



# Pupil Premium Strategy Statement

September 2024-  
July 2027  
*(Updated December 2025)*

## Pupil premium strategy statement – Rossington St Michael's C of E Primary School

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

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

### School overview

Detail	Data
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026 <i>Strategy aims and activities outlines below are for 2025-26 but reviewed annually in line with three-year overview intended outcomes.</i>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jenny Birks
Pupil premium lead	Steve McArdle
Governor / Trustee lead	Mark Wheeler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	<b>£105,915</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Rossington St Michael's is a lively, welcoming, and ambitious school with a hardworking and committed staff team. Our ethos of no excuses, the highest expectations, excellence and children and staff at the heart of all we do drives every aspect of our work.

As a large primary school serving an area of significant deprivation, we recognise the importance of early intervention in securing the best possible start for our pupils. Children can join us from age three in our Nursery, and from the outset our focus is on language development in all its forms, with a clear emphasis on vocabulary, oracy and early reading. We believe that strong spoken language and reading fluency are foundational to future success, and our environment reflects this through rich vocabulary exposure, phonically decodable texts and purposeful opportunities for talk, drama and performance.

We have the highest aspirations for our disadvantaged pupils and will not accept less than our absolute best in supporting them. We believe that our curriculum is our children's opportunity for success, life chances and empowerment. It is carefully designed to be ambitious, inclusive and knowledge-rich, ensuring that every pupil - regardless of background, starting point or need - can access learning fully and achieve highly. As a team, we speak with one voice about our relentless drive to remove barriers, widen opportunity and secure equity for all.

Our Pupil Premium funding is used strategically to address gaps in attainment and opportunity, provide targeted academic support, deliver high-quality teaching and enrich pupils' experiences. High-quality teaching remains at the heart of our approach, as evidence shows this has the greatest impact on closing the disadvantage gap while benefitting all learners. We also consider the needs of other vulnerable pupils, including those with SEND, those who have a social worker, young carers and pupils affected by wider circumstances such as the ongoing impact of the pandemic. Support is responsive to individual need, rooted in robust diagnostic assessment rather than assumptions about disadvantage.

Inclusion underpins every aspect of our work. We ensure:

- All pupils feel welcome, accepted and loved.
- All pupils access high-quality first teaching.
- All staff know and understand pupils' individual needs.

- Behaviour expectations are consistent and create a calm, safe and purposeful learning environment.
- Pupils with SEND or additional needs experience the same high ambition and have full access to the curriculum.
- Attendance and punctuality are prioritised as essential to learning and safeguarding.

Reading is prioritised across the school, and no child is allowed to experience “reading failure”. Early reading and phonics are rigorously taught in EYFS and KS1, and older pupils who need additional support receive precise, timely intervention to secure fluency.

Using formative assessment, barriers to learning for each pupil premium child are swiftly identified. Through pupil passports and close progress monitoring, parents are kept fully informed and pupils’ needs remain central to their learning journey. Intervention is precise, evidence-informed and delivered at the point of need, ensuring undiluted access to the curriculum.

We believe that we will be successful when:

- All pupil premium pupils make strong progress from their starting points.
- Any pupils falling behind catch up rapidly, with no child left behind.
- Assessment is accurate and meaningfully informs classroom practice.
- Disadvantaged pupils know and remember more, demonstrating strong retention of key knowledge.

At Rossington St Michael’s, children are at the heart of every decision. We remain steadfast in our commitment to ensuring that every pupil - especially the most disadvantaged - leaves our school with the knowledge, skills, character and confidence to thrive in the next stage of their education and in life. Through a united whole-school approach, we take collective responsibility for the outcomes of disadvantaged pupils and maintain the highest expectations of what every child can achieve.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	<p>Pupil Premium attendance is low compared to peers. Current attendance for 2024-2025 is 92.5% for Pupil Premium children, compared with 95.5% for non-disadvantaged pupils. Pupil Premium attendance has improved, however, compared to 2023-2024 which was 89.3%.</p> <p>27% of our disadvantaged pupils are persistently absent, compared with non-disadvantaged at 9.6%. Again, this has decreased over the last year from 30.2%, and 38.8% in the previous year.</p> <p>Pupil premium pupils need to attend school to access high quality provision on offer.</p>
2 SEND need, including language barriers.	<p>A high number of our pupil premium pupils, in each cohort, have additional SEND or Speech and Language needs and therefore need a greater degree of individual interventions. 41% of Pupil Premium pupils also have SEND, of which 23.5% have a primary need of SLCN. Following results from baseline and teacher assessments, it has been recognised that more pupils started our Foundation Stage at a significantly lower baseline than previous years.</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3 Writing, including early writing, transcription and composition	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 58 - 67% of our disadvantaged pupils arrive below age-related expectations compared to 25 - 43% of other pupils. This gap remains to the end of KS2, though gaps do close over the children's time in school.</p>
4 Mental Health needs	<p>Many of our disadvantaged pupils face social, emotional and mental health challenges which can significantly affect their readiness to learn. These needs often present as anxiety, low self-esteem, emotional dysregulation or difficulties with relationships, and can stem from a combination of factors including adverse experiences, limited access to enrichment and pressures within the home environment.</p> <p>Teacher referrals for support remain relatively high. 38 pupils (24 of whom are disadvantaged) currently require additional support with social, emotional and mental health needs, with most of these interventions being on a 1:1 basis. Staff observations, parent feedback and pastoral monitoring indicate that these challenges can impact pupils' ability to focus, regulate their emotions and engage confidently with classroom learning.</p>

	For some pupils, these barriers can lead to reduced participation, avoidance behaviours, loss of learning time and lower resilience when faced with challenge. Supporting pupils' mental health is therefore a critical priority in ensuring that all children, particularly those who are disadvantaged, can access the curriculum fully, thrive emotionally and achieve strongly.
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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
Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.	<ul style="list-style-type: none"> <li>✓ The rigorous application of the school's attendance policy, including a clear and layered system of intervention, ensures that Pupil Premium pupils attend school in line with all pupils nationally (no less than 92.4%).</li> <li>✓ Pupil Premium pupils receive timely and effective support as soon as attendance concerns are identified, with early intervention preventing patterns of persistent absence.</li> <li>✓ Attendance in each year group continues to show sustained improvement and the proportion of Pupil Premium pupils who are persistently absent reduces to 20%.</li> </ul>
Pupil Premium pupils make good progress in all cohorts.	<ul style="list-style-type: none"> <li>✓ Pupil Premium pupils make strong progress from their starting points in all year groups, demonstrated through accurate assessments, pupil progress meetings and work scrutiny.</li> <li>✓ Progress gaps between disadvantaged and non-disadvantaged pupils continue to narrow across subjects over time.</li> <li>✓ Teachers and leaders can identify, articulate and evidence the progress of Pupil Premium pupils with confidence.</li> </ul>
An increased number of Pupil Premium pupils achieve well in literacy	<ul style="list-style-type: none"> <li>✓ An increasing proportion of Pupil Premium pupils continue to achieve well in literacy, including early reading, phonics, reading fluency and writing, compared to national (above 70%)</li> <li>✓ Fewer Pupil Premium pupils require intervention for</li> </ul>

	<p>reading or writing over time as a result of strong early instruction and targeted support.</p> <p>✓ Pupil Premium pupils show improved stamina, confidence and independence in reading and writing across the curriculum.</p>
<p>Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.</p>	<p>✓ Pupil Premium pupils with identified speech, language or vocabulary needs show sustained improvement over time, evidenced through assessments, classroom talk and targeted intervention outcomes.</p> <p>✓ Pupils demonstrate increased confidence and accuracy in using new vocabulary and participating in structured talk for learning.</p> <p>✓ Early identification and timely intervention reduce the number of pupils requiring long-term speech and language support.</p>
<p>Pupil Premium pupils are able to regulate their emotions with the support of highly trained adults</p>	<p>✓ Pupil Premium pupils show improved emotional regulation, supported by trained staff using consistent, evidence-informed approaches.</p> <p>✓ Behaviour logs and pastoral records show a reduction in incidents linked to dysregulation for identified pupils.</p> <p>✓ Pupils demonstrate increased readiness to learn, stronger relationships with adults, and improved engagement in lessons.</p>

## 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: £33,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Investment in curriculum design, assessment and professional development to ensure all Pupil Premium pupils access a high-quality, ambitious and inclusive curriculum:</b></p> <ul style="list-style-type: none"> <li>• Fund leadership time to develop, refine and review progression documents in all subjects, clearly defining end points and component knowledge.</li> <li>• Purchase curriculum resources and planning materials to support consistent sequencing and high-quality lesson design.</li> <li>• Fund staff training and CPD to ensure all teaching staff understand curriculum progression, assessment approaches and expectations for pupil outcomes.</li> <li>• Purchase and embed standardised diagnostic assessments to support early identification of gaps and inform targeted teaching.</li> <li>• Provide training to ensure assessments are administered and interpreted accurately.</li> </ul>	<p>Diagnostic Assessment – EEF Why Don't Students Like School? – Dan Willingham Rosenshine's Principles of Instruction Tom Sherrington – WalkThrus</p>	<p>1-4</p>
<p><b>Investment in teaching approaches that support long-term memory, engagement and high expectations.</b></p> <ul style="list-style-type: none"> <li>• Fund whole-school CPD focused on the school's <i>Teach Simply</i> model, including schema building, vocabulary development, retrieval practice and generative learning strategies.</li> <li>• Purchase staff training materials, CPD programmes and release time to embed agreed approaches consistently across the school.</li> <li>• Invest in retrieval resources and pupil jotters to support daily retrieval and knowledge rehearsal.</li> <li>• Fund instructional coaching and mentoring to support targeted improvement in teaching practice for all staff.</li> </ul>	<p>Why Don't Students Like School? – Dan Willingham Rosenshine's Principles of Instruction Retrieval Practice – Kate Jones Generative Learning – Fiorella, Mayer &amp; Enser EEF guidance on metacognition and memory Internal monitoring and outcomes</p>	<p>2,3</p>
<p><b>Investment in high-quality early reading, literacy and writing instruction.</b></p> <ul style="list-style-type: none"> <li>• Purchase and sustain the Read, Write, Inc systematic synthetic phonics programme to ensure consistent, high-quality phonics teaching.</li> </ul>	<p>EEF research : good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils</p>	<p>3-4</p>



<ul style="list-style-type: none"> <li>• Fund additional staff training and development days linked to RWI to improve staff confidence and expertise.</li> <li>• Invest in decodable reading books to ensure all pupils practise reading with books closely matched to their phonics knowledge.</li> <li>• Purchase and embed the school's agreed writing programme to support lesson structure and progression within units.</li> <li>• Invest in high-quality vocabulary resources and Knowledge Organisers to support consistent vocabulary instruction across the curriculum.</li> </ul>	Phonics – EEF Toolkit EEF: Using Pupil Premium Funding to Improve Teaching Quality Pathways to Write Bringing Words to Life – Beck et al. Alex Quigley – Closing the Vocabulary Gap	
<b>Investment in inclusive teaching and provision for Pupil Premium pupils with additional or complex needs.</b> <ul style="list-style-type: none"> <li>• Purchase assessment and tracking systems to ensure early identification of needs and effective monitoring of progress.</li> <li>• Fund CPD and mentoring to support staff in adapting teaching and implementing evidence-informed strategies within quality first teaching.</li> <li>• Invest in targeted intervention resources to support pupils with additional needs.</li> <li>• Fund Teaching Assistant CPD, initially focused on phonics, early reading and evidence-based interventions.</li> <li>• Review and refine TA deployment to ensure maximum impact.</li> </ul>	As above + EEF Toolkit: Teaching Assistants and MITA research EEF Toolkit: Teaching Assistants and MITA research	2 and 3
<b>Investment in oral language and dialogic teaching approaches.</b> <ul style="list-style-type: none"> <li>• Purchase resources to support structured talk and dialogic activities across the curriculum.</li> <li>• Fund staff training and release time to embed high-quality classroom discussion and oracy strategies.</li> <li>• Invest in resources that support vocabulary acquisition and spoken language development.</li> </ul>	Oral Language Interventions – EEF Improving Social and Emotional Learning in Primary Schools – EEF	1, 4

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

Budgeted cost: £45,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Investment in targeted phonics and early reading intervention for disadvantaged pupils.</b></p> <ul style="list-style-type: none"> <li>• Fund additional phonics and early reading intervention sessions for Pupil Premium pupils entering the school below the expected standard or who have not met the expected standard by the end of KS1.</li> <li>• Purchase and maintain a supply of fully decodable reading books to ensure pupils practise reading with texts precisely matched to their phonics knowledge.</li> <li>• Invest in staff training to deliver bespoke 1:1 and small-group phonics interventions, including increased opportunities for dictation to strengthen the application of phonics to spelling and writing.</li> <li>• Allocate staffing and timetable time for structured after-noon phonics catch-up sessions to ensure no child falls further behind, with opportunities for re-teaching.</li> <li>• Purchase diagnostic phonics assessments and ensure they are administered half-termly to monitor accelerated progress.</li> <li>• Invest in reading-for-pleasure resources and approaches to motivate and engage disadvantaged pupils.</li> </ul>	<p>Phonics – EEF Toolkit Oral Language Interventions – EEF DfE Reading Framework Evidence on DfE-validated phonics programmes</p>	<p>3</p>
<p><b>Investment in targeted small-group and individual academic intervention to close gaps rapidly.</b></p> <ul style="list-style-type: none"> <li>• Fund pre-teach and re-teach intervention sessions in core subjects to ensure pupils who fall behind catch up quickly and can fully access quality first teaching.</li> <li>• Purchase Shine Intervention software and resources to support targeted gap-filling, retrieval practice and reinforcement of key knowledge.</li> <li>• Allocate staff time to deliver rapid intervention sessions focused on reading, spelling and mathematics.</li> <li>• Ensure all staff are trained to identify and target Pupil Premium pupils through data meetings and use of the pupil passports.</li> <li>• Use digital tools and intervention resources to support precision teaching and accelerated progress.</li> </ul>	<p>Small Group Intervention – EEF Toolkit Digital Technology – EEF Toolkit EEF guidance on targeted academic support</p>	<p>1,2,3</p>

<p><b>Investment in one-to-one and small-group tuition for pupils with the greatest academic need.</b></p> <ul style="list-style-type: none"> <li>• Fund one-to-one and small-group tuition for Pupil Premium pupils with significant gaps in learning, delivered in addition to normal classroom teaching.</li> <li>• Use DfE tutoring guidance to ensure tuition is targeted, time-limited and aligned to classroom learning.</li> <li>• Allocate experienced teachers and senior leaders to deliver high-impact tuition where appropriate.</li> </ul>	<p>One-to-One Tuition – EEF Toolkit Small Group Tuition – EEF Toolkit Tutoring: Guidance for Education Settings – DfE</p>	<p>1,2,3</p>
<p><b>Investment in targeted support for Year 6 Pupil Premium pupils.</b></p> <ul style="list-style-type: none"> <li>• Fund targeted booster interventions for Year 6 Pupil Premium and underperforming pupils, delivered before and after school and during targeted sessions.</li> <li>• Purchase resources and digital tools to support pupils' preparation for Key Stage 2 assessments.</li> <li>• Allocate teacher and senior leader time to deliver focused intervention addressing identified gaps.</li> </ul>	<p>Extending School Time – EEF Toolkit One-to-One Tuition – EEF Toolkit Digital Technology and Homework – EEF Toolkit</p>	<p>2,3</p>
<p><b>Investment in oral language and communication support for disadvantaged pupils.</b></p> <ul style="list-style-type: none"> <li>• Purchase programmes and resources to support listening, narrative development and vocabulary for pupils with weaker spoken language skills.</li> <li>• Fund staff training to deliver targeted oral language interventions effectively.</li> <li>• Embed oral language intervention alongside academic support to strengthen access to reading and writing.</li> </ul>	<p>Oral Language Interventions – EEF Toolkit</p>	<p>1</p>

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

Budgeted cost: £26,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Investment in pupils' personal development, wellbeing and emotional regulation.</b></p> <ul style="list-style-type: none"> <li>• Fund the introduction and implementation of the My Happy Mind+ PSHE and RSHE programmes to support pupils' mental health, resilience, emotional literacy and discussion skills.</li> <li>• Invest in whole-staff training to embed a trauma-informed and relational behaviour policy, ensuring consistent, compassionate and high-expectation approaches to behaviour management.</li> <li>• Continue to embed and fund the <i>No Outsiders</i> programme as a whole-school approach to teaching equality, diversity and protected characteristics, preparing pupils for life in modern Britain.</li> <li>• Fund a targeted transition programme for Year 6 Pupil Premium and vulnerable pupils to support emotional readiness for secondary school.</li> <li>• Allocate funding for a full-time Learning Mentor and a trained ELSA practitioner, alongside additional TA capacity, to provide targeted SEMH and trauma-informed support.</li> <li>• Secure participation in <i>With Me In Mind</i> (Wave 22) and fund engagement with external counselling and mental health services where required.</li> </ul>	<p>Social and Emotional Learning – EEF Toolkit</p> <p>Improving Social and Emotional Learning in Primary Schools – EEF</p> <p>Behaviour Interventions – EEF Toolkit</p>	<p>4</p>
<p><b>Investment in improving attendance and reducing persistent absence for Pupil Premium pupils.</b></p> <ul style="list-style-type: none"> <li>• Fund the review and strengthening of attendance systems, including monitoring, tracking, rewards and early intervention, with a specific focus on reducing persistent absence.</li> <li>• Appoint and fund a Senior Attendance Champion with dedicated time to work directly with families to address barriers to attendance.</li> <li>• Introduce daily monitoring of attendance for identified Pupil Premium pupils, with individual family action plans implemented where required.</li> <li>• Fund improved communication systems with parents and pupils, including the use of Class Dojo, email, displays and attendance newsletters.</li> <li>• Allocate time and resources to ensure all staff take</li> </ul>	<p>DfE: Working together to improve school attendance</p> <p>Behaviour Interventions – EEF Toolkit</p> <p>Internal attendance monitoring and analysis</p>	<p>1</p>

<p>responsibility for supporting attendance.</p> <ul style="list-style-type: none"> <li>Continue to fund and utilise the services of the Education Welfare Officer (EWO).</li> </ul>		
<p><b>Investment in removing financial barriers to enrichment and curriculum experiences.</b></p> <ul style="list-style-type: none"> <li>Fund contributions to educational visits, including residential experiences, to ensure all Pupil Premium pupils can participate fully.</li> <li>Allocate £50 annual credit per Pupil Premium pupil to support access to trips and extra-curricular clubs.</li> <li>Fund music lesson scholarships for FSM pupils to increase access to high-quality cultural experiences.</li> </ul>	<p>Arts Participation – EEF Toolkit</p> <p>Sports Participation – EEF Toolkit</p> <p>Evidence on the positive impact of residential and enrichment experiences on engagement and aspiration</p>	2,4
<p><b>Investment in increasing pupil engagement, leadership and aspiration.</b></p> <ul style="list-style-type: none"> <li>Fund and provide a wide range of extra-curricular activities targeting communication, language development and confidence.</li> <li>Actively target Pupil Premium pupils for leadership roles and enrichment opportunities, including: <ul style="list-style-type: none"> <li>Pupil Worship Council</li> <li>Playground Leaders / Buddies</li> <li>Classroom responsibilities</li> <li>House Captains and Vice-Captains</li> <li>After-school clubs</li> <li>Courageous Advocacy / Social Action group</li> <li>Young Carers group</li> </ul> </li> <li>Use pupil voice and monitoring to ensure equitable access and sustained participation.</li> </ul>	<p>Arts Participation – EEF Toolkit</p> <p>Sports Participation – EEF Toolkit</p> <p>Research linking pupil leadership and engagement to improved motivation and outcomes</p>	2,4
<p><b>Contingency funding to respond to emerging needs.</b></p> <ul style="list-style-type: none"> <li>Set aside a small proportion of Pupil Premium funding to respond swiftly to acute or unforeseen needs for disadvantaged pupils and families.</li> <li>Use this funding flexibly to remove barriers to learning, attendance or wellbeing as they arise.</li> </ul>	<p>School-based evidence and contextual analysis of need</p> <p>DfE guidance on targeted support for disadvantaged pupils</p>	All

**Total budgeted cost: £105,915**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- ☀️ 43% of PP pupils achieved a good level of development by the end of EYFS in 2025, compared to 63% in 2024.
- ☀️ 88% of PP pupils in Year 1 passed the phonics screen check, improved from 83% the previous year.
- ☀️ 73% of PP children passed the Y4 multiplication check, with an average score of 22 achieved by PP children.
- ☀️ 25% of PP pupils reached the expected standard combined at the end of key stage 1 (out of 8 pupils)
- ☀️ 69% of PP pupils reached the expected standard combined at the end of key stage 2
- ☀️ Progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered.
- ☀️ A three year trend shows disadvantaged children have outperformed those nationally at the end of KS2.
- ☀️ Multi-year average shows that PP children about performed above national in 5 areas (3 year average RWM EXS, Reading EXS, Writing EXS, Maths EXS and EGPS EXS)
- ☀️ The attendance percentage for pupils in receipt of the pupil premium in 2024-25 was 92.3% (improved from 87.5% in 2023-2024). This is 2.2 lower when compared to all pupils, but is a closing gap from 4.2% the previous year.
- ☀️ The percentage of PP pupils who were persistently absent in 2024-25 was 22.1%. This has significantly improved since 2023-24 where it was 51%. This is 8.5% higher than the figure when compared to all pupils, though again the gap is closing from the previous year of 12.6% difference.
- ☀️ St Michael's works in partnership with parents and outside agencies such as Early Help, the EWO and the inclusion and attendance service so that the right support for attendance is accessed in a timely way.
- ☀️ Consistent implementation of the PSHE and RSHE curriculum impacted on the reduction of behaviour incidents recorded and impacted on children's understanding.

We have analysed the performance of our disadvantaged pupils using a combination of national assessment outcomes and robust internal summative and formative assessment information. This analysis considers pupil outcomes across EYFS, KS1 and KS2, alongside attendance, behaviour and wellbeing indicators, to ensure a comprehensive understanding of both academic and wider barriers to learning.

The data demonstrates a mixed picture across phases. In EYFS, outcomes for disadvantaged pupils declined, with **43% achieving a Good Level of Development in 2025**, compared to **63% in 2024**, indicating a need to strengthen speaking, early language development, self-regulation and readiness to learn. At KS1, outcomes remain a priority area, with **25% of Pupil Premium**

**pupils reaching the expected standard combined** (out of a small cohort of eight pupils). However, there are clear strengths in early reading, with **88% of Pupil Premium pupils passing the Year 1 phonics screening check**, an improvement from **83% the previous year**, reflecting the impact of consistent phonics teaching and targeted intervention.

By the end of KS2, outcomes for disadvantaged pupils are strong. **69% of Pupil Premium pupils reached the expected standard combined**, and a three-year trend shows that disadvantaged pupils have **outperformed national averages at KS2**. A multi-year average demonstrates that Pupil Premium pupils achieved above national outcomes in five key measures: **combined RWM expected standard, Reading, Writing, Maths and GPS**, indicating that sustained investment in quality first teaching, curriculum coherence and targeted academic support has been effective. In addition, **73% of Pupil Premium pupils passed the Year 4 Multiplication Check**, with an average score of **22**, showing secure knowledge acquisition in mathematics.

To support these outcomes, progression documents are now in place for all subjects and are well understood by teaching staff, ensuring clarity around curriculum end points and progression. This has strengthened consistency in teaching and learning and contributed to improved outcomes, particularly in KS2.

We have also analysed wider factors impacting disadvantaged pupils' performance. Attendance has improved significantly: **Pupil Premium attendance increased to 92.3% in 2024–25**, up from **87.5% the previous year**, with the gap to all pupils narrowing from **4.2% to 2.2%**. The percentage of Pupil Premium pupils who were persistently absent reduced sharply from **51% in 2023–24 to 22.1% in 2024–25**, although this remains higher than for all pupils. This improvement reflects the impact of strengthened attendance systems, daily monitoring, and close partnership working with parents and external agencies including Early Help, the Education Welfare Officer and the Inclusion and Attendance Service.

Behaviour and wellbeing data shows positive impact from the **consistent implementation of the PSHE and RSHE curriculum**, which has contributed to a reduction in recorded behaviour incidents and improved pupils' understanding of relationships, emotions and self-regulation. This has supported greater readiness to learn, particularly for pupils with SEMH needs.

Based on the information above, the performance of our disadvantaged pupils **largely met expectations**, with strong outcomes at KS2 and clear improvement in attendance, alongside identified areas for further development in EYFS and KS1. We are **on course** to achieve the outcomes set out in our Intended Outcomes by **2026/27**, provided that early intervention, language development and attendance improvement remain a priority.

Our evaluation indicates that **investment in high-quality teaching, phonics, curriculum progression and attendance systems has been particularly effective**, while outcomes in early years and KS1 highlight the need for continued focus on early language, self-regulation and early literacy. As a result, we have refined our strategy for the current academic year to strengthen early intervention, SEMH support and targeted academic provision. Further detail on our planning, implementation and evaluation processes is set out in the **Further Information** section below.

## Externally provided programmes

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

Programme	Provider
SHINE	Rising Stars
NTS	Rising Stars
Read, Write, Inc	Ruth Miskin RWI
Walk Thrus	Teaching WalkThrus International Ltd
My Happy Mind	Laura Earnshaw (NHS backed)
Frax and Reflex	Explore Learning
Lexia	Lexia Learning
ELSA	ELSA-support
No Outsiders	No Outsiders

## Further Information

### Additional Activity

Our Pupil Premium strategy is supplemented by additional activity that is not funded through Pupil Premium. This includes:

- Embedding increasingly effective practice around feedback to support pupils in knowing how to improve and make strong progress from their starting points. EEF evidence shows that high-quality feedback has a significant impact on learning, particularly for disadvantaged pupils.
- Utilising a DfE grant to train a Senior Mental Health Lead. The training selected responds directly to needs identified through the online audit tool and focuses on developing staff understanding of pupils' mental health needs, strengthening pupil voice, and improving collaboration with parents and external agencies.
- Offering a wide range of high-quality extracurricular activities to support wellbeing, behaviour, attendance and aspiration. These activities focus on developing life skills such



as confidence, resilience, teamwork and social communication, with disadvantaged pupils actively encouraged and supported to participate.

### **Planning, Implementation and Evaluation**

In developing our current Pupil Premium strategy, we evaluated the impact of approaches used in previous years, identifying which strategies had been most effective and where outcomes had not been as strong as expected. This reflective process has ensured that our approach is responsive, evidence-informed and closely aligned to the needs of our pupils.

We triangulated evidence from a range of sources, including assessment outcomes, attendance and behaviour data, book scrutiny, pupil voice, and discussions with parents and staff, to identify the key barriers faced by disadvantaged pupils. We also drew on the experiences of local schools with strong outcomes for disadvantaged pupils and engaged with a range of research and national guidance relating to disadvantage and effective use of Pupil Premium funding.

The EEF's implementation guidance has informed the development of this strategy, particularly during the *explore* phase, enabling us to diagnose specific needs and identify approaches most likely to be effective within our school context. This guidance will continue to support implementation, monitoring and refinement of the strategy.

A robust evaluation framework is in place across the three-year cycle, allowing leaders to monitor impact carefully and adapt provision where necessary. This ensures that Pupil Premium funding continues to be used strategically and effectively to secure improved outcomes for disadvantaged pupils over time.