Birdwell Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	23.3%
Academic years covered by the current strategy	2025-2028
Date this statement was published	30/9/26
Date on which it will be reviewed	1/10/27
Statement authorised by	Rich Swallow
Pupil premium lead	Daniel Hattersley
Governor / Trustee lead	Alice Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,450 (Arbor allocation)
Pupil premium funding carried forward from previous years	£0
Total budget for 2026–27	£60,450

Part A: Pupil premium strategy plan

Statement of intent

At Birdwell Primary School, we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions. As a school we consider the best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils.

At Birdwell we have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being. A member of our local governing body is identified as a link governor for Pupil Premium, regular meetings with leaders of the school take place where monitoring, provision and outcomes are shared and discussed. The link governor then feeds back key findings from these meetings at full governing body meetings.

Challenges

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

Challenge number	Detail of challenge
1	According to assessments, observations, and discussions with pupils, it has been identified that disadvantaged pupils in our primary school face difficulties accessing their learning. In some instances, this had led to lower achievement levels in reading, writing, and maths compared to their peers. Additionally, there are fewer disadvantaged children working at greater depth within the expected standard in these core areas. This presents a significant challenge for our school as we strive to ensure equal opportunities for all pupils to succeed.
2	Assessments, observations, and discussions with pupils have revealed a significant disparity in oral language skills and vocabulary among our disadvantaged pupils, which is evident from Reception through to Key Stage 2. These gaps are more prevalent among our disadvantaged pupils compared to their peers, highlighting the need for targeted interventions and support. A) Vocabulary Gaps: Many disadvantaged pupils demonstrate limited vocabulary knowledge, affecting their comprehension and communication abilities. B) Oral Language Skills: Underdeveloped oral language skills impede disadvantaged pupils' capacity to express themselves effectively, hindering their participation in classroom discussions and academic progress. C) Peer Comparison: The gap in oral language skills and vocabulary proficiency between disadvantaged pupils and their peers is prominent, potentially impacting their social interactions and self-esteem.
3	Through assessments, observations, and discussions with pupils, it has been identified that disadvantaged pupils generally have greater difficulties with phonics than their peers. This issue significantly impacts their development as readers and undermines their overall academic progress.
4	Disadvantaged children do not attend school in line with their peers and have higher rates of persistent absenteeism. However, we recognise that our disadvantaged children face additional barriers that impact their attendance and educational outcomes. Research has shown that disadvantaged pupils often experience socio-economic challenges that can hinder regular school attendance, resulting in lower attainment and limited progress.
5	Based on our observations within our school, we have noticed an increase in targeted referrals for support among disadvantaged children and families since the COVID-19 pandemic began. The disruptions caused by school closures and remote learning have highlighted the need for targeted interventions to address the social and emotional needs of these students. It is evident that additional support is required for the social and emotional needs of some of our disadvantaged pupils, with a specific focus on small group interventions.
6	Within our school community, we recognise that some disadvantaged children face specific challenges that may impede their access to a wide range of personal development opportunities and experiences. These challenges can hinder the development of their cultural capital, which plays a vital role in their educational achievement and future prospects. As a school, we are dedicated to addressing this issue and ensuring that all our students, regardless of their socio-economic background, have equitable access to enriching experiences and opportunities that promote their personal and cultural growth.

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
Increased attainment at ARE at statutory points of assessment for disadvantage pupils in all year groups.	More disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment.

ALL PUPILS					2024/25 Results	
EYFS GLD (30)	70%					
Y1 Phonics (24)	88%		Y2 Phonics (24)		96%	
KS1 (24)		Working Towards+	Expected Standard+	Greater Depth	Average Raw Score	Average Scaled Score
	Reading	92%	75%	25%	25	100
	Writing	96%	67%	13%		
	Maths	100%	67%	25%	33	99
	GPS	96%	72%	21%	26	102
	RWM	92%	63%	13%		
Y4 MTC (29)	Percentage Scoring 20+/25		100% 62% (25/25)		Average Score	24.07
KS2 (27)		Working Towards	Expected Standard	GD/HS	Average Raw Score	Average Scaled Score
	Reading	100%	89%	28%	36	108
	Writing	100%	93%	22%		
	Maths	100%	93%	30%	84	107
	SPAG	100%	100%	48%	53	111
	RWM Combined	100%	85%	19%		

DISADVANTAGED						
EYFS GLD (3)	33%					
Y1 Phonics (3)	100%		Y2 Phonics (4)		75%	
KS1 (4)		Working Towards+	Expected Standard+	Greater Depth	Average Raw Score	Average Scaled Score
	Reading	100%	75%	50%	34	107
	Writing	100%	75%	50%		
	Maths	100%	25%	50%	48	106
	GPS	100%	100%	50%	32	107
	RWM	100%	75%	50%		
Y4 MTC (6)	Percentage Scoring 20+/25		100% 50% (25/25)		Average Score	24.33
KS2 (8)		Working Towards	Expected Standard	GD/HS	Average Raw Score	Average Scaled Score
	Reading	100%	75%	38%	34	106
	Writing	100%	88%	13%		
	Maths	100%	75%	25%	80	106
	SPAG	100%	100%	38%	50	110
	RWM Combined	100%	75%	13%		

Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	More disadvantaged pupils attain GD in line with national data at KS1 and KS2 points of assessment. - KS1: 20% RWM Combined - KS2: 17% RWM Combined
Phonics attainment remains in line or above national data and children at KS2 who have not achieved at Y1 or Y2 continue to progress in phonics.	Percentage of disadvantaged children achieving pass mark in Y1 and Y2 phonics is in line with peers and national data. Internal data evidence progress for those children in KS2 who did not pass their phonics screening check. - Year 1: 78%
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. - Disadvantaged pupils will be able to use at least 50 new tier 2 vocabulary words correctly in context, as measured through regular classroom assessments and observations. - Disadvantaged pupils will actively participate using taught oracy strategies in class discussions

	at least 3 times per day in lessons, as recorded in teacher logs.
Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers. July 2024: PP 95.7% / Non PP 96.3% PA: PP 11.4% / Non-PP 4.9%	All disadvantaged pupils meet the school's attendance target and attend school above comparative National Figures in comparison to their peers nationally.
Provide disadvantaged children with the same exposure to wider personal development opportunities and experiences, allowing them to develop their cultural capital and maximize their potential. Continue to work towards narrowing the opportunity gap.	The percentage of disadvantaged children participating in enrichment activities, including educational visits, residential trips, and cultural events, will increase compared to the previous academic year. The attendance rates of disadvantaged pupils in extra-curricular programs and clubs should be at least equal to, if not higher than, the overall school average attendance.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £29,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD to be delivered weekly by members of SLT on our teaching and learning approach, marking and feedback and use of target setting and assessment procedures. Members of SLT and T&L Strategic Lead to meet with class teachers in PPA session to support with developing coherently planned and sequenced units of work.	EFF research suggests that effective feedback improve learning by an additional 8 months. Feedback | EEF (educationendowmentfoundation.org.uk) EEF research states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk) Regular review and monitoring of inclusive practise. Focus upon whole school adoption of the HCAT oracy curriculum.	1, 2

SLT and the strategic teaching and learning lead support teachers during PPA to plan coherent, sequenced units of work. Review and monitor inclusive practice. Support whole-school adoption of the HCAT oracy curriculum.	EEF evidence supports effective feedback that identifies gaps in understanding and helps pupils act on clear next steps. Our CPD strengthens the use of assessment and feedback in everyday classroom teaching. Feedback | EEF (educationendowmentfoundation.org.uk) The EEF pupil premium guidance prioritises high-quality teaching to improve disadvantaged pupils' outcomes.	
Bespoke CPD cycles to be delivered to meet individual need, with a particular focus on staff new to school and year group. Improve pedagogy and curriculum CPD for all teachers and support staff. high quality teaching to be prioritised throughout the school. Bespoke and well-tailored ECT programme for one new ECTs in the school to provide good or outstanding teaching for excellent outcomes for all pupils. *Offer mentoring and coaching for teachers to support their implementation of high-quality teaching strategies using principles of instruction coaching to develop practice.*	EEF research suggest three recommendations for designing and selecting effective professional development to ensure that CPD upskills and develops staff effectively. Effective Professional Development | EEF (educationendowmentfoundation.org.uk) Improvement in subject knowledge, pedagogical understanding and focus on high quality teaching for all teachers (especially ECTS) has proven to be a key ingredient of a successful school and support package for disadvantaged learners (EEF Research Analysis)	1, 2, 3
Develop and implement a school wide oracy curriculum Deliver ongoing professional development for all teaching staff focused on oracy-rich teaching practices, such as dialogic teaching, structured talk and the use of oracy frameworks Provide CPD opportunities and support for teachers to integrate oracy opportunities	To support the development of oracy skills among our pupils, particularly those eligible for Pupil Premium, we are implementing a dedicated oracy curriculum across the school. This will provide structured opportunities for children to build their speaking and listening skills in a range of contexts, both within and beyond the classroom. By raising expectations for spoken language across all year groups and embedding oracy into everyday teaching, we aim to improve pupils' confidence, vocabulary, and ability to articulate their thinking. This approach is especially important for disadvantaged pupils, who may have fewer opportunities for high-quality verbal interaction outside of school.	1,2

into core and foundation subject planning. Incorporate regular coaching cycles or peer observations focused specifically on oracy instruction.	Voice 21: Improving Oracy (EEF Pilot Evaluation)	
Further enhancing reading fluency to enhance the daily LIRA session and ensure pupils catch up. Effective deployment of support staff to ensure bottom 20% have regular access to QFT to catch up. Alongside assessments, *implement a bespoke approach to the monitoring and tracking of reading fluency amongst the bottom 20% of children to monitor impact of QFT.*	EFF research suggests that Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. EEF blog: Shining a spotlight on reading fluency | EEF (educationendowmentfoundation.org.uk)	1, 3
To extend high quality reading/phonics materials aligned to the Little Wandle phonics scheme through the purchase of SEND specific materials and resources Continue subscription to Little Wandle phonics CPD. Release time provided to staff delivering phonics to hold weekly CPD meetings to upskill and maintain the fidelity to the scheme and approach Little Wandle phonics training Small groups phonics teaching	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Using a systematic synthetic phonics approach to teaching has been shown to provide optimal progress. (EEF +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4, 5
Regular SEND KIT meetings with SENDCO & HT HT/SENDCO. SEND/PP pupil progress meetings conducted at key assessments points. Whole school provision map created with SENDCO to ensure all children who are SEN Support are monitored closely and	Pupils with SEND might face significantly greater challenges in learning than the majority of their peers The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.	1, 3, 4 ,5

support is provided through graduated approach (Assess, plan, do, review). SEND pupils needs to be catered for through SMART targets and appropriate adaptations to lessons. Support recruitment and retention of teaching staff by providing opportunities for professional development, such as National Professional Qualifications (NPQs) – SENDCo to enrol on NPQSEND this academic year.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/	

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

Budgeted cost: £*19,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and Strategic T&L Lead to provide booster QFT to small groups of Year 6 pupils, providing purposeful feedback to enhance progress and tailor lessons according to need. Implement one-to-one and small group to target children based on outcomes from data analysis and cohort action plans. Interventions implemented are evidence-based and monitored to measure impact.	EFF research suggests that small group tuition improves learning by 4 months. Small group tuition | EEF (educationendowmentfoundation.org.uk EEF Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk	1, 2
Using cover release to conduct pupil progress data analysis and cohort action plans establish small group reading interventions for pupils working below age related expectations.	EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. Small group tuition | EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1

Use fluency reading assessments to accurately pitch reading interventions and monitor progress over time. Use CGP and CGP Stretch to ensure appropriate pitch and challenge in text level and questioning. Clear intervention timetable to deliver targeted wave 2 to identified pupils, progress monitored and tracked regularly.	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	
Deliver a targeted and bespoke CPD package for teaching assistants to strengthen their expertise in planning and delivering high-quality intervention groups. Training will focus on evidence-based approaches, subject-specific pedagogy and strategies to promote independence and oracy. Research based evidence to be used to support strategies and approaches employed.	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. New EEF Guidance Report – Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1, 2
Additional 'Catch Up & Keep Up' phonics and reading sessions targeted at disadvantaged pupils who require further phonics support to close the gap to their peers. Deployment of a strategic 'Phonics & Early Reading Champion' as a member of support staff whose role is to ensure the appropriate support for our most disadvantaged readers is in place to ensure all children are able to read at an appropriate standard in phonics and fluency into LKS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks DfE Reading Framework: "Leaders should invest in a strong team, committed to making sure these pupils catch up. Ideally, they should be school staff or long-stay tutors, rather than external teachers or tutors who might stay only a short time. They should be trained, supported and coached." "School leaders and special educational needs coordinators in primary and secondary schools must take responsibility for ensuring all these pupils make rapid progress." "The guidance on leadership and management (Section 12) highlights the roles of school leaders in successfully implementing a programme of systematic phonics, and	1, 3

	training and supporting their staff to teach reading as effectively as possible."	

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a personal development strategic enrichment offer that provides all children, specifically pupil premium children, with a diverse range of experiences that enhance their cultural capital. Pupil premium funding to subside enrichment activities to ensure equal opportunities and engagement for all	Research conducted by NatCen Social Research identifies a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. The inclusive nature of the school promotes all pupils' involvement in school life irrespective of their financial context. Children (families) with certain financial barriers have all successfully, in the past, participated in extracurricular activities of their choice. Parent survey outcomes have highlighted the benefits that arise from families being supported financially in various extra curricular activities. The value of after school clubs for disadvantaged children (ncl.ac.uk)	6
Early identification of pupils with SEMH difficulties and clear lines of communication to share intended actions of support to be taken, with parents/carers. A member of staff will complete ELSA (Emotional Literacy Support Assistant) training, enabling the school to offer structured, evidence-based emotional support sessions for disadvantaged pupils, promoting resilience, self-regulation and readiness to learn. CPD courses for staff such as Lego Therapy and Story/Comic	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.pdf(e ducationendowmentfoundation.org.uk) Through this year's curriculum development, the implementation of the EEF guidance around explicitly teaching SEMH skills, as well as providing ample opportunity to develop these in all situations has resulted in all children becoming aware of mental health . One of the strengths of the curriculum approach and focus on personal development, mindfulness and emotional literacy. *From the EEF - Improving Social and Emotional Learning in Primary Schools:* *Recommendation 1: Teach SEL skills explicitly*	5, 6

Book Strips to support disadvantaged children's SEMH needs. Implement via a Motional subscription to assess pupils' SEMH needs and design tailored support packages. This will provide staff with detailed diagnostic insights, enabling timely and targeted interventions that address specific barriers to learning for disadvantaged pupils.	*"Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. • Self-awareness: expand children's emotional vocabulary and support them to express emotions. • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem-solving strategies."*	
Pastoral support from Parent Support Advisor for vulnerable children and families - key support needed to ensure attendance is maintained and readiness to learn. Parent Support Advisor to: Offer parenting group sessions working on specific needs developed through a needs analysis. TAF process with vulnerable families- allowing them to access key services Strategic attendance monitoring and meetings Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.or g.uk/support-for-schools/school-improvement-planning/3-wider-strategies	4, 5
Improved channels of communication to keep parents/carers regularly informed about achievements, learning and upcoming events. - Arbor - Verbal feedback from staff - Postcards home - Celebration events - Parental workshops Workshops and information sessions for parents on key areas such as phonics, reading, maths strategies and supporting learning at home.	EFF research identifies the crucial role parental engagement plays in pupil outcomes. Parental engagement | EEF (educationendowmentfoundation.org.uk)	5, 6

Integrate family learning opportunities (e.g., reading mornings, homework support sessions) to model effective approaches and build confidence.		
Develop breakfast club provision to support disadvantaged pupils' attendance, punctuality and readiness to learn.	The EEF Magic Breakfast evaluation found an average benefit equivalent to two additional months' progress for Year 2 pupils in schools offered breakfast club support. This evidence informs our focus on breakfast provision as a means of supporting readiness to learn. Breakfast club registers and feedback from families and teachers inform our understanding of take-up, punctuality and readiness to learn.	2
Keep parents and carers informed about learning, achievements and events through: - Arbor - Verbal feedback from staff - Postcards home - Celebration events - Parental workshops Provide workshops on phonics, reading, mathematics and supporting learning at home. Use family learning opportunities, including reading mornings and homework support, to model approaches and build confidence.	EEF evidence on parental engagement supports helping families to support learning. Our communication, workshops and family learning opportunities build understanding of classroom approaches and confidence in supporting pupils at home.	1, 2, 4, 5
Maintain a planned enrichment offer that broadens disadvantaged pupils' experiences. Subsidise enrichment activities to reduce financial barriers to participation.	Research on after-school clubs identifies benefits associated with participation, including confidence, social interaction and access to new experiences. School participation records show access to enrichment but also uneven take-up across year groups. Parent survey feedback highlights the benefits of financial support in enabling pupils to access extracurricular activities. The value of after school clubs for disadvantaged children (ncl.ac.uk)	3

Total budgeted cost: £62,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall evaluation and KS2 outcomes

In 2025–26, disadvantaged pupils achieved strong outcomes in Year 1 phonics and KS2 writing, mathematics and combined attainment. Our review supports maintaining high-quality teaching and targeted academic support, alongside attendance, enrichment and pastoral provision.

School assessment information indicates that attainment gaps in reading, writing and mathematics are reducing in several year groups. Addressing the remaining gaps continues to be a priority.

At KS2, disadvantaged pupils achieved 82% at the expected standard in writing, 82% in mathematics and 73% in combined reading, writing and mathematics. Sustaining these outcomes across cohorts remains a priority, alongside strengthening challenge and higher-standard attainment in reading.

Average scaled scores for disadvantaged pupils were 105 in reading, 104 in mathematics and 105 in grammar, punctuation and spelling. Each was above the expected-standard threshold of 100, demonstrating secure attainment across these assessed subjects.

National Standards	Outcomes for ALL pupils	Outcomes for DISADVANTAGED pupils

Phonics

Phonics remained a strength. Consistent delivery of Little Wandle, staff training and targeted catch-up formed the core of our early reading provision. The improved outcomes support retaining these approaches for pupils who need additional help.

The disadvantaged-pupil pass rate reached 100% in 2025–26, compared with 75% in 2024–25 and 71% in 2023–24. We will maintain consistent phonics teaching and targeted catch-up.

Attendance and punctuality

Attendance and punctuality remain priorities. Attendance patterns vary between year groups, and persistent absence continues to affect some disadvantaged pupils. Attendance monitoring, Parent Support Advisor support and family engagement remain central to addressing these barriers to learning.

All-pupil attendance over time by year group

Pupil premium attendance over time by year group

Enrichment and personal development: school tracking records disadvantaged pupils' participation in clubs, visits and wider experiences. Take-up remains uneven, with some pupils having no recorded experiences. Subsidy and targeted encouragement remain priorities for widening access.

All-pupil wider-experience participation

Pupil premium wider-experience participation

Pastoral and wellbeing support helped pupils engage with school and strengthened relationships with families. Staff observations identified improvements in readiness to learn. Early intervention and multi-agency working remained important in addressing individual barriers.

School tracking shows that disadvantaged pupils accessed educational visits and extracurricular opportunities. Financial support helped remove barriers to participation, while the uneven take-up highlights the continuing need for targeted support.

Our review supports retaining high-quality teaching, early reading and targeted intervention as central priorities. Strong academic outcomes provide a positive foundation, while attendance, higher-standard reading and equitable access to enrichment remain areas for improvement. These priorities shape the activities and £60,450 budget set out in Part A.

Externally provided programmes

Programmes and services funded in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle
National College Professional Development	National College
Arbor MIS and Communication Platform	Arbor Education

Further information

Our pupil premium strategy aligns with the school's priorities for attendance, inclusive practice, oracy, reading and enrichment.

Senior leaders and governors review the strategy through the school's monitoring and evaluation cycle. Funding decisions draw on research, school performance information and ongoing assessment of pupil needs.