Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium for the 2026 to 2027 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	
School name	Weston Park Primary School	
Number of pupils in school	495	
Proportion (%) of pupil premium eligible pupils	63% (310 pupils)	
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024/25 2025/26 2026/27	Year 3 of strategy
Date this statement was published	December 2026	
Date on which it will be reviewed	September 2027	
Statement authorised by	FGB	
Pupil premium lead	Jim Rogers	
Governor / Trustee lead	John Martin	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£457,645
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£457,645

Part A: Pupil premium strategy plan

Statement of intent

At Weston Park Primary, we are passionate in nurturing the talent and developing the character of our unique children. We believe they deserve to be equipped with the essential knowledge and skills needed to be successful: in the next stage of their education; in their homes; in their local communities and in the wider world.

We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily. This is key in promoting their self-confidence, self-esteem, participation in learning and positive social interaction. Pupils are supported to work constantly to aspire to their personal best, which raises self-esteem and contribution. We use interventions in a targeted way, so children are where they should be – participating in the classroom.

We foster positive, consistent relationships throughout. We know that if you provide quality first teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The aims we have adopted complement each other to help pupils create endless opportunities. To address educational disadvantage, we will work hard to address:

- **the Reading, Writing and Maths gaps in attainment between pupil premium children and our non-disadvantaged children.**
- **the absence rates of pupil premium children.**
- **Oracy skills – ensuring pupils can demonstrate their understanding, express their feelings and ask questions.**
- **Improving staff knowledge and skills – staff must be aware of, and equipped to tackle, the challenges facing our underserved children.**

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last year indicates that attendance among disadvantaged pupils was **90.1%** which is **5.91%** lower than their peers and below national. 25.2% **(134 Pupils)** of disadvantaged pupils have been 'persistently absent' compared to 2.6**% (14 Pupils)** of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	The school's investment in phonics and early reading has had a positive impact. The attainment gap in the Phonics Screening Check reduced from **23% to 5%**, with **83% of disadvantaged pupils achieving the expected standard compared to 88% of non-disadvantaged pupils**. However, wider assessment information continues to show gaps in reading attainment. In EYFS, only **58% of disadvantaged pupils achieved the expected standard in Word Reading compared with 79% of non-disadvantaged pupils**, while in KS2 disadvantaged reading attainment remains **61% compared with 82%** for non-disadvantaged pupils. Difficulties with reading fluency, comprehension and vocabulary continue to limit access to the wider curriculum.
3	Writing remains the most significant area of academic underachievement across the school. Internal and statutory outcomes show persistent attainment gaps for disadvantaged pupils. In EYFS, only **53% of disadvantaged pupils achieved the expected standard in writing compared with 79% of non-disadvantaged pupils (26% gap)**. In KS1, disadvantaged writing attainment was **50% compared with 79%**, while in KS2 outcomes were **66% compared with 82%**. School analysis identifies ongoing difficulties with transcription, sentence construction, vocabulary development and the application of writing skills across the curriculum. Writing remains the most consistent school-wide priority identified through contextual analysis.
4	Whilst attainment gaps narrow through Key Stage 2, significant challenges remain in EYFS and Key Stage 1. EYFS data shows **58% of disadvantaged pupils achieving the expected standard in mathematics compared with 79% of non-disadvantaged pupils**, while KS1 outcomes were **53% compared with 83%**. Contextual analysis identifies early number sense, mathematical fluency and mathematical language as barriers for disadvantaged learners. Further work is required to secure automaticity, fluency and confidence so that pupils are able to apply mathematical understanding to increasingly complex problems.
5	Communication and language remain a key challenge underpinning attainment across all curriculum areas. EYFS outcomes show only **63% of disadvantaged pupils achieving expected standards in Communication and Language compared with 79% of their peers**. In speaking, disadvantaged pupils attained **63% compared with 79% of non-disadvantaged children**, demonstrating a continued vocabulary and language gap. These barriers affect reading comprehension, writing quality and pupils' ability to articulate their thinking across the curriculum. The challenge is most evident on entry to Reception but remains significant throughout the school.

6	Although pastoral provision, ELSA interventions and wider wellbeing strategies have successfully improved engagement for many pupils, a significant proportion of disadvantaged pupils continue to experience social, emotional and mental health challenges. These difficulties often contribute to lower attendance, reduced resilience and barriers to learning. School data also highlights that vulnerable pupils consistently attain below their peers across multiple measures, indicating the need for ongoing targeted support.

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
Disadvantaged pupils attend school regularly and rates of persistent absence reduce, enabling pupils to access high-quality teaching consistently.	• Overall attendance of disadvantaged pupils increases from **90.1% to at least 93.1%**. • The attendance gap between disadvantaged and non-disadvantaged pupils reduces from **5.9 percentage points to below 3 percentage points** • Persistent absence for disadvantaged pupils reduces in line with school attendance targets. • Attendance of vulnerable disadvantaged pupils shows sustained improvement across all year groups.
Disadvantaged pupils develop secure decoding, reading fluency and comprehension skills, enabling them to successfully access the wider curriculum.	• At least **85% of disadvantaged pupils** achieve the expected standard in the Year 1 Phonics Screening Check. • The phonics attainment gap remains below **5%** • EYFS disadvantaged attainment in Word Reading increases from **58% to at least 70%** • KS1 reading attainment for disadvantaged pupils increases from **58% to at least 70%** • KS2 reading attainment for disadvantaged pupils increases from approximately **58% to 70%+**, reducing the attainment gap with peers • Pupil voice, reading fluency assessments and internal monitoring demonstrate increased confidence and engagement in reading

Disadvantaged pupils achieve well in writing through improved vocabulary, transcription skills, composition and opportunities to develop spoken language.	• Writing outcomes improve across all year groups identified as priorities in school analysis • EYFS disadvantaged writing attainment increases from **53% to at least 68%** • KS1 disadvantaged writing attainment increases from **50% to at least 65%** • KS2 disadvantaged writing attainment increases from **66% to at least 75%** • The attainment gap between disadvantaged and non-disadvantaged pupils in writing reduces by at least **10 percentage points** • Internal book scrutiny demonstrates improved vocabulary choice, sentence construction and writing stamina among disadvantaged pupils.
Disadvantaged pupils develop secure number sense, fluency and mathematical reasoning skills, enabling improved attainment in mathematics.	• EYFS disadvantaged mathematics attainment increases from **58% to at least 70%** • KS1 disadvantaged mathematics attainment increases from **53% to at least 70%** • KS2 disadvantaged mathematics attainment increases from **64% to at least 75%** • The attainment gap between disadvantaged and non-disadvantaged pupils reduces in all year groups. • Internal assessments demonstrate improved fluency and reasoning outcomes for disadvantaged pupils. • Multiplication Tables Check outcomes for disadvantaged pupils improve and move closer to national outcomes
Disadvantaged pupils develop vocabulary, confidence and communication skills which positively impact achievement across the curriculum.	• EYFS Communication and Language outcomes for disadvantaged pupils increase from **63% to at least 75%** • Speaking outcomes in EYFS increase from **63% to at least 75%** for disadvantaged pupils • Oracy learning walks, Voice 21 progression evidence and pupil voice demonstrate improved confidence and use of academic vocabulary. • Teachers report increased participation and quality of pupil talk during structured discussion activities. • Improvements in reading comprehension and writing outcomes demonstrate the impact of improved vocabulary acquisition

Disadvantaged pupils demonstrate improved wellbeing, self-regulation and resilience enabling them to engage successfully with learning.	• Targeted pupils receiving support through ELSA, pastoral interventions and nurture provision demonstrate improved engagement and readiness to learn. • Behaviour incidents involving disadvantaged pupils reduce over the academic year. • Pupil surveys indicate increased feelings of belonging, safety and confidence. • Attendance improvements are evident for pupils receiving targeted SEMH support. • Teachers report improved levels of resilience, self-regulation and independence for identified pupils.

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: £228,823 (50% of pupil premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy: Develop a whole school pedagogical approach to oracy (Elevate Classroom Practice) by continuing to be a 'Voice 21' school with: • Subscription to the Voice 21 exchange • Bespoke training for two identified Oracy champions in school • Extensive CPD for all staff on teaching effective speaking and listening, as well as vocabulary development across the curriculum.	*EEF Oral Language Interventions* *Oral language interventions | EEF* *EEF evidence demonstrates that **Oral Language Interventions have an average impact of +6 months' progress**. High-quality classroom discussion and vocabulary instruction particularly benefit disadvantaged pupils and improve reading comprehension and writing.*	2, 3, 4, 5
Pedagogy: Embed a consistent approach to high-quality teaching across the federation through instructional coaching, adaptive teaching, responsive teaching and evidence-informed pedagogy.	The EEF states that **high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils**. Effective professional development can improve pupil outcomes by approximately **+2 months** when sustained and focused on classroom practice.	2, 3, 4, 5

Recruitment and retention: Release time for key leaders to undertake NPQ for leadership.		
Continue to embed a language-rich curriculum with explicit vocabulary teaching across all subjects.	The EEF Improving Literacy Guidance Reports highlight vocabulary instruction as a key mechanism for improving reading comprehension and writing outcomes. Vocabulary development is particularly important for disadvantaged pupils who may have reduced exposure to academic language.	2, 3, 4, 5
Writing: Strengthen the teaching of writing through modelling, shared writing, sentence-level instruction, purposeful talk and high-quality feedback.	*Improving Literacy in Key Stage 1 | EEF* *Improving Literacy in Key Stage 2 | EEF* *EEF evidence recommends teaching writing through modelling, scaffolding, oral rehearsal and metacognitive approaches. Evidence suggests that explicit instruction and high-quality feedback improve writing outcomes, particularly for disadvantaged learners.*	3, 5
Maths: Continue to develop teaching for mastery in mathematics, including mathematical talk, reasoning and use of representations. Daily Fluency Practice**:** Refine short, focused '***maths meetings'*** in the daily timetable to reinforce basic skills and improve speed and accuracy in maths.	EEF + 2 – *Mastering Mathematics* - the Ark Mathematics Mastery Primary School programme involved 5,108 pupils in 90 schools. The independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months' progress compared to other pupils in comparison schools. *Improving Mathematics in Key Stages 2 and 3 | EEF* *EEF Improving Mathematics Guidance Reports emphasise securing conceptual understanding, mathematical language and structured practice. Teaching for mastery has been shown to support disadvantaged pupils in developing deeper mathematical understanding.*	4, 5

Reading: Implement Evidence-Based Reading Comprehension Strategies: Utilise strategies that focus on enhancing pupils' understanding of texts, such as summarisation, questioning, and clarifying. These strategies have shown a high impact for low cost (Education Endowment Foundation Phonics Instruction: Ensure fidelity to the Little Wandle systematic phonics programme that begins in EYFS and continues through KS1 and Rapid Catch Up in Year 2 and KS2.	reading-comprehension-strategies | EEF *"EEF + 5 - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."*	1, 2, 3, 4, 5

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

Budgeted cost: £114,412 (25% of pupil premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy: Provide pre-teaching and vocabulary interventions for disadvantaged pupils who require additional support to access curriculum content. Specialist 'Speaking Spaces' provision for disadvantaged pupils with the highest level of need.	*EEF Oral Language Interventions* *Oral language interventions | EEF* *Evidence indicates that success in literacy relies on the secure development of language,4 and these skills are amongst the best predictors of educational success.9 Phonological skills at age five, for example, predict reading ability at age seven and vocabulary at age five predicts child's ability to complete the more complex tasks of reading at age 11*	2, 3, 4, 5
Reading: **Small Group Interventions**: Implement targeted small group reading interventions for disadvantaged pupils who are struggling: Little Wandle 1:1 and small group daily Keep up in EYFS and Year 1 for disadvantaged pupils not keeping up in Phonics.	*"EEF + 5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.* *Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum*	2, 3, 4, 5

Little Wandle RCU 1:1 and small group daily lessons Year 2 – 6. HFL Education's Key Stage 1 and 2 Reading Fluency Project: Years 2, 3, 4, 5 and 6 to provide focused support to improve reading fluency and comprehension.	*impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial."*	
Writing: Deliver targeted writing interventions focused on vocabulary, sentence construction, transcription and composition. Writing Conferences: Establish a system for providing regular, specific feedback on writing tasks. This should focus on both strengths and areas for improvement, helping pupils understand their progress and next steps.	*"EEF + 5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.* *Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial."*	1, 2, 3, 4, 5
Maths: Small Group Interventions: Provide targeted small group sessions for disadvantaged pupils who are struggling with maths. These sessions should focus on specific skills and concepts that need reinforcement.	*"EEF + 5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.* *Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.*	1, 2, 3, 4, 5

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

Budgeted cost: £114,412 (25% of pupil premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Whole school attendance policy and procedures to be reviewed alongside the Attendance action plan. Attendance Champions to send regular facebook/email (Moments matter) updates to share the social and academic benefits of regular school attendance, with parents each week. Ongoing CPD for the attendance leads to attend attendance network meetings led by the HAMWIC trust alongside the strategic lead to ensure consistency of approach and implementation of new strategy, procedures and processes. CPD for all teaching and support staff on their role in positively impacting the attendance of their pupils. Provide ELSA support to increase engagement in school/reduce barriers linked to mental health and wellbeing.	Working together to improve school attendance - GOV.UK (www.gov.uk) *Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.* *EEF Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance. The EEF Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance.* *Children are more likely to learn effectively when they have had a healthy breakfast. Encouraging parents to provide this at home is one option; another is to provide a breakfast club in school. Children most likely to benefit should be sensitively targeted through personal contact with parents, sending personalised letters, and proactive efforts to get children into school on time. Where this approach was adopted, parents described feeling that staff cared about them and recognised some of the individual challenges that they faced.*	1, 2, 3, 4, 5, 6
Continue to provide pastoral, ELSA and nurture support to improve emotional wellbeing and readiness to learn.	*EEF research suggests that Social and Emotional Learning approaches can provide **+4 months' progress** alongside improvements in behaviour, relationships and engagement with learning.*	1,6
Develop pupils' self-regulation, resilience and metacognitive strategies through explicit teaching and pastoral support.	*The EEF Toolkit identifies **Metacognition and Self-Regulation** as having among the highest impacts at **+7 months' progress**. Supporting pupils to manage their learning and emotions improves outcomes across the curriculum.*	3, 4, 6

Ensure all disadvantaged pupils have access to enrichment activities, educational visits, clubs, residentials and leadership opportunities through financial support and targeted encouragement.	*EEF and Ofsted evidence suggest enrichment activities improve engagement, attendance, confidence, aspirations and school belonging, particularly for disadvantaged pupils.*	1, 6, 7
Strengthen parental engagement through workshops, curriculum events, reading support and attendance meetings.	*The EEF Toolkit identifies Parental Engagement as having an average impact of **+4 months' progress** when schools work collaboratively with families to support learning.*	1, 2, 3
Continue to provide support for vulnerable pupils through multi-agency working, safeguarding support and early help provision.	*EEF guidance identifies the importance of removing non-academic barriers to learning as part of an effective strategy for disadvantaged pupils.*	1, 6, 7

Total budgeted cost: £457,645

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 to 2026 academic year. See separate Review of Strategy document.

The actual outcomes for disadvantaged children at the end of key stage 1 and key stage 2 are listed below in red compared to the outcome we were working to achieve on our pupil premium strategy:

Intended outcomes:

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Attendance will be at least in line with National expectation. Lateness will reduce:

Our attendance data over the last year indicates that attendance among disadvantaged pupils was **90.3% which is 5.3%** lower than for non-disadvantaged pupils. **95.6%.** Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Whilst attendance remains below our target and national expectations, our analysis continues to show a clear correlation between lower attendance and reduced progress for disadvantaged pupils. Through our attendance procedures, pastoral support and family engagement work, we have established robust systems to identify attendance concerns early and provide targeted support. However, attendance remains a significant barrier for some disadvantaged pupils and will continue to be a key focus moving forward.

The teaching of Reading is secure and consistent across the school.

Early identification of reading barriers will be in place across EYFS, KS1 and KS2; informing planning and assessment and therefore raising attainment for all pupils:

End of Early Years outcomes will be in line with national GLD: In word reading, 58% of disadvantaged children achieved the expected standard or better compared to 79% which is a gap of no more than 21%. In comprehension, 63% of disadvantaged pupils achieved the expected standard or better compared to 79% which is a gap of no more than 16%. Continued refinements to Early Reading provision with a focus on LW intervention in Year 1 to close attainment gap ahead of 2027 PSC. LW keep intervention to continue to be a focus in EYFS from start of the year.

In KS1 at least 65% of pupils will achieve ARE: In KS1, 58% of disadvantaged children achieved the expected standard or better compared to 79% which is a gap of no more than 21%. Although disadvantaged outcomes remain below target, accelerated progress in reading suggests interventions in Year 2 are beginning to positively impact attainment and readiness for KS2. Continued focus on closing the attainment gap needed in Year 3 with targeted intervention for focus disadvantaged pupils.

PSC outcomes will be in line with national: In Year 1, 83% of disadvantaged children achieved the expected standard or better compared to 88% which is a gap of no more than 5%. Attainment gap has reduced from 23% to 5% throughout the year. Year 2 to use Rapid Catch Up to ensure disadvantaged attainment gap is completely closed.

The attainment gap reduced from **23% to 5%** over the course of the year, demonstrating the effectiveness of our phonics teaching and intervention programmes. The continued implementation of Rapid Catch-Up and LW Keep Up interventions will further support disadvantaged pupils as they progress through KS1 and beyond

In KS2 at least 65% of pupils will achieve ARE: In KS2, 61% of disadvantaged children achieved the expected standard or better compared to 82% which is a gap of no more than 21%.

Whilst this demonstrates that further work is needed to close attainment gaps, the strong foundations established through improvements in early reading and phonics provide confidence that outcomes will continue to improve over time.

Overall, reading remains one of the most successful aspects of our Pupil Premium strategy, with particularly strong impact evident within early reading and phonics.

In line with the recommendations of the **Education Endowment Foundation (EEF)**, our next phase of work will continue to focus on high-quality teaching, targeted academic support and wider strategies that address non-academic barriers to learning.

Next Steps

- Sustain investment in high-quality phonics teaching and Rapid Catch-Up interventions.
- Continue early identification of reading barriers through rigorous assessment processes.
- Increase opportunities for disadvantaged pupils to read widely and frequently through targeted reading support and structured reading opportunities.
- Further develop staff expertise in teaching reading comprehension, vocabulary and disciplinary literacy.
- Ensure disadvantaged pupils receive timely intervention when assessment identifies gaps in learning.
- Continue to prioritise reading fluency as a bridge between decoding and comprehension.

Fluent writing will support composition because the pupil's cognitive resources will be freed from focussing on handwriting, spelling and sentence construction and will be redirected towards writing composition.

End of Early Years outcomes will be in line with national GLD: In EYFS, 53% of disadvantaged children achieved the expected standard or better compared to 79% which is a gap of no more than 26%.

In KS1 at least 65% of pupils will achieve ARE in writing. 10% GD: In KS1, 50% of disadvantaged children achieved the expected standard or better compared to 79% which is a gap of no more than 29%.

These outcomes for EYFS and KS1 demonstrate that writing continues to be a challenge for disadvantaged pupils, particularly in the early stages of their education.

In KS2 at least 70% of pupils will achieve ARE in writing. 10% GD: In KS2, 66% of disadvantaged children achieved the expected standard or better compared to 82% which is a gap of no more than 16%.

Writing remains our most significant area for development, particularly within EYFS and KS1.

Next Steps

- Continue to strengthen the explicit teaching of handwriting, spelling and sentence construction to improve transcription fluency.
- Implement structured oral rehearsal opportunities to support sentence development and writing composition.
- Further embed high-quality modelling and shared writing approaches across the school.
- Increase opportunities for pupils to write across the wider curriculum, providing meaningful contexts for writing.
- Ensure disadvantaged pupils receive targeted support focused on specific barriers identified through assessment.
- Develop staff understanding of effective feedback strategies that support writing improvement.

EEF evidence suggests that improving pupils' oral language, vocabulary knowledge and sentence-level construction can significantly improve writing outcomes, particularly for disadvantaged learners.

Consistent and strong modelling in maths is improving outcomes for pupils:

End of Early Years outcomes will be in line with national GLD: In EYFS, 58% of disadvantaged children achieved the expected standard or better compared to 79% which is a gap of no more than 21%.

In KS1 at least 70% of pupils will achieve ARE in maths. 10% GD: In KS1, 53% of disadvantaged children achieved the expected standard or better compared to 83% which is a gap of no more than 30%.

In KS2 at least 75% of pupils will achieve ARE in maths. 10% GD: In KS2, 64% of disadvantaged children achieved the expected standard or better compared to 71% which is a gap of no more than 7%.

Outcomes in KS2 indicate that our mathematics strategy is having a positive impact. However, significant gaps remain in EYFS and KS1.

Next Steps:

- Continue embedding consistent approaches to modelling and scaffolding in mathematics.
- Strengthen early number sense and mathematical language provision within EYFS and KS1.
- Use assessment more precisely to identify misconceptions and deliver responsive intervention.
- Continue targeted tutoring and intervention for disadvantaged pupils who are not on track to achieve age-related expectations.
- Develop staff expertise in adaptive teaching to ensure pupils access appropriate support while maintaining high expectations.

The EEF Improving Mathematics Guidance Reports emphasise the importance of securing conceptual understanding, mathematical talk and timely intervention for pupils who are falling behind.

Improved oral language skills and vocabulary among disadvantaged pupils with strong communication and language skills in children within Early Years, KS1 and KS2.

End of Early Years outcomes will be in line with national in GLD: In KS1, 63% of disadvantaged children achieved the expected standard in communication and language or better compared to 79% which is a gap of no more than 16%.

Communication and language remain a key priority given their influence on attainment across all subjects.

Next Steps

- Continue embedding a whole-school approach to oracy through planned talk opportunities and explicit teaching of discussion skills.
- Develop vocabulary instruction across all curriculum areas, particularly for disadvantaged pupils.
- Strengthen communication and language provision within EYFS through high-quality interactions and structured language interventions.
- Provide regular opportunities for pupils to explain, reason, debate and justify their thinking.
- Continue to use the Oracy Framework to support progression in physical, linguistic, cognitive and social-emotional aspects of communication.
- Monitor the impact of oracy provision on reading comprehension, writing and wider curriculum outcomes.

EEF evidence identifies oral language interventions as one of the most effective and cost-efficient approaches for improving outcomes, particularly for disadvantaged pupils, with benefits extending across reading and writing.

Strategic Priorities for 2026-27:

Based on the evidence gathered through this strategy, our priorities moving forward will be to:

1. Improve attendance and reduce persistent absence among disadvantaged pupils.
2. Sustain the strong impact of phonics and early reading provision.
3. Accelerate progress in writing through improved transcription and composition teaching.
4. Strengthen early mathematics provision to reduce attainment gaps sooner.
5. Further develop communication, language and oracy across all phases.
6. Continue to prioritise high-quality teaching as the primary driver for improving outcomes for disadvantaged pupils.
7. Ensure interventions are carefully targeted, evidence-informed and regularly evaluated for impact.

Through these priorities, we aim to continue reducing attainment gaps and ensure that disadvantaged pupils achieve outcomes that are increasingly in line with, or exceed, those of their peers.

As part of our Pupil Premium strategy, we have continued to invest in a range of wider strategies designed to remove barriers to learning, improve engagement and ensure disadvantaged pupils are able to access the same opportunities as their peers. Consistent with EEF guidance, these approaches have focused on attendance, behaviour, wellbeing, parental engagement and access to enrichment.

Attendance and Family Support:

Targeted pastoral support, regular attendance monitoring and enhanced communication with families have enabled us to identify attendance concerns at an early stage and respond quickly through tailored interventions. Attendance meetings, personalised support plans and signposting to external agencies have helped strengthen relationships between home and school and improve engagement for many families.

Despite these efforts, attendance for disadvantaged pupils remains below that of their peers and continues to be a significant barrier to achievement. Our evaluation of attendance data suggests that pupils who engage consistently with school support show greater improvements in attendance and attainment than those with more complex external barriers. Improving attendance will therefore remain a central priority within the next strategy cycle.

Next Steps:

- Strengthen early intervention procedures for pupils showing emerging attendance concerns.
- Further develop attendance mentoring and personalised support plans.
- Increase collaboration with external agencies where attendance is linked to wider safeguarding or family needs.
- Continue to build strong relationships with families through regular, supportive communication.

Wellbeing, Pastoral Support and Behaviour:

Investment in pastoral provision has enabled many disadvantaged pupils to access emotional support, develop self-regulation skills and engage more effectively in learning. Staff have worked proactively to identify pupils requiring additional support and to ensure that appropriate interventions are implemented in a timely manner.

Behaviour data, pupil voice and classroom observations indicate that most disadvantaged pupils feel safe, supported and included within school life. The availability of trusted adults, pastoral intervention and a consistent behaviour approach has helped many pupils overcome social and emotional barriers that may otherwise have impacted on learning.

However, for a small number of pupils, social, emotional and mental health needs continue to affect engagement and attendance. Ongoing support remains necessary to ensure these pupils can fully access the curriculum.

Next Steps:

- Continue targeted pastoral interventions for pupils with identified social and emotional needs.
- Further develop staff understanding of trauma-informed and attachment-aware practice.
- Strengthen links between pastoral support, attendance and academic outcomes.
- Monitor intervention impact more systematically to ensure resources are targeted effectively.

Enrichment and Wider Opportunities:

We have continued to remove financial barriers to participation in educational visits, curriculum enhancement activities and wider school opportunities. This has enabled disadvantaged pupils to access experiences that broaden cultural capital, develop confidence and support personal development.

Monitoring indicates that disadvantaged pupils have benefited from increased participation in school trips, enrichment opportunities and extracurricular activities. These experiences have supported pupils' engagement with learning, provided opportunities to develop communication and social skills and increased their sense of belonging within the school community.

Pupil voice demonstrates that many disadvantaged pupils value these opportunities and feel more connected to school as a result.

Next Steps:

- Continue to ensure financial barriers do not prevent participation in enrichment opportunities.
- Increase targeted promotion of clubs and extracurricular activities for disadvantaged pupils.
- Track participation rates to identify and address any remaining inequalities in access.
- Develop opportunities that explicitly enhance cultural capital, aspiration and career awareness.

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