadvantaged pupils outcomes have improved and are able to retrieve information from prior learning

- Staff use and apply cognitive science techniques in lessons
- Pupils have regular opportunities to retrieve prior learning through practice
- Staff have a clear understanding of Rosenshine's principles and apply it to their quality first teaching
- Pupil voice identifies that the use of retrieval practice techniques are supporting their learning

All staff have received training on Rosenshine's Principles with dedicated research time (TDT) to embed this approach.

Some staff have developed the use of technology to support cognitive overload in writing.

Retrieval practice has been delivered at the beginning of each lesson while specific times have been timetabled to focus on maths, foundation subjects and grammar each week also.

Ofsted inspection found that teachers regularly check what the children know, and this is well established in core subjects and assessments were in place for reading and maths.

Actions Arising

- KS2 staff to use 1:1 devices effectively next year to improve retrieval of prior learning
- SLT to be part of the Trust's development group working on creating a wider curriculum that builds on prior learning.
- To continue to develop a way to accurately assess children in foundation subjects.

- Subject leaders to create clear progression documents for their subjects.

Outcome 4 - The attendance of disadvantaged pupils is in line with national expectations

- School and parents work together to support improving pupil attendance
- Disadvantaged pupils' attendance is rising from previous years data
- Persistent absence is reducing in disadvantaged pupils
- Attendance is in line or above national expectations of 96%

	Whole School	**Pupil Premium**	**Non-Pupil Premium**	**Whole School PA**	**Pupil Premium PA**
19/20	95.04%	93.69%	95.56%	12.96%	18.72%
20/21	96.19%	94.32%	96.88%	9.25%	13.25%
21/22	94.29%	91.61%	94.49%	13.65%	28.42%
22/23	94.00%	91.02%	96.16%	13.8%	30.04%
23/24	93.46%	91.02%	93.81%	18.25%	26.92%
24/25	94.1%	92.7%	94.4%	14.9%	25.2%

Attendance in school is in line with the previous year's data and shows a positive change for whole school attendance and PP children attendance. Pupil Premium PA has improved since the previous year. Pupil Premium attendance has improved on the previous year. Due to the cost-of-living crisis there has been an increase in families taking children on holidays during term time, parents continue to be fined for this.

There were 2 PP children on a reduced timetable due to social and emotional needs.

For all pupils whose attendance was below the expected standard, this was tracked and school worked with parents and the local authority to improve this. This included breakfast club interventions, pastoral and ELSA support or classroom intervention.

Actions Arising

- School have adopted the guidance on improving school attendance from DfE and have amended the attendance policy accordingly. New guidelines mean the school can issue fines sooner.
- Attendance officer and SLT member responsible for attendance have put further monitoring procedures in place to ensure that a drop in attendance is identified sooner so that school can begin to work with families.
- Attendance team meet regularly with the local authority.
- Parents to be given information regarding the impact of term time holidays.
- Interventions have been set up focusing on pupils already identified.

Outcome 5 - The wellbeing of disadvantaged pupils is increasing with behaviour incidents reducing

- Assessment data shows that the wellbeing of disadvantaged pupils is increasing from previous assessments
- Wellbeing interventions are having impact on pupils' behaviour
- Behaviour incidents are reducing in disadvantaged pupils
- Pupils in school and well behaved and follow the school's behaviour expectations

Year Group	PP	Pastoral Support	ELSA	Behaviour intervention	Monitoring	OT
0	28	0	0	0	2	0
1	30	2	0	1	13	0
2	23	11	0	2	11	0
3	29	12	6	0	12	14
4	41	33	4	5	23	0
5	27	3	0	0	3	0
6	35	16	29	0	7	0
Grand Total	**218**	**77**	**39**	**8**	**71**	**14**

A total of 93 pupils have had well-being support throughout the school year. We have seen an increase in PP children having mental health problems regarding anxiety, depression and self-harm. We have reacted by increasing the ELSA support and pastoral support available. Across the terms, ELSA support 39 PP children, Pastoral have supported 77 children and 71 children have had monitoring at some point this year.

Behavioural incidents have reduced from the previous year across the whole school although there have been a number of PP children who have needed greater pastoral or behaviour support throughout the school day.

Wellbeing survey used by pastoral team and class teachers to address any SEMH issues.

Actions Arising

- School to ensure the wellbeing survey is being used to identify children who need additional support
- Pastoral Team to continue to provide pastoral and ELSA support to pupils who are identified as needing this

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 – 2026

This details the impact that our Pupil Premium Activity had on pupils in the 2025 – 2026 academic year.

Attainment

School Results	2021			2022			2023			2024			2025			2026		
%	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Year 2	52	52	48	60	50	55	60	50	55	58	42	58						
Year 6	52	42	59	73	50	60	73	50	60	46	49	70	64	67	55	59	67	55
Year 1 Phonics	68%			59%			69%			78%			69% (non PP= 81%			77% (non PP=90%)		
Year 4 MTC	63%			82%			80%			73%			56% (non PP= 77%)			89% (non PP= 92%) PP average score= 23.46 Non PP average score= 23.73		
EYFS GLD	19%			50%			51%			63%			61%			57.1% (non PP=76.1%)		

KS2 National Results	Reading	Writing	Maths	Combined
All Pupils	75%	73%	75%	63%
Pupil Premium	63%	60%	62%	49%

- **Year 2 outcomes were positive**, with Pupil Premium pupils meeting or exceeding internal expectations across reading, writing, maths and combined attainment.
- **Mathematics was generally stronger than writing**, particularly in Years 2, 4 and 5.
- **Year 4 multiplication fluency was a significant strength**, with 89% of Pupil Premium pupils achieving 21 or more in the Multiplication Tables Check, close to the 92% achieved by non-Pupil Premium pupils.
- **Year 6 pupils made positive progress**, improving between spring and summer and exceeding internal teacher-assessment targets.
- **Year 1 phonics was a relative strength**, providing a secure foundation on which to develop wider reading and writing attainment.
- The stronger outcomes demonstrate that **disadvantaged pupils can achieve well when teaching, intervention and monitoring are precisely matched to their individual needs**.

Pupil Premium attainment remained below that of non-Pupil Premium pupils across all cohorts. The strongest outcomes were seen in **Year 2**, where pupils met or exceeded internal expectations, **Year 4 multiplication fluency**, and the improved outcomes achieved by **Year 6** pupils. Mathematics was generally stronger than writing across the school. [2025-2026...a Analysis | Word]

Writing was the most consistent area of weakness and was a significant barrier to pupils achieving the expected standard across reading, writing and mathematics combined. The largest gaps were evident in Years 1, 3, 4 and 5, with particularly low writing and combined attainment in Year 4. Pupil Premium attendance was also lower than that of non-Pupil Premium pupils, at **91.07% compared with 94.62%**, which may contribute to differences in attainment. [2025-2026...a Analysis | Word]

The strategy will therefore prioritise:

The examples of stronger performance show that disadvantaged pupils achieve well when teaching, intervention and monitoring are focused precisely on identified needs. [2025-2026...a Analysis | Word]

Writing improvements: This version condenses the detailed year-group analysis into a strategic summary, balancing evidence of impact with clearly defined whole-school priorities.

Actions Arising

- improving writing and combined attainment;
- identifying each pupil's specific barriers to learning;
- providing timely, evidence-informed support;

- closely monitoring attainment and progress from pupils' starting points;
- improving attendance and reducing persistent absence; and
- evaluating the impact of provision at individual-pupil level rather than relying solely on overall subgroup percentages.
- Next year, there needs to be a further focus on Pupil Premium children in KS1 phonics assessment and MTC in year 4.
- Reading progress to continue, extending into KS2 to increase fluency throughout the school.
- Rapid catch-up phonics to be used in KS1 on children who failed the phonics screening in year 1
- Question level analysis to be completed on 2026 SATS reading paper.
- Reading SATs paper to be used more regularly to increase fluency and to target support appropriately.
- Focus on transcription skills is to be a priority throughout the school to embed basic writing skills and improve fluency of writing.
- Year 6 to have more support through a new TA to support intervention

Outcome 1 - Disadvantaged pupils will achieve expected standards for reading

- 70% of disadvantaged pupils meet national expectations for phonics by the end of year 1
- 60% of disadvantaged pupils meet end of year statutory expectations in EYFS, Yr 2 and Y6 for reading

The data indicates that the school is making positive progress towards this target. Year 1 phonics exceeded the strategy milestone, while the headline Pupil Premium outcomes in EYFS, Year 2 and Year 6 each reached or exceeded 60%. Year 2 and Year 6 provide particularly encouraging evidence that disadvantaged pupils are responding positively to teaching and targeted support.

Work is continuing to ensure that these gains are sustained and that stronger phonics knowledge translates into secure reading comprehension. The school is identifying pupils' individual barriers earlier, strengthening vocabulary, speaking, phonics, word reading and comprehension, and using precise interventions linked to identified need. Progress is being monitored from the start of the year so that support can be adjusted promptly. Improving Pupil Premium attendance, which was **91.07% compared with 94.62% for non-Pupil Premium pupils**, is also an important part of improving access to teaching and securing stronger reading outcomes.

Overall, all three headline milestones were met in 2025–2026, but the remaining gaps with non-Pupil Premium pupils mean that improving the consistency and depth of disadvantaged pupils' reading remains a priority.

Actions Arising

- Pupils in KS1 to continue to receive phonics based on the new phonics scheme (Little Wandle) which was introduced in September 2023 with PP children prioritised for interventions
- Identify children in KS1 who did not pass the phonics screen and target through Little Wandle Rapid Intervention.
- Continue to use Reading Ready materials to support inference in KS1.
- Continue to embed the whole school oracy approach (voice 21) throughout the school to improve language acquisition, communication, collaboration and creativity.
- Year 2 to continue to embed SATs style questions in their reading lessons to give children exposure to these question types
- Year 6 TA and staff to focus on reading in Year 6 and improving the data in year 6 reading

Outcome 2 - Disadvantaged pupils have improved writing stamina and writing outcomes are in line with their peers

- 70% of disadvantage pupils handwriting meets end of year expectations in KS1 and KS2
- Disadvantaged show accelerated progress in closing the attainment gap, specifically spelling
- Assessments and observations identify that disadvantaged pupils are able to write at length and include accurate writing skills for their age range

There is some positive evidence of progress towards this outcome. **Year 2 Pupil Premium pupils met or exceeded their internal expectations**, while **Year 6 pupils improved between spring and summer and exceeded their teacher-assessment targets**. This indicates that disadvantaged pupils respond positively when teaching and additional support are closely matched to identified needs.

However, writing remains the most consistent barrier to disadvantaged pupils' combined attainment. The largest differences from non-Pupil Premium pupils were evident in **Year 1, at 43 percentage points, and Year 4, at 40 percentage points**. Years 3 and 5 also had gaps of more than 30 percentage points.

The school is working towards the outcome by identifying each pupil's specific writing barriers, using precise interventions and monitoring progress at pupil level. The focus is on strengthening transcription skills, including handwriting and spelling, while

providing regular opportunities for disadvantaged pupils to build stamina, write at length and apply age-appropriate writing skills independently.

Actions Arising

- Staff to continue to embed transcription in everyday teaching.
- Writing is to be a focus of the Deputy Headteacher to raise standards across the school.
- PP children to be identified in years 4, 5 and 6 and interventions put in place to improve writing.
- Assistant head to develop electronic writing TAFs across year group to ensure gaps are addressed in a timely manner and writing is improved

Outcome 3 - Disadvantaged pupils outcomes have improved and are able to retrieve information from prior learning

- Staff use and apply cognitive science techniques in lessons
- Pupils have regular opportunities to retrieve prior learning through practice
- Staff have a clear understanding of Rosenshine's principles and apply it to their quality first teaching
- Pupil voice identifies that the use of retrieval practice techniques are supporting their learning

All staff have received training on Rosenshine's Principles with dedicated research time (TDT) to embed this approach.

Some staff have developed the use of technology to support cognitive overload in writing, such as the use of Class Notebook and the content library.

Retrieval practice has been delivered at the beginning of each lesson while specific times have been timetabled to focus on maths, foundation subjects and grammar each week also.

Ofsted inspection found that teachers regularly check what the children know, and this is well established in core subjects and assessments were in place for reading and maths.

Staff have embedded the new Trust Curriculum and the retrieval questions are now used each lesson and throughout the year to support retrieval of key knowledge.

Actions Arising

- KS2 staff to use 1:1 devices effectively next year to improve retrieval of prior learning
- SLT to be part of the Trust's development group working on creating a wider curriculum that builds on prior learning.

- To continue to develop a way to accurately assess children in foundation subjects.
- Subject leaders to create clear progression documents for their subjects.

Outcome 4 - The attendance of disadvantaged pupils is in line with national expectations

- School and parents work together to support improving pupil attendance
- Disadvantaged pupils' attendance is rising from previous years data
- Persistent absence is reducing in disadvantaged pupils
- Attendance is in line or above national expectations of 96%

	Whole School	**Pupil Premium**	**Non-Pupil Premium**	**Whole School PA**	**Pupil Premium PA**
19/20	95.04%	93.69%	95.56%	12.96%	18.72%
20/21	96.19%	94.32%	96.88%	9.25%	13.25%
21/22	94.29%	91.61%	94.49%	13.65%	28.42%
22/23	94.00%	91.02%	96.16%	13.8%	30.04%
23/24	93.46%	91.02%	93.81%	18.25%	26.92%
24/25	94.1%	92.7%	94.4%	14.9%	25.2%
25/26	93.61%	91.07%	94.62%	15.28%	28.4%

Attendance in school is in line with the previous year's data and shows a positive change for whole school attendance and PP children attendance. Pupil Premium PA has improved since the previous year. Pupil Premium attendance has improved on the previous year. Due to the cost-of-living crisis there has been an increase in families taking children on holidays during term time, parents continue to be fined for this.

There were 2 PP children on a reduced timetable due to social and emotional needs.

For all pupils whose attendance was below the expected standard, this was tracked and school worked with parents and the local authority to improve this. This included breakfast club interventions, pastoral and ELSA support or classroom intervention.

Actions Arising

- School have adopted the guidance on improving school attendance from DfE and have amended the attendance policy accordingly. New guidelines mean the school can issue fines sooner.
- Attendance officer and SLT member responsible for attendance have put further monitoring procedures in place to ensure that a drop in attendance is identified sooner so that school can begin to work with families.
- Attendance team meet regularly with the local authority.
- Parents to be given information regarding the impact of term time holidays.
- Interventions have been set up focusing on pupils already identified.
- Attendance tracker in place to track children early
- Attendance toolkit in place to support staff in improving attendance
- Staff have target children for attendance to improve attendance

Outcome 5 - The wellbeing of disadvantaged pupils is increasing with behaviour incidents reducing

- Assessment data shows that the wellbeing of disadvantaged pupils is increasing from previous assessments
- Wellbeing interventions are having impact on pupils' behaviour
- Behaviour incidents are reducing in disadvantaged pupils
- Pupils in school and well behaved and follow the school's behaviour expectations

A total of 83 Pupil Premium pupils have had pastoral support through the year, meaning 61% of our Pupil Premium children access some sort of Pastoral support throughout the year. PP pupils access support **16.1 percentage points more often** than non-PP pupils. We have seen an increase in PP children having mental health problems regarding anxiety, depression and self-harm. We have reacted by increasing the ELSA support and pastoral support available. We have also seen an increase in EBSA, so have increased breakfast clubs and morning check ins to support this.

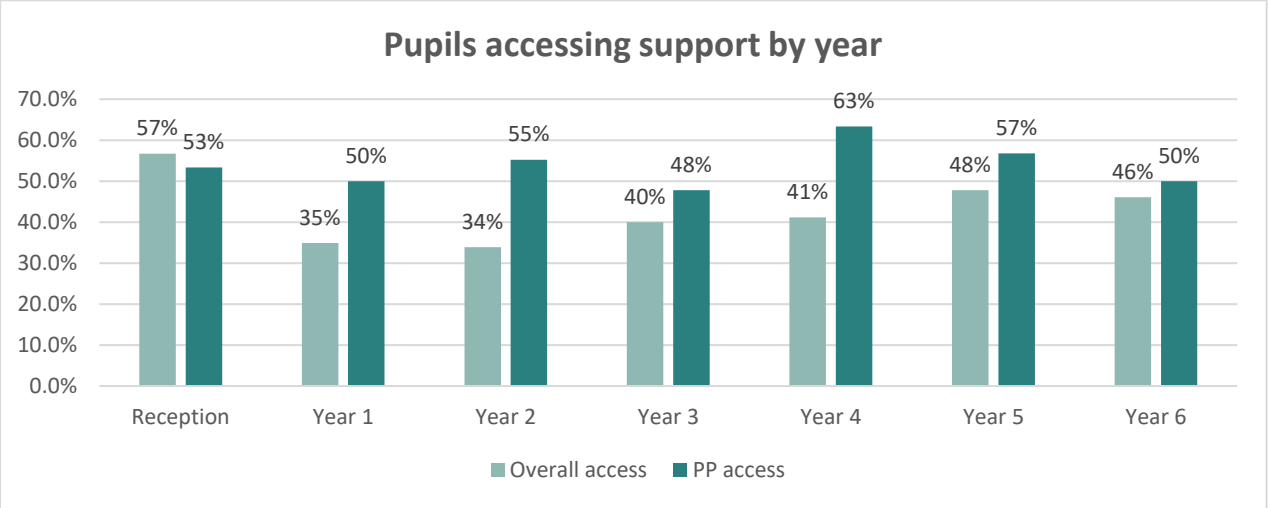
• PP pupils receive proportionately more support: 54.3% accessed an intervention versus 36.9% of non-PP pupils.

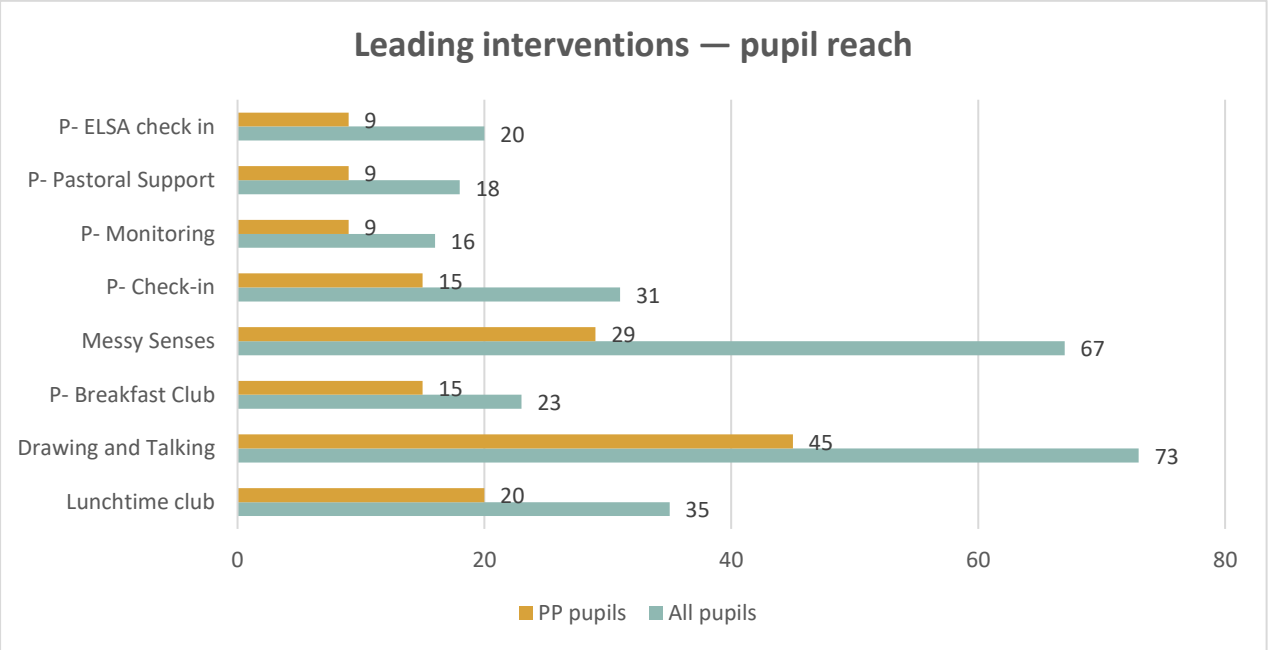
• PP pupils account for 57.2% of all recorded intervention half-terms, despite being 35.9% of pupils.

• Provision is broad: 20 distinct intervention labels are recorded, with both high-reach and sustained support.

Access by year group

Year	Pupils	Supported	Overall access	PP supported	PP access
Reception	60	34	56.7%	8	53.3%
Year 1	63	22	34.9%	13	50.0%
Year 2	65	22	33.8%	16	55.2%
Year 3	65	26	40.0%	11	47.8%
Year 4	90	37	41.1%	19	63.3%
Year 5	92	44	47.8%	21	56.8%
Year 6	89	41	46.1%	14	50.0%





Intervention	Pupils reached	PP pupils	Half-term records	PP records	PP share
Lunchtime club	35	20	171	101	59.1%
Drawing and Talking	73	45	97	66	68.0%
P- Breakfast Club	23	15	93	63	67.7%
Messy Senses	67	29	91	33	36.3%
P- Check-in	31	15	89	54	60.7%
P- Monitoring	16	9	56	33	58.9%
P- Pastoral Support	18	9	52	32	61.5%
P- ELSA check in	20	9	39	20	51.3%
P- Behaviour intervention (LES)	14	7	38	21	55.3%
P- Discrimination intervention	19	7	29	11	37.9%
P- PE support	6	5	26	20	76.9%
P- Transitioning	23	14	23	14	60.9%
DT	11	5	22	10	45.5%
P- ELSA	10	3	18	6	33.3%
P- Lego Therapy	8	3	17	7	41.2%
P- Fun time	7	6	15	13	86.7%
E-External intervention (Helping Hands)	13	3	13	3	23.1%
P- Literacy Gold	1	1	4	4	100.0%

Behavioural incidents have reduced from the previous year across the whole school although there have been a number of PP children who have needed greater pastoral or behaviour support throughout the school day.

Overall, the pupils in school are well behaved and follow the school's behaviour expectations.

The number of suspensions and exclusions have decreased over the last few years:

Year	Suspensions	Suspension by days	Physical Intervention
2022/2023	62 (12)	52.5	35 (4)
2023/2024	42 (10)	44	39 (6)
2024/2025	18 (7)	22.5	5 (4)
2025/2026	8 (6)	8	

Actions Arising

- School to ensure the wellbeing survey is being used to identify children who need additional support
- Pastoral Team to continue to provide pastoral and ELSA support to pupils who are identified as needing this
- School to widen the interventions given by including forest school.

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