



Pupil Premium Statement 2025-2026

Leamington Primary and Nursery Academy

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data		
School name	Leamington Primary and Nursery Academy		
Number of pupils in school	450		
Proportion (%) of pupil premium eligible pupils (correct as of December 2025)	196		43.65%
	Foundation1	6	1.34%
	Foundation 2	15	3.34%
	Year 1	26	5.79%
	Year 2	30	6.68%
	Year 3	30	6.68%
	Year 4	33	7.35%
	Year 5	27	6.01%
	Year 6	29	6.46%
Academic year/years that our current pupil premium strategy plan covers	September 2023- 2026		
Date this statement was published	December 2025		
Date on which it will be reviewed	December 2026		
Statement authorised by	Kaye Burnett		
Pupil premium lead	Charlotte Staley		
Governor / Trustee lead	Brett Hovey		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,550.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£257,550.00

Part A: Pupil Premium Strategy Plan

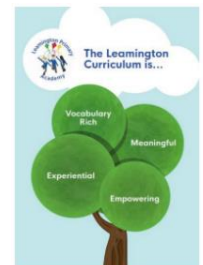
Statement of Intent

At Leamington, we are proud to be part of Flying High, sharing the vision of creating a unique, exceptional, sustainable school that inspires our community and empowers our children to succeed. We believe that every child is entitled to an exceptional education that sparks curiosity, deepens knowledge and supports their growing understanding of the world around them. We carefully track the progress and attainment of all pupils, whilst also placing equal importance on their emotional health and well-being.

We recognise that some of our pupils who are eligible for PP experience challenges that reflect those faced within the wider community we serve. For many families this can mean limited access to essential resources and opportunities. In some cases, our children face additional barriers such as poverty, exposure to crime, or complex family circumstances which heighten the challenges they encounter. In response, we prioritise creating a nurturing, safe, environment in which children can flourish both academically and personally. We are mindful of the health and well-being pressures some pupils face, which can impact attendance and progress, and therefore work in close partnership with families and local organisations to ensure a holistic, joined-up approach that supports both pupils and their wider community.

At Leamington, we *“nurture and love to educate.”* Building strong, meaningful relationships with children is at the heart of our approach, enabling them to feel secure, valued and ready to learn. Our curriculum is rooted in our 8 principles and carefully designed around the needs and interests of our pupils. Respect, responsibility, creativity, fun, perseverance, pride, aspiration and confidence are woven into all that we do and underpin our school ethos. We want every child, including those eligible for Pupil Premium, to have the opportunity to achieve their very best, explore new horizons and experience ‘life beyond Leamington.’ For us, barriers are not fixed obstacles but challenges to be overcome – opportunities for success.

Our staff remain ambitious and determined in their commitment to excellence, providing a broad, balanced and enquiry-led curriculum that equips children with the skills and character needed for the next stage of their journey. Our curriculum vision, *VEEM* (Vocabulary-rich, Empowering, Experiential and Meaningful), drives us to deliver ambitious learning experiences that combine compassion, integrity and high expectations. This aligns with Flying High’s mission to create schools that are innovative and community-driven, ensuring our children are nurtured, inspired and prepared to become global citizens of the future.



At Leamington, we are committed to ensuring that all children succeed, regardless of external challenges that may affect their education. Our Pupil Premium allocation has been strategically invested to remove barriers, maximise learning opportunities and provide enrichment experiences, ensuring every child is given the tools to thrive in their life beyond Leamington.

Intended Outcomes

1. To provide a consistently high-quality learning experience for all Pupil Premium pupils so that gaps with non-PP peers continue to narrow across all year groups.
2. To develop Pupil Premium pupils’ oracy skills to improve communication and support stronger outcomes in boys’ writing.
3. To ensure that Pupil Premium pupils with SEND receive targeted support and tailored teaching approaches that enable them to make good or better progress.
4. To identify low starting points in EYFS and deliver interventions to improve communication and language development and build strong foundations for learning.

5. To develop Pupil Premium pupil's digital resilience and emotional maturity to manage the impact of social media, supporting their mental health, wellbeing, and readiness to engage positively with learning.

Challenges

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

Challenge number	Detail of challenge
1. Limited early learning experiences, particularly in reading and communication and language, mean many children start school below age-related expectations.	<ul style="list-style-type: none"> Leamington ranks 438 on the national indices of deprivation and 84 for education. Many of our children have not developed a culture of reading before starting school, and some parents/carers have had negative experiences of education themselves. The majority of families have not accessed the local library or the wider learning opportunities it provides. Many children have not attended childcare settings or community groups before entering EYFS and therefore lack exposure to high-quality, language-rich texts and experiences. Pupils eligible for Pupil Premium are less likely to achieve age-related expectations by the end of EYFS and KS1.
2. Pupil Premium boys have weaker reading habits, which limits vocabulary development and negatively impacts the quality of their writing.	<ul style="list-style-type: none"> Gaps are continuing to narrow overall, but there remains a gap for PP boys when compared to both their PP girl and non-PP boy peers. Reading culture among boys is weaker, with fewer reading at home and many still accessing decodable texts into KS2. This restricts their exposure to vocabulary, grammar structures and text types. Boys' presentation and writing stamina are weaker than their female peers. Lesson scaffolds and teacher modelling need refining with PP boys in mind, ensuring clarity and accessibility during the teach–model–facilitate stage.
3. SEND can be a barrier to learning for some Pupil Premium children, requiring targeted support to ensure good or better progress.	<ul style="list-style-type: none"> A proportion of Pupil Premium pupils also have Special Educational Needs, with some presenting complex levels of need. Currently, 27% of pupils who are eligible for PP are on the SEND register, representing 11% of the total school population. Children with higher levels of need often require significant input from external services, including SBAP, Communication and Interaction Team, ICDS, SFSS, and, in some cases, alternative provision supported through PP funding. These pupils need bespoke and targeted provision to support and scaffold their learning effectively. Children with complex SEND often require behavioural plans and individual risk assessments, alongside consistent approaches to language and interaction. The intersection of SEND and PP highlights that some of our most vulnerable pupils face multiple barriers to learning, which require careful planning and intervention.
4. Children entering EYFS often have significantly low levels of oracy and language.	<ul style="list-style-type: none"> Oracy and language are sometimes modelled inconsistently in the wider community, and children may carry this into school. Many children in both Foundation 1 and Foundation 2 have a limited spoken vocabulary. Vocabulary is minimal, making language acquisition more challenging. Language development is frequently below age-related expectations across EYFS and into KS1. Post-COVID, NHS speech and language caseloads have reduced, meaning referral processes are now being re-established. Some children require re-referral due to limited parental engagement, slowing access to timely support.

<p>5. Attainment gaps in core subjects are most concerning in Years 2, 4 and 6, requiring consistent acceleration for Pupil Premium pupils.</p>	<ul style="list-style-type: none"> • Significant attainment gaps exist between PP and non-Pupils who are eligible for PP in Reading, Writing and Maths, particularly in Years 2, 4 and 6. • Progress for pupils who are eligible for PP is slower, and acceleration is needed to close gaps across all year groups. • Contributing factors include lower baseline skills on entry, gaps in language development, and limited access to resources and learning support at home. • The effectiveness of interventions is inconsistent, with variable impact across year groups and subjects. • Attendance and engagement, including participation in enrichment opportunities, can limit access to the full curriculum for some pupils who are eligible for PP.
<p>6. Pupil Premium pupils rarely achieve Greater Depth Standard (GDS) in core subjects, limiting opportunities to reach their full potential.</p>	<ul style="list-style-type: none"> • There is a culture of lower expectation for pupils who are eligible for PP achieving at greater depth, both within the classroom and sometimes in the wider community. • Confidence and aspiration for academic excellence can be lower among some pupils who are eligible for PP, affecting engagement with more challenging learning opportunities. • Teachers need to be fully aware of pupil attainment data and use it effectively to plan for progression to GDS. • High expectations and targeted teaching are required to ensure pupils who are eligible for PP are encouraged and supported to achieve at the highest standards.
<p>7. The emotional resilience and maturity of some disadvantaged pupils is adversely affected by external influences, including exposure to inappropriate social media content.</p>	<ul style="list-style-type: none"> • Increased exposure to unsuitable or harmful social media content negatively impacts self-esteem, wellbeing, and behaviour. • Some pupils demonstrate lower levels of emotional maturity, affecting their ability to regulate emotions and maintain positive relationships. • Mental health concerns, including anxiety and low confidence, are more prevalent among Pupils who are eligible for PP where online activity is high and not always well monitored. • Families often have limited awareness of the risks posed by online and social media platforms, reducing their ability to provide effective guidance and support. • Reduced resilience means pupils may struggle to cope with challenges both in and outside of school, impacting attendance, engagement, and long-term aspirations.

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>1. To provide a consistently high-quality learning experience for all Pupil Premium pupils so that gaps with non-PP peers continue to narrow across all year groups.</p> <p>Challenge 1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> • Pupils have access to consistent, high-quality teaching and a curriculum designed with high expectations and appropriate challenge. • Pupils demonstrate rapid and sustained progress across the academic year in all subjects based on their starting points. • Planning identifies scaffolds and strategies specifically targeted to meet the needs of pupils who are eligible for PP. • All teaching is consistently good or better, as evidenced by lesson visits, observations, and pupil voice. • Teacher awareness of data ensures that all pupils who are eligible for PP, including those with potential for greater depth, are challenged appropriately. • Book looks show clear evidence of improvements in pupils who are eligible for PP's outcomes.

	<ul style="list-style-type: none"> • An increasing percentage of pupils who are eligible for PP achieve at least the national average for expected and greater depth standards in internal and external assessments. • Pupil progress documentation identifies additional strategies beyond quality first teaching for pupils who are eligible for PP not yet at ARE. • Pupils who are eligible for PP identified in progress reviews make accelerated progress between terms, with clear strategies implemented to ensure improvement.
<p>2. To develop Pupil Premium pupils' oracy skills to improve communication and support stronger outcomes in boys' writing.</p> <p>Challenge 2, 4</p>	<ul style="list-style-type: none"> • Pupils who are eligible for PP show improved confidence in speaking and using subject-specific vocabulary in lessons and oral tasks. • PP boys' writing shows measurable improvement in vocabulary use, sentence structure, and presentation. • Teachers plan and implement explicit oracy-focused teaching, including modelling, scaffolding, and structured talk opportunities. • Increased engagement of pupils who are eligible for PP in group discussions, debates, and presentations is evident through observations and pupil voice. • Pupils who are eligible for PP demonstrate progression in writing outcomes linked to improved oracy skills, particularly in KS2 boys. • Evidence in books and assessments shows vocabulary and language skills are embedded into independent work.
<p>To ensure that Pupil Premium pupils with SEND receive targeted support and tailored teaching approaches that enable them to make good or better progress.</p> <p>Challenge 1, 3, 7</p>	<ul style="list-style-type: none"> • All pupils who are eligible for PP with SEND have personalised support plans with clear, measurable targets that are tracked termly. • B Squared provision in place for those children specifically identified as requiring an additional input into the curriculum. • Quality scaffolds will be seen in planning of core and wider curriculum areas and Within classroom practice. The quality of outcomes and knowledge and understanding will be of evident in children's books • Targeted interventions are implemented effectively and reviewed regularly to monitor impact. • External services are accessed as needed, and collaboration between staff, families, and specialists is evident. • Pupils who are eligible for PP with SEND demonstrate progress in line with or exceeding expectations from their individual starting points. • Evidence in books, learning journals, and assessments shows sustained progress for pupils who are eligible for PP with SEND.
<p>To identify low starting points in EYFS and deliver interventions to improve communication and language development and build strong foundations for learning.</p> <p>Challenge 1, 4</p>	<ul style="list-style-type: none"> • Provision in EYFS is judged good or better. • Early identification of pupils who are eligible for PP with low starting points is timely and accurate. • Targeted interventions for communication and language are implemented promptly and monitored for impact. • Progress in communication, vocabulary, and language skills is tracked and evidenced in EYFS assessments. • Staff consistently model rich language and oracy, both in adult-led and child-initiated activities. • Pupils who are eligible for PP with low starting points show accelerated progress towards age-related expectations in EYFS. • Children involved with SALT are discussed regularly at Inclusion meetings to ensure that rapid progress is being made.
<p>To develop Pupil Premium pupil's digital resilience and emotional maturity to manage the impact of</p>	<ul style="list-style-type: none"> • Pupils demonstrate improved understanding of safe and responsible social media use, through workshops, assemblies, and classroom activities.

<p>social media, supporting their mental health, wellbeing, and readiness to engage positively with learning.</p> <p>Challenge 1, 3, 6, 7</p>	<ul style="list-style-type: none"> • Incidents linked to inappropriate online behaviour decrease, with pupils showing greater self-regulation and awareness of consequences. • Pupils report increased confidence in managing their emotions and peer interactions both online and offline. • Staff observe improved engagement, focus, and participation in lessons as pupils are better equipped to manage external pressures from social media. • Families are actively involved in supporting safe online behaviours and digital wellbeing, evidenced through parent workshops, guidance sessions, and positive engagement with school communications. Pupils show stronger emotional resilience and maturity, including greater confidence in managing relationships, online interactions, and social media challenges. • Staff report increased confidence in identifying and responding to Pupils who are eligible for PP’s SEMH and social needs, supported by CPD, clear systems, and timely interventions.
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Activity in this academic year

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

Teaching

Specialist Early Reading Teacher: £10,000

Specialist Physical Wellbeing Teacher: £28,735.00

Teaching Staff: £90,00.00

WALKTHRU Professional Development package: £150.00

Voice 21: £3,000

Subscriptions to online platforms to enhance provision for pupils and specialist providers:

Purple Mash (£427); Times Table Rockstars (£157) Spelling Shed (£300)

TOTAL: £132,769.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Early Reading Teacher – focus on phonics and early literacy</p>	<p>EEF toolkit: systematic phonics instruction yields roughly +5 months’ progress for early readers educationendowmentfoundation.org.uk.</p> <p>Early literacy programs that include phonemic awareness and phonics lead to better reading outcomes educationendowmentfoundation.org.uk.</p>	<p>1, 4</p>

	<ul style="list-style-type: none"> • By ensuring high-quality phonics teaching to give all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information. • Specialist Early Reading teacher to run intervention groups for vulnerable children to boost them both within Little Wandle and after decodable books. 	
Specialist Physical Wellbeing Teacher – quality PE and health promotion	<p>EEF reports physical-activity sessions give a small positive boost (+2 months) to attainment. educationendowmentfoundation.org.uk.</p> <p>Well-structured sports programs (e.g. regular clubs with integrated learning) can also improve attendance and engagement educationendowmentfoundation.org.uk, supporting disadvantaged pupils' wellbeing.</p> <ul style="list-style-type: none"> • PE specialist teacher delivers high quality PE lessons across the school and supports teachers in delivering both relevant and current CPD to upskill teachers. • Children eligible for free school meals are prioritised in external enrichment opportunities with trips to Nottingham Panthers, Mansfield Boxing Club, Nottingham Forest etc. 	7
Teaching Staff – improve quality-first teaching and enable small-group support	<p>High-quality teaching is the most important factor in improving pupil outcomes. d2tic4wvo1iusb.cloudfront.net.</p> <p>Interventions like small-group tuition (2–5 pupils) add about +4 months' progress educationendowmentfoundation.org.uk and disproportionately benefit disadvantaged learners educationendowmentfoundation.org.uk. More trained staff allow targeted support (including for SEND pupils)</p> <ul style="list-style-type: none"> • Post teaching sessions are responsive to need at Leamington and change daily based on children's understanding. • Interventions are run in each year group with particular focus on gaps identified across the curriculum • Data output from the previous term will ensure any gaps in knowledge are addressed and are clearly documented in pupil progress documentation and seen to be addressed in future planning. 	3, 5, 6
WALKTHRU Professional Development – teacher CPD (evidence-based pedagogy)	<p>Effective professional development (PD) has a positive effect on pupil attainment d2tic4wvo1iusb.cloudfront.net.</p> <p>EEF notes that high-quality PD can yield gains comparable to having an extra 10 years of teaching experience d2tic4wvo1iusb.cloudfront.net.</p> <p>WalkThru's strategies (e.g. managing cognitive load) align with these evidence-based practices. EEF +7 Metacognition Pupils have a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <ul style="list-style-type: none"> • Scaffolds are well-designed and meet the needs of individual children and their learning styles. 	5, 6

	<ul style="list-style-type: none"> • Children are well-trained in using manipulatives which will support them in a variety of subjects. • Manipulatives feature on working walls to guide children in scaffolds to use independently. • Teaching and Learning lead & SENCO to focus on scaffolding during CPD sessions and as part of reflective practice for teaching staff. • The use of scaffolds and manipulatives will be modelled through metacognition within teaching input to ensure that children all well-trained in how to use scaffolds with greater independence. 	
<p>Voice 21 (Oracy Programme) – speaking and listening skills</p>	<p>Oral-language interventions produce about +6 months' progress on average educationendowmentfoundation.org.uk, improving vocabulary and comprehension.</p> <p>These approaches tend to be even more effective with higher proportions of disadvantaged pupils educationendowmentfoundation.org.uk.</p> <ul style="list-style-type: none"> • Strengthening oracy directly tackles the early language and communication gaps noted. 	1 2 4
<p>Educational Tech Subscriptions – (TT Rockstars, Spelling Shed, Purple Mash) – practice apps for core skills</p>	<p>EEF guidance emphasises that technology boosts learning only if used purposefully + 2 months (e.g. quiz apps to increase practice and feedback) educationendowmentfoundation.org.uk. Finding ways to enhance learning and develop technology skills to prepare children for current tech climate.</p> <p>Platforms like TT Rockstars (math facts) and Spelling Shed (spelling practice) increase deliberate practice and recall, helping close core skill gaps in maths and literacy.</p> <ul style="list-style-type: none"> • Timetables Rockstars used in KS2 to support understanding and instant recall of timetables facts, which feeds into school provision for the Y4 Multiplication Check 	2, 5

Targeted academic support

Interventions with TAs (including SALT): £40,000.00

SHINE intervention package: £1,180.00

TOTAL: £41,180.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Interventions - Small-group interventions for pupils working significantly below peers</p>	<p>Small-group and 1:1 support by trained staff can substantially accelerate learning. In particular, evidence shows that well-implemented TA-led interventions produce large gains: pupils receiving one-to-one or small-group catch-up tuition average 4–6 months’ additional progress compared to similar peers.</p> <p>educationendowmentfoundation.org.uk.</p>	<p>1, 3, 4, 5</p>
<p>SALT – 1:1 sessions and narrative groups – Many of the children on the SALT register are PP.</p>	<p>SALT involvement: Specialist speech-language support is built-in. The RCSLT guidance notes that interventions for pupils below expected language levels (Tier 2) should be run in small groups <i>with intensive training for staff and direct SALT support/monitoring</i> rslt.org.</p> <ul style="list-style-type: none"> • Our narrative language and 1:1 SALT sessions meet this recommendation, with a qualified SALT supervising targets and training TAs. • Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. 	<p>1, 3, 4, 5</p>
<p>Little Wandle (KS2 catch-up) - Little Wandle Rapid Catch-Up aligns with systematic phonics best practice.</p>	<p>We do use Little Wandle Rapid Catch-Up for struggling readers in Year 3–4. The Rapid Catch-Up program is specifically designed for Year 2+ children below the expected reading level faqslittlewandlelettersandsounds.org.uk.</p> <p>This aligns with evidence that systematic phonics tutoring in short, daily groups is highly effective: phonics interventions give about +5 months progress on average educationendowmentfoundation.org.uk, and one-to-one phonics can yield ~8 months educationendowmentfoundation.org.uk.</p> <ul style="list-style-type: none"> • In our context, Year 3/4 pupils attend daily phonics catch-up as needed. 	<p>1, 2, 3, 5, 6</p>

<p>Reading fluency and comprehension - Structured programmes using bespoke texts (as in SHINE) accelerate progress in decoding, fluency, and comprehension.</p>	<p>SHINE includes original fiction/non-fiction texts and fluency drills hachettelearning.com.</p> <p>Structured reading-comprehension strategies are known to have very high impact (around +7 months progress educationendowmentfoundation.org.uk) when taught explicitly. In particular, peer-assisted fluency programs (e.g. SHINE's "Fluency For All") have shown striking results: in one evaluation, disadvantaged pupils improved reading age by +8.5 months vs +0.9 months for controls shinetrust.org.uk.</p> <ul style="list-style-type: none"> • These gains support our focus on fluency practice and guided reading for PP children. 	<p>1, 2, 3, 5, 6</p>
<p>Targeted support for SEND - pupils to work on specific language-based targets</p>	<p>EEF+5 One to One Tuition. Specific focus based on area of need in cohorts. "Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact".</p> <ul style="list-style-type: none"> • SEND children are categorised based on area of need and specialist SALT reviews the communication and interaction case load termly. • Close links maintained between SENCO and SALT specialist and external agencies (SFSS) where appropriate. 	<p>1, 3, 4, 5</p>
<p>Prioritised reading - Individual weekly reading provision for PP children: daily, x3 weekly or once a week.</p>	<p>EEF+5 One to One Tuition. EEF+6 Reading Comprehension Strategies.</p> <ul style="list-style-type: none"> • Children identified early on during baseline judgements and from end of 2022/23 as to who is a spotlight reader (lowest 20% are identified as daily readers). 	<p>1 2 3</p>

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

FSW: £36,000.00

ELSA: £24,381.00

Forest Schools: £3,937.00

Attendance awards: £600.00

Alternative provision (x1 PP children): £19,500


Trip subsidises: 6,000

Alternative transport for trips: 2,000

Rock steady: 1,000

Community and parental workshops £1,000.00

TOTAL: £94,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker – supporting with safeguarding, improving attendance, family engagement and emotional wellbeing.</p>	<p>EEF highlights that engaging families and improving attendance can boost disadvantaged pupils’ progress. For example, <i>Parental Engagement</i> programmes yield about +4 months’ progress educationendowmentfoundation.org.uk.</p> <p>Likewise, attendance interventions using personalised communications and incentives have shown promise in raising attendance educationendowmentfoundation.org.uk.</p> <p>EEF offers suggestions on how to effectively communicate with parents (click the image).</p>  <ul style="list-style-type: none"> • For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes. • Coffee mornings/stay and play/offering advice on routines/sleep patterns/healthy eating/123 Magic. • Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions. 	<p>2, 5</p>

<p>ELSA (Emotional Literacy Support) - To ensure that pupil's social, emotional and mental health needs are met so that pupils are ready to learn</p>	<p>Social-emotional learning (SEL) interventions yield positive gains. EEF's Toolkit reports SEL programs produce on average +3 months progress educationendowmentfoundation.org.uk.</p> <p>It also notes disadvantaged pupils typically have weaker SEL skills that can be strengthened by targeted support educationendowmentfoundation.org.uk educationendowmentfoundation.org.uk.</p>	<p>1</p>
<p>Forest Schools – outdoor learning</p>	<p>EEF finds limited rigorous evidence for academic gains from outdoor learning educationendowmentfoundation.org.uk, but existing studies consistently report benefits in confidence and motivation. For example, outdoor adventure programs improve pupils' self-confidence, self-efficacy, resilience and motivation educationendowmentfoundation.org.uk educationendowmentfoundation.org.uk.</p>	<p>3</p>
<p>Attendance Awards/Incentives</p>	<p>The evidence for attendance incentives alone is mixed, but EEF's attendance review suggests that comprehensive approaches (including motivation systems) can help. It notes some promise for interventions that use motivational rewards and strong parental communication educationendowmentfoundation.org.uk.</p> <p>In other words, attendance awards can form part of a wider attendance strategy.</p>	<p>2</p>
<p>Alternative Provision (1 PP child)</p>	<p>There is little direct EEF evidence on individual AP placements, but EEF is actively researching internal AP for disadvantaged pupils educationendowmentfoundation.org.uk. It emphasises that poor attendance/exclusion badly impact disadvantaged students educationendowmentfoundation.org.uk, so providing a tailored AP placement for a vulnerable pupil addresses that risk. (Centres for Alternative Provision often serve pupils with high SEND/FSM needs centreforsocialjustice.org.uk.)</p>	<p>4</p>
<p>Subsidised Trips & Residentials</p>	<p>EEF's toolkit shows <i>Arts Participation</i> and extracurricular activities benefit attainment and well-being. Arts/music programs yield ~+3 months progress educationendowmentfoundation.org.uk, and report consistent gains in confidence, self-esteem and enjoyment educationendowmentfoundation.org.uk.</p> <p>EEF also notes disadvantaged pupils often miss enrichment (like cultural trips) without support educationendowmentfoundation.org.uk. Subsidising trips removes this barrier.</p>	<p>3</p>
<p>Alternative Transport for Trips (Physical disability)</p>	<p>Similarly, EEF highlights other barriers prevent Pupils who are eligible for PP from activities. Ensuring transport means disadvantaged children can attend trips and clubs. As above, arts engagement improves outcomes educationendowmentfoundation.org.uk, and cultural trips are often inaccessible for deprived pupils educationendowmentfoundation.org.uk unless subsidised.</p>	<p>3</p>
<p>"Rocksteady" Music Programme</p>	<p><i>Arts Participation</i> (e.g. music) shows measurable impact. EEF reports that school music and arts activities produce about +3 months progress educationendowmentfoundation.org.uk and often boost pupil motivation and well-being. Extra-curricular music in</p>	<p>3</p>

	particular has been linked to higher self-esteem and teamwork skills educationendowmentfoundation.org.uk .	
Community/ Parental Workshops	<i>EEF emphasises parent/community engagement. Parental engagement interventions show a ~+4 month impact on pupil progress</i> educationendowmentfoundation.org.uk . <i>(Well-run parenting programmes are known to improve child behaviour and home support, consistent with EEF's positive rating.)</i>	5

Total budgeted cost:

£257,550 + £10,817 funded through school



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1. To ensure a high-quality learning experience for Pupil Premium children so that the gap between PP and non-PP children continues to narrow, consistently across all year groups.

During the 2024–2025 academic year, our Pupil Premium strategy prioritised ensuring a consistently high-quality learning experience across all year groups, with the aim of narrowing gaps between Pupil Premium (PP) pupils and their non-PP peers.

A significant focus of the year was the embedding of *WALKTHRU*s into whole-school CPD. These were introduced as part of a structured professional development model and shared weekly in staff briefings. Key strategies such as *'Say it again, better'*, *modelling*, and *'backwards fading'* were clustered deliberately to support disadvantaged pupils. This had a clear impact on oracy, with pupils increasingly able to articulate their learning more confidently. Monitoring also evidenced improvements in the quality and precision of teacher scaffolding, not only for SEND pupils but with specific targeting for PP children. Questioning strategies and deeper learning challenges were also sharpened, leading to more consistent expectations for Pupils who are eligible for PP and greater opportunities for explanation and reasoning.

Lesson visits, book looks, and pupil voice confirmed that teaching and learning were consistently good, with evidence of teachers planning with Pupils who are eligible for PP in mind. Across the school, the attainment gap narrowed in most year groups in at least one core subject at ARE, which indicate that interventions have had a measurable impact on equity in attainment.

Impact data across 2024–2025 shows clear progress in reducing gaps:

- **Year 1:** PP gap reduced from 28% to 17% in maths, 18% to 6% in reading, and 31% to 9% in writing.
- **Year 2:** PP gap reduced from 30% to 14% in maths, 31% to 15% in reading, and 47% to 19% in writing.
- **Year 3:** PP gap reduced from 37% to 24% in maths and 37% to 19% in reading, though widened slightly in writing (30% to 31%). Analysis has informed a sharper focus on boys' writing for next year.
- **Year 4:** PP gap widened by 6% in maths and 9% in reading, though reduced by 3% in writing.
- **Year 5:** Pupils who are eligible for PP outperformed peers in all subjects, with the PP advantage increasing from +11% to +16% in maths, 15% to +8% in reading, and 0% to +18% in writing.
- **Year 6 (SATs):** Pupils who are eligible for PP were within 7% of peers in reading, 17% in writing, and just 3% in maths.

Summer 2 highlights included strong gains in EYFS, where the gap in Good Level of Development (GLD) reduced from 23% to 15%, reflecting the impact of early identification, targeted language interventions, and investment in a Specialist Early Reading Teacher. Oracy provision and carefully chosen scaffolds also supported progress in KS2, with PP boys outperforming their peers in writing in both Year 4 and Year 5.

Wider provision continued to address barriers and readiness to learn. Specialist provision in physical wellbeing, ELSA support, Family Support Worker engagement, and enrichment through Forest Schools contributed to improved attendance, behaviour, and resilience. Pupils benefitted from enhanced access to interventions such as SHINE, SALT, and TA-led programmes, which helped accelerate progress for those below ARE.

Overall, the strategy led to measurable progress towards our aim of narrowing the attainment gap, particularly in early reading, oracy, and writing. The majority of year groups reduced gaps in at least one core subject, with PP outperforming peers in Year 5. However, gaps widened in Year 4 and writing in Year 3, which now inform targeted priorities for 2025–2026, particularly in boys' writing and ensuring consistency across upper KS2.

2. Pupil Premium boys have the same outcomes as their PP girl peers and non PP boy peers in reading, writing and maths.

During 2024–2025, targeted provision for Pupil Premium (PP) boys remained a school priority, particularly in reading and writing. Evidence from planning, monitoring and outcomes shows that provision was sharpened to address identified gaps and raise aspirations.

Teachers increasingly embedded oracy into planning, with strategies clearly evidenced in lesson visits and pupil progress documentation. The use of structured oracy approaches, such as ‘Say it again, better’ and modelled sentence stems, helped boys articulate their thinking more confidently, improving both writing outcomes and comprehension. SALT interventions also played a vital role, with an increase in early referrals and a growing case load to address gaps in communication at the earliest stages.

Early intervention has been particularly significant in EYFS, where PP boys often entered with communication and language significantly behind their peers. Through targeted SALT support, NHS referrals, the systematic use of *Little Wandle* phonics, and high expectations around pronunciation and oral rehearsal, the gender gap narrowed substantially. The EYFS PP gender gap in communication reduced by 31% from autumn to summer, laying a stronger foundation for long-term educational outcomes.

KS1 and KS2 outcomes

Across the school, the picture is mixed but shows positive progress in some areas:

- **Year 1:** PP girls outperformed PP boys in all areas, with no PP boys achieving GDS. This year group will form a clear target group for next academic year.
- **Year 2:** PP boys outperformed girls in maths by 15% and in GDS reading by 14%, showing clear gains in outcomes.
- **Year 3:** PP boys outperformed PP girls in all areas; however, no PP boy achieved GDS in any subject.
- **Year 4:** PP boys outperformed PP girls in writing by 7%.
- **Year 5:** PP boys and girls were level in reading, with boys outperforming girls in maths by 3%.
- **Year 6:** Reading percentages were the same, but PP girls outperformed PP boys in maths and writing, with the largest gap seen in writing (26%).

Monitoring evidence highlights that PP boys were consistently prioritised as spotlight readers, ensuring they received daily targeted reading opportunities. Engagement was also raised through structured initiatives such as reading breakfasts. These opportunities not only increased motivation but also helped create a positive culture around reading for pleasure. Pupil Progress documentation clearly identified PP boys as a key focus group, with tailored provision and additional scaffolds built into planning.

Although final outcomes show some year groups where PP girls outperform boys significantly—particularly in Year 1 and Year 6—there are also clear areas where PP boys matched or outperformed PP girls, especially in Year 3. Despite this progress, boys’ writing across the school remains lower in most year groups, which will be a continued priority moving into 2025–2026. The sharpened focus on oracy, early SALT interventions and carefully structured scaffolds has already strengthened progress, and the foundations are in place for further narrowing of gender gaps.

3. Pupil Premium pupils with SEND make good or better progress, narrowing the gap across all year groups.

Provision for pupils who are eligible for PP with SEND has been strengthened significantly during 2024–2025 through a clear focus on early identification, careful tracking, and tailored intervention. A combination of B Squared assessment, targeted pre- and post-teach interventions, and carefully planned scaffolds across the curriculum has resulted in demonstrable impact.

B Squared is now firmly embedded as the main assessment and monitoring tool for pupils with SEND working below age-related expectations. Provision is tracked consistently by class staff and reviewed half-termly by the SENCO, ensuring that progress is closely monitored and adjusted. The impact is evident in outcomes:

- **90.5%** of children assessed on B Squared Progression Steps made **good or outstanding progress in maths,**
- **83%** in writing, and

- **87%** in reading.

This data shows that SEND pupils, including those eligible for PP, are being supported effectively to make strong progress from their starting points. A number of pupils were successfully moved off B Squared this year, reflecting accelerated progress and access to more age-appropriate curriculum content.

Planning across the school now consistently includes high-quality scaffolds designed to meet the needs of pupils who are eligible for PP with SEND. These scaffolds go beyond differentiation for SEND alone and have been carefully chosen to ensure PP children are supported to achieve ambitious curriculum goals. Monitoring evidence—including lesson visits and book looks—demonstrates that scaffolds are enabling pupils to access whole-class learning more effectively. The quality of outcomes in pupils' books shows secure knowledge and understanding across both the core and wider curriculum.

Pre- and post-teach interventions have further strengthened progress by ensuring pupils are better equipped to access classroom learning. This targeted approach has had a noticeable impact on confidence and engagement, with pupils demonstrating increased willingness to participate and greater resilience in tackling new learning.

For pupils with more complex SEND, appropriate funding was secured in a timely manner, ensuring that the right resources and adult support were in place to meet individual needs. This has led to a greater proportion of SEND pupils—including those eligible for PP—being able to access an age-appropriate curriculum where appropriate.

Through this multi-layered approach, pupils who are eligible for PP with SEND are making consistently strong progress from their starting points, with the majority achieving good or outstanding progress on B Squared. They are increasingly able to engage with whole-class learning, supported by pre/post-teach sessions and high-quality scaffolds. Monitoring evidence, alongside pupil outcomes, shows that provision is now more closely aligned to individual needs than in previous years. As a result, Pupils who are eligible for PP with SEND are being better supported to achieve ambitious curriculum goals and to maximise their potential.

4. Pupils in EYFS are identified early with appropriate early intervention to improve Communication and Language levels.

Early identification of need and the provision of robust interventions have had a significant impact on improving Communication and Language outcomes for disadvantaged pupils in EYFS. The focus on language development has supported children in accessing the wider curriculum more effectively and has strengthened the proportion of disadvantaged children achieving a Good Level of Development (GLD).

EYFS provision has been self-assessed as **outstanding**, with a clear focus on providing children with the very best foundations for their learning. The curriculum is responsive and inclusive, ensuring that the needs of disadvantaged and vulnerable pupils, including those eligible for Pupil Premium, are met through tailored provision. Monitoring evidence confirms that teaching and provision consistently meet the needs of children, enabling them to make accelerated progress in key areas of Communication and Language.

Clear assessment processes are now embedded for identifying children's starting points in communication and language. This allows for early interventions to be put in place, which are then reviewed weekly to ensure progress is being tracked carefully and provision adapted where necessary. Interventions are robust, targeted, and evidence-based, ensuring that disadvantaged pupils receive consistent support.

Children identified for SALT are now more closely tracked through Inclusion meetings, allowing regular discussion and timely follow-up. The NHS caseload is complemented by in-school SALT interventions and early referrals, ensuring that gaps in communication are addressed more quickly. This has accelerated children's acquisition of language and improved long-term educational outcomes.

Accelerated progress in early communication and language this year has enabled more children to meet age-related expectations. The GLD gap for disadvantaged children has narrowed significantly, demonstrating the impact of targeted interventions. Executive function strategies, including work on self-regulation, attention, and working memory, have had a strong impact on disadvantaged pupils. As a result, PP children are more engaged, independent, and ready to learn. They

now demonstrate improved self-regulation and participation across the EYFS curriculum, which has led to stronger progress in key areas.

Through effective early identification, carefully planned interventions, and outstanding provision, disadvantaged children in EYFS are making accelerated progress in Communication and Language. As a result, more pupils are meeting age-related expectations and achieving GLD, with clear evidence that PP children are better prepared for the next stage of learning.

5. To ensure that pupils social, emotional and mental health needs are met so that pupils are ready to learn.

Supporting the social, emotional and mental health (SEMH) needs of disadvantaged pupils has remained a core priority throughout 2024–2025. The provision in place has ensured that PP children feel safe, secure, and supported in school, enabling them to access learning more effectively and engage positively with school life.

Children with emerging SEMH needs are quickly identified through regular inclusion meetings and teacher referrals. Appropriate interventions, such as ELSA support, nurture groups, and access to specialist provision, have been implemented promptly, ensuring that pupils receive targeted support at the right time. Internal provision is further strengthened by effective use of external signposting where early help or specialist intervention is required.

Family Support Workers have played a crucial role in supporting vulnerable families with issues including attendance, punctuality, and wider SEMH needs. Families are regularly discussed at inclusion meetings to ensure joined-up support. Key families have also been supported around their own wellbeing and mental health, which has had a positive impact on the stability and readiness to learn of their children.

Disadvantaged pupils have benefited from a wide range of cultural capital opportunities. This has included multiple educational visits throughout the year, cultural days in school, workshops, and visitors, alongside access to a variety of after-school clubs. Provision has been carefully targeted to ensure PP children do not miss out on experiences which build confidence, aspiration, and engagement with the wider curriculum.

Monitoring shows that disadvantaged pupils have become increasingly settled and engaged in lessons, with staff reporting improvements in confidence, resilience, and readiness to learn. Attendance for key Pupils who are eligible for PP with SEMH needs has improved (insert data here), and targeted work with families has reduced barriers to learning. The breadth of enrichment opportunities has also helped raise aspirations and broaden horizons for PP children.

The strong emphasis on SEMH has ensured that disadvantaged children are supported holistically, with their wellbeing prioritised alongside academic achievement. As a result, Pupils who are eligible for PP are better prepared to engage fully with learning and make sustained progress, while also developing the resilience and confidence needed for future success.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider