Pupil premium strategy statement - Bramcote Hills Primary School 2026-2027
'Make the Future Better for All'

This statement details our school's use of pupil premium funding (and recovery premium) for the 2026 - 2027 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. At the time of publishing this strategy statement, all figures are correct.

School overview

Detail	Data
School name	Bramcote Hills Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2027 to 2029-2030
Date this statement was published	November 2026
Date on which it will be reviewed	Interim (1) – January 2027 Interim (2) – April 2027 Interim (3) – July 2027 Final – September 2027
Statement authorised by	Mr Pete Taylor (Head)
Pupil premium lead	Mrs Kerry White (DHT)
Governor/Trustee Lead	Mr Ty Yousaf Mrs Stephanie Karlonas

PP Register

Free School Meals (Targeted)/Ever 6	25 Pupils
Free School Meals (Expanded)	34* (Not eligible for PP Funding)
FSM6	36
Child Looked After	0
Post Looked After Care	4 Pupils
Service children	7 Pupils
Total number of Pupil premium pupils	47 pupils

Funding overview

Detail		Amount
Pupil premium funding allocation this academic year	**30 Pupils @£1515**	£46,500
Pupil premium funding – Service	**5 pupils @£360**	£1800
Pupil premium funding - PLAC/LAC	**4 pupils @£2690**	£10,760
Pupil premium funding carried forward from previous years		£0
Total budget for this academic year		**£59,060**

Part A: Pupil premium strategy plan

Statement of intent

At **Bramcote Hills Primary School (BHPS)**, our intention is that all pupils, irrespective of the challenges they face, make good progress and achieve well across the full breadth of the curriculum. Our Pupil Premium strategy supports this aim by ensuring that disadvantaged pupils, including those who are already high attainers, receive the right support to achieve their full potential.

Our approach is underpinned by our **SPARK curriculum**, which provides *Stimulating, Purposeful, Aspirational, Relevant* experiences for *all* learners. We believe that high-quality, ambitious teaching is the most powerful lever for securing equity and improving outcomes for disadvantaged pupils. Through outstanding teaching and targeted support, we aim to inspire a love of learning, close attainment gaps and foster confident, independent, and curious learners.

The strategy reflects our belief that every pupil should have equal access to the same rich and ambitious curriculum, and that some children—particularly those facing disadvantage—may need additional, carefully planned support to achieve this. High-quality teaching sits at the heart of our approach, as research and our own practice evidence that improving the quality of teaching benefits all pupils and has the greatest impact on those who are disadvantaged.

Our work is guided by three key principles, following the **Education Endowment Foundation's tiered model**:

1. **Quality of Teaching** – Ensuring that every class is led by a highly effective teacher through continuous professional development, instructional coaching and the consistent delivery of a well-sequenced, knowledge-rich curriculum.
2. **Targeted Academic Support** – Providing structured, evidence-informed interventions in reading, writing and mathematics for pupils who require additional help to reach age-related expectations or greater depth.
3. **Wider Strategies** – Removing non-academic barriers to success, such as attendance, wellbeing and access to enrichment, ensuring that all pupils feel a strong sense of belonging and engagement in school life.

Our approach is **responsive to individual needs** and grounded in robust diagnostic assessment rather than assumptions about disadvantage. Strategies are designed to complement each other, ensuring coherence across teaching, intervention, and wider provision.

This holistic approach aligns with the **Education Inspection Framework** (Quality of Education, Behaviour and Attitudes, Personal Development) and ensures that disadvantaged pupils have every opportunity to thrive both academically and personally. Outcomes have improved year-on-year, particularly in mathematics and reading, with mobility-linked needs addressed through diagnostic assessment and phonics fidelity. The 2025–26 strategy focuses on increasing greater-depth attainment, early identification of need, and strengthened metacognitive behaviours.

Within each category of our Pupil Premium strategy, BHPS has selected a small number of evidence-informed approaches to ensure focus, depth and measurable impact. By maintaining a disciplined approach to implementation, we aim to give each intervention the greatest possible chance of success.

1. Quality of Teaching

High-quality teaching is the most significant driver for improving outcomes for all pupils and has the greatest impact on those who are disadvantaged. Using Pupil Premium funding to strengthen teaching quality benefits every learner, in line with the *Quality of Education* judgement within the Ofsted framework. At BHPS, our priority is to ensure that every class is taught by a highly effective teacher and that all staff are supported to continue improving through high-quality professional development.

Key actions include:

- Continuous Professional Development: Ongoing coaching and mentoring for teachers and teaching assistants, with a particular focus on English, mathematics and curriculum development.
- Professional Learning: Staff participation in targeted training, collaborative planning, INSET and subject-specific development to embed consistent, research-informed practice across the curriculum.

These actions ensure that teaching is adaptive, ambitious and aligned with the intent of our SPARK curriculum, enabling disadvantaged pupils to access and achieve the full breadth of the National Curriculum.

2. Targeted Academic Support

We deploy staff strategically to provide precise, evidence-based academic support that complements classroom teaching. This targeted approach ensures that pupils who are not yet meeting age-related expectations receive the right help at the right time.

Key actions include:

- Structured interventions in reading, writing, mathematics and oral language, with clear entry and exit points to measure impact.
- Small group and one-to-one support focused on specific gaps in knowledge or skills, delivered by experienced staff.
- Home Liaison Worker providing support and communication between school and families to remove barriers to learning.

This provision ensures that disadvantaged pupils make accelerated progress and develop the academic and personal skills needed to succeed across the curriculum.

3. Wider Strategies

In line with our whole-school ethos, BHPS is committed to addressing the wider, non-academic barriers that can impact learning and achievement. These include attendance, wellbeing, and access to enrichment opportunities that build cultural capital and a sense of belonging.

Key actions include:

- Attendance and Punctuality: Attendance of disadvantaged pupils is tracked weekly and analysed monthly. Targeted support, including home visits and family liaison, is provided where patterns of absence or lateness emerge.
- Wellbeing and Emotional Support: Provision of tailored support for children's mental health and emotional wellbeing, including ELSA intervention and access to external support such as MHST, where required.
- Enrichment and Inclusion: Ensuring all disadvantaged pupils participate in at least two extra-curricular activities and attend all educational visits and residentials. Subsidised costs are often provided to remove any barriers to participation.

These wider strategies contribute to pupils' personal development, resilience and sense of belonging — key drivers of long-term academic success.

Challenges

This details the key challenges to achievement that we have identified among out disadvantaged pupils. A number of disadvantaged pupils face multiple, overlapping challenges, such as lower attendance, social-emotional needs, and limited cultural capital. These factors interact and compound one another, increasing the risk of underachievement. Addressing these interconnected barriers requires a holistic approach that combines high-quality teaching, targeted intervention, emotional support, and enrichment experiences to ensure equality of opportunity and curriculum ambition for all pupils.

Key Challenge		Detail of the key challenges to achievement that we have identified among our disadvantaged ***How does soci-economic disadvantage impact on pupils learning?***
1	**Curriculum Equity and Access to Quality First Teaching**	Disadvantaged pupils often have fewer experiences and opportunities to build knowledge beyond school, limiting their ability to access the full breadth and depth of the National Curriculum. This is compounded when pupils are frequently withdrawn for interventions, reducing their exposure to Quality First Teaching. As a result, they miss opportunities to develop the rich knowledge, skills and vocabulary needed to achieve curriculum equity.
2	**Inconsistency and Variation in Expectations**	The Education Inspection Framework highlights the importance of high ambition for all learners; where expectations are not uniformly high, disadvantaged pupils are most likely to be affected. Ensuring that all staff hold and communicate high expectations is key to enabling pupils to meet curriculum expectations
3	**Low Aspiration and Limited Metacognitive Awareness**	Some disadvantaged pupils demonstrate lower aspiration and less developed learning behaviours. They often find it difficult to self-regulate, plan or evaluate their own learning, and may not fully understand the language of learning (metacognition). This restricts their ability to make links across subjects and build independence as learners
4	**Attainment and Progress in Reading, Writing and Mathematics**	Assessment information indicates that some disadvantaged pupils are not yet achieving the same levels of attainment and progress in reading, writing and mathematics as their peers. Variability in reading fluency, vocabulary and comprehension can make it harder for pupils to access all areas of the curriculum, while developing greater stamina, structure and technical accuracy in writing remains a key focus. In mathematics, strengthening fluency and reasoning skills will further build pupils' confidence and problem-solving ability.
5	**Writing Attainment and Greater Depth**	Whilst disadvantaged pupils generally achieve well, internal and statutory assessment evidence demonstrates that fewer disadvantaged pupils achieve Greater Depth in writing compared with their peers. Developing transcriptional fluency, writing stamina and high-quality feedback remains a priority to ensure disadvantaged pupils achieve the highest standards
6	**Vocabulary, Schema, Knowledge and Cultural Understanding**	Disadvantaged pupils often have a narrower vocabulary and more limited knowledge and cultural understanding than their peers. This restricts their comprehension, expression and ability to connect new learning to prior knowledge—key elements of a well-sequenced, knowledge-rich curriculum. As a result, they can struggle to access key primary themes and achieve age-related expectations.
7	**Cultural Capital and Enrichment Opportunities**	Many disadvantaged pupils have reduced access to cultural and enrichment experiences that enhance understanding of the wider world. This restricts their ability to develop the cultural capital the curriculum is designed to provide and are essential for preparing pupils for future success.
8	**Social, Emotional and Mental Health Barriers**	Social and emotional needs are prevalent among some disadvantaged pupils and can impact focus, engagement, and learning readiness. These barriers can hinder both, and in turn, affect attainment and progress across the curriculum.
9	**Attendance and Punctuality**	Overall attendance for disadvantaged pupils has improved and now aligns more closely with national expectations. However, a small number of vulnerable pupils fall into the persistent absentee category, primarily due to lateness and unauthorised absence codes (U codes). This reduces learning time and disrupts the consistency required for strong progress, particularly in core subjects where cumulative learning is essential. Continued monitoring and proactive family engagement remain a priority.
10	**In-Year Admissions and Mobility**	An increasing number of pupils join BHPS outside normal transition points. Some arrive with unidentified gaps in learning, including phonics, reading fluency, writing and mathematics. In some cases, safeguarding, attendance, SEND or social care information is not immediately available. Without robust induction procedures, pupils can experience delays in accessing appropriate support and achieving their full potential. This challenge disproportionately affects some disadvantaged pupils.

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/Impact Measure
To improve attainment and greater depth outcomes in English for disadvantaged pupils, with an increased focus on Writing.	• Disadvantaged pupils make accelerated progress in reading and writing, resulting in outcomes that are at least in line with national expectations and peers within school. • The teaching of reading promotes a sustained love of reading through exposure to high-quality, aspirational texts (including non-fiction). • Consistent use of *Monster Phonics* in KS1 and systematic teaching of sounds and syllables strengthen decoding, fluency and spelling. • Vocabulary is explicitly taught across all subjects, supporting comprehension and writing. • *Rainbow Grammar* is fully embedded as a whole-school strategy, improving pupils' understanding of sentence structure and composition. • Increased proportions of disadvantaged pupils achieve *Expected* and *Greater Depth* standards in writing. • Consistent implementation of the BHPS Writing Sequence and Transcriptional Fluency expectations. • High-quality feedback accelerates writing progress for disadvantaged pupils. • Half-termly writing reviews demonstrate measurable progress for identified PP pupils. • Book looks, pupil voice and assessment data show clear progression in sentence structure, stamina, accuracy and vocabulary use.
To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils.	• A consistent mastery approach is evident across all year groups, ensuring pupils access fluency, reasoning and problem-solving opportunities in every lesson. • Teachers model and verbalise mathematical reasoning to support pupils' understanding of key concepts. • Pupils use concrete, pictorial and abstract representations confidently to secure conceptual understanding. • Mathematical vocabulary is explicitly taught and consistently used across school. • Lesson observations, book looks and pupil discussions show active engagement and secure understanding of taught content. • Disadvantaged pupils make accelerated progress, narrowing attainment gaps with peers. • Increased proportions of disadvantaged pupils achieve EXS and GDS standards in maths. • Regular assessments demonstrate improvement in mental maths fluency and reasoning confidence.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• Whole-school approach to mental health and wellbeing is embedded through PSHCE, assemblies and pastoral support through MHST, Home Liaison Worker. • Disadvantaged pupils have access to targeted support, including ELSA or MHST support where needed. • Pupil voice, surveys and observations show that children feel safe, valued and confident in managing their emotions. • Reduction in incidents linked to social, emotional or behavioural concerns. • Increased participation of disadvantaged pupils in enrichment and wellbeing-focused activities. • Improved attendance and engagement for pupils previously identified as emotionally vulnerable. • Sustained improvement in wellbeing outcomes demonstrated through qualitative and quantitative evidence (pupil voice, surveys, staff observations).
To improve the attendance of PP pupils, so that it is at least in line with their peers	• Overall attendance for disadvantaged pupils is at least in line with that of non-disadvantaged peers and national benchmarks. • Reduction in the proportion of disadvantaged pupils classed as persistent absentees. • Punctuality improves, with fewer pupils recorded as late (U codes). • Weekly tracking identifies trends and informs targeted interventions. • Attendance Champion and Home Liaison Worker actively support families through meetings, home visits and early intervention strategies. • Positive impact of attendance initiatives evidenced through improved attendance data, engagement and learning readiness.

To ensure that there are no barriers to children attending enrichment and extra – curricular activities.	• All disadvantaged pupils participate in a minimum of two enrichment or extra-curricular activities across the year. • 100% attendance of disadvantaged pupils at educational visits, trips and residentials. • Financial constraints do not prevent participation – targeted funding and family engagement ensure inclusion for all. • Increased engagement and sense of belonging for disadvantaged pupils, evidenced through participation data and pupil voice. • Enrichment and cultural capital experiences contribute to improved confidence, aspiration and wellbeing, as reflected in pupil discussions and outcomes
To ensure all in-year admissions are identified, assessed and supported swiftly so that learning gaps are addressed and barriers removed.	• 100% of in-year admissions complete induction procedures within two weeks of entry. • Phonics and reading screening completed for all relevant pupils. • Attendance, safeguarding, SEND and prior attainment information gathered and reviewed. • Provision maps and interventions implemented where required. • Pupil voice indicates positive transition experiences. • Attendance and progress of in-year admissions are monitored termly. • Case studies demonstrate impact of the induction process on pupil progress and wellbeing

Monitoring, Milestones & Success Schedule

Timepoint	Action	Evidence Type	Lead
Half-Termly	Inclusion Review/Book looks	Documented review of concerns/barriers, setting of targets and identifying strategies. Follow up meeting to review progress and set new targets if appropriate.	Departmental leads/PP Lead
Half-termly	Implementation review	Subject leader monitoring cycle of simmering & spotlight – focus on PP and inclusion	SLT/Subject Lead/PP Lead
Termly	Work Scrutiny	Year Group/Class Work Scrutiny	HT/DHT
Termly	Governor Monitoring	Strategy review, data dashboard, case studies	PP Lead/Link Governor
Spring Term	Full Governing Body review (HT Report)	Strategy review, data dashboard, pupil voice	PP Lead
Summer	Outcome Evaluation	Full report to Governors	PP Lead/HT

IDACI Band	Number of Pupils	Targeted FSM	Expanded FSM	No FSM
A	0	0	0	0
B	2 Pupils	0	2	0
C	6 Pupils	3	1	2
D	13 Pupils	6	1	6
E	6 Pupils	1	1	4
F	18 Pupils	4	2	12
G	367 Pupils	22	18	327

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: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school Writing Improvement Programme through Theresa Heathcote training	EEF evidence identifies high-quality teaching as having the greatest impact on disadvantaged pupils. Effective Professional Development is most successful when it includes modelling, deliberate practice, feedback and sustained implementation. Writing approaches which explicitly teach planning, drafting, revising and self-regulation have positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2, 4, 5, 10
Writing Moderation, Feedback and Assessment Development. Staff training and monitoring to accurately assess writing standards	EEF Feedback Guidance identifies effective feedback as among the highest impact approaches for improving pupil outcomes. Diagnostic assessment enables teachers to target misconceptions rapidly and adapt teaching. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	2, 4, 5, 10
NFER Standardised Assessments and Diagnostic Assessment Cycle. Purchase and implementation of NFER	Diagnostic assessment allows teachers to identify barriers accurately and provides evidence for targeted intervention and curriculum adaptation. . EEF research emphasises diagnostic assessment as a key driver of effective intervention planning, enabling targeted and proportionate support without unnecessary curriculum withdrawal. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	2, 4, 7, 9
Reading Fluency and Comprehension Development. Continued professional development	EEF evidence indicates phonics (+5 months) and reading comprehension strategies (+6 months) have consistently positive impacts when delivered systematically. Strong early reading instruction secures access to the full curriculum and reduces later reliance on intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies are high impact on average (+6 months). 1 6 Alongside phonics it is a crucial component of early reading instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 4, 5, 10
Trauma informed CPD for targeted staff to increase available provision and support readiness to learn	DfE Mental health and behaviour in schools: Key elements that can enable schools to reliably identify children at risk of mental health problems. Where this is the case, the mental health lead, pastoral systems, lead for Trauma informed practice or school policies should provide the structure through which staff can escalate the issue and make decisions about what to do next. This system should also provide the opportunity for pupils to seek support in a confidential way.	

	https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing Conferencing and Precision Writing Support. Identified disadvantaged pupils	Small-group tuition and feedback have high impact when aligned directly to classroom learning and delivered responsively. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4, 5, 7, 10
Targeted Writing Intervention Groups. Small-group interventions focusing	EEF evidence shows one-to-one tuition has high impact (+5 months), particularly when linked directly to current classroom learning rather than taught in isolation. Small-group tuition also offers high impact (+4 months) when teaching is precise, time-bound and targeted using diagnostic assessments. Interventions must be aligned with classroom pedagogical sequences to avoid widening curriculum gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4, 5, 7, 10
Reading Fluency and Comprehension Groups. Structured interventions for	Reading comprehension approaches and oral language interventions show positive impact when delivered systematically and with fidelity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4, 5, 7
In-Year Admissions Assessment and Screening Programme. All pupils joining BHPS mid-year	EEF Assessment Guidance highlights the importance of diagnostic assessment in identifying barriers and ensuring effective intervention. Prompt identification reduces the risk of disadvantage becoming entrenched. https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	4, 7, 9
Targeted Small Group and 1:1 Tuition. Additional support in reading (Reading Rocketeers)	One-to-one tuition (+5 months) and small-group tuition (+4 months) have a strong evidence base when targeted appropriately and linked to classroom learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4, 7
Structured progress-monitoring cycle for disadvantaged pupils, including monthly learning review meetings between class teacher and PP/phase lead, focusing on precise barriers, target setting, and evaluating impact of support strategies.	The EEF Feedback and Metacognition guidance reports that pupils benefit significantly when feedback is actionable, timely and instructional, and when pupils are taught how to monitor, evaluate and adjust their own learning. Regular review creates accountability, prevents intervention "drift", and promotes metacognitive independence. The impact of teaching, learning and curriculum implementation for disadvantaged pupils will be monitored through regular review of classroom practice, pupil progress and curriculum access. This includes monthly learning reviews, targeted teacher-led support, and consistent use of metacognitive approaches, high expectations and independence-focused strategies. Work scrutiny, pupil conferencing and professional dialogue will ensure agreed practices are applied effectively across all classes and adapted where progress is not secure. Attendance for disadvantaged pupils will be monitored fortnightly. A termly evaluation of all approaches will be reported to governors, ensuring accountability, strategic decision-making and continuation only of high-impact provision. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 2, 4, 5, 6

Home Liaison Support Worker (HLW) working with families and pupils to provide early-help support, emotional wellbeing support, and improved home-school engagement. Monday & Friday (8:30 – 12:30) Tuesday & Thursday (8:30 – 3:10) £14,000	Social and Emotional Learning approaches have been shown to improve both wellbeing and academic outcomes. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). EEF evidence confirms social and emotional learning has a positive academic impact (+4 months). Early and consistent family engagement is associated with improved wellbeing, attendance, behaviour and learning readiness. The HLW provides targeted pupil and family support to improve wellbeing, engagement and access to education. The role includes early help intervention, home–school liaison, delivery of parenting support, bereavement and emotional wellbeing guidance, and short-term 1:1 or small-group mentoring to remove social or emotional +barriers to learning or school attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 8, 9

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

Our wider support strategy prioritises the removal of non-academic barriers that limit learning and participation for disadvantaged pupils. Through targeted mentoring, proactive family support, equitable access to enrichment, and purposeful attendance intervention, we will strengthen pupil wellbeing, resilience, engagement and aspiration. Provision is designed to complement—not replace—high-quality teaching and will be regularly evaluated for impact, value for money, and alignment with need.

Budgeted cost: £ 8,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
MHST Support Team. As part of our wider approach to wellbeing, behaviour and attendance, pupils will access a structured programme of Mental Health Support Team (MHST) workshops across the academic year.	MHST provision aligns to the EEF Social and Emotional Learning (SEL) guidance, which highlights: • Positive impact on academic outcomes (+4 months) • Benefits when explicitly taught, modelled and linked to classroom practice • Strengthened when reinforced across home-school contexts • Most successful when targeted, relational and based on early intervention rather than crisis response This offer also supports statutory expectations related to Keeping Children Safe in Education (KCSIE), Behaviour and Attitudes, Personal Development and the Wellbeing Duty. In addition to universal sessions, a referral pathway permits targeted small-group MHST intervention based on emotional need, pastoral data and Me and My Feelings diagnostic screening. This offer complements, rather than replaces, whole-school pastoral and curriculum-based wellbeing teaching.	8
PP Lead participation in Pupil Premium network events and professional learning. £350	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap; therefore, quality CPD is very important in raising attainment and social and emotional status, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3, 8, 9
Enrichment and Cultural Capital Funding. Financial support for educational visits, residentials and enrichment to ensure full access for all pupils. £5,500	Participation in enrichment activities develops cultural capital, belonging, confidence and aspiration. Equity of opportunity provides essential cultural capital and real-world schema, supporting curriculum access and aspiration. Removal of financial barriers prevents social exclusion and disengagement https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf	3, 5, 6
Funded access to breakfast and after-school provision for identified pupils. £4600	Access to a nutritious breakfast and structured start/end to the school day supports concentration, readiness to learn, wellbeing and behaviour. Magic Breakfast research demonstrates positive effects on attendance, concentration and engagement https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3, 8, 9
Attendance Improvement Programme. Weekly monitoring of disadvantaged	DfE attendance guidance and EEF attendance evidence demonstrate the importance of early intervention and personalised family support. Collaboration with the school's Attendance Champion to reduce persistent absence and improve punctuality. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	9

Total budgeted cost: £59,060

Part B: Review of outcomes in the previous academic year

Review: last year's aims and outcomes - Strategy Review Academic Year 2025-2026

Disadvantaged pupil attainment scores (End of KS2) for last academic year

Disadvantaged pupils performed well across a range of measures during the academic year. Strong phonics outcomes were achieved, with disadvantaged pupils attaining highly in both Year 1 and Year 2 screening checks, while Early Years outcomes improved and remained above national figures. These outcomes demonstrate the effectiveness of early identification, targeted support and consistent teaching approaches across the school.

Disadvantaged pupil performance overview for last academic year

Beyond academic outcomes, disadvantaged pupils benefited from a range of pastoral and enrichment opportunities designed to remove barriers to learning and promote full participation in school life. Support provided through the Home Liaison Worker and Brighter Futures Through Sport programme contributed to improved engagement, wellbeing and attendance, with attendance for disadvantaged pupils comparing favourably to national disadvantaged figures and persistent absence remaining below national levels. As a result, disadvantaged pupils were well supported to attend, participate and achieve within the wider life of the school.

Pupil Premium Review: September 2026			
Priority Measure		**Main findings/Impact/**	**Next Steps**
1. To ensure all gaps in English are closed for all our pupils, particularly our disadvantaged pupils		Outcomes for disadvantaged pupils in English remained strong across the school. End of KS2 data showed all disadvantaged pupils achieved the expected standard in Writing, with reading attainment remaining above national disadvantaged averages. Strong phonics outcomes in both Year 1 and Year 2 demonstrate the positive impact of the school's systematic approach to early reading. Internal assessment information indicates that disadvantaged pupils are making progress across year groups, supported through quality-first teaching, targeted intervention and regular pupil progress discussions.	Continue to develop reading fluency and comprehension across the curriculum. Increase the proportion of disadvantaged pupils achieving greater depth in reading and writing through targeted challenge and high-quality feedback.
2. To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils.		Mathematics outcomes remained a strength. End of KS2 results showed 100% of disadvantaged pupils achieved the expected standard in mathematics. Targeted support, pre-teaching and diagnostic assessment have supported pupils to secure key mathematical concepts. Internal data indicates that most disadvantaged pupils continue to make expected or better progress from their starting points.	Continue to provide targeted support for pupils at risk of falling behind and increase opportunities for disadvantaged pupils to achieve greater depth in mathematics.
Attainment Overview	EYFS	Early Years outcomes improved, with a greater proportion of children achieving a Good Level of Development than national figures. Early language development, communication support and targeted interventions have helped disadvantaged children access the curriculum successfully.	Continue to strengthen early language provision and monitor outcomes for disadvantaged children closely to ensure strong foundations for Year 1.
	Phonics	Phonics remained a significant strength. Disadvantaged pupils achieved highly in both the Year 1 Phonics Screening Check and Year 2 re-screen, reflecting the effectiveness of consistent teaching and timely intervention	Maintain the fidelity of the phonics programme and continue rapid intervention for pupils requiring additional support.
	KS1	KS1 outcomes demonstrate that disadvantaged pupils continued to access the curriculum effectively, supported by targeted intervention and quality-first teaching. Small cohort sizes should be considered when evaluating percentages and year-on-year comparisons.	Continue to monitor attainment and progress closely and ensure early intervention is in place where gaps emerge.
	MTC) Y4	Outcomes were generally positive overall; however, disadvantaged pupils remain a focus group for improving multiplication fluency. Retrieval practice, targeted support and curriculum adaptations have supported pupils in securing multiplication knowledge.	Further develop multiplication fluency through regular practice and targeted support, with a focus on increasing the proportion of disadvantaged pupils achieving full marks.
	Internal Data	Internal assessment information indicates that disadvantaged pupils generally make good progress across year groups. Regular pupil progress meetings, adaptive teaching and targeted intervention enable barriers to learning to be identified and addressed promptly.	Continue robust monitoring of disadvantaged pupils through pupil progress meetings and intervention reviews.

	End of KS2	End of KS2 outcomes demonstrate the success of the school's approach. All disadvantaged pupils achieved the expected standard in both Writing and Mathematics, whilst the majority achieved the combined Reading, Writing and Mathematics standard. Outcomes compare favourably with national disadvantaged figures.	Maintain high-quality teaching and targeted support while increasing the proportion of disadvantaged pupils attaining greater depth standards.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The school's investment in pastoral support and early intervention has continued to have a significant impact on the wellbeing, engagement and readiness to learn of disadvantaged pupils. Through targeted support from the Home Liaison Worker, pupils and families have benefitted from a coordinated approach which has reduced barriers associated with social, emotional and mental health needs, safeguarding concerns, family circumstances and attendance challenges. Multi-agency working and effective communication with families have ensured that support is implemented quickly, reducing the likelihood of issues escalating and negatively impacting learning. The Brighter Futures Through Sport programme has provided tailored mentoring and emotional support for vulnerable pupils, helping them to develop resilience, self-confidence, self-regulation and positive attitudes towards school. Staff observations and pupil monitoring indicate improvements in engagement within lessons, participation in wider school life and readiness to learn. The programme has been particularly successful in supporting pupils whose social, emotional or behavioural needs presented a barrier to academic progress. The combined impact of these approaches has contributed to improved wellbeing, stronger relationships with school, enhanced attendance and increased inclusion for disadvantaged pupils. Next Steps: → Continue to strengthen early identification processes for pupils requiring pastoral or emotional support. → Maintain targeted mentoring and intervention programmes for vulnerable pupils. → Further develop pupil voice and wellbeing monitoring to evaluate impact over time. → Sustain effective partnership working with families and external agencies to ensure support remains responsive and timely.		
4. To improve the attendance of PP pupils, so that it is at least in line with their peers.	Attendance remained a significant focus throughout the academic year and reflects the success of the school's graduated attendance strategy. Attendance for disadvantaged pupils was 94.2%, which compares favourably with national attendance figures for disadvantaged pupils. Persistent absence remained below national disadvantaged averages, demonstrating the effectiveness of the school's preventative approach, strong relationships with families and consistent monitoring systems. A key contributing factor has been the work of the Home Liaison Worker, who has provided bespoke support for identified families, undertaken attendance reviews alongside the attendance lead and SLT, coordinated external support where required and worked proactively to remove barriers to regular attendance. Regular attendance monitoring meetings have enabled concerns to be identified early, with intervention strategies implemented before patterns become embedded. As a result, disadvantaged pupils have benefitted from improved access to learning, curriculum continuity and wider school experiences. Whilst outcomes remain positive, attendance for disadvantaged pupils remains slightly below overall school attendance and therefore continues to be a priority within the strategy. Next Steps: → Further reduce persistent absence through targeted family support and early intervention. → Continue rigorous attendance monitoring and half-termly review of disadvantaged pupil attendance. → Maintain strong partnership working with families to remove attendance barriers. → Focus on narrowing the attendance gap between disadvantaged pupils and their non-disadvantaged peers.		
5. To ensure that there are no barriers to children attending enrichment and extra – curricular activities.	Ensuring equity of access to enrichment opportunities has remained a key strength of the Pupil Premium strategy. Funding has been used effectively to remove financial barriers which may otherwise have prevented disadvantaged pupils from participating fully in educational visits, residential experiences, extra-curricular clubs, sporting events and wider enrichment activities. As a result, disadvantaged pupils have been able to access the same breadth of opportunities as their peers and participate fully in the wider life of the school. Participation in enrichment activities has supported pupils' personal development, confidence, social skills, independence and aspiration. Opportunities such as residential visits, curriculum visits, sports activities and wider cultural experiences have enhanced pupils' cultural capital and broadened their understanding of the world beyond their immediate experiences. Staff monitoring indicates that these opportunities have positively contributed to pupils' engagement, sense of belonging and willingness to participate in new experiences. The school's commitment to eliminating financial disadvantage as a barrier to participation has ensured that all pupils are able to benefit from the full SPARK curriculum offer and wider enrichment programme. Next Steps: → Continue to provide financial support where required to ensure full participation. → Monitor participation rates to identify any underrepresented groups. → Increase opportunities for disadvantaged pupils to access leadership, performance, sporting and enrichment experiences. → Evaluate the impact of enrichment participation on attendance, engagement and personal development outcomes.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Activity	**Challenge number(s) addressed**	**Evidence of Impact**
Brighter Futures Through Sport Development & Mentoring Programme	3, 8, 9	The Brighter Futures Through Sport programme has continued to make a valuable contribution to the school's Pupil Premium strategy by providing targeted support for 29 pupils across Years 1-6 who face social, emotional and behavioural barriers to learning. Through approximately 10 hours of weekly mentoring, playground support and personalised intervention, pupils have developed greater confidence, resilience and readiness to learn. The annual Brighter Futures Through Sport Awards Ceremony further celebrated pupils' achievements, commitment and personal growth, providing positive recognition that reinforced self-esteem and motivation. This combination of ongoing mentoring and public celebration of success has strengthened engagement, promoted positive attitudes towards school and supported the strategy's aim of improving outcomes for disadvantaged pupils by removing barriers to learning and enhancing wellbeing.
Home Liaison Support Worker – Part time	3, 8, 9	The Home Liaison Worker has played a pivotal role in supporting vulnerable pupils and families, helping to remove barriers linked to attendance, wellbeing and engagement with school. Through strong relationships with families, effective multi-agency working and targeted attendance support, they have strengthened home-school partnerships, improved pupil readiness to learn and contributed to a positive culture of inclusion and belonging. Their work has been instrumental in promoting regular attendance, supporting emotional wellbeing and ensuring disadvantaged pupils and families receive the support needed to thrive.

Overall Evaluation - Review statement

Overall, the school's Pupil Premium Strategy was successful in securing positive academic outcomes whilst addressing wider barriers to learning. The combination of high-quality teaching, targeted interventions and effective pastoral support enabled disadvantaged pupils to achieve well, attend regularly and participate fully in the wider life of the school. Evaluation of the strategy indicates that continued focus should be placed on Early Years outcomes, reading progress, multiplication fluency and increasing the proportion of disadvantaged pupils achieving greater depth standards, whilst maintaining the strong pastoral support systems that have contributed to pupils' success.