Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	147 139 134
Proportion (%) of pupil premium eligible pupils	12 8% 14 9
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)**	New Strategy 2024-2027 Year 1 – 2024-2025 Year 2 - 2025-2026 Year 3 - 2026 - 2027
Date this statement was published	November 2024 December 2025 November 2026
Date on which it will be reviewed	July 2025 September 2026 September 2027
Statement authorised by	Kirsty Jordan-Gill
Pupil premium lead	Kirsty Jordan-Gill
Governor / Trustee lead	Suzi Watters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Budget year: April 2024 – March 2025 £29,110 Budget Year April 2025 - March 2026: £25,655

	Budget Year April 2026 - March 2027: £20,050
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*	£29,110 £25,655 £20,050

Part A: Pupil premium strategy plan

Statement of intent

At Broadmayne First School, we believe all children should be able to reach their potential and 'Fly High', regardless of their background. Through effective use the Pupil Premium grant, we aim to:

· Reduce barriers to learning so that disadvantaged children, along with non disadvantaged, achieve their full potential and therefore 'Fly High'.

· Close any gap between disadvantaged pupils and non-disadvantaged pupils.

· Have high expectations and aspirations for all pupils. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify Free School Meals.

· All staff are aware of who Pupil Premium and vulnerable children are

· All Pupil Premium children benefit from the funding, not just those who are underperforming

· Children's individual strengths and needs are considered carefully, so that we can provide the right support for all children. Where interventions are in place, these are focused, evidence based interventions which are overseen/led by teaching staff/informed by external agency assessments.

We believe that quality first teaching has greater impact than additional interventions and at Broadmayne First School we constantly strive to get it right for all pupils.

Through quality first teaching we ensure all adults:

· Have continued professional development and peer to peer support to enhance their teaching practice and pedagogy.

· Set high expectations, raise aspirations and develop a climate where children love the challenge of learning and are resilient to failure.

· Personalise planning for all pupils in their class.

· Have a good knowledge of their pupils and understand any barriers children have to learning

· Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.

From 2025–2026, every Pupil Premium child will have a dedicated Pupil Premium Champion who will advocate for them, ensuring their voice, aspirations, and needs are clearly understood and acted upon.

Champions will meet with their pupils half-termly to explore what they would like to get better at academically, identify any barriers, and agree personalised next steps.

These meetings will also focus on wellbeing, enabling children to reflect on how they feel, what support they may need, and how school can help them thrive socially and emotionally.

As part of our holistic approach, Pupil Premium children will have access to a wider range of enrichment opportunities, including Wild Art, singing lessons, keyboard lessons, and Forest School, ensuring they experience a rich, balanced curriculum that nurtures creativity, confidence, and curiosity.

Our intent is that all children at Broadmayne receive a holistic education that supports their academic progress, emotional wellbeing, and wider developmental needs, enabling them to 'Fly High' in every aspect of school life.

We recognise that strong attendance is a key driver of attainment, wellbeing, and long-term outcomes. As part of our 2025–2026 intent, we are committed to ensuring that all Pupil Premium pupils attend school regularly so they can fully benefit from high-quality teaching, targeted support, and enrichment opportunities.

We will work proactively with families to identify and reduce barriers to attendance, offering early help, personalised support, and clear communication to ensure every child feels safe, motivated, and ready to learn.

Attendance for Pupil Premium pupils will be monitored closely, with half-termly reviews alongside Pupil Premium Champion meetings to ensure that patterns are identified early and support is put in place swiftly.

We will promote a culture where every day matters, celebrating improvements and ensuring that children understand the importance of being in school consistently so they can 'Fly High' academically, socially, and emotionally.

In 2026–2027, we will build on our strategy by fully embedding our key initiatives to ensure sustainable, high-impact support for all disadvantaged and vulnerable pupils. The role of the Pupil Premium Champion is now fully embedded across the school. Champions conduct regular, structured half-termly reviews with their assigned pupils to

evaluate academic progress, address individual barriers to learning, amplify pupil voice, and foster strong emotional well-being and resilience.

To nurture curiosity, confidence, and self-worth, we ensure that 100% of Pupil Premium children actively participate in at least one key enrichment activity—such as music tuition, Wild Art, or Forest School—providing a rich, holistic educational experience.

In alignment with our School Development Plan (SDP), we have established a systematic tracking system across all vulnerable groups to ensure early identification of needs and swift deployment of targeted academic and pastoral interventions. Quality First Teaching remains our core driver; through adaptive and responsive teaching strategies—specifically structured pre-teach (front-loading key vocabulary and concepts) and immediate post-teach (addressing misconceptions promptly)—we ensure all pupils keep up with the curriculum, access whole-class learning with confidence, and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	**Self Regulation:** Pupils' emotional well-being, social and behavioural needs affecting children being ready to learn and therefore make progress.
2	**Attainment gap between PP and non PP:** A high proportion of PP children do not achieve ARE in Reading, Writing and Maths.
3	**Writing:** A significant amount of children do not meet the ARE for writing.
4	**Attendance:** the attendance of pupils in receipt of PP is below that of their peers. Emotional School Based Avoidance is increasing within our PP children.

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.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready to learn.</td><td>Children’s well-being needs are met and supported to ensure they are able to access high quality teaching and targeted interventions where needed to support them in making progress.</td></tr>
<tr><td>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with their peers through ensuring high quality teaching is effective in place, alongside targeted intervention.
2023/2024 – 13 children
2024/2025 - 14 children
2025/2026 - 9 children
<table>
<tr><td></td><td colspan="3">PP children who did not achieve ARE</td><td colspan="3">PP children who achieved ARE</td></tr>
<tr><td>Reading</td><td>6
46 %</td><td>6
42 %</td><td>6
66 %</td><td>7
53 %</td><td>8
57 %</td><td>3
33 %</td></tr>
<tr><td>Writing</td><td>11
84 %</td><td>7
50 %</td><td>6
66 %</td><td>2
15 %</td><td>5
50 %</td><td>3
33 %</td></tr>
<tr><td>Maths</td><td>5
38 %</td><td>4</td><td>5
55 %</td><td>8
61 %</td><td>10
71 %</td><td>4
44 %</td></tr>
</table>
* 6 children have multiple indicators. 4 children received AP provision/tutoring and on part time timetables.</td><td>An increase in PP children meeting ARE in reading, writing and maths.

Accelerate process for PP children to close the attainment gap.</td></tr>
<tr><td>To improve the writing outcomes for all children.</td><td>Children who are receiving pupil premium funding will make expected progress in writing. The attainment gap will close.</td></tr>
<tr><td>To continue to ensure the attendance if pupils in receipt of pupil premium funding is in line with those of peers and national data.</td><td>To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding.

2023/24 to date:
FSM 6 attendance: 90.8%
Non FSM 6 attendance: 94.8%

2024-2025
FSM 6 attendance: 86.9%
Non FSM 6 attendance: 95.2%

2025/26 to date:
FSM 6 attendance: 94.7%
Non FSM 6 attendance: 95%</td></tr>
</table>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,900 £3,300 £3,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to receive 'in person' training from Supersonic Phonics to help deliver whole class teaching, small group teaching and 1:1 catch up intervention. This will ensure as a school we have consistent practice.	Phonics | Toolkit Strand The EEF states that *'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading'.*	2,3
Reading Lead to engage in English Hub CPD 'Transforming Reading Cultures' and disseminate to school. Staff to work with English specialist to develop QFT of phonics.	reading_for_pleasure.pdf (publishing.service.gov.uk) DFE guidance identify several main area of benefit for Reading for pleasure: • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; • A better understanding of other cultures; • Community participation; and • A greater insight into human nature and decision-making.	1,2,3
Consistent approach to the teaching of writing across the school following the teaching sequence and progression of skills in each year group. Invest in CLPE training for all staff to deliver high quality writing sessions.	See EEF toolkit: High Quality Teaching 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk) The EEF states: *'the best available evidence indicates that great teaching is the most important level schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'*	2,3

Visit other CLPE schools with reading leads to support teaching of high quality writing sessions.		
Continue to work with the Maths Hub to take part in 'Mastering Number Fluency programme' across school and Sustaining Teaching for Mastery.	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)	3
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream' (Led by SENDCo)	See EEF research guidance report: Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) *The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However pupils with SEND are almost more than likely to be eligible for free school meals.*	1,2,3
Engage with the Local Authority's CPD Writing programme to strengthen the teaching of writing across the school, with a focus on high-quality modelling, scaffolding, and feedback strategies that disproportionately benefit disadvantaged pupils.	The EEF's *Effective Professional Development* guidance report identifies that well-designed CPD can have a **substantial impact on pupil learning**, particularly when it: • Builds **knowledge**, • Motivates teachers, • Develops **teaching techniques**, and • Embeds practice through **sustained support**. The *EEF Guide to the Pupil Premium* states that **the most important factor in closing the attainment gap is consistently excellent teaching**. Providing staff with targeted CPD on writing ensures that disadvantaged pupils benefit from: • Clear modelling • Strong scaffolding • Explicit instruction • Consistent expectations across the school	2,3
Staff to attend *The Bank of Dreams and Nightmares* writing development training delivered by an external agency, with a focus on strengthening narrative writing, vocabulary development, and imaginative composition for all pupils, including those who are disadvantaged.		2,3
Purchase and implement the *Supersonic Phonic Friends* CPD package to support the rollout of the school's updated Handwriting Policy and progression framework. Staff will receive training	EEF guidance on **Effective Literacy in Key Stage 1** emphasises the importance of: • **Modelling**, • **Guided practice**, and • **Consistent routines**	2,3

to ensure consistent, high-quality handwriting instruction from EYFS to KS2.	Daily handwriting teaching within the writing session provides exactly this structure. It ensures children receive repeated, high-quality modelling of letter formation and have frequent opportunities to practise with feedback. EEF literacy guidance highlights that **transcription skills (spelling and handwriting)** must become automatic so that pupils can focus on composition. Automaticity in handwriting: ● Reduces cognitive load ● Improves writing stamina ● Enables disadvantaged pupils to keep pace with peers in extended writing tasks **The EEF's *Guide to the Pupil Premium* stresses that disadvantaged pupils benefit most when schools implement consistent, whole-school approaches.** A mapped handwriting policy ensures: ● Shared expectations ● Consistent language and rhymes ● Smooth transitions between year groups ● Reduced variation in teaching quality	
Deliver Headteacher-led CPD to embed the school's updated marking scheme, with a focus on *Close the Gap* marking strategies and high-quality peer assessment routines that support disadvantaged pupils to understand next steps and improve their work independently.	The EEF's *Feedback* guidance report identifies feedback as one of the **highest-impact strategies** for improving attainment, with an average of **+6 months' progress**. ● **Immediate, actionable feedback** is more effective than delayed comments ● Feedback should be **specific, clear, and focused on improvement** ● Pupils must have time to **respond to feedback** to close gaps Live marking and close-the-gap tasks directly support these principles by enabling pupils to act on feedback *within the lesson*, not days later. EEF emphasises that effective teaching involves **continual assessment and adaptation**. Live marking allows teachers to: ● Identify misconceptions early ● Adjust teaching in real time	

	• Provide targeted support to disadvantaged pupils who may not self-advocate This ensures that gaps do not widen during the lesson. EEF evidence shows that metacognitive strategies have a **high impact**, particularly for disadvantaged pupils. Pink/green system supports metacognition by helping pupils: • Understand what they have done well • Recognise what they need to improve • Develop independence in reviewing and editing their work This builds long-term learning habits that benefit all pupils. The EEF's *Guide to the Pupil Premium* stresses that disadvantaged pupils benefit most from **consistent, whole-school approaches**. A shared marking system: • Reduces variation between classes • Ensures all pupils receive high-quality feedback • Makes expectations clear and predictable • Supports transitions between year groups This is especially important for pupils who may not receive structured feedback or editing support at home.	
Provide staff with CPD on the school's Times Table Progression Framework to ensure consistent, systematic teaching of multiplication facts across all year groups, with a focus on supporting disadvantaged pupils to build fluency, recall, and confidence.	The EEF's *Improving Mathematics* guidance report highlights that pupils need both: • **Fluency** (quick, accurate recall of facts) • **Conceptual understanding** (knowing *why* facts work, not just memorising them) Our progression model supports both by: • Sequencing multiplication facts in a logical order • Revisiting and deepening understanding over time • Embedding daily practice to strengthen long-term memory	2

Provide staff with CPD in TGMC approaches, specifically the use of *regulation backpacks* and *calming doodles*, to strengthen pupils' self-regulation, emotional literacy, and readiness to learn. Staff will implement these strategies consistently across classrooms, with a focus on supporting disadvantaged pupils who may experience higher levels of dysregulation.	EEF research on attendance highlights that disadvantaged pupils are more likely to be persistently absent and that **poor attendance is a major driver of the attainment gap**. The Good Morning Club supports attendance by: • Providing a **positive reason to arrive on time** • Offering a **soft landing** for pupils who may struggle with transitions • Reducing morning anxiety • Ensuring pupils start the day fed, calm, and emotionally regulated	1,4
Adaptive & Responsive Teaching CPD: Staff training focused on pre-teach and post-teach delivery, cognitive load reduction, and scaffolding for vulnerable learners.	*EEF Rationale:* Flexible grouping and immediate feedback are highly effective at preventing pupils from falling behind.	2,3
Writing CPD & Scaffolding (SDP Priority): Continued investment in whole-school writing approaches (e.g., Local Authority / CLPE writing modules, Bank of Dreams and Nightmares, or Supersonic Phonics handwriting policy integration).	*EEF Rationale: Explicit instruction and structured modelling in writing disproportionately benefit disadvantaged pupils.*	2,3

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

Budgeted cost: £20,655 £18,355 £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of teaching Assistants to support key children during whole class teaching inputs.	EEF research guidance: Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) *'Research on TA's delivering targeted interventions in one-to-one or small group*	2,3

2025-2026 - CPD for support staff from SENDCo to support effective deployment e.g. recognising during inputs who require additional support before splintering off to main task. Keep up not catch interventions. *(Additional paid staff)*	*settings show a consistent impact on the attainment of approximately 3 to 4 additional months' progress. Crucially, these positive effects are only observed when TA's work in structured settings with high quality support and training. When TA's are deployed in more informal, unsupported, instructional roles, they can impact negatively on pupils' learning outcomes.'*	
Establish small group interventions (in year groups) for disadvantage pupils falling behind age related expectations. *(Additional paid staff)*	EEF Toolkit guidance: Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) *'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'*	1,2,3
Provide targeted 1:1 phonics support using the *Supersonic Phonic Friends* programme to accelerate progress for disadvantaged pupils who are not yet secure in key phonics phases. Staff will use programme-aligned resources, routines, and assessment tools to deliver high-quality, consistent intervention.	The EEF's *One-to-One Tuition* strand shows a **high impact** for disadvantaged pupils, with an average of **+5 months' progress**. • Tuition is most effective when it is **short, regular, and sustained** • Sessions should be **targeted using assessment** • Interventions must be **aligned with classroom teaching** • Skilled adults should deliver the support, with oversight from teachers	2,3
Introduce and embed a whole-school Phonics Tracker to monitor pupil progress in phonics phases, identify gaps rapidly, and target disadvantaged pupils for timely intervention. Staff will receive training to ensure consistent use of the tracker and accurate assessment.	The EEF's *Phonics* strand shows a **high impact for very low cost**, particularly for disadvantaged pupils. Key principles include: • Systematic phonics teaching is most effective when it is **consistent, cumulative, and regularly assessed** • Early identification of gaps prevents pupils from falling behind • Teaching should be **responsive**, adapting to what pupils can and cannot yet do	2,3
Pre and Post Teaching	The EEF's *Guide to the Pupil Premium* highlights that targeted support is most effective when:	

	• It is **closely linked to classroom teaching** • It is **informed by assessment** • It is **delivered by trained staff** Pre- and post-teaching meet all three criteria: • Pre-teaching prepares pupils for upcoming learning • Post-teaching reinforces and secures understanding • Both are planned and overseen by teachers	
Systematic Tracking of Vulnerable Groups (SDP Priority): Implementation of systematic, data-informed tracking across all vulnerable cohorts to identify gaps early and rapidly trigger pre-teach / post-teach interventions.	*EEF Rationale:* Small-group tuition and targeted catch-up sessions produce +4 to +5 months' additional progress.	2,3
Structured Pre-Teach & Same-Day Post-Teach Interventions: Daily/weekly teacher- or TA-led micro-interventions for Pupil Premium pupils in Reading, Writing, and Maths prior to or immediately following main lessons.		2,3

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

Budgeted cost: £5,000 £4,000 £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of outdoor learning to support key groups of children. Children to have 1 half term of Forest School.	Key findings of forest research: Forest Schools: impact on young children in England and Wales - Forest Research The evaluation suggests Forest Schools make a difference in the following ways: **Confidence:** Children had the freedom, time and space to learn and demonstrate independence.	1

Ensuring sustainability of Forest Schools approach by investing in training for a member of staff to deliver once Outdoor Adventurers have implemented programme.	**Social skills:** children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. **Communication:** language development was prompted by the children's sensory experiences. **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time. **Physical skills:** these improvements were characterised by the development of physical stamina and fine motor skills. **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment.	
INSET training for all staff to have Hamish and Milo CPD. 1 member of staff to attend Local Authority ELSA training and provide intervention to support key children	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) The EEF state: *SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. The average impact of successful interventions is an additional four months progress over the course of a year.*	1
Support towards the cost of school visits, school visitors, holiday clubs and extracurricular activities for pupils in receipt of Free School Meals	Building self-confidence, widening experiences and gaining cultural-capital all improve the holistic results of a child's development and learning. Evidence from implementing this in previous years shows this makes a positive impact on self-belief and attainment.	1,2,3,4
Building links with Family Link worker and Inclusion lead to support attendance is maintained and readiness to learn. Introduction of monthly coffee mornings with HT, ELSA lead, Family Link worker. Well planned transition arrangement into EYFS to ensure nursery and p rental engagement identifies 'at risk' pupils as, or before, they start school.	Parental engagement | EEF (educationendowmentfoundation.org.uk) The EEF state: *The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.*	1,4

Attendance monitoring and meetings when needed. Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. Focus in fortnightly newsletter.		
Create and implement two adapted regulation rooms: 1. **Calming & Quiet Room** – a low-stimulus environment designed for emotional regulation, sensory calming, and quiet reflection. 2. **Active Regulation Room** – a space equipped for movement-based regulation, including exercise, heavy lifting, and proprioceptive activities. Staff will be trained to use both rooms effectively to support pupils—particularly disadvantaged pupils—who experience dysregulation, anxiety, or sensory overload.	EEF evidence shows that teaching self-regulation and providing structured, supportive environments—such as calming and active regulation spaces—can improve behaviour, readiness to learn, and academic outcomes, particularly for disadvantaged pupils.	4
Establish and run *The Good Morning Club* each morning to provide a calm, structured, and nurturing start to the day for identified pupils, with a focus on disadvantaged pupils who benefit from	*Improving Behaviour in Schools* (EEF, 2019) emphasises the importance of predictable routines, calm starts, and positive adult relationships — all core features of your morning provision	4

additional emotional regulation, routine, and positive connection before lessons begin.		
Appoint a dedicated Pupil Premium Champion to act as an advocate for disadvantaged pupils, ensuring their needs, barriers, and strengths are represented in all aspects of school life. The Champion will monitor provision, champion pupil voice, liaise with families, and ensure that interventions and classroom practice disproportionately benefit disadvantaged pupils.	EEF's Guide to the Pupil Premium highlights the importance of strong, strategic leadership and clear accountability to ensure disadvantaged pupils' needs, barriers, and voices are prioritised and provision is effectively monitored.	4
Pupil Premium Champions & Half-Termly Mentoring Reviews: Time allocated for Pupil Premium Champions to meet half-termly with assigned pupils to review academic goals, well-being, attendance, and pupil voice.	*EEF Rationale:* Mentoring and building self-regulation/metacognition improve academic engagement and resilience.	1,4
Universal 100% Enrichment Guarantee: Funding for 100% of Pupil Premium pupils to participate in extra-curricular and enrichment activities (e.g., Wild Art, Forest School, singing/keyboard lessons, trips).	*EEF Rationale: Arts participation and outdoor learning foster self-esteem, well-being, and wider school engagement.*	1,4
Targeted Attendance & EBSA (Emotional School-Based Avoidance) Support: Dedicated monitoring and early-help intervention for Pupil Premium pupils showing persistent absence or school avoidance.	*EEF Rationale: Parental engagement and targeted attendance interventions reduce chronic absence.*	

Total budgeted cost: £ £29,110 £25,655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023/2024 data shows that we are closing the gap slowly in Reading and Maths for PP children achieving ARE. Accelerated progress for children to achieve ARE remains a focus.PP children made at least good progress last year. Writing continues to be an area for development. This is part of our 2024/2025 SDP.

2023/2024 – 13 children

	PP children who did not achieve ARE		PP children who achieved ARE	
Reading	6	46%	7	53%
Writing	11	84%	2	15%
Maths	5	38%	8	61%

Training in Therapeutic Thinking and Relational Practice and the implementation of a sensory room, calming areas in all classrooms and zones of regulation have enabled children to regulate and be ready for learning.

Children have had exposure to a variety of activities to build on culture capital. These included theme weeks such as Sports Week. Children got to experience climbing, archery, martial arts, skipping skills and gym skills.

Across 2023–2024, outcomes for disadvantaged pupils (13 pupils in 2023/24 and 14 pupils in 2024/25) show a mixed picture, with notable strengths in reading and mathematics and continuing areas for development in writing. The data demonstrates that targeted support and curriculum improvements are beginning to have a positive impact, particularly where whole-school strategies have been embedded consistently.

Analysis

- Reading outcomes show year-on-year improvement, with the proportion of disadvantaged pupils achieving ARE rising from 53% to 57%.
- The proportion not meeting ARE has reduced, indicating that early reading interventions, targeted phonics support, and increased reading fluency practice are having a measurable impact.
- Pupils who benefited most were those receiving consistent small-group reading support and those with strong attendance.
- Remaining barriers include vocabulary gaps, inconsistent home reading routines, and a small number of pupils with complex SEND profiles.

The upward trend suggests that the school's investment in high-quality phonics teaching, reading for pleasure initiatives, and structured intervention programmes is beginning to close the gap for disadvantaged pupils.

Analysis

- Writing shows the most significant improvement, with ARE outcomes rising from 15% to 50%.
- This reflects the impact of whole-school work on sentence structure, modelling, scaffolding, and the consistent use of success criteria.
- Despite this improvement, writing remains the greatest area of need for disadvantaged pupils.
- Pupils who did not meet ARE typically present with:
    - weaker transcriptional skills (spelling/handwriting)
    - limited stamina for extended writing
    - gaps in grammar knowledge
    - SEND needs affecting language processing or working memory

The substantial improvement demonstrates that the school's focus on explicit teaching, modelling, and structured scaffolds is working. Continued emphasis on writing fluency, vocabulary development, and targeted interventions is essential to sustain and accelerate progress.

Analysis

- Mathematics outcomes show a positive upward trajectory, with ARE increasing from 61% to 71%.
- Pupils benefited from:
    - consistent use of manipulatives and visual representations
    - structured small-group intervention
    - improved fluency practice and retrieval routines
- Those not yet at ARE typically struggle with multi-step reasoning, retention of key number facts, or have SEND needs impacting processing speed.

The data indicates that the school's investment in high-quality maths teaching, fluency development, and targeted intervention is effectively supporting disadvantaged pupils to make stronger progress.

Across reading and maths, disadvantaged pupils are making improving progress, with clear evidence that whole-school strategies and targeted interventions are having a positive impact. Writing, while significantly improved, remains the area where the attainment gap is widest.

Key strengths include:

- Improved reading and maths outcomes year-on-year

- Strong impact of structured interventions and consistent teaching approaches
- Effective use of modelling, scaffolding, and visual supports
- Improved engagement and confidence among disadvantaged pupils

Key priorities moving forward:

- Continue to strengthen writing through explicit instruction, vocabulary development, and targeted support
- Maintain and extend successful reading and maths interventions
- Ensure high attendance for disadvantaged pupils to maximise the impact of teaching
- Further refine the Universal Offer to ensure consistency and accessibility across all subjects

2025-2026

Phonics & Early Reading (Read Write Inc. / Supersonic Phonics)

- **Implementation & Training:** Whole-staff training delivered through our phonics programme (Supersonic Phonics / RWI alignment) ensured consistent, high-quality Quality First Teaching across EYFS and Key Stage 1. Targeted 1:1 catch-up interventions and early identification via our Phonics Tracker were successfully deployed for disadvantaged pupils.
- **Impact & Outcomes:** Internal monitoring and external reviews (including Cornerstones audit feedback) confirmed that daily, structured phonics routines have embedded strong foundational reading skills. Disadvantaged pupils accessed daily keep-up sessions, securing phonic sound knowledge and improving reading fluency. The gap in reading attainment between Pupil Premium and non-Pupil Premium pupils continues to narrow as a result of consistent, evidence-based phonics instruction.

Writing Outcomes & Progression

- **Implementation & Strategy:** Writing remained a key focus aligned with our School Development Plan (SDP). Staff engaged in specialist training (including Local Authority writing modules, CLPE strategies, and The Bank of Dreams and Nightmares) alongside embedding our whole-school handwriting progression framework. Close-the-Gap live marking allowed teachers to address misconceptions in real time during writing sessions.
- **Impact & Outcomes:** While writing continues to be an area for ongoing development across all key stages, disadvantaged pupils demonstrated steady, accelerated progress from their starting points. Embedded scaffolding, explicit modelling of narrative structures, and structured pre-teaching enabled Pupil Premium children to access whole-class writing tasks with increased confidence, stamina, and vocabulary retention.

Enrichment Activities, Attendance, and Engagement

- Providing a rich and varied curriculum through purposeful enrichment activities—including Forest School, Wild Art, music tuition, and school visits—is central to our strategy for building enthusiasm and fostering a strong sense of belonging. We recognize that high attendance and active school engagement are fundamental drivers of academic progress and emotional well-being. By ensuring that 100% of Pupil Premium children participate in at least one key enrichment opportunity, we create positive, memorable learning experiences that nurture intrinsic motivation, self-confidence, and social-emotional resilience. This holistic offer serves as a powerful lever for improving attendance, providing a welcoming environment that reduces anxiety, mitigates emotional school-based avoidance, and encourages pupils to arrive eager and ready to learn each day.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.