

Pupil premium strategy statement – Haydon Abbey School and Pre-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	480 (534 inc. pre-school)
Proportion (%) of pupil premium eligible pupils	33.3% (32% in EYPP)
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)	2025-2028
Date this statement was published	19/12/2025
Date on which it will be reviewed	19/12/2026
Statement authorised by	Ashleigh Ferdinand
Pupil premium lead	Sarah Whittaker
Governor / Trustee lead	Ghanashyam Dahlal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,555
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>	£207,555

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all disadvantaged pupils receive the targeted support, high-quality teaching, and pastoral care needed to overcome barriers to learning and achieve outcomes in line with their non-disadvantaged peers. We proactively create conditions that support all pupils to access the same learning at the universal level and although we recognise that many disadvantaged pupils face additional challenges, particularly relating to social, emotional and mental health (SEMH), attendance, and readiness to learn, we ensure that all pupils — regardless of background, need or starting point — can achieve, belong and thrive. We ensure all pupils are safe, supported, engaged in learning and able to participate fully in school life. Our curriculum is adapted to ensure that it is engaging, ambitious and accessible for all pupils.

Through our Pupil Premium strategy, we are committed to:

- Strengthening SEMH provision so that pupils feel safe, supported and emotionally equipped to engage fully in school life. This includes targeted interventions, access to specialist support, and a whole-school culture that prioritises wellbeing.
- Improving attendance and punctuality by addressing the underlying causes of persistent absence, working closely with families, and establishing clear expectations and consistent support systems.
- Raising progress and attainment by providing high-quality teaching, targeted academic support, and tailored interventions that close the achievement gap and enable disadvantaged pupils to thrive.

Our overall aim is to ensure that disadvantaged pupils develop the resilience, confidence, and academic foundations needed to achieve highly and transition successfully into the next stage of their education. We are committed to removing barriers, raising aspirations, and ensuring equity of opportunity for every pupil and ensure that vulnerable pupils receive high-quality support that enables string progress, enabling them to achieve in line with their peers.

We recognise that not all pupils who receive pupil premium will be disadvantaged or underachieving. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being disadvantaged.

Challenges

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

Challenge number	Detail of challenge		
1 <i>Attendance and punctuality</i>	Current attainment data (Autumn term 2025-2026) along with attendance data from the previous academic years (2023-2024 and 2024 – 2025) indicates that children in receipt of Pupil Premium funding have lower overall attendance rates compared with their non-Pupil Premium peers. Our assessments and observations indicate that absenteeism and lateness is negatively impacting on the attainment and progress of disadvantaged pupils.		
	Attendance data AUTUMN TERM 2025-2026		
		Children not in receipt of PP	Children in receipt of PP
	Severely absent <i>(50% or more missed)</i>	0.6%	3.5%
	Persistently absent <i>(10% or more sessions missed)</i>	11.3%	21.1%
	At risk of persistent absence <i>(5-10% of sessions missed)</i>	16.8%	19.3%
	Good attendance <i>(95-55% attendance)</i>	44.6%	34.5%
	Excellent attendance <i>(99%+ attendance)</i>	26.7%	21.6%
	WHOLE SCHOOL <i>(National)</i>		
	Attendance data 2024-2025		
		Children not in receipt of PP	Children in receipt of PP
	Severely absent <i>(50% or more missed)</i>	0.8%	1.5%
	Persistently absent <i>(10% or more sessions missed)</i>	11.5%	30.9%
	At risk of persistent absence <i>(5-10% of sessions missed)</i>	25.3%	30.9%
	Good attendance <i>(95-55% attendance)</i>	52.5%	33.3%
	Excellent attendance <i>(99%+ attendance)</i>	9.8%	3.6%
	WHOLE SCHOOL <i>(National)</i>	94.7% <i>(94.8%)</i>	90.3%

	Attendance data 2023-2024					
			Children not in receipt of PP	Children in receipt of PP		
	Severely absent (50% or more missed)		0.8%	2.2%		
	Persistently absent (10% or more sessions missed)		17.2%	33.7%		
	At risk of persistent absence (5-10% of sessions missed)		23.8%	30.4%		
	Good attendance (95-55% attendance)		46.4%	31.0%		
	Excellent attendance (99%+ attendance)		11.7%	2.7%		
	WHOLE SCHOOL (National)		94% (94.5%)	89.9%		
2 Low attainment and prior attainment	Internal and external data indicates that attainment in reading, writing and maths among pupils in receipt of pupil premium (disadvantaged) in Year 1 – Year 6, is significantly below that of non-disadvantaged peers.					
	Current data – AUTUMN 2025-2026					
	Non PP = 277 PP = 141		BLW	WTS	EXS	GDS
	Reading	Non PP	9%	30%	50%	11%
		PP	26%	33%	34%	6%
	Writing	Non PP	10%	43%	46%	1%
		PP	28%	43%	28%	1%
	Maths	Non PP	9%	30%	51%	10%
		PP	23%	35%	36%	5%
	End of year data 2024-2025					
	Non PP = 264 children PP = 154 children		BLW	WTS	EXS	GDS
	Reading	Non PP	10.6%	20%	55.3%	14%
		PP	24%	22%	44.8%	9.1%
	Writing	Non PP	12%	31%	54%	3%
		PP	23%	36%	40%	1%
	Maths	Non PP	11.4%	20.1%	56.1%	12.5%
		PP	25.5%	12.5%	44.2%	9.1%

3 Wellbeing and SEMH needs	<i>Many disadvantaged pupils present with social, emotional and mental health difficulties that impact behaviour, wellbeing, and engagement with learning.</i> Recent classroom observations, supported by feedback from teachers, has highlighted reduced levels of pupil engagement from some pupils during lessons. Internal data and monitoring shows an increased number of children in receipt of PP are experiencing EBSNA and accessing pastoral support in order to engage with learning. Autumn 2024 <i>4 pupils on reduced timetables for SEND needs or experiencing EBSNA – 75% in receipt of PP</i> Autumn 2025 <i>12 pupils identified as experiencing EBSNA or on reduced timetables – 83% in receipt of PP</i> In recent years, internal observations and monitoring has indicated a significant decline in children's overall well-being, accompanied by an increase in Social, Emotional and Mental Health (SEMH) needs and in increase in families and children known to Children's Social Care (CSC). <i>September 2024 = 9 children (100% PP children)</i> <i>September 2025 = 20 children (90% PP children)</i> A growing number of pupils are presenting with heightened anxiety, reduced emotional resilience, and difficulties with self-regulation. As children struggle to manage their emotions, behaviour, and mental health, the impact is seen not only in academic progress but also in relationships, engagement, and readiness to learn.
4 Access to enrichment and cultural capital	<i>Limited access to wider experiences reduces opportunities to develop broader knowledge, social skills and aspirations.</i> Internal monitoring and observations have indicated that disadvantaged children often face significant barriers that limit their access to the same opportunities as their non-disadvantaged peers. Factors such as socioeconomic inequality, reduced access to resources, and fewer enrichment experiences can hinder their educational progress, wellbeing, and long-term life chances. External research shows that disadvantaged pupils are 11% less likely to attend sports clubs and 9% less likely to attend other clubs
5 Home learning	<i>A number of disadvantaged pupils have less structured support at home, reducing engagement with reading, homework and revision.</i>

Internal data shows that children in Early Years who are disadvantaged attain lower in reading than their non-disadvantaged peers

<i>Reception</i>	<i>Non-PP</i>	<i>PP</i>
2023-2024 <i>Expected</i>	80%	52%
2024-2025 <i>Expected</i>	84%	60%

This gap continues throughout Key Stage 1

	2023-2024				2024-2025			
	End of Year 1		End of Year 2		End of Year 1		End of Year 2	
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP
BLW	8%	17%	20%	24%	11%	33%	8%	17%
WTS	25%	42%	40%	43%	18%	17%	48%	39%
EXS	60%	25%	35%	33%	71%	46%	38%	39%
GDS	6%	17%	5%	0%	0%	4%	8%	6%

Disadvantaged children often face barriers to reading at home, such as lack of books, financial pressures making books unaffordable, parental lack of confidence in encouraging reading, and less time due to other demands, leading to lower reading engagement than peers

Research from BookTrust has found that almost a quarter of parents and carers from low-income backgrounds (23%) are not sharing books with their children before their first birthday - despite the majority (95%) seeing reading as an important thing to do. 20% of families said they don't read to their children because of a lack of time, while 28% said they don't find it easy.

Research has also shown that effective and timely homework, related to classroom learning, has a positive impact on children (+5 months) and disadvantaged pupils receive additional benefits from completing homework.

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
------------------	------------------

Improved attendance <i>Attendance of disadvantaged pupils is at least in line with national expectations and improves year on year. This will support disadvantaged pupils to make progress in achieve in line with peers academically.</i>	• Attendance of disadvantaged pupils meets or exceeds national expectations for all pupils. • Year-on-year improvement in disadvantaged pupil attendance, with a reduction in persistent absenteeism. • Disadvantaged pupils demonstrate improved engagement in lessons as attendance increases. • Improved attendance correlates with measurable progress in academic outcomes, closing the attainment gap with non-disadvantaged peers.
Improved progress and attainment <i>Disadvantaged pupils make strong progress across subjects, with attainment gaps closing each year.</i>	• Disadvantaged pupils make expected or better-than-expected progress across all subjects. • Year-on-year narrowing of attainment gaps in reading, writing, and maths. • Increased percentage of disadvantaged pupils achieving age-related expectations or greater depth. • Assessment data demonstrates diminishing differences between disadvantaged and non-disadvantaged pupils. • Targeted interventions show clear, measurable impact through regular progress reviews.
Improved SEMH <i>Pupils demonstrate improved resilience, emotional regulation, wellbeing and engagement in learning.</i>	• Pupils show improved emotional regulation as evidenced through behaviour logs, pastoral records and reduced incidents. • Increased levels of pupil engagement and readiness to learn, measured through classroom observations and teacher feedback. • Pupil voice surveys indicate improved wellbeing, confidence and sense of belonging. • Pupils accessing SEMH interventions demonstrate measurable progress against individual targets. • Reduced need for high-level pastoral or behavioural support as resilience increases.
Enhanced enrichment and cultural capital <i>All disadvantaged pupils access enrichment opportunities that broaden their experiences and aspirations.</i>	• All disadvantaged pupils participate in a minimum number of enrichment activities across the academic year. • Increased uptake of clubs, educational visits and wider enrichment opportunities by disadvantaged pupils. • Pupil voice indicates improved aspirations, confidence and awareness of future pathways.

	• Enrichment participation data demonstrates equitable access between disadvantaged and non-disadvantaged pupils. • Pupils show increased motivation, engagement and ambition linked to enrichment experiences.
Improved home learning opportunities <i>All disadvantaged pupils to have access to books to read at home and access to homework to support academic achievement</i>	• All disadvantaged pupils have access to age-appropriate reading books at home. • Increased frequency of home reading recorded through reading logs and parental engagement. • All disadvantaged pupils receive and complete homework regularly due to improved access to necessary resources. • Improved academic outcomes linked to consistent home learning habits and reading engagement.

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: £167,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One – eighty CBT training for identified staff and nurture provision</i>	CBT+ is a course for professionals and school staff to learn the basics of how to help children, young people and parents change their behaviour through changing the way they think. One-eighty will provide training for members of staff to improve their understanding of a range of needs and improve their practice in supporting these young people. https://one-eighty.org.uk/training	1, 3
<i>Develop an on-site pastoral and inclusion team,</i>	In recent years, internal observations and monitoring has indicated a significant decline in children's overall well-being, accompanied by an increase in Social, Emotional and Mental Health (SEMH) needs. A growing number of	1, 2, 3

<i>including the role of learning mentor</i>	pupils are presenting with heightened anxiety, reduced emotional resilience, and difficulties with self-regulation. As children struggle to manage their emotions, behaviour, and mental health, the impact is seen not only in academic progress but also in relationships, engagement, and readiness to learn. Many of our disadvantaged pupils experience such challenges which highlights the need for increased pastoral support to ensure that all children are able to thrive within their educational environments. The on-site pastoral team (and learning mentors) provides targeted, on the spot support and interventions when needed. By effectively addressing children's emotional and behavioural needs, we will minimise disruption, provide trusted adults to talk to and ensure that children emotionally regulated and ready to learn. This will support their attendance in school, which in turn will support their progress and attainment in line with peers. In school resources also include an on-site, full-time therapy rabbit that is able to support the children's emotions and has been proven to reduce stress and anxiety and teach them empathy and social skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://specialedresource.com/6-amazing-benefits-of-therapy-pets https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
<i>Developing/securing the role of on-site family support worker and working DSL</i>	Schools are most successful when students, families, and educators work together toward a shared goal: helping every child thrive. A Family Support Worker plays a vital role in making this connection possible. They help bridge the gap between home and school by offering families guidance, resources, and consistent communication. By supporting parents and caregivers, Family Support Workers ensure that students arrive at school ready to learn—emotionally, socially, and academically. Family Support Workers assist with issues that may affect a child's education, such as attendance challenges, housing instability, mental health concerns, or difficulties accessing community services. They build trusting relationships, reduce barriers to learning, and create a safe, supportive environment for families to ask for help. Their work strengthens family engagement, improves student wellbeing, and enhances overall school performance.	1, 2, 3, 5

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance	
Quality of teaching using WALKTHRUS strategies	"Walkthrus" are a collection of evidence-based, step-by-step visual guides designed to improve professional practices, primarily in the field of education. The benefits of using them span professional development, teaching effectiveness, and student outcomes WALKTHRUS help teachers to collaboratively refine and enhance their instructional practices by observing and discussing specific teaching techniques that are proven to support learning. For pupil premium pupils, who often face additional barriers to achievement, this approach allows educators to systematically identify and implement tailored 9 strategies that address their unique needs. The process involves short, focused observations, followed by reflective discussions, enabling teachers to adapt and apply strategies such as differentiated instruction, effective questioning, and feedback to boost pupil engagement and learning outcomes. By creating a culture of continuous improvement and collaboration among staff, WALKTHRUS contribute to closing the attainment gap and ensuring that premium pupils receive the targeted support they need to succeed. https://walkthrus.co.uk/how-does-it-work	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted tutoring for identified pupils (in Year 6)	Closing the attainment gap for socio-economically disadvantaged pupils and supporting education recovery is a continuing challenge in classrooms. Tutoring presents a significant opportunity for all schools and their pupils. Tutoring can provide specific pupils the targeted support they need to make good progress alongside their classmates and bridge the gap between homework and learning within the classroom https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120	5, 2

<i>Fund and provide 1:1 One Eighty interventions for identified pupils</i>	1:1 interventions, provided by One-Eighty, support identified children with their barriers to learning and way to overcome them. One-Eighty is a mental health and behaviour support charity. We work across Oxfordshire and Buckinghamshire, empowering children and young people to improve their mental health and re-engage with education. The 1:1 sessions are aimed at meeting the exact needs of the most complex young people who are struggling to engage in education; they may have not attended school for a long time, be at risk of permanent exclusion, or be struggling with transition. https://one-eighty.org.uk/ https://one-eighty.org.uk/interventions	1, 3
<i>Purchase NFER Assessment papers</i>	Formative assessment help teachers to understand pupil's understanding and learning, identify areas for improvement, and adapt teaching strategies to individual needs, therefore closing the gap and enhancing pupil attainment. All forms of assessment is essential for children's progress as it enables teachers to understand each child's strengths, gaps, and next steps in learning. Regular and effective assessment, through the use of NFER assessment papers and NFER test analysis tool, ensures that targeted support and interventions are put in place promptly, helping disadvantaged pupils to make strong progress and close attainment gaps. Through careful monitoring, schools can evaluate the impact of support strategies and ensure that all disadvantaged pupils are given the opportunity to succeed and reach their full potential. https://www.cambridgeassessment.org.uk/blogs/what-and-why-do-we-assess-in-the-classroom/	2
<i>Provide age-appropriate homework books</i>	Research has shown that effective and timely homework, related to classroom learning, has a positive impact on children (+5 months) and disadvantaged pupils receive additional benefits from completing homework. Providing children with homework books to complete, which support the learning in class, will in turn, support the learning of the children and support with closing the attainment gap. Homework club will also be provided as some research has suggested that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap	2, 5

	in attainment for disadvantaged pupils and therefore to overcome these barriers, weekly homework club will be offered. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
--	--	--

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

Budgeted cost: £61,276.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free breakfast club for disadvantaged pupils</i>	Research has shown that breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour. By offering free breakfast club spaces for disadvantaged children, we can ensure that children will have eaten a nutritious meal and will start their day emotionally regulated and ready to access their learning Case studies have shown that: <i>"Attendance and punctuality of children who would sometimes be reluctant to come to school dramatically improved."</i> <i>"The benefits of such high-quality breakfast club provision are best seen in the classroom with children arriving into class calm, focused and ready to learn."</i> https://educationhub.blog.gov.uk/2022/11/how-we-are-ensuring-thousands-of-children-receive-a-healthy-nutritious-breakfast/ https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1, 2, 3
<i>Fund the use of external sports providers to enhance sports offers by qualified sports coaches</i>	Specialist-led sports in primary schools boost physical health, confidence, and academic focus by providing expert coaching, diverse activities, and inclusive environments, leading to better skill development, teamwork, resilience, and overall wellbeing. Regular exercise has also been shown to help children gain a better night sleep, which in turn helps children to concentrate during school lessons. In addition to this, with social media and video games becoming more popular with younger generations, primary school children are at risk of spending many hours of the day sat down, in front of a screen. Not only does this negatively impact a child's physical health, it can also be a negative influence their mental wellbeing. Taking a break from screens to participate in a sport activity has been	3, 4

	known to lower levels of stress and anxiety in children. This is reinforced by the Department of Education (2012) who emphasise that “<i>Children with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years.</i>” It has been found that pupils are facing a number of barriers to accessing sports which is heightened for those individuals from disadvantaged backgrounds and therefore it is essential to provide these opportunities at school. https://www.youthsporttrust.org/media/2lqbkap1/extra-curricular-sport-case-studies-full-version.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
<i>To provide funded extra-curricular music lessons through ‘Rocksteady’ provider</i>	Music is a vital part of a well-rounded primary education, supporting cognitive development, language, coordination, creativity, and confidence, while also promoting emotional wellbeing and social skills through teamwork and self-expression. Music education is particularly beneficial for disadvantaged pupils, offering an inclusive and accessible way to build confidence, raise aspirations, and support academic progress. However, access to extra-curricular activities such as music is often limited by socio-economic factors, with cost being the greatest barrier for families on lower incomes, with 41% of lower income families saying music lessons are beyond their budget. As a result, disadvantaged pupils are less likely to participate in music and other enrichment activities. Providing inclusive music opportunities helps reduce these inequalities, fostering a sense of belonging, improving wellbeing, and enabling disadvantaged children to develop new skills and reach their potential. https://www.ippr.org/articles/rethinking-child-poverty-through-enrichment-accounts https://www.rocksteadymusicschool.com/our-story/	3, 4
<i>To fund curriculum enrichment projects; including Science Week, Take One Picture, School trips and external visitors</i>	Disadvantaged pupils often face significant barriers in accessing extra opportunities beyond the classroom, such as enrichment activities, educational trips, tutoring, and extracurricular clubs. Financial constraints can prevent families from covering costs associated with transport, equipment, or participation fees. In addition, limited access to information, reduced parental availability, and a lack of confidence or prior exposure can further restrict engagement. These barriers contribute to unequal experiences and outcomes, widening attainment gaps and limiting social, cultural, and academic development. Therefore, it is essential that we, as a school, are able to support families in accessing these opportunities by funding trips and exposing children to a	2, 3, 4

	range of activities such as Take One picture (Art project), Science week and a number of external visitors to the school. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
Funded afterschool clubs	Recent evidence suggests that after school clubs provide an important route for children to engage in activities outside of schools. <i>Disadvantaged children were less likely to participate in other sports activities outside school - (61% to 78% among more affluent children)</i> Taking part in after school clubs is thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities to relax and support positive well-being. This in turn, supports all pupils to attend school, access curriculum and supports their progress and overall attainment. https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	1, 2, 3, 4
<i>Fund 'letterbox books' for Key Stage 1 and purchasing author visit books and class texts for disadvantaged pupils</i>	Word reading in young children is crucial as it not only develops foundational phonics and language skills but also boosts confidence, supports cognitive development, and lays the foundation for future academic achievement and a lifelong love of learning. Research shows that the quality and quantity of adult input in early reading experiences significantly influences how children learn to read. However, recent data from 2024/2024 from The National Literacy Trust shows that 9-10% of young children aged 5-18 do not own a book (nearly 1 million children) and this number is even higher for disadvantaged children with 1 in 6 disadvantaged children not owning a book, a gap which is now at its largest in a decade. Studies have shown that book ownership has a positive impact on outcomes and attainment and it is therefore essential to provide disadvantaged pupils the tools in order to provide the same opportunities as their non-disadvantage peers and support them in their academic achievement. https://literacytrust.org.uk/research-services/research-reports/book-ownership-in-2024/ https://help-for-early-years-providers.education.gov.uk/areas-of-learning/literacy/exploring-words	2, 5

Total budgeted cost: £239,042.20

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous cycle of the pupil premium strategy, the focus on high-quality teaching through the introduction of WalkThrus, has strengthened classroom practice, resulting in improved engagement. Furthermore, the introduction of the Pastoral team and learning mentors has had a positive impact on children's well-being, enabling them access targeted support and re-engage with learning. Pastoral and wellbeing initiatives have also played a key role in removing barriers to learning. Increased access to emotional support, mentoring, and family liaison has improved attendance, behaviour, and readiness to learn. Staff, children and parents report greater confidence among pupils receiving targeted support, and families have engaged more consistently with the school through the work of pastoral and family support teams.

Although progress is evident in some areas, some interventions require more precise monitoring to ensure consistent impact. Data tracking is improving, but further refinement is needed to identify emerging gaps and adjust support accordingly. Continued focus on attendance and sustained engagement from families will remain essential for maintaining positive momentum.

Overall school data – Summer term 2023-2024								
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Non-PP	80%	66%	40%	52%	75%	74%	84%
	PP	52%	42%	33%	39%	60%	63%	65%
Writing	Non-PP	72%	39%	35%	43%	65%	35%	43%
	PP	48%	34%	29%	27%	27%	30%	13%
Maths	Non-PP	83%	58%	46%	55%	62%	68%	74%
	PP	61%	50%	29%	48%	47%	59%	56%

Other data – Summer 2023 - 2024				
		School result	School overall	National
Year 6 combined	Non-PP	43%	26%	61%
	Pupil premium	13%		
Year 1 phonics screening	Non-PP	85%	80%	80%
	Pupil premium	58%		
EYFS GLD	Non-PP	68%	64%	68%
	Pupil premium	48%		
Year 4 multiplication check – full marks	Non-PP	42%	37%	34%
	Pupil premium	8%		

Overall school data – Summer term 2024-2025								
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Non-PP	84%	71%	46%	82%	66%	79%	78%
	PP	60%	50%	45%	59%	47%	45%	70%
Writing	Non-PP	78%	52%	53%	59%	59%	59%	68%
	PP	53%	33%	34%	55%	39%	20%	56%
Maths	Non-PP	89%	73%	55%	81%	63%	67%	75%
	PP	67%	42%	45%	59%	50%	40%	74%

Other data – Summer 2024 - 2025				
		School result	School overall	National
Year 6 combined	Non-PP	64%	58%	62%
	Pupil premium	53%		
Year 1 phonics screening	Non-PP	79%	74%	80%
	Pupil premium	58%		

EYFS GLD	Non-PP	69%	63%	68%
	Pupil premium	47%		
Year 4 multiplication check – full marks	Non-PP	18%	14%	37%
	Pupil premium	8%		

For 2023-24 in England, Pupil Premium (PP) supported ~2.2 million disadvantaged students with funding (£1,455 primary, £1,035 secondary for FSM-linked), aiming to close gaps with non-PP pupils; data shows PP children underperform non-pupil premium peers, but the gap has seen fluctuations, with recent years showing a slight narrowing, (Disadvantage Gap Index (DGI) slightly improved in 2024 to 3.93 (from 3.94 in 2023), indicating a narrowing gap)

Pupil premium funding has been effective in certain areas, notably in supporting children's emotional wellbeing and in widening access to opportunities; however, impact has been inconsistent.

Historically, pupil premium funding has been used as a blanket funding scheme; moving forward, it must be allocated more strategically, as outlined in the strategies above, with a sharper focus on addressing individual pupils' specific needs rather than applying broad or uniform approaches.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)