

Pupil premium strategy- Horton Grange Primary School

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

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

School overview

Detail	Data
Number of pupils in school	678
Proportion (%) of pupil premium eligible pupils	37%
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)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	Rebecca Marshall Headteacher
Pupil premium lead	Sabia Begum Deputy Headteacher
Governor / Trustee lead	Emma Speake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,589
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£302,589

Part A: Pupil premium strategy plan

Statement of intent

Horton Grange Primary School is committed to ensuring that all pupils regardless of their background and individual challenges, have high aspirations for themselves and achieve academic success across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this success and support them to reach their full potential.

Our pupil premium strategy considers the challenges faced by our disadvantaged and vulnerable pupils including the wider socio-economic challenges faced by our school community. According to the latest Index of Multiple Deprivation 2025, Great Horton continues to fall within the 10% most deprived areas in England for the following domains: Employment, Income, Education, Skills and Training, Crime, and Living Environment. The ward also remains in the second most deprived decile for Health and Disability.

Our strategy ensures that the barriers to education and development are identified early and addressed effectively to ensure any differences in attainment, achievement, and opportunity between those children who are disadvantaged, and other learners is diminished. At the heart of our approach is high-quality teaching, robust diagnostic assessments, high quality resources and proven strategies and programmes to support all pupils in their learning and progress. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

Overarching Aims

- To diminish the attainment gap between disadvantaged and non-disadvantaged pupils
- To build the cultural capital of children from disadvantaged backgrounds through a broad and balanced curriculum; opportunities to take part in extra-curricular activities, visits and experiences to build on skills and knowledge
- To develop high levels of literacy, language and communication skills
- To ensure disadvantaged pupils attend school regularly and on time
- To develop stronger more supportive and nurturing home environments
- To support parents in understanding and developing confidence in addressing their children's needs
- To support the well-being of disadvantaged pupils
- To raise awareness of the possible future career paths to widen the aspirations of pupils and the wider school community

Challenges

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

Challenge number	Detail of challenge
1 Communication and language development	Observations and teacher assessments show that pupils particularly those that are disadvantaged enter Reception with skills that are below what is typical, particularly in communication and language. Large numbers of pupils have English as an additional language and some are completely new to English. There is increasing number of pupils in the Early years being identified as having development delays and speech problems. Underdeveloped oral language skills continue to be a barrier particularly for disadvantaged pupils in KS1 and KS2.
2 Development of phonics skills that lead to reading fluency	Assessments and observations suggest that disadvantaged pupils generally have greater difficulty with the development of phonics skills than their peers. This impacts negatively on their development as fluent readers.
3 Transcription	Assessment data, observations and discussions with pupils show that disadvantaged pupils find transcription more difficult than their peers. Writing attainment show a gap between the attainment of disadvantaged pupils compared to their non-disadvantaged peers. A significant number of disadvantaged pupils are EAL and this increases the difficulty they face with both grammar and spelling.
4 Reading inference	Assessments, observations and discussions with pupils indicates that in reading disadvantaged pupils find inference more difficult than their peers. This is partly contributed to limited exposure to the nuances of language used in a variety of context and the limited life experiences and cultural capital pupils can apply to understand the meaning of the texts.
5. Higher numbers of pupils with SEND	Higher numbers of pupils who are disadvantaged with SEND (approximately 33% of pupil premium pupils). These include pupils with complex SEND needs, EHCPs, cognition and learning, social emotional, speech and language and mental health. A group of pupils with significant and complex needs require provision that is in addition to their mainstream peers.
6. Mental health and well being	Our assessments including discussions with pupils, parents, carers and external agencies have identified an increasing number of pupils with social and emotional development needs. This includes dealing with emotionally based school avoidance, anxiety, bereavement, domestic abuse and a lack of social interaction beyond their immediate family. This is in line with National trends and data.
7. Limited access to develop cultural capital	Discussions with pupils supported by national research indicates that pupils from disadvantaged backgrounds have limited life experiences and opportunities to access cultural and sporting activities.
8. Persistent absence and lower attendance	Absence data shows that disadvantaged pupils have a higher rate of absence and punctuality than their non-disadvantaged peers. Persistence absence, particularly due to extended leave remains high. Reduce resilience and change of attitude towards attendance and punctuality after the pandemic remains with a significant number of families.
9. Parental engagement	From our day-to-day interaction with our parents, we know that a significant number lack confidence and the perquisite skills and knowledge to a) support their children with their learning at home b) to articulate their

and support for pupils at home	abilities and needs. This is also partly due to language barriers and understanding of the education system.
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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
<p><u>Challenge 1</u> Disadvantaged pupils develop high levels of language and communication skills.</p>	<p>Language/communication difficulties are identified early and early intervention is put in place and this is evidenced through provision mapping.</p> <p>Triangulated evidence from pupil observations, pupil discussions teacher observations, book scrutiny and ongoing formative assessments demonstrate disadvantaged pupils have high levels of oracy, increased confidence in communication and use a wider breadth of vocabulary.</p>
<p><u>Challenge 2</u> Disadvantaged pupils achieve at least in line with their non-disadvantaged peers in the phonics screening check at the end of year 1 and reading outcomes by the end of KS2.</p>	<p>Disadvantaged pupils demonstrate increased phonics knowledge, skills and retention. As a result, a) reading fluency improves b) disadvantaged pupils' phonics screening check outcomes are inline or better than non-disadvantaged pupils nationally.</p> <p>Reading assessments show significant progress in fluency in disadvantaged pupils.</p>
<p><u>Challenge 3 and Challenge 4</u> Disadvantaged pupils continue to attain at least in line with their non-disadvantaged peers nationally in writing, reading and maths including at the higher standard by the end of KS2.</p>	<p>Assessments show that the difference between disadvantaged children's attainment and their non-disadvantaged peers in reading, writing and maths diminishes as children move through school.</p> <p>More able disadvantaged pupils achieve the higher standard at least in line with their non-disadvantaged peers nationally in reading, writing and maths by the end of KS2.</p> <p>Assessments and triangulation from book scrutiny, pupil discussions and lesson observations demonstrate pupils increased levels of accuracy in spelling and use of grammar.</p> <p>Evidence from formative and summative assessments show that disadvantaged pupils receive targeted intervention early to accelerate progress.</p>

	Impact and evaluations of interventions demonstrate that they are of a high quality and achieve targeted outcomes.
<p><u>Challenge 5</u> Students with SEND will achieve well through early interventions and appropriate adaptations.</p>	<p>More SEND identified students will achieve age-related outcomes at the end of statutory assessments.</p> <p>Assessments and triangulation from book scrutiny, pupil discussions and lesson observations demonstrate disadvantaged pupils with SEND receive targeted intervention early to accelerate progress.</p>
<p><u>Challenge 6</u> Disadvantaged pupils demonstrate high levels of well-being.</p>	<p>Monitoring shows that all pupils including disadvantaged pupils are highly motivated and show high levels of engagement in all areas of learning and are resilient in the face of challenges.</p> <p>Qualitative data from pupil discussions and observations show pupils can recognise their own wellbeing needs and have strategies to support their own and others wellbeing.</p> <p>There is a good level of participation from pupils and families accessing support from external agencies and organisations means that a) pupils individual well-being needs are effectively met b) disadvantaged pupils consistently demonstrate high levels of well-being in school.</p>
<p><u>Challenge 7</u> Disadvantaged pupils develop high levels of cultural capital.</p>	<p>Parental surveys, qualitative data from pupil voice and the school's curriculum demonstrate that disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests within the school day and as part of extra-curricular activities beyond the school day.</p> <p>There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school</p> <p>100% of disadvantaged pupils access all school trips and visits planned for their class.</p> <p>School's curriculum as evidenced by pupil voice, lesson observations and book scrutiny show disadvantaged pupils are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>

	<p>Disadvantaged pupils are able to articulate themselves confidently in a range of context.</p> <p>Pupil voice will demonstrate disadvantaged pupils' increase in aspirations and knowledge of the wider opportunities available to them as future careers.</p>
<p><u>Challenge 8</u> Disadvantaged pupils attend school regularly</p>	<p>Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally.</p> <p>Persistence absence for disadvantaged pupils is lower than the national figure</p> <p>Whole school attendance is inline or better than the national average.</p>
<p><u>Challenge 9</u> Disadvantaged pupils are supported and nurtured at home by parents who understand and are confident in addressing their child's needs</p>	<p>100% of disadvantaged pupil's parents/carers attend parents' evenings</p> <p>Good attendance at parental workshops/ classes and assemblies and other school events by the parents of disadvantaged pupils.</p> <p>Parents are provided with information on how to support their child's learning at home, including information about the school's methods for teaching individual subjects.</p> <p>Parental surveys and discussions demonstrate that parents feel that the school provides them with information about how to support their child's learning at home, including information about the school's methods of teaching reading, writing and maths and how to help their children learn to read.</p> <p>Parents know what their child is learning and how to help them to improve.</p>

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: £200, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a new DfE-validated Systematic Synthetic Phonics Programme that better suits the needs of pupils and provides greater impact on their progress, alongside comprehensive CPD for all staff to ensure effective implementation and high-quality phonics teaching across the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Research for the OFSTED framework highlights the point that if pupils cannot read, they will not be able to access the curriculum and will be disadvantaged for life.(EEF phonics = +4 months)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>2. CPD to continue to ensure teachers and teaching assistants have the most current and up to date skills and knowledge to deliver quality first teaching and support across the curriculum.</p> <p>Continuing to ensure new and previous initiatives are effective.</p>	<p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering.</p> <p>Teacher development Trusts Developing Great teaching Department for Education Standards for Teacher's Professional Development Implementation Guidance</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well</p>	1,2,3,4,5 and 6

	<p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p>	
Purchase of standardised diagnostic assessments	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support or challenge through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well</p>	1,2,3,4 and 5
CPD and training on evidence based effective pedagogy to support learning e.g. cognitive load, retrieval practice, metacognition and developing early writing,	<p>Evidence from Sutton’s Trust research (2011) indicates that use of proven effective pedagogy results in improved outcomes and greater progress for pupils.</p> <p>Embed writing structures and effective pedagogies in developing writing skills.</p> <p>EEF Metacognition and self regulation leads to +8 months additional progress at Primary level</p> <p>https://www.cese.nsw.gov.au/images/stories/PDF/Cognitive load theory practice guide AA.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Writing Approaches in Years 3 to 13 Evidence Review.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1670402330</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy KS1 Guidance Report 2020.pdf</p>	1,2,3,4,5
Maths leaders to access Maths Hub	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	3,4

<p>and network with Maths leads to further enhance maths teaching and curriculum planning and disseminate and deliver CPD to teaching and support staff.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 1 and 2</p>	
<p>Accessing Music Support Service to provide music lessons so that all pupils have an opportunity to learn how to play a musical instrument across KS2.</p>	<p>Research would suggest that pupils from poorer backgrounds are less likely to take part in music activities and be able to access additional music classes.</p> <p>https://www.classicfm.com/music-news/poor-children-miss-out-music-dance/</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p> <p>https://www.ukonward.com/wp-content/uploads/2022/11/Beyond-school-enrichment-report-onward.pdf</p>	6,7
<p>CPD to develop teacher knowledge to support pupils with SEND effectively within the classroom. Purchase external consultancy support to deliver training to all staff including training on specific SEND conditions and interventions such as precision teaching and blank levels.</p>	<p>EEF Special Educational Needs in Mainstream School Guidance Report</p> <p>EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	1,2,3,4,5
<p>Recruitment and deployment of teaching assistants to deliver bespoke academic interventions across the curriculum</p>	<p>EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering. EEF research suggest teaching assistants have a positive impact on pupil engagement.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2,3,4,5,6

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions provided to support disadvantaged pupils in closing gaps in learning including those with SEND including: Rapid readers, handwriting, phonics, maths, social and emotional.</p> <p>CPD on how to deliver the intervention so that it has maximum impact.</p> <p>Deployment of HLTA's, TA's and Teachers to deliver intervention</p>	<p>EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering.</p> <p>EEF – Individualised instruction shows a positive impact on learning leading to + 4 months.</p> <p>Evidence supports that 1:1 and small group interventions, particularly structured interventions have a good impact on raising attainment of pupils struggling in aspects of literacy</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions%20teac</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4,5</p>
<p>Purchase and implementation of Wellcomm to identify pupils from nursery upwards who are experiencing barriers to speech and language development.</p> <p>Implement interventions to support development of areas identified.</p>	<p>EEF research suggests Oral language intervention can improve attainment by +6months. The EEF suggest: <i>'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i></p> <p><i>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to</i></p>	<p>1,2,3,4,5</p>

	<p><i>catch up with peers, particularly when this is provided one-to-one.'</i></p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=language</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and deployment of Mental Health Lead, Mental Health First Aiders and Mental Health Champions</p>	<p>Research indicates that there is a continued impact on pupils who have suffered from various traumas, insecurities, and challenges during the pandemic that continue to impact on their social interactions with peers, transition to school and readiness and ability to learn. Pupils from disadvantaged backgrounds have been disproportionately impacted. Targeted support will be required to enable these pupils to overcome their challenges and maintain a good level of wellbeing.</p> <p>Impacts of lockdown on the mental health of children and young people Mental Health Foundation</p> <p>Children and young people's mental health: prevention evidence - GOV.UK (www.gov.uk)</p>	6,8
<p>Deployment and training of Pastoral worker x 2</p> <p>To support in leading on EHATS to support vulnerable families.</p> <p>To organise parent classes, workshops and events to support parental engagement, confidence and skills.</p> <p>Carry out welfare visits as part of the</p>	<p>EEF recommendations 'Working with Parents to Support Children's Learning' recommends offering more sustained and intensive support where needed. Pastoral Workers will support parents in accessing appropriate services, classes and workshops and will also support in building a strong, trusting relationship between parents and school.</p> <p>EEF toolkit– Parental engagement leads to + 4 months progress.</p> <p>Pupil Premium Parental Engagement - The School Planner Co</p> <p>Impacts of lockdown on the mental health of children and young people Mental Health Foundation</p>	6,7,8,9

<p>attendance policy and procedures.</p> <p>Create links with organisations in order to deliver support to vulnerable families.</p> <p>Access grants and additional funding to support vulnerable families.</p>	<p>Children and young people's mental health: prevention evidence - GOV.UK (www.gov.uk)</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Employing attendance officer to monitor trends in attendance and identify and intervene early to improve attendance for pupils.</p> <p>Attendance officer and pastoral workers carry out regular home visits and offer appropriate support to families to improve attendance.</p> <p>Refer families to appropriate agencies for support</p> <p>Create robust procedures that are implemented consistently to monitor attendance including reward systems to encourage good attendance</p> <p>Purchase of traded attendance support from the Local Authority to support staged intervention approach to improving attendance.</p>	<p>DFE published research that showed a link between school absence in KS2 and lower attainment results at the end of KS4. Improving attendance for pupils will improve their academic outcomes. Use of attendance officer follows DFE guidance and pastoral workers to support families and direct towards services to provide a holistic approach to improving attendance..</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf</p>	6,7,8,9
<p>Breakfast Club to provide pupils with a free breakfast in order to ensure good health and support pupils' concentration levels.</p>	<p>EEF research indicates improved attendance, concentration and attainment, particularly for pupils in KS1 as a result of attending a breakfast club</p> <p>https://sandbox.educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs?utm_source=/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs&utm_medium=search&utm_campaign=site_search&search_term=breakfas</p>	1,2,3,4,5,6,7,8

	Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS	
<p>Subsidising educational visits and visitors/workshops and residential for pupils from disadvantaged backgrounds.</p> <p>Providing a variety of clubs including sports clubs for disadvantaged pupils to attend.</p>	<p>The Social Mobility Commission report highlights disparities in children’s participation rates across a wide range of extra-curricular activities and recommends that government increases the capacity of schools to provide extra-curricular activities and provision. This will support children in developing the ‘soft skills’ such as team work, self-esteem, confidence that gives pupils the ‘cultural capita’ they need to succeed.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p> <p>https://www.ukonward.com/wp-content/uploads/2022/11/Beyond-school-enrichment-report-onward.pdf</p>	6,7
<p>Purchase and CPD on delivering MyHappyMind Programme and Zone of regulations to support pupils with metacognition and self-regulation</p>	<p>EEF Toolkit: Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation</p> <p>EEF Guidance reports: Metacognition and self regulated learning, Improving Social and Emotional Learning in Primary Schools</p>	6,8,

Total budgeted cost: £ 302589

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils within school.

KS2

KS2		2024			2025		
		Reading	Writing	Maths	Reading	Writing	Maths
	School	60	80	84	58	75	62
	National	74	72	73	75	72	74
Disadvantaged	School	59	70	77	53	65	53
	National	62	58	59	63	59	61
Non-Disadvantaged	School	56	91	90	61	80	66
	National	80	78	79	81	78	81

In 2024, disadvantaged pupils in reading performed broadly in line with their peers nationally. While the national gap widened in 2025, this was influenced by the fact that 27% of our disadvantaged cohort also had SEND needs. Importantly, disadvantaged pupils continued to achieve broadly in line with non-disadvantaged pupils within our school.

In writing, the gap between disadvantaged pupils and non-disadvantaged pupils within school narrowed compared to 2024, and outcomes exceeded the national average for disadvantaged pupils nationally.

In maths, the gap between disadvantaged and non-disadvantaged pupils within school reduced compared to 2024, demonstrating positive progress, even though the national gap widened.

KS2 Exceeding (Higher Standard)		2024			2025		
		Reading	Writing	Maths	Reading	Writing	Maths
	School	50	27	48	23	19	21
	National	29	13	24	33	13	26
Disadvantaged	School	50	30	43	18	15	18
	National	18	6	13	21	6	15
Non-Disadvantaged	School	45	24	52	25	21	23
	National	33	16	29	39	15	31

In 2025, disadvantaged pupils achieved significantly higher results than their national peers in writing, higher in maths, and broadly in line in reading. Compared to 2024, when they outperformed nationally across all three subjects, the gap has widened. Within the school, the gap between disadvantaged and non-disadvantaged pupils has widened in reading and writing but reduced in maths.

Phonics		2024	2025
	School		75
National		80	80
Disadvantaged	School	86	52
	National	68	67
Non-disadvantaged	School	73	79
	National	84	83

In the most recent phonics screening check, 21 pupils were identified as pupil premium. Of these, 24% had SEND and did not pass the screening check. This has had a significant impact on overall outcomes, contributing to a noticeable decline in the percentage of disadvantaged pupils passing compared to the previous year. As a result, the gap between disadvantaged pupils nationally and their non-disadvantaged peers has widened, highlighting the additional challenges faced by pupils with complex needs within the disadvantaged cohort.

Intended Outcome	Impact
Disadvantaged pupils develop high levels of literacy, language and communication skills.	<p>The school's chosen accredited SSP (Phonics) programme is Pearson's Bug Club Phonics. All staff and new staff have accredited training to ensure that the programme is delivered with consistency. In 2024, disadvantaged pupils outperformed their non-disadvantaged peers in school and nationally. Results in 2025 were much lower which reflect this cohort's additional challenges and their lower GLD at the end of EYFS.</p> <p>A range of interventions in reading and phonics contribute to closing the attainment gap. All children accessing these interventions have made progress according to entry and exit date: Colourful Semantics, Blank Levels, Precision Teach, same day intervention and small group interventions for pupils in KS1</p>
Disadvantaged pupils continue to attain at least in line with their non-disadvantaged peers nationally in reading, writing and maths	<p>In 2024, disadvantaged pupils at the end of KS2 performed significantly above the national average for disadvantaged pupils at the expected standard in writing and maths, and across all three subjects at the higher standard. In 2025, due to the SEND needs within the disadvantaged cohort, the performance gap widened. Pupils achieved broadly in line with their disadvantaged peers nationally in writing and maths, while the gap was wider in reading.</p> <p>Effective CPD offer to support staff and teaching staff has ensured consistent high-quality teaching and learning across the</p>

	<p>curriculum, particularly focusing on adaptive teaching strategies to meet the learning needs of all pupils.</p>
<p>Disadvantaged pupils attend school regularly</p>	<p>Absence of disadvantaged pupils in 2024-2025 was 93.1% maintained from the previous academic year and is above the national average of their disadvantaged peers nationally 92.1%. The attendance was also close to the national average of all pupils 94.8 % .</p> <p>This demonstrates the impact of the attendance support for families in building resilience and implementing robust procedures to monitor and encourage regular attendance in school.</p> <p>Effective use of breakfast club to support disadvantaged and vulnerable families to access a nutritious start to the day and encourage regular attendance and punctuality.</p>
<p>Disadvantaged pupils develop high levels of cultural capital</p>	<p>Subsidising school residential increased the proportion of disadvantaged pupils taking part.</p> <p>All disadvantaged pupils took part in trips and visits planned for their class</p> <p>Parental surveys, qualitative data from pupil voice and the school's curriculum demonstrate that disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests within the school day and as part of extra-curricular activities beyond the school day. This has included: participation of pupils in wider community events such as Junior Road Safety team, Young Voices, visits to the town hall and sporting experiences. As well as visiting the theatre, art galleries and museums.</p>
<p>Disadvantaged pupils access a broad and balanced curriculum</p>	<p>Monitoring and evaluation including external reviews such as the IQM award confirms that the curriculum is ambitious for disadvantaged pupils and all pupils.</p> <p>Observations, pupils work, discussions and external monitoring demonstrate that all pupils are accessing a broad and balanced curriculum</p>
<p>Disadvantaged pupils are supported and nurtured at home by parents who understand and are confident in addressing their child's needs</p>	<p>Deployment of pastoral workers to support vulnerable families in accessing services and providing opportunities for parents to develop and take part in own personal development. This has built strong relationships between school and home and also raising community aspirations.</p> <p>Data demonstrates that the majority of disadvantaged pupil's parents/carers attend parents' evenings, those that were unable</p>

	<p>to attend received a telephone consultation so that information about their child's progress and achievements could be shared</p> <p>High engagement and attendance at parental workshops/ classes and assemblies and other school events by the parents of disadvantaged pupils</p> <p>Positive feedback from parents about the information and resources provided to support their child's learning at home, including information about the school's methods for teaching individual subjects</p> <p>Parent feedback shows that parents know what their child is learning and how to help them to improve</p>
<p>Disadvantaged pupils demonstrate high levels of well-being</p>	<p>High engagement and participation of parents in workshops and classes that have been delivered to support families. Examples include but are not limited to: Family Link Programmes/ Neessie group/ Autism awareness group and Open Classrooms.</p> <p>Early identification and timely targeted intervention for pupils requiring additional SEMH support has ensured that their individual needs have been appropriately met.</p> <p>Pupils individual well-being needs are effectively met through use of additional support and targeted intervention accessed via: Inspiring neighbourhoods, Barnardos, Young Carers, Buddies and Bereavement support.</p> <p>Observation and monitoring demonstrate that disadvantaged pupils' show high levels of well-being in school.</p> <p>Reactive, robust and progressive PSHE curriculum supports pupils in recognising and supporting their own and others wellbeing needs demonstrated through monitoring and observations.</p> <p>Observations, monitoring and pupil discussion demonstrates that pupils are highly motivated and show high levels of engagement in all areas of learning.</p> <p>PIWS supported families in accessing relevant services and securing support packages and grants for families that required it. This included food parcels, white goods and clothing.</p> <p>Implementation of the Positive Relational Approach has facilitated pupils in managing emotions and reducing low-level disruption and distractions.</p>

Externally provided programmes

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

Programme	Provider
Inclusive PE sessions all abilities.	MyPePlanning
Maths and English small group interventions.	www.risingstars-uk.com
Increasing pupil wellbeing and attendance.	www.marvellousme.com
Communication with parents	EduSpot and Marvellous Me
Maths Jam	Pearson
Maths Timetables Timetable Rockstars	Maths Circle
Maths Numbots	Maths Circle
Curriculum Maestro	Cornerstone Education
White Rose Maths	White Rose Education