

Pupil Premium Summary 2025-2026 Review



Context

The school serves a highly disadvantaged community, with 80% of pupils living in the 3 most deprived IDACI deciles. A significant number of pupils are LAC, have SGO or adoption-from-care status, with many also subject to Child Protection, Child in Need or Early Help support.

Social, emotional and wider family needs are significant and can impact pupils' attendance, engagement, wellbeing and readiness to learn. School works closely with families and external agencies to reduce these barriers. We have a significant proportion of disadvantaged pupils who also have identified special educational needs and/or disabilities.

- 27% of PP pupils are also on the SEND register.
- 38% of SEND pupils are also PP.

This means many disadvantaged pupils face multiple barriers to learning. The PP strategy therefore prioritises academic progress alongside attendance, wellbeing, social development and opportunities and engagement. This overlap is an important contextual factor when evaluating outcomes. A substantial proportion of the school's disadvantaged pupils therefore experience more than one potential barrier to learning.

A Brief Analysis and Overview

Key Strengths

- Access & Inclusion: PP pupils continue to benefit from wider opportunities (enrichment, trips, technology) with heavily subsidised opportunities in school, to ensure children have equal opportunities.
- Pastoral Support: Mentoring and wellbeing strategies support attendance and readiness to learn in addition to supporting vulnerable pupils and families to engage better with school and external agencies. Year 1 Phonics

Key findings and understandings

Disadvantaged pupils can experience additional barriers to learning and achievement. A significant contextual factor is the high proportion of Pupil Premium pupils who are also identified as having SEND. Disadvantaged pupils are performing strongly across the majority of key assessment points and, importantly, both disadvantaged and non-disadvantaged pupils within the school are

performing better than their respective national groups. There remains, however, an internal attainment gap between disadvantaged and non-disadvantaged pupils. This reflects the wider national picture, where non-disadvantaged pupils continue to outperform disadvantaged pupils.

Priority Areas for Development

- Attainment gaps remain in key subjects- Reading
- More focus on purposeful intervention and impact throughout school (teacher-led) for our middle-attaining PP children.
- Continue to work with Lead Learning mentor, SLT to support families and build stronger relationships to support with attendance.

Analysis and Overview

Main Aims of the Pupil Premium Strategy

- **Aim 1 – Narrow the attainment gap**

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, both within the school and when compared with national outcomes.

Review

The gap has not been completely eliminated and remains an area for continued focus. However, disadvantaged pupils are performing strongly compared with national PP outcomes, and both school groups outperform their respective national groups. (Partially achieved)

- **Aim 2 – Maximise achievement at the end of KS2**

To ensure that disadvantaged pupils are given the best possible opportunities to meet and exceed national standards by the end of Key Stage 2.

Review

Disadvantaged pupils perform strongly across KS2 and outperform national PP outcomes in most areas. KS2 Reading is broadly in line with the national PP outcome and remains a development priority. (achieved)

- **Aim 3 – Address academic and social disadvantage**

To eliminate, as far as possible, academic and social imbalances between disadvantaged pupils and their peers, ensuring equitable access to learning, enrichment and wider school opportunities.

Review -

The school has strengthened academic, pastoral and wider provision and provides disadvantaged pupils with equitable access to opportunities. Some attainment differences remain and requires continued attention. (achieved but ongoing base don cohorts)

Impact and Evidence of Achievement

Evidence demonstrates that the Pupil Premium Strategy has been effective in improving outcomes for disadvantaged pupils. Across EYFS, phonics and the majority of KS2 outcomes, disadvantaged pupils are performing better than national outcomes for disadvantaged pupils. Importantly, this is not solely a reflection of stronger outcomes for disadvantaged pupils. Both disadvantaged and non-disadvantaged pupils within our school are performing better than their respective national groups. This indicates that we are securing strong outcomes overall while also ensuring that disadvantaged pupils achieve well. However, we do recognise that the attainment gap between PP and non-PP pupils within the school has not been completely eliminated. This remains an area for continued focus. There is also a wider national picture in which non-disadvantaged pupils continue to outperform disadvantaged pupils.

EYFS- Outcomes at the end of the Early Years Foundation Stage demonstrate that disadvantaged pupils are performing strongly when compared with national outcomes for disadvantaged pupils. Focus on early identification, communication and language development, targeted support and parental engagement has helped disadvantaged children within our school, establish positive foundations for future learning. The positive outcomes also contribute to reducing the likelihood of gaps becoming embedded as pupils move through the school. This success is in addition to the high proportion SEND children within this cohort. High SEND ratio and significant needs are becoming more visible in school and will continue to be a focus to ensure attainment and inclusion moving forward.

Phonics- Pupil Premium pupils have achieved outcomes that are stronger than national outcomes for disadvantaged pupils in phonics. Our systematic approach to phonics, early identification of pupils requiring additional support and targeted intervention has contributed to pupils securing the essential reading skills required to access the wider curriculum. This represents an important strength in our approach, as secure early reading provides a strong foundation for subsequent academic achievement. The continued increase in the proportion of Pupil Premium pupils achieving the expected standard in the Year 1 Phonics Screening Check demonstrates sustained improvement and clear impact. The data shows that more disadvantaged pupils are securing the essential early reading skills needed to access the wider curriculum. Outcomes are improving over time and demonstrate the positive impact of targeted phonics teaching and intervention.

Key Stage 2 Outcomes- At the end of Key Stage 2, disadvantaged pupils have performed strongly when compared with national outcomes for disadvantaged pupils. Across the KS2 measures, our disadvantaged pupils generally outperform the national disadvantaged cohort. However, KS2 Reading is an important exception. In reading, our disadvantaged pupils are broadly in line with the national outcome for disadvantaged pupils rather than performing above it however, this is not a trend. This means that KS2 reading will remain a particular area of focus within the ongoing Pupil Premium strategy. Focus on the transition from phonics and fluency to comprehension-based intervention and teaching. Developing a true love for reading and giving opportunities across the curriculum.

KS2 SATs	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>RWM</u>	<u>SPaG</u>	<u>Science</u>
School PP	63%	74%	84%	63%	74%	74%
National PP	63%	60%	62%	48%	61%	72%

School Non- PP	82%	88%	94%	82%	94%	94%
National Non-PP	81%	79%	81%	80%	70%	88%

Progress Measure

PP progress from KS1-KS2		
Reading	Writing	Maths
-15.219	10.454	7.804
-0.845	0.581	0.434

Areas for Continued Development

Although PP pupils are performing broadly in line with disadvantaged pupils nationally, there remains an opportunity to further improve reading outcomes. Focus must be on:

- reading fluency and accuracy
- vocabulary development
- comprehension and inference
- developing pupils' ability to retrieve and interpret information
- exposure to increasingly challenging texts

Pupil Premium and SEND

The significant overlap between Pupil Premium and SEND remains an important consideration. With 27% of Pupil Premium pupils also identified as SEND, we must ensure that disadvantaged pupils with additional needs receive appropriately personalised support. Furthermore, 38% of SEND pupils are also identified as Pupil Premium, demonstrating the close relationship between SEND and Pupil Premium provision. Therefore, continued emphasis on:

- early identification of barriers
- high expectations for all pupils
- appropriate adaptations to teaching
- targeted intervention
- careful tracking of progress
- effective communication with families and external agencies

Data captures by the end of KS2 show us that:

KS2 SATs	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>RWM</u>	<u>SPaG</u>	<u>Science</u>
School SEND	64%	73%	91%	64%	73%	73%
School SEND PP	63%	50%	88%	50%	63%	63%
National SEND	43%	34%	42%	26%	38%	

SEND pupils at our school perform better than national SEND outcomes. Our PP SEND pupils also outperform the national SEND cohort by the end of KS2 in all areas, apart from Reading.

Key Strengths

- our disadvantaged pupils perform above national PP outcomes across EYFS, phonics and most KS2 measures.
- Both PP and non-PP pupils outperform their respective national cohorts.
- Strong early intervention and identification of need.
- Effective use of assessment information to identify learning gaps through RWInc, Little Wandle, Big Maths and WWN.
- A strong focus on quality-first teaching and proactive and reactive CPD for staff.
- Targeted intervention where pupils require additional support- both inside and outside the classroom environment.
- A focus on both academic and wider barriers to achievement.
- Access to enrichment, pastoral and wider school opportunities.

Areas for Continued Development and Focus

- KS2 Reading is an academic area for further development, with PP outcomes currently broadly in line with national PP outcomes rather than above them.
- Continue to work towards reducing the attainment gap between disadvantaged and non-disadvantaged pupils within the school, however, this can not be at the cost of attainment for non-disadvantaged pupils.
- Continue to identify and address emerging gaps at the earliest opportunity so that pupils do not enter KS2 with established areas of underachievement.
- Continue to evaluate the effectiveness of provision for pupils who experience the combined barriers associated with disadvantage and SEND.

Overall

Disadvantaged pupils are performing strongly across the majority of key assessment points and are outperforming national disadvantaged outcomes across EYFS, phonics and most KS2 measures. The key exception is KS2 Reading, where disadvantaged pupils are broadly in line with national PP outcomes. This should therefore remain a specific area of focus. We recognise that an attainment gap between PP and non-PP pupils remains within the school. However, this needs to be considered alongside the positive finding that both PP and non-PP pupils are performing better than their respective national groups. The continued national pattern of non-disadvantaged pupils outperforming disadvantaged pupils also provides important context for us as a school. Given our significant PP/SEND overlap, the outcomes achieved are particularly positive. The evidence indicates that our strategy and provisions in place, are successfully supporting disadvantaged pupils to achieve well despite the additional barriers experienced by a significant proportion of our school.