Pupil premium strategy statement 2024-2027

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

School overview

Detail	Data
School name	Westacre Middle School
Number of pupils in school	**2024-2025**: 447 **2025-2026**: 446
Proportion (%) of pupil premium eligible pupils	**2024-2025**: 23% (Y5-21%, Y6-23%, Y7-23%) National: 24.6% **2025-2026**: 27% (Y5-30%, Y6- 23%, Y7-27%) National: 25.7%
Academic year/years that our current pupil premium strategy plan covers	Sept 2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D Evans
Pupil premium lead	B Page
Governor / Trustee lead	M Horton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,670 (24-25) **£147,495 (25-26)** *(the estimated PP when the budget was set)*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£158,670 (24-25) **£147,495 (25-26)**

Part A: Pupil premium strategy plan

Statement of intent

At Westacre we have high aspirations and ambitions for all our children, and we believe that all learners should be provided with the right opportunities and support in order to reach their full potential. Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

Inspire. Challenge. Achieve

Our approach at Westacre is centred around high-quality teaching and learning, with a particular focus on key areas which we have identified as disadvantaged pupils requiring the most support. This includes disadvantaged pupils who are identified as are working, or have capacity to work, at greater depth. High-quality teaching has been proved to have a significant impact on the attainment of all pupils, including those who are within the disadvantaged group. We recognise the importance of effective identification of barriers to learning and participation in school life that may be experienced by all pupils and work towards minimising these. Whilst we strive towards improving outcomes for our disadvantaged pupils, the intention is that non-disadvantaged pupils will also be sustained and improved alongside their peers.

Our strategy is intrinsically linked to our school development plan which will be driven by the needs and strengths of each child at Westacre, based on formal and informal assessments: avoiding assumptions or labels. We strive for our bespoke blend of teaching, targeted academic support and wider approaches, all with roots based in current research, to complement each other to support our children in achieving their full potential. To ensure that they are effective we will:

- Ensure all disadvantaged pupils are challenged in the work that they are set as identified by prior attainment, assessments and teacher observations
- Act early to intervene at the point a need is identified
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>
<u>Maths</u>
On entry into year 5, there is a large disparity between disadvantaged, and non-disadvantaged pupils working at age-related expectations: whilst this is cohort specific, the gap is normally around 15%.

<table>
<tr><td colspan="4">Maths Attainment at KS1/EYFS</td></tr>
<tr><td></td><td>Year 5 KS1 Maths</td><td>Year 6 EYFS combined (maths and English)</td><td>Year 7 EYFS combined (maths and English)</td></tr>
<tr><td>PP</td><td>51%</td><td>55%</td><td>64%</td></tr>
<tr><td>Non-PP</td><td>66%</td><td>69%</td><td>74%</td></tr>
<tr><td>Gap</td><td>-15%</td><td>-14%</td><td>-10%</td></tr>
</table>
</td></tr>
<tr><td>2</td><td>
<u>English</u>
Reading:
Assessments, observations, and discussions with pupils indicate under-developed oral language skills, reading age and vocabulary gaps among many disadvantaged pupils. These are evident upon entry and in general, are more prevalent among our disadvantaged pupils than their peers.

A higher proportion of PP children are classified as early readers.
<table>
<tr><td colspan="6">Early Reader Provision</td></tr>
<tr><td colspan="2"></td><td>Reading Quest (Phonics - Reading age <8y)</td><td>Lightening Squad (Fluency - Reading age <8y)</td><td>Speed & Fluency (Reading age < 9y)</td><td>Early Reader Provision</td></tr>
<tr><td rowspan="2">Year 5 (Autumn)</td><td>PP</td><td>25%</td><td>2%</td><td>25%</td><td>27%</td></tr>
<tr><td>Non</td><td>14%</td><td>6%</td><td>18%</td><td>20%</td></tr>
<tr><td rowspan="2">Year 6 (Autumn)</td><td>PP</td><td>6%</td><td>3%</td><td>18%</td><td>9%</td></tr>
<tr><td>Non</td><td>3%</td><td>4%</td><td>5%</td><td>7%</td></tr>
<tr><td rowspan="2">Year 7 (Autumn)</td><td>PP</td><td>0%</td><td>5%</td><td>15%</td><td>5%</td></tr>
<tr><td>Non</td><td>0%</td><td>2%</td><td>6%</td><td>2%</td></tr>
</table>

<table>
<tr><td colspan="4">Reading Attainment at KS1/EYFS</td></tr>
<tr><td></td><td>Year 5 KS1 Reading</td><td>Year 6 EYFS combined (English & Maths)</td><td>Year 7 EYFS combined (English & Maths)</td></tr>
<tr><td>PP</td><td>53%</td><td>48%</td><td>64%</td></tr>
<tr><td>Non-PP</td><td>67%</td><td>65%</td><td>74%</td></tr>
</table>
</td></tr>
</table>

	Gap	-14%	-17%	-10%

Writing:

On entry into school, a large proportion of disadvantaged children are writing below age-related expectations compared to their peers. In class observations and AfL suggest there are strong commonalities of gaps in skills amongst our PP children. E.g. spelling, sentence structure, punctuation.

Writing Attainment at KS1/EYFS			
	Year 5 KS1 Writing	Year 6 EYFS combined	Year 7 EYFS combined
PP	42%	27%	64%
Non-PP	63%	55%	74%
Gap	-21%	-28%	-10%

3

<u>Underdeveloped oral language skills and vocabulary gaps</u>

Assessments, observations and discussions with pupils continually indicate that our children have a deficit in their oracy skills and gaps in vocabulary. This is particularly prevalent in disadvantaged pupils.

4

<u>Supporting disadvantaged families and engagement with school</u>

Increasing numbers of pupils and their families have social and emotional difficulties, including medical and mental health issues. Evidence of growing disengagement with the school systems and routines is more prevalent among many disadvantaged families. Observations and discussions with pupils demonstrate that, in general, pupil premium pupils have limited experiences beyond their home life and immediate community.

Our pupil learning discussions attendance data (24-25) continues to demonstrate a gap for our PP families (currently approx. 7%), whilst this is a significant improvement on historical data, this is primarily due to a large commitment by staff to engage with these families.

Parental engagement within the wider opportunities of school life, whilst showing improvement, PP families continue to remain underrepresented to that of their counterparts.

	Year 5 (30% PP)	Year 6 (23% PP)	Year 7 (27% PP)
Welcome Morning % of attendees PP '25	16%	9%	16%
Homework Workshop % of attendees PP '25	28%	14%	16%

Our observations and engagement data evidence that disadvantaged pupils are under-represented in the wider life of school and pupil voice.

Following on from continued focus over recent years, whilst engagement with Pupil Voice opportunities has increased to 20% (Sept 2025-26) (from 17%), they are still underrepresented in some roles.

Role	% of children that are PP
Well-being Ambassador	20%
World Watcher	20%

	<table><tr><td>Digital Leader</td><td>0%</td></tr><tr><td>Music Ambassador</td><td>7%</td></tr><tr><td>Librarian</td><td>40%</td></tr><tr><td>Eco Warrior</td><td>27%</td></tr><tr><td>Pupil Parliament</td><td>27%</td></tr></table> Year 7 only roles: <table><tr><th>Role</th><th>% of children that are PP</th></tr><tr><td>Prefects</td><td>20%</td></tr><tr><td>Sports Leaders</td><td>4%</td></tr></table>
5	**SEMH** Our observations and pastoral records evidence that some pupils' SEMH needs impact upon their readiness, and engagement to learn. Self-esteem, resilience and self-regulatory strategies would benefit from being developed in order to support these pupils in fully accessing the curriculum.
6	**Attendance** Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.81% and 5.89% lower than for non-disadvantaged pupils. This remains a challenge, but does mirror national figures. **24-25** the PP gap was 5.89% (89.69%, non-PP 95.58%) **National**: the PP gap was 5.4% (89.4%, non-PP 94.8%) 23-24 the PP gap was 4.74% (91.18%, non-PP 95.92%) 22-23 PP gap was 3.81% (91.27% and non-PP 95.08%)

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
Improve maths attainment among disadvantaged pupils	- Disadvantaged pupils make at least expected progress in maths, with an increasing proportion making accelerated progress. - Increased percentage of disadvantaged pupils achieving ARE in maths from baseline. - The attainment gap between disadvantaged and non-disadvantaged pupils narrows year-on-year. - Maths leaders implement an evidence-informed whole-school maths strategy, aligned with NCETM/EEF guidance. - Monitoring shows improved consistency and quality of maths instruction across the school (e.g., CPA approach, small steps, modelling). - Staff use formative assessment more effectively to identify misconceptions and adapt teaching.

	- Feedback enables disadvantaged pupils to make rapid improvements against identified gaps.
Improve reading attainment among disadvantaged pupils through the engagement of the EEF (Education endowment foundation) Programme – Transforming the leadership of disadvantage and the leadership of literacy.	- Disadvantaged pupils make at least expected progress in reading, with an increasing proportion making accelerated progress. - Increased percentage of disadvantaged pupils achieving ARE in reading compared to baseline. - Gap between disadvantaged and non-disadvantaged pupils narrows year-on-year. - Literacy leader implements a clear, evidence-informed whole-school reading strategy aligned with EEF guidance. - Monitoring shows improved consistency and quality of reading instruction across classes. - Leaders demonstrate strengthened leadership of literacy and disadvantage through monitoring records, coaching logs and staff development evidence. - Disadvantaged pupils show improved attitudes to reading (pupil voice, engagement observations). - Increased participation of disadvantaged pupils in reading enrichment and reading-for-pleasure activities.
Improve writing attainment among disadvantaged pupils	- Disadvantaged pupils make at least expected progress in writing, with an increasing proportion making accelerated progress. - Increased percentage of disadvantaged pupils achieving ARE in writing from baseline. - The attainment gap between disadvantaged and non-disadvantaged pupils narrows year-on-year. - Writing leader implements an evidence-informed, whole-school writing strategy aligned with EEF guidance. - Pupils receive timely, actionable feedback that supports rapid progress.
To develop high-quality oracy and reading provision to build confidence in communication	- Pupils demonstrate improved speaking and listening skills, including clear articulation, appropriate vocabulary, and confidence in group and whole-class discussions. - Target pupils show increased participation in discussions, presentations, and oral activities. - Pupils can express ideas coherently and respond appropriately to questions and feedback. - Teachers provide structured opportunities for talk, discussion, debate, and reflective questioning. - Pupils self-report improved confidence and enjoyment in speaking and listening activities.
To ensure provision for all pupil's SEMH needs (which affect their readiness, and engagement, to learn) are supported.	- Pupils demonstrate improved emotional regulation and coping strategies, enabling them to access learning effectively. - Reduction in incidents of anxiety, withdrawal, or behaviour that disrupts learning. - Pupils show increased resilience and confidence in managing social and emotional challenges. - Leaders demonstrate improved oversight of SEMH provision, including targeted support for disadvantaged pupils. - School meets the rigorous standards required for successful recognition as an IQM Centre of Excellence / Flagship School. - Interventions show measurable impact on pupils' engagement, behaviour, and emotional wellbeing.

	Regular monitoring ensures interventions are adapted to meet evolving pupil needs. - Pupil voice indicates they feel safe, supported, and able to participate fully in school life.
Children who struggle to access the classroom – including those eligible for Pupil Premium – re-engage positively with learning through a structured, supportive extended provision, enabling them to transition back into the classroom successfully.	- Pupils accessing the provision show increased time spent in the classroom - Reduction in persistent absence for targeted PP pupils. - Fewer incidents of pupils refusing to enter the classroom. - Reduction in the number of behaviour incidents preventing classroom access - Pupil voice shows increased feelings of safety, readiness to learn, and belonging. - Reintegration plans show steady progression from supervised sessions to full engagement.
A wide range of opportunities available to all pupils to support improved well-being and engagement with school life.	- All pupils, including disadvantaged pupils, have access to a broad range of clubs, activities, and experiences that support well-being, confidence, and engagement. - Pupils participate in at least one extra-curricular or enrichment activity - Pupils show improved engagement with school routines, lessons, and community events. - Reduction in disengagement or behaviour incidents during school hours. - Increased pride and sense of belonging reported by pupils. - Disadvantaged pupils are actively supported to participate in enrichment opportunities (e.g. targeted invitations, personalised encouragement). - Participation rates for PP pupils increase, narrowing the engagement gap with non-PP peers.
To achieve and sustain improved attendance for all pupils, particularly for our disadvantage pupils.	- Whole-school attendance meets or exceeds national averages. - Disadvantaged pupils' attendance improves term-on-term, narrowing the gap with non-disadvantaged peers. - Persistent absence (PA) rates for all pupils, and particularly for PP pupils, reduce significantly. - Pupils arrive on time consistently, with a reduction in late arrivals. - Improvement in punctuality for targeted disadvantaged pupils. - Early identification of pupils at risk of poor attendance using monitoring and tracking systems. - Timely interventions in place (e.g., mentoring, pastoral support, parent meetings, attendance plans) show measurable impact. - Families are supported effectively to address barriers to attendance.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £122,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop **adaptive teaching practices** which ensures bespoke provision and personalised learning (across all core subjects)	There is evidence to suggest that you can provide opportunity for all pupils to experience success by: • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching https://researchschool.org.uk/huntington/news/adaptive-teaching	1, 2, 3
Continue to be a **Centre of Excellence for Inclusion**, by achieving set targets. Achieve **Flagship** Status. (Extended provision project).	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1732179854	1, 2, 3, 5, 6
Continue to develop the quality of our **SEMH provision**. Approaches will be embedded into the curriculum and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). *EEF Social and emotional learning* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6
Teaching assistant deployment ensures that interventions are thorough and robust (including staff CPD)	There is evidence to suggest that you can provide opportunity for all pupils to experience success by making effective use of teaching assistants. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1731880222	1, 2, 3, 5

Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: £17,975

Activity	Evidence that supports this approach	Challenge number(s) addressed

Continue to implement the **Early Readers Strategy**	Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and some studies found that learning was improved by as much as six months. https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches#:~:text=Common%20approaches%20include%3A,to%20different%20kinds%20of%20writing.	2
Continued development of the **Support for All** structure, ensuring that specific learning gaps are identified and bespoke plans created (SfA)	The best available evidence indicates that great teaching is the most important lever schools have, to improve outcomes for their pupils. *EEF High quality teaching* https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3
Embedding of an **Inclusion Strategy** to ensure appropriate provision for all SEMH needs across school, through our Graduated Response Approach Offer.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 5, 6
Introduce a **Pupil Premium (PP) Champion** in each year group to monitor and support disadvantaged pupils' engagement, attainment, and wellbeing.	The Education Endowment Foundation (EEF) highlights that **targeted leadership and monitoring of disadvantaged pupils improves outcomes**: effective deployment of staff to track and support PP pupils can reduce gaps in attainment and engagement. https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy Research and Ofsted case studies show that **having designated staff members responsible for disadvantaged pupils improves identification of barriers to learning and enables timely intervention**, resulting in measurable progress. https://www.gov.uk/government/publications/against-the-odds/against-the-odds-achieving-greater-progress-for-secondary-students-facing-socio-economic-disadvantage Schools with a named Pupil Premium lead or champion in each cohort **demonstrate higher rates of engagement and attainment for PP pupils**, as roles ensure systematic monitoring, consistent support, and accountability. https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment	

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £6,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering a bespoke educational experience using the outdoor environment through **Forest Schools** to increase metacognitive and self-regulatory functions.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3, 5, 6
Inclusive model continues to be refined across school to remove barriers to learning and ensure access for all (Trauma Informed School)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). *EEF Social and emotional learning* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 5, 6
To develop an **equity-based ethos** across school**.**	Research suggests that 'equity' is more important than 'equality'. Equality is about providing the same treatment to all. Equity is about treating everyone fairly based on each individual's needs. This is a much more sensitive approach. CPD through the Challenging Education website uses the follow research https://challengingeducation.co.uk/module/module-2-an-equity-based-ethos/ : Visible learning for teachers: maximising impact on learning, Hattie, 2012, Routledge Not explicitly referenced, but the findings are indirectly referred to: Improving the impact of teachers on pupil achievement in the UK – interim findings, The Sutton Trust, 2011, https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf Principles of Instruction, Rosenshine, 2012, https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf Special Educational Needs in Mainstream Schools, EEF, 2020, https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/	1, 2, 3, 4, 5, 6

	Teach Like A Champion 2.0, Doug Lemov, 2015, Jossey-Bass Principles of Instruction, Rosenshine, 2012, https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf Visible learning for teachers: maximising impact on learning, Hattie, 2012, Routledge Great Teaching Toolkit (Evidence Review), Coe et al.,2020, https://www.greatteaching.com Special Educational Needs in Mainstream Schools, EEF, 2020, https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/	
Employ an Attendance Officer to monitor, track, and improve attendance, particularly for disadvantaged pupils.	The Education Endowment Foundation (EEF) cites that targeted support for disadvantaged pupils, including monitoring attendance and early intervention, can improve engagement and learning outcomes. EEF – Supporting Attendance / Summary of Evidence: "Summary of evidence — Supporting attendance" EEF EEF – Evidence brief on improving attendance for disadvantaged pupils: "Evidence brief on improving attendance and support for disadvantaged pupils" EEF Research by the Department for Education shows that schools with dedicated attendance staff report reductions in persistent absence and improved engagement among disadvantaged pupils. Official attendance guidance from Department for Education (DfE) on school attendance and persistent absence: "Securing good attendance and tackling persistent absence" GOV.UK	6

Total budgeted cost: £147,495

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 2025-26academic year.

Improve maths attainment among disadvantaged pupils

Mathematics demonstrates the **strongest evidence of sustained improvement and gap-closing for disadvantaged pupils**. Longitudinal analysis shows that the proportion of disadvantaged pupils achieving EXS increased from **41% on entry to Year 5 to 71% by the end of Year 7**, with the disadvantage gap reducing from **28 percentage points to approximately 7 percentage points**. Published outcomes also demonstrate improvement, with the disadvantage gap in SATs reducing from **33 percentage points in 2024 to 24 percentage points in 2025**.

Further evidence is provided by the 2026 SATs cohort. The proportion of disadvantaged pupils achieving **25+ on the arithmetic paper increased from 12% in Autumn Year 6 to 83% at SATs**, compared with 64% of non-disadvantaged pupils. This indicates significant improvement in the foundational fluency and number knowledge identified as barriers within the strategy. Taken together, published outcomes, entry-to-exit data and arithmetic performance provide strong evidence that the school's focus on high-quality teaching, adaptive practice, fluency and targeted support is contributing to disadvantaged pupils catching up with their peers. Higher attainment, particularly Greater Depth, remains an area for further development.

Improve reading attainment among disadvantaged pupils through the engagement of the EEF (Education endowment foundation) Programme – Transforming the leadership of disadvantage and the leadership of literacy.

Reading provision has had a **positive and measurable impact**, particularly in early reading and in reducing identified gaps. Across the school, the proportion of disadvantaged pupils requiring early-reading intervention reduced from **27% to 19%**, with the gap between disadvantaged and non-disadvantaged pupils reducing from **7 percentage points to 1 percentage point**. In the 2026 SATs cohort, the disadvantaged reading gap also narrowed from **23 percentage points at the end of Year 5 to 18 percentage points at SATs**, while the proportion achieving Greater Depth increased from **3% to 15%**.

Targeted intervention and pupil engagement have supported this improvement. Of 39 targeted pupils, **26 improved their Accelerated Reader percentage, by an average of 10%**, following targeted reading work and pupil voice informing the purchase of appropriate texts. Reading-age evidence was particularly positive in Year 7, where disadvantaged pupils increased their average reading age by over six months and the gap reduced from **1.20 years to 0.91 years**. Reading-age gaps in Years 5 and 6 did not narrow sufficiently, however, and early reading, fluency and vocabulary therefore remain priorities.

Improve writing attainment among disadvantaged pupils

Writing outcomes demonstrate **positive progress from pupils' starting points, although attainment gaps remain**. Entry-to-exit analysis shows the proportion of disadvantaged pupils achieving EXS increasing from **26% on entry to Year 5 to 58% by the end of Year 7**, more than doubling the proportion reaching the expected standard. Over the same period, the disadvantage gap reduced from **32 percentage points to 17 percentage points**. Progress from KS1 to KS2 is comparable with peers, providing evidence that disadvantaged pupils are making secure progress from generally lower starting points.

However, the strategy has not yet secured consistently strong attainment or Greater Depth outcomes in writing. Mid-year evaluation identified **Year 5 Writing as a particular area of concern**, and Greater Depth remained low for disadvantaged pupils across the school. The evidence therefore indicates that

classroom adaptations and targeted support are helping pupils make progress and close some of the gap, but **writing attainment and challenge for higher-attaining disadvantaged pupils remain priorities for the next phase of the strategy.**

To develop high-quality oracy and reading provision to build confidence in communication

The school's focus on reading, vocabulary and communication has strengthened disadvantaged pupils' access to the curriculum. Monitoring demonstrates increasingly consistent use of **explicit vocabulary teaching, modelling, questioning, scaffolding and responsive adaptation**, enabling disadvantaged pupils to participate more successfully in lessons and access increasingly complex curriculum content. Staff professional development in reading, Assessment for Learning and adaptive teaching has contributed to greater consistency in classroom practice.

Pupil voice provides further evidence of improved confidence, participation and belonging. Pupils reported **strong relationships with staff, feeling listened to, effective pastoral support and a strong sense of safety and belonging**, alongside positive experiences of clubs and wider opportunities. While there is strong qualitative evidence of improved communication and engagement, the school recognises the need to develop **more systematic measures of oracy outcomes** so that the impact of this strand can be evaluated quantitatively as well as through monitoring and pupil voice.

To ensure provision for all pupil's SEMH needs (which affect their readiness, and engagement, to learn) are supported.

SEMH and inclusive provision have **strengthened significantly during 2025–26**. Staff development in trauma-informed practice, ACEs, behaviour as communication, emotional regulation and restorative approaches has contributed to a more consistent relational approach across the school. Lesson observations indicate that staff have an increasingly strong understanding of individual pupils' needs, triggers and barriers to learning, while the enhanced pastoral team and Inclusion Teaching Assistants provide targeted support throughout the school day.

The impact is reflected in improved engagement, a reduction in suspensions across the year and pupils being better supported to regulate emotions and remain engaged in education. The school's achievement of **IQM Flagship Status in December 2025** also provides external validation of the strength of its inclusive practice. However, disadvantaged pupils remained disproportionately represented in suspension data, accounting for **94% of suspensions across the academic year**. Therefore, while the overall direction is positive, reducing this disproportionate representation remains an important priority.

Children who struggle to access the classroom – including those eligible for Pupil Premium – re-engage positively with learning through a structured, supportive extended provision, enabling them to transition back into the classroom successfully.

The redevelopment of **The Hub as an extended internal provision** has significantly increased the school's capacity to support pupils whose SEMH and behavioural needs make accessing a full mainstream timetable difficult. By the mid-year evaluation, **10 pupils had benefited from structured and targeted Hub support**, enabling pupils who were struggling to access full-time mainstream provision to remain engaged in education and improve their access to learning. Three bespoke learning environments were also developed to provide provision matched more closely to individual need.

The Hub has supported earlier intervention and reduced reliance on more severe sanctions. Behaviour data showed suspensions declining across the academic year, while permanent exclusion remained extremely low. The evidence indicates that bespoke provision is helping pupils remain connected to school, regulate their behaviour and access learning more successfully. The next stage is to strengthen the

tracking of **time in mainstream lessons, reintegration and individual attendance/behaviour outcomes** so that the longer-term impact of extended provision can be demonstrated even more precisely.

A wide range of opportunities available to all pupils to support improved well-being and engagement with school life.

The strategy has been successful in removing a number of barriers to wider participation, although representation is **not yet consistently equitable across all opportunities**. Disadvantaged pupils represented **27% of educational-visit participation**, matching their proportion within the school, while participation was particularly strong in a number of accessible or targeted clubs, including Just Dance (50% PP), Library Club (58%), Yoga (50%), Board Games (45%), Make it Mine (36%) and the targeted Sports Club (83%).

However, disadvantaged pupils remained underrepresented in **after-school clubs, residential visits and some leadership opportunities**, particularly Sports Leaders and Prefects. This indicates that removing financial barriers alone does not ensure participation and that transport, family circumstances, confidence and parental engagement can continue to affect access. Targeted work with disadvantaged pupils who had attendance below 93% and had not previously attended an extra-curricular club produced encouraging evidence: where attendance improved, the **average increase was 11.6 percentage points**, and 40% of the targeted pupils moved from attendance in the mid-80% range to 100% during Summer 1. Although this small-scale work does not establish causation, it provides useful evidence that targeted enrichment can form part of a wider approach to strengthening engagement and belonging.

To achieve and sustain improved attendance for all pupils, particularly for our disadvantage pupils.

Attendance remains the **most significant unresolved barrier for disadvantaged pupils**. Despite strengthened systems for monitoring, early identification, family engagement and intervention, published disadvantaged attendance was **89.8%, compared with 92.2% nationally**, while persistent absence was **34.9%, compared with 24.9% nationally**. The strategy has therefore not yet achieved the intended outcome of closing the attendance gap.

However, evaluation has enabled the school to understand the issue more precisely. Analysis during the year showed that a small number of pupils with complex needs, including pupils accessing part-time timetables and alternative provision, had a disproportionate impact on the overall disadvantaged figure. Removing five such pupils from the analysis increased disadvantaged attendance from **89.9% to 92%** and reduced the gap from **6.1 percentage points to 4 percentage points**. The appointment of an Attendance Officer has strengthened monitoring, earlier identification, communication with families and partnership with external agencies, but improved systems have **not yet translated into sufficiently improved headline outcomes**. Attendance and persistent absence therefore remain priorities, with the next phase requiring increasingly individualised responses to the small cohort experiencing the most significant barriers.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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