Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the academic year 2026 to 2027 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	Shiremoor Primary School
Number of pupils in school	Reception – 3/22 Year 1 – 13/38 Year 2 – 12/33 Year 3 – 15/34 Year 4 – 15/47 Year 5 – 12/40 Year 6 - 11/34 **Total number of all children on roll – 293** **Total number of children – 271 (Rec – Y6)**
Proportion (%) of pupil premium eligible pupils	28% of whole school 30% of eligible children Rec-Y6 Rec- 14% of cohort are PP Y1- 34% of cohort are PP Y2- 36% of cohort are PP Y3- 44% of cohort are PP Y4- 32% of cohort are PP Y5- 30 % of cohort are PP Y6- 32% of cohort are PP

	Total 81 Highest percentage of Pupil Premium Children per year group is in Year 4
Proportion of Pupil Premium also SEND	11% of all children on roll from Rec-Y6 are SEND Pupil Premium 40% of all Pupil Premium children are also recorded on the SEND list. 26% of all SEND children on roll are also recorded as PP. 1 child has an EHCP in school of which is also recorded as PP (1%) Reception- % of PP in this cohort are SEND Year 1- 33% of PP in this cohort are SEND Year 2 – 42% of PP in this cohort are SEND Year 3 – 40% of PP in this cohort are SEND Year 4 – 40% of PP in this cohort are SEND Year 5 – 42% of PP in this cohort are SEND Year 6 – 18% of PP in this cohort are SEND The highest proportion of SEND PP children per year group are in Year 2
FSM6	81
Post LAC (adopted from Care)	7
LAC	tbc
Services	3

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	January 2027 September 2027
Statement authorised by	Mrs B. Middleton Headteacher
Pupil premium lead	Miss N. Foster
Governor / Trustee lead	Mrs F Frazer Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,306 (not full allocation) Sept 2026 - Mar 2027 **Financial** FSM £182,900 Post LAC (Adopted) £18,830 LAC (tbc) Service £1080
Pupil premium funding allocation this financial year	£202,810 Apr 26 - Mar 27
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 118,306 (not full allocation)

Part A: Pupil Premium Strategy Plan

Statement of intent

The purpose of the Pupil Premium funding is to ensure that, as a school, we can offer additional support in a variety of ways to improve education outcomes for our disadvantaged pupils in school. The school spends this money to ensure that disadvantaged pupils benefit from high quality teaching, curriculum and pastoral support, and wider opportunities.

Research conducted by The Education Endowment Foundation, (EEF) identifies common barriers to learning for the most disadvantaged pupils. At Shiremoor Primary, we aim to eliminate imbalances in academic outcomes, attendance and behaviour and wider school experiences by ensuring we provide an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance. We aim to offer equality in terms of 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their counterparts. A focal aim of our school is to provide an inclusive learning environment with outstanding teaching and learning to ensure that all pupils achieve and make good progress. A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. This is an area also support by research conducted by the EEF. High-quality teaching is integral to raising the achievement of all pupils and is proven to have the greatest impact on closing the disadvantage attainment gap; benefitting not only our disadvantaged children but also our non-disadvantaged pupils in school.

Main Aims:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- To ensure our disadvantaged pupils are given the best opportunity to meet and exceed national standards at the end of KS2.
- To eliminate academic and social imbalances between pupils.

Key Principles for Success:

- Appropriate provisions are made for disadvantaged groups through careful planning, assessment and allocation of funding, experiences and resources.
- Focus on early reading through phonetic understanding to support fluency. The use of Read, Write Inc. in EYFS and KS1 in addition to the programme utilised as a catch-up provision for children in KS2.
- Teaching and learning meets the needs for all children in order to improve outcomes for all pupils
- Focus on foundations of mathematical understanding to support fluency and confidence throughout school.
- Focus on opportunities and equality in line with their counterparts: trips; broad and balanced curriculum; specialist teachers and funded breakfast provision.
- Broadening the curriculum to meet the needs of our pupils so they can acquire the knowledge, understanding, skills and experiences they need to succeed in life and be equipped for next steps of education.
- Attendance monitoring to ensure our most vulnerable are engaged and are attending school to ensure they have maximum opportunities to excel.

- Support to be given to our most vulnerable families by our Lead Learning Mentor to diminish barriers to education and build positive relationships.
- Ensure our SEND provision meets the needs of our eligible pupil premium children to enable opportunities and progress for all.

Challenges

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

Challenge number	Detail of challenge
1	**School Context of Deprivation** Our school is situated within the third most deprived decile according to the Income Deprivation Affecting Children Index (IDACI), with 80% of our children living within the three most deprived deciles. We support a significant number of children who are looked after (LAC), have Special Guardianship Orders (SGOs), or have been adopted from care. In addition, a considerable number of our children are subject to Child Protection or Child in Need plans, while many receive support from family support workers and other external agencies. This reflects the complex and diverse needs of our school community and the additional support required by many of our children and families. **Social Care Needs** A high proportion of pupils eligible for Pupil Premium experience difficulties with the social and emotional aspects of learning, which can impact on their engagement, wellbeing and progress. A number of families within our school have historically received, or are currently receiving, support from external agencies. In addition, there is a growing number of families requiring Early Help Assessments (EHA) to access appropriate support. As a result, the school provides a high level of pastoral and family support to meet the diverse and complex needs of our children and families, enabling pupils to engage positively with their learning and achieve their potential.
2	**Special Educational Needs and Disability** We have a high proportion of pupils on roll who are identified as having Special Educational Needs and/or Disabilities (SEND). This includes pupils with an existing diagnosis, as well as pupils who are currently undergoing assessment or are awaiting assessment by relevant external agencies. Where concerns are identified, the school works closely with families and appropriate professionals to ensure

	that referrals are made promptly and that pupils receive the appropriate support while assessments are ongoing. Of the pupils eligible for Pupil Premium, over 45% are also identified as having SEND. Speech, language and communication difficulties are particularly prevalent among children on entry to school. We make referrals to appropriate services promptly to ensure that children receive timely assessment and support. The majority of pupils with other identified SEND needs have ASD or ADHD, although we also support a number of pupils with more complex and significant needs. For some children, these additional needs can present barriers to accessing learning and can impact on their progress, engagement and independence. As a school, we are experiencing an increasing number of referrals and requests for support from external agencies, reflecting the growing complexity of need within our school community. We are also seeing an increase in the number of pupils joining our school with English as an Additional Language (EAL). Currently, our pupils speak 11 different first languages in addition to English. For some families, differences in cultural expectations around the age at which children begin formal education can influence attitudes towards school attendance. As a result, the school works closely with families to promote the importance of regular attendance and ensure that children are supported to settle successfully into school and access the curriculum.
3	**Attainment on Entry:** Many children, particularly those eligible for Pupil Premium, enter school with low starting points and have not yet developed all the skills typically associated with being school-ready. We are seeing an increasing number of referrals to Speech and Language Therapy (SALT) for children on entry to school, with each cohort presenting a different range of needs across the Prime Areas of Learning: communication and language, physical development, and personal, social and emotional development. Pupils eligible for Pupil Premium currently achieve less well than their non-disadvantaged peers, with differences in attainment evident from the point of entry to school. The size and nature of this gap vary between cohorts, reflecting the differing starting points, needs and experiences of children each year. This highlights the importance of accurately identifying individual needs from the outset and providing targeted early intervention and support to help children make progress and narrow the attainment gap.
4	**External Opportunities and Resources** Many children have limited access to a wide range of experiences outside school, which can affect their readiness for learning and their ability to access the curriculum. Limited opportunities to experience different environments, activities and cultural experiences can impact on children's background knowledge; vocabulary development and comprehension. As a result, we play a significant role in broadening children's experiences and enriching their learning beyond the classroom. Many families rely on school to provide additional opportunities through educational visits, homework, extracurricular clubs and family learning activities, helping to develop children's knowledge, confidence and understanding of the wider world.

	Some children have limited access to a diverse range of books and other reading materials at home, which can restrict opportunities to develop vocabulary, comprehension and a love of reading. These gaps can create barriers to accessing increasingly challenging texts and the wider curriculum as children progress through school. Developing reading skills is therefore a key school priority. We recognise that strong reading skills underpin learning across all curriculum areas and are essential for children's independence, future educational success and life chances. The school is committed to ensuring that children develop the fluency, comprehension and confidence needed to become successful, lifelong readers.
5	**Assessment and Attainment** Internal and external assessment data indicate that disadvantaged pupils attain below their non-disadvantaged peers by the end of Key Stage 1. A high proportion of disadvantaged children enter Reception below age-related expectations, with gaps in attainment evident from the outset. Although these starting points can be similar to those of other pupils, the attainment gap remains relatively consistent throughout Key Stage 1 before narrowing by Key Stage 2. The school's priority is to accelerate progress and reduce this gap earlier, ensuring that disadvantaged pupils make strong progress across all core subjects and that improvements are sustained from the Early Years through to the end of Key Stage 1.
6	**Foundations of Reading** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and, as a result, often impacts achievements across the curriculum and also their behavior and aspirations.
7	**Attendance** Attendance data shows that pupils eligible for Pupil Premium generally have higher absence rates than their non-disadvantaged peers, although absence rates remain below the national average for Pupil Premium pupils. Pupils eligible for Pupil Premium are also more likely to be persistently absent. Despite these challenges, the school's overall attendance figures are above national averages. This is supported by the employment of a Lead Learning Mentor who monitors attendance daily, enabling concerns to be identified promptly and immediate action to be taken where necessary. This proactive approach allows the school to work closely with families to address barriers to attendance and improve outcomes for pupils.
8	**Foundations of Mathematics** Assessments, observations and discussions with pupils indicate that many children across the school experience difficulties with fundamental mathematical concepts and skills. These challenges are often more evident among disadvantaged pupils when compared with their non-disadvantaged peers. Gaps in foundational mathematical knowledge can hinder pupils' development as confident and capable mathematicians, affecting their ability to apply skills and knowledge independently across the curriculum. These difficulties can also influence pupils' confidence, engagement with learning, behaviour and aspirations, which are key considerations in supporting our school's core values. Developing secure mathematical foundations is therefore essential to improving outcomes, building confidence and ensuring that all pupils have the opportunity to achieve their full potential.

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 attainment and progress in reading across the whole school, which will show evidence of most eligible for Pupil Premium making good progress between key stages and year groups.	Termly assessment data will be used to monitor and evaluate the progress of Pupil Premium pupils across the school, comparing outcomes with their previous assessment points to identify progress, gaps in learning and any need for additional intervention. Progress will be tracked through the following reading and phonics programmes: • Read Write Inc. (RWI) • Reading Plus • RWI Comprehension • Fresh Start • Little Wandle Fluency The data will inform timely adjustments to provision and ensure that interventions are targeted effectively to accelerate progress and improve outcomes for disadvantaged pupils.
Children in KS2 to become more fluent readers, earlier, to enable upper KS2 to focus on comprehension and inference skills	• Termly assessment data is collected and reviewed for all Pupil Premium pupils participating in Read Write Inc. (RWI), Reading Plus, RWI Comprehension, Fresh Start and Little Wandle Fluency. • Progress is measured against previous assessment points to identify pupils making expected progress, those exceeding expectations and those at risk of falling behind. • Assessment data is analysed termly by class teachers and leaders to identify gaps in reading, phonics, fluency and comprehension. • Pupils who are not making sufficient progress are identified promptly and provided with targeted interventions or additional support.
Continue to aim to improve attendance for children who are eligible for Pupil Premium to be monitored daily, weekly and termly by Lead Learning Mentor. Ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases significantly.	• Regular attendance monitoring enables concerns to be identified promptly, with timely interventions implemented to address barriers to attendance. • Case studies evidence the impact of attendance interventions and inform future planning and improvements in practice.

	• The percentage of Pupil Premium pupils identified as persistently absent decreases, with individual attendance data demonstrating sustained improvement. • Attendance support and parental engagement are evaluated regularly, demonstrating measurable improvements in attendance for identified pupils.
Continue to develop basic skills, early number and reading progress in EYFS through pre-school provision to reduce barriers to learning on entry to Nursery.	Phase 1- Phonological Awareness assessment in pre-school moving on to Read, Write Inc data to be monitored termly to show good progress and individual progress for children not making expected progress owing to individual needs. Big Maths data to be monitored termly to address gaps in learning to target interventions and support. All children to make a minimum of 3 steps progress over the course of the year.
SEND Lead to ensure that all Pupil Premium children, who are on SEND register, receive correct support through interventions with tailored targets set out in their SEND files. Termly reviews to analyse personal progress.	SEND children who are eligible for the premium will make progress based on their personal targets and from their own starting points. Some will achieve age-related expectations at the end of each year group.
Increased fluency and confidence with mental arithmetic approaches in Maths, which will then lead to greater confidence in formal written methods and tackling problems. Children will become more mathematically fluent and aware and will be able to apply known facts to a range of problems, with elements of independence and confidence.	• Lesson observations and monitoring demonstrate consistent, high-quality teaching of key mathematical approaches across the school. • Termly assessment data from Big Maths (Learn Its), WWN assessments and Times Tables Rock Stars (TTRS) demonstrates sustained progress in pupils' mathematical understanding, knowledge and fluency. • Assessment outcomes are used to identify gaps in learning and inform targeted interventions to ensure that all pupils, particularly those eligible for Pupil Premium, make appropriate progress.

Activity in this academic year

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

Teaching

Budgeted cost: £81,144.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD aimed at individuals and groups around areas relevant to reading and maths.	**Rationale** research indicates that high quality teaching improves pupil outcomes and narrows the attainment gap between disadvantaged pupils and their counterparts. Improving teacher confidence and subject knowledge is key to ensuring high quality teaching. This is pivotal in improving pupil outcomes. **Evidence** Having a focus on key priorities helps to build confidence amongst staff that ultimately has a positive impact upon children. The use of mentoring and coaching assists in the development and outcomes for staff to ensure all children have access to quality first teaching both in the class and during interventions. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	2, 3, 4, 5, 6, 8
Smaller classes for the delivery of English- phonics in KS1 and EYFS.	**Rationale** To enable teachers to offer a more tailored curriculum to ensure higher quality interactions with pupils. This also enables greater flexibility for organising learners and the feedback they receive. **Evidence** The Teaching and Learning Toolkit suggest that reduced class sizes has moderate impact for high cost, based on moderate evidence – resulting in on average an additional 2	1, 2, 3, 4, 5, 6, 8

	months progress. It also states that this approach is more beneficial to early stage of primary school.	
Smaller classes for the delivery of core subjects in KS2 year 5/6,	**Rationale** To enable teachers to offer a more tailored curriculum to ensure higher quality interactions with pupils. This also enables greater flexibility for organising learners and the feedback they receive. **Evidence** The Teaching and Learning Toolkit suggest that reduced class sizes has moderate impact for high cost, based on moderate evidence – resulting in on average an additional 2 months progress. It also states that this approach is more beneficial to early stage of primary school.	1, 2, 3, 4, 5, 6, 8

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

Budgeted cost: £25,451.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc programme and interventions.	**Rationale** We have assessed that a key barrier to progress is the number of words per minute read by children. Read, Write Inc encourages fluency. **Evidence** Teaching and learning toolkit states that phonics has a high impact, very low cost based on very extensive evidence. It also suggests that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Phonics approaches have been consistently found to be effective in supporting younger readers For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies.	1, 2, 3, 4, 5, 6

Speech, language and communication programme and intervention across school	**Rationale** A significant number of pupils, particularly those eligible for Pupil Premium, enter school with speech, language and communication needs that can create barriers to learning. Early intervention through a targeted speech and language programme is essential to identify and address these needs promptly, preventing gaps from widening as children progress through school. Developing vocabulary, comprehension and communication skills from an early age builds strong foundations for learning, improves confidence and engagement, and supports disadvantaged pupils to access the curriculum and achieve their full potential. **Evidence** The EEF identifies oral language interventions as a high-impact, low-cost approach, associated with an average of six additional months' progress. Early identification and intervention are particularly important for children who enter school with speech, language and communication difficulties, as these can create barriers to learning across the curriculum. Funding a targeted speech and language programme will support disadvantaged pupils to develop vocabulary, comprehension and communication skills at an early stage, helping to prevent gaps from widening and improve access to learning. The school will monitor pupils' progress to evaluate the impact of the provision.	2, 3, 5, 6
SEND support assistants linked to increasing SEND needs across the school	**Rationale** An increase in SEND needs and complexity of SEND needs across school leads to additional staff required in order to meet the needs of these children throughout the entire school day. Varied and child specific needs means that different needs are required to be catered for in a variety of ways throughout the entire school day – including break periods. **Evidence** Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is	1, 2, 3, 4, 5, 6, 7, 8,

	twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals..	
Winning With Numbers CPD and Intervention	**Rationale** to facilitate further targeted intervention to support with catch-up and address gaps in learning in with the foundations to mathematical fluency and understanding. Our children lack confidence. We have identified that a key priority to improving confidence is to ensure that our children are better equipped with strong mathematical foundations with instant recall and understanding of core mental arithmetic approaches and methods. **Evidence** Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress.	1, 2, 3, 5, 8,
Little Wandle Fluency Reading	**Rationale** A school priority has been upon improving reading attainment across school. We have identified that, whilst our 'early reading provision' has vastly improved, we need to ensure our children are fluent readers to ensure they can then progress to comprehend the texts they read. Improved fluency transfers to improved comprehension, thus enabling children to have greater enjoyment and love for the books they read! This intervention will support and complement in-class teaching and will assist our current reading programme. **Evidence** The Teaching and Learning Toolkit suggests that reading intervention strategies offers high impact for very low cost, based on extensive research.	1, 2, 5, 6
Small group or one-to-one support for children with additional needs to ensure they can access learning in an environment that meets their needs.	**Rationale** to facilitate further targeted intervention to support with catch-up and address gaps in learning in English and Maths. **Evidence** Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress.	1, 2, 3, 4, 5, 6, 7, 8

Reading Plus Annual Fee to support our 'reading-rich' curriculum and to enhance our children's fluency when reading.	**Rationale** Following the SATs test 2019, it was proven that the reading test expected children to read over 100 words more than they would normally be expected to read in that time scale. Our children did not manage to do this and results were lower than predicted. **Evidence** Reading Plus integrates the three domains of reading: physical, cognitive and emotional. It builds the physical skills essential for fluency and stamina, provide the texts to build vocabulary and comprehension, and taps into student interest to build confidence and motivation. An in-school trial was completed in academic year 2017-18. Findings of Child A are shown below: Child A had a total number of reading lessons completed in 11 weeks usage (including of school holidays) = 76 Average weekly usage = 6.9 x lessons per week (recommended min. 5x lessons/week) Total time spent using the programme = approx. 19 hours Comprehension-based reading rate (reading speed) gain = +98 wpm (words per minute) from formative assessment / +104 words per minute under test conditions. Increase in reading proficiency of +3.57 years (comprehension-based reading rate and vocabulary where 1 level gain is equivalent to a reading texts 1 year in advance) from formative assessment, and +3.5 years under test conditions. In summary: Child A used Reading Plus consistently for the length of the evaluation. When tested initially, she was reading (and comprehending) slightly below ARE and reading slowly. Based on her initial reading speed, she would have struggled to finish the SATs reading paper.	1, 2, 4, 5, 6
Additional social and emotional support assistants to support with the varied needs of our children.	**Rationale** to support specific children in accessing the curriculum in a meaningful and purposeful way to meet their needs. In addition, we have a growing number of children who require additional support with their social, emotional and behavioural needs. **Evidence** Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months	1, 2, 3, 4, 7

	progress. In addition, they found that behavioural intervention offers moderate impact for a low cost.	

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

Budgeted cost: £102,894.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Lead Learning Mentor with responsibility for attendance and supporting families.	**Rationale** Since employing a Lead Learning mentor 10 years ago, our attendance monitoring and parental relationships has greatly improved however, it is still a continuous area for monitoring and investing of time and resources. We need to ensure that children are attending school in order to access high-quality teaching and learning. We identify that all attendance issues need to be highlighted and dealt with immediately with school support plans and meetings with parents. **Evidence** Teaching and Learning Toolkit identifies that behaviour interventions moderate impact at moderate cost with extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Case Studies around key children also evidence impact of this role.	1, 2, 3, 4, 5 6, 7, 8
Employment of External Attendance Officer with responsibility for attendance and supporting families.	**Rationale** Ensuring that all children attend school regularly is essential so that they can access high-quality teaching and learning and achieve their full potential. Attendance concerns are identified and addressed promptly through a proactive and supportive approach. Where necessary, individual attendance support plans are implemented, and meetings are held with parents and carers to identify barriers to attendance, agree appropriate strategies and provide support. The school works in partnership with families to promote the importance of regular attendance and ensure that all children have the best possible opportunity to succeed. **Evidence** Teaching and Learning Toolkit identifies that behaviour interventions moderate impact at moderate cost with extensive evidence. On average, SEL interventions have an identifiable and	1, 2, 3, 4, 5 6, 7, 8

	significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Case Studies around key children also evidence impact of this role.	
CPOMS Software to enable teacher and SLT to track and monitor attendances and incidents across school and academic years.	**Rationale** All members of staff are now able to record attendance and incidents so that school has a log. This helps members of staff to identify areas for concern where appropriate and provide effective safeguarding of all children. **Evidence** CPOMS enables schools to improve their management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration. CPOMS also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police (including letters and phone calls) and be alerted if timescales are not being met. CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. Data is recorded and can be used to produce data tables to support internal staff and external agencies.	1, 2, 4, 7
Employment of specialist music teacher to raise attainment, inspire and provide additional opportunities and offer CPD for our staff to ensure sustainability for the future.	**Rationale** With a lack of opportunities and experiences proving to be one of the main barriers to the learning of our most vulnerable children, we aim to encourage a diverse environment. Lack of teacher subject knowledge and confidence saw this element be required to ensure all children have the opportunities to be inspired and excel in areas of the curriculum. The use of a specialist music teacher will support with our Cultural Capital aims and objectives. **Evidence** Moderate impact for very low cost that is based on moderate evidence. Findings stated that arts participation on other areas of academic learning was positive but moderate- showing on average, 3 months progress. Improved outcomes were identified in all core subjects	1, 2, 4, 7
Funded spaces allocated for breakfast club provision for vulnerable children	**Rationale** Many of our most vulnerable children have poor attendance or punctuality and often do not start school each day having had an adequate breakfast prior to the school day. By funding breakfast club places, we can ensure that children are in school on time and have the best opportunities to start the school day. In addition to this, in order to support healthy starts and minds to the school day, we provide all children with a free breakfast each	1, 2, 4, 7

	morning on their way into school. This is in addition to the wraparound provision we offer. **Evidence** A study carried out by the EEF found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial.	
Funding to ensure all children have equal opportunities for educational experiences through experience days and excursions.	**Rationale** Our most vulnerable children do not have the same opportunities and access to experiences as their peers therefore; we try to enhance the provisions we offer at school. By doing so, it not only enhances vocabulary and comprehension skills through equipping children with the experiences to enable them to infer but also promotes the development and help raise aspirations for all children. **Evidence** children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in their reading and across the curriculum.	1, 2, 4, 7

Total budgeted cost: £209,489.95

Part B: Review of outcomes in the previous year

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	Reading	Writing	Maths	RWM	SPaG	Science
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	Reading	Writing	Maths	RWM	SPaG	Science
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.