# Stoneferry Primary School

# Pupil Premium Strategy 2026-27

This statement details our school's use of pupil premium (and recovery 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 |
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| School Name | Stoneferry Primary School |
| Number of pupils in school | 151 |
| Number and percentage of pupils eligible for PP funding | 23 pupils (14%) |
| Number and percentage of pupils eligible for PP funding and are also SEND | 9 pupils (39%) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024 – 2025<br>2025 – 2026<br>2026 – 2027 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2027 |
| Pupil Premium Lead | Jane Havercroft |
| Nominated member of LGB | Rachael Uney |
| LGB PP Review dates | Termly |

### Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £37,200 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £37,200 |

Part A Pupil premium strategy plan

## Statement of Intent

Stoneferry Primary School is a small inner-city school in Hull, serving a community experiencing high levels of deprivation. The school is located within one of the most deprived quartiles nationally, with 15% of pupils eligible for Pupil Premium funding.

The challenges faced by our vulnerable and disadvantaged pupils are at the heart of this strategy, including those supported by social workers, pupils with additional needs, and young carers. We are committed to addressing barriers to learning and ensuring that social disadvantage does not limit opportunities for success.

At Stoneferry Primary School, our vision is centred on raising ambition and ensuring that every child develops aspirational goals for their future, regardless of their starting point or circumstance. We strive to create a culture where pupils believe in their potential, take pride in their achievements, and are supported to achieve beyond what they may have previously thought possible. Through our values of being responsible, reflective and respectful, we equip pupils with the knowledge, skills and character needed to succeed both in school and in later life.

Our core aim is to remove academic, social, emotional and cultural barriers so that all pupils can achieve their full potential and build strong foundations for future success. We are committed to understanding each child's individual needs, championing their progress and fostering a strong sense of belonging within our school community. Recognising that disadvantage extends beyond economic factors, we aspire for every child to experience success, develop confidence and resilience, and maintain high aspirations for their future.

As a school located on a thriving industrial estate, we make full use of our unique local context through our World of Work programme. Working in partnership with local employers and businesses throughout the year, pupils gain valuable insight into a wide range of careers, workplaces and future pathways. These experiences help to broaden horizons, raise aspirations and challenge perceptions of what is possible. We believe that meaningful engagement with employers is particularly important for our disadvantaged pupils, helping them to develop confidence, resilience and ambition whilst equipping them with the knowledge and skills needed to make informed choices about their futures. Through these partnerships, pupils develop an understanding of the diverse opportunities available beyond school and are encouraged to aspire to achieve their full potential.

At Stoneferry Primary School, quality first teaching is at the heart of our approach. We recognise that high-quality teaching has the greatest impact on improving outcomes and narrowing attainment gaps for disadvantaged pupils, while also benefiting all learners. We are committed to

ensuring that every pupil accesses a broad, ambitious and inclusive curriculum, delivered through high-quality classroom practice that is responsive to individual needs and enables children to build knowledge, skills and understanding over time.

Our approach is rooted in a whole-school commitment to disadvantaged pupils and reflects our belief that all members of our school community have a responsibility to contribute to success. Every member of staff takes responsibility for understanding the barriers our pupils face and maintains high expectations for their achievement, attendance, behaviour and personal development. Through high-quality, research-informed professional development, we continually develop staff expertise to ensure effective teaching, timely intervention and meaningful support.

We encourage pupils to be responsible learners, taking ownership of their learning and recognising the impact of their choices and actions. We nurture reflective learners who can identify their strengths, learn from challenges and persevere when faced with difficulties. We also promote respectful relationships, ensuring that every child feels valued, supported and able to thrive within a positive and inclusive environment. We believe that every child can succeed when provided with the right opportunities, challenge and encouragement.

At Stoneferry, we will utilise our Pupil Premium funding to enable disadvantaged pupils to catch up, raise their aspirations and thrive. Specifically, we will:

- Identify and support disadvantaged pupils at the earliest opportunity.
- Ensure early intervention addresses educational, social, emotional and pastoral needs before barriers become entrenched.
- Implement evidence-informed strategies to improve learning and achievement.
- Deliver high-quality teaching that provides appropriate challenge, clear learning goals and opportunities to build knowledge and understanding over time.
- Foster high levels of ambition by providing enriching experiences, including our World of Work programme and employer partnerships, which broaden pupils' horizons, raise aspirations and inspire future ambitions.
- Develop pupils' sense of responsibility through opportunities for leadership, independence and active participation in school life.
- Encourage reflection through assessment, feedback and pastoral support, enabling pupils to recognise their achievements and identify next steps.
- Promote respectful relationships and positive behaviour that support learning and wellbeing.
- Invest in staff development to strengthen classroom practice and intervention delivery.
- Work closely with parents, carers and relevant professionals.
- Maintain high expectations for all pupils.

Our strategy forms part of our wider commitment to school improvement and educational recovery. This is a three-year plan which provides a clear framework for sustained improvement

whilst remaining responsive to the changing needs of our pupils and community. We recognise that the barriers faced by disadvantaged pupils are varied and can evolve over time. Therefore, the strategy will be reviewed regularly to evaluate its impact, adapt provision where necessary and ensure funding continues to be targeted effectively.

As a reflective school, we continuously evaluate our provision and outcomes to ensure that resources are used effectively and that support remains responsive to individual need. Rather than relying on assumptions about disadvantage, we use robust assessment, professional knowledge and strong relationships with families to ensure support is personalised and meaningful.

We are confident that these strategies will help to narrow attainment gaps, improve outcomes and enhance pupil wellbeing. While the causes of disadvantage are complex and often beyond our direct control, we are committed to making a meaningful difference. By combining evidence-based approaches, effective teaching, a rich and engaging curriculum, and meaningful partnerships with families, employers and the wider community, we aim to empower every pupil to reach their full potential, raise their ambitions, become responsible and reflective learners, show respect for themselves and others, and make a positive contribution to society.

Our funding decisions are informed by the Education Endowment Foundation's recommendations on effective Pupil Premium spending.

## Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Attendance and punctuality<br>Attendance of disadvantaged pupils is lower than that of non-disadvantaged. Low attendance would impact on academic achievement. Personal, social and emotional development is lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time. Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting. If left unsupported, many vulnerable pupils eligible for the pupil premium would be in danger of becoming non-attenders, reducing school hours and causing them to fall behind. The percentage of children classed as PA is higher for disadvantaged than for non-disadvantaged. |
| 2 | Communication & Interaction |

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| | Language and literacy skills on entry to EYFS are below those typically expected for children of this age. This can have a significant impact on early attainment in reading, writing and phonics across Reception and Key Stage 1, which may in turn affect outcomes at Key Stage 2. |
| 3 | Academic Readiness/ Achievement<br>A majority of disadvantaged pupils have low prior attainment and gaps in prior knowledge which means they are often not ready to access the curriculum and can fall behind their peers.<br>Decoding and reading skills, although continually improving, in KS2 there are gaps in phonic knowledge and fluency, meaning that children are finding it more of a challenge to access the wider curriculum. Parental engagement in home reading routines is sporadic for disadvantaged pupils, thus decoding skills may be below age related expectation. |
| 4 | Readiness for Learning<br>Analysis of CPOMS records, alongside discussions with pupils, families and staff, highlights that some disadvantaged pupils face social, emotional and mental health challenges, including low self-esteem, reduced self-confidence and difficulties with emotional regulation. These issues, which have been exacerbated for some pupils following the Covid-19 pandemic, can impact attendance, readiness for learning and ultimately academic attainment and progress |
| 5 | Lack of exposure to cultural/ extra-curricular experiences<br>Some children, particularly those who are disadvantaged have narrowed experiences beyond the home or school and do not readily access opportunities to engage in clubs/activities that could enrich their lives |
| 6 | Our school is beginning to see an increase in social deprivation in the local community. We now have more children living below the poverty line, having to deal with temporary housing arrangements and living with parents with mental health/domestic violence issues. |
| 7 | EAL<br>Internal assessment and observation data show that disadvantaged pupils with English as an Additional Language (EAL) underperform compared to their non-disadvantaged peers. Specifically:<br><br>• Although, in our 2026- 2027 context currently, 0% of EAL pupils are on the Pupil Premium register. However, this is currently under review as parents have submitted eligibility forms. This figure may change once applications have been processed and confirmed. |

## 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 |
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| Improved oral, vocabulary and acquisition of language skills amongst disadvantaged pupils Assessments and observations indicate significantly improved oral and written language in disadvantaged pupils. | This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutiny, ongoing formative assessment, and pupil voice. |
| Improve academic achievement and attainment for disadvantaged pupils, particularly in the early years and core subjects, through the development of strong early reading, writing and mathematical foundations. This will be evidenced by improved outcomes in EYFS, including Good Level of Development (GLD), enhanced writing attainment through the development of fine motor skills and increased opportunities for purposeful writing, improved attainment in the Year 1 Phonics Screening Check and Year 4 Multiplication Tables Check, and higher attainment in Reading, Writing and Mathematics Combined at the end of Key Stage 2. | The percentage of disadvantaged pupils achieving a **GLD** at the end of EYFS is in line with or exceeds national figures.<br><br>Improved outcomes in the EYFS Early Learning Goals, particularly in **Communication and Language, Literacy and Mathematics**, with gaps between disadvantaged and non-disadvantaged pupils diminishing.<br><br>Disadvantaged pupils demonstrate improved fine motor control and writing skills, resulting in increased attainment in EYFS writing outcomes.<br><br>The percentage of disadvantaged pupils meeting the expected standard in the **Year 1 Phonics Screening Check** is in line with or above national averages.<br><br>The percentage of disadvantaged pupils achieving the expected standard in the **Year 4 Multiplication Tables Check** increases year-on-year and moves closer to or exceeds national outcomes. |

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| | Disadvantaged pupils' attainment in **reading** improves across the school, with end of KS2 outcomes in line with or above national figures.<br><br>Disadvantaged pupils' attainment in **writing and mathematics** improves across the school, with a greater proportion achieving age-related expectations.<br><br>The percentage of disadvantaged pupils achieving the expected standard in **Reading, Writing and Mathematics Combined** at the end of KS2 is in line with or above national figures.<br><br>Internal assessment data demonstrates that disadvantaged pupils make good progress from their starting points in reading, writing and mathematics, with attainment gaps continuing to narrow. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils- gaps between disadvantaged and non-disadvantage closed and PA reduced | The overall absence rate for all pupils is in at least in line with national average<br>The attendance gap between disadvantaged pupils is at least in line with national average<br>The % of all pupils who are persistently absent is lower than the national average<br>The gap between disadvantaged pupils and others in school is closing year on year<br><br>On an annual basis we will aspire to:<br>Narrow the absence gap between disadvantaged pupils and others<br>Narrow the gap between disadvantaged pupils and others in terms of PA and also number of pupils late |
| Increase access to opportunities for children to be involved in experiences which promote | Through teaching, modelling, and practise, children gain an increased capacity to |

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| self-regulation, following simple instructions, showing empathy to others | regulate their thoughts, emotions, and actions<br>Children resist their impulses and control how they direct their attention. Children are able to hold information in mind so they can apply it to different situations<br>Increased outcomes for pupils in PSED in EYFS |
| Increase access to experiences and opportunities beyond the school. Widen pupils' horizons and aspirations. | Children access a wide range of extra-curricular opportunities-this includes trips, visitors, workshops etc. |
| Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support. | All PP will feel engaged in the school environment and will have opportunities to discuss support within the home. |

## Activity in this academic year

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

### Teaching

**Budgeted cost: £18,600**

| Challenge number(s) addressed | Activity | Evidence that supports this approach |
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| 3,4 | Deliver high-quality CPD focused on quality first teaching and curriculum implementation through coaching, collaboration and Trust-wide networking opportunities. Leaders will be provided with dedicated time to monitor, evaluate and refine curriculum provision, ensuring | High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Effective professional development strengthens teacher knowledge, pedagogical expertise and curriculum |

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| | consistently strong teaching and improved outcomes for all pupils, particularly those who are disadvantaged. | delivery, leading to improved pupil attainment.<br><br>Effective Professional Development \| EEF<br><br>High-Quality Teaching \| EEF |
| 2, 3, 4, | Targeted teaching of reading, writing and maths will be provided through small group support in Year 6, supported by an additional Teaching Assistant. High-quality CPD will also be delivered by school staff to strengthen provision for SEND and disadvantaged pupils, focusing on quality first teaching and curriculum delivery. Training will develop staff expertise in using assessment effectively to accurately pitch learning and provide appropriate challenge, alongside the use of flexible grouping and effective checks for understanding to support pupils' progress across the wider curriculum. | Targeted teaching and effective Teaching Assistant interventions can improve pupil outcomes when support is carefully planned and based on identified need. Alongside this, high-quality professional development strengthens teacher expertise, curriculum delivery and the effective use of assessment, helping to improve outcomes, particularly for disadvantaged pupils.<br><br>Teaching Assistant Interventions \| EEF<br>Effective Professional Development \| EEF<br>Small group tuition EEF |
| 2, 3, 4, | To improve reading outcomes for disadvantaged pupils, we will continue to develop the quality of phonics and reading provision through the effective implementation RWI programme. Funding will be used to provide ongoing training, coaching and release time for staff, enabling leaders to monitor provision, support teaching and ensure consistency across the school. Additional adults will be deployed | Provide targeted support, informed by accurate assessment, to address specific barriers to learning. The EEF also highlights the importance of vocabulary development, which is particularly relevant for PP pupils. High-quality reading lessons should include explicit instruction in vocabulary. Creating a reading-rich environment and fostering a love of reading can also be beneficial for PP pupils, as they may have less exposure to books at home. |

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| | during phonics and reading lessons to provide targeted support and intervention. Regular phonics assessments, including in Key Stage 2, will identify gaps in learning and inform timely intervention. Fluency checks in Years 3–6 will ensure pupils access appropriately matched reading books and receive the support needed to develop reading accuracy, fluency and comprehension. Funding will also support the purchase of high-quality reading resources and RWI materials to strengthen teaching and improve outcomes for all pupils, particularly those who are disadvantaged. | Vocabulary EEF<br>Phonics teaching and learning EEF |
| 2,3,4 | Implement and embed a progressive approach to the teaching of core mathematical skills, including opportunities to develop fluency, recall and conceptual understanding. This will be supported through high-quality curriculum resources and CPD for staff. | Developing pupils' fluent recall of mathematical facts alongside secure conceptual understanding can improve attainment in mathematics. Effective teaching should build on pupils' prior knowledge and use assessment to inform learning.<br>Improving Mathematics in Key Stages 2 and 3 \| EEF |
| 2,3,4 | Deliver high-quality CPD for leaders and teachers on the effective use of a range of Means of Participation strategies to increase pupil participation, engagement and attainment. Staff will develop a consistent approach to promoting active involvement, checking understanding and ensuring all pupils | Research suggests that participatory teaching approaches can increase cognitive, behavioural and emotional engagement. Regular opportunities for all pupils to participate can improve attention, motivation, confidence and learning outcomes, particularly when participation is structured and inclusive. |

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| | can contribute successfully to learning. | Student engagement / Edutopia<br>Metacognition and Self-Regulated Learning \| EEF |
| 2, 3, 4 | Purchase a range of high-quality, engaging texts representing a variety of genres, authors and cultures to support the teaching of reading, comprehension and vocabulary development. Texts will be used to enhance guided reading and whole-class reading lessons, promote reading for pleasure. Resources will be carefully selected to broaden pupils' experiences, improve reading fluency and comprehension skills, and foster a lifelong love of reading. | Reading high-quality texts and explicitly developing vocabulary, reading fluency and comprehension can improve literacy outcomes. Exposure to a wide range of texts also supports language development and engagement with reading, particularly for disadvantaged pupils.<br>Improving Literacy in Key Stage 2 \| EEF |
| 7 | Improve the attainment of disadvantaged pupils who speak English as an Additional Language (EAL).<br>A focus on explicit vocabulary instruction, scaffolding and metacognitive strategies will support pupils to access the curriculum, develop language proficiency and achieve well across all subjects. Subject-specific vocabulary and academic language will be taught explicitly to enable pupils to understand and use the language of learning with confidence. Teachers will use scaffolding strategies, including sentence stems, writing frames and visual supports, to ensure | Explicit teaching of vocabulary and spoken language has been shown to improve learning and literacy outcomes, particularly for disadvantaged pupils, by helping them access and articulate curriculum knowledge.<br>Oral Language Interventions \| EEF |

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| | pupils can access learning successfully while developing their independence. Opportunities for reflection, self-questioning and structured discussion will further strengthen pupils' metacognitive skills and language development.<br><br>To accelerate English language acquisition, the school will purchase and implement FlashAcademy, providing personalised support tailored to individual pupils' needs. Teachers and support staff will receive training to ensure the programme is used effectively and complements high-quality classroom practice. Pupil progress will be monitored through assessment information and FlashAcademy data to ensure that support remains targeted, responsive and effective. | |

Targeted Academic Support

Budgeted cost £9,300

| Challenge number(s) addressed | Activity | Evidence that supports this approach |
|---|---|---|
| | Provide targeted small-group interventions in reading, writing and mathematics for Year 6 pupils, delivered by qualified teachers and trained support staff, to address | Small-group tuition is most effective when it is targeted at pupils' specific needs and delivered by skilled adults. Evidence suggests it can provide around |

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| | identified gaps in learning and accelerate progress. | four months' additional progress over the course of a year.<br><br>Teaching Assistant Interventions \| EEF<br>Small group tuition EEF |
| 2, 3, 4, | Teacher and support staff led phonics interventions for disadvantaged pupils. | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. 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.<br><br>Phonics teaching and learning EEF |
| 2,3,4 | A whole-school approach to identifying and addressing gaps in foundational knowledge through targeted intervention, enabling pupils to develop fluency, confidence and automaticity in key skills. | Securing foundational knowledge and developing fluency are essential for future success. Pupils who have mastered key knowledge and skills are better able to access more complex learning across the curriculum.<br><br>Strong foundations in the first years of school - GOV.UK.<br>Improving Literacy in Key Stage 2 \| EEF |
| 2, 3, 4, 6 | Embedding our reading for pleasure resources within the school to | Creating a culture that promotes reading for pleasure is likely to support |

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| | support reading at home as well as school (Book Corners, Improve and modernise the library. These along with additional resources will ensure the children are exposed to a range of texts, new language and support their progress in reading and its key skills. This will enhance the level of pupil oracy in all children. | pupils' motivation and engagement with reading. This can be achieved through a range of strategies, including providing access to a wide range of books, creating dedicated reading spaces, and encouraging pupils to talk about books.<br><br>Improving Literacy in Key Stage 1 \| EEF |
| 2, 3, 4 | Fresh Start sessions to target KS2 pupils who require further support with reading. TA to deliver Fresh Start sessions & intervention weekly. | There is a good evidence base to show that Fresh Start enhances progress for children in years 5-8.<br>Phonics teaching and learning EEF |
| 2, 3, 4 | Pupils with SEND are provided with specific, appropriate provision to meet their needs.<br><br>•SENCO to have increased release time in order to monitor quality of teaching of these pupils and support teachers.<br>•Relevant training in relation to SEND, including bespoke training for our SEND Provision 'Stepping Stones'.<br>•Educational psychologist to be able to identify specific needs. | Recognising that 'what teachers do, know and believe matters more to the achievement of students than anything else we can influence.' (Coe et al., 2020:8), a key focus has been on enhancing Quality First Teaching (QFT) practices. By equipping teachers with the knowledge and skills to implement effective pedagogy, such as differentiated instruction, assessment for learning, and the creation of engaging and inclusive learning environments, we aim to address the core principle that high-quality teaching is foundational to improving outcomes for all pupils, including those with SEND. This approach is further supported by the understanding that improving teaching can contribute to a reduction in the overall prevalence of identified SEND needs as highlighted by Ofsted (2010). |

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| | | Effective Professional Development \| EEF |
| 2 | One-to-one speech and language interventions as well as building oracy into teaching and purchasing the WELCOMM speech and language screening and intervention programme. | Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, 3 7 including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.<br><br>Oral Language Interventions \| EEF |

**Wider Strategies**

**Budgeted cost £9,300**

| Challenge number(s) addressed | Activity | Evidence that supports this approach |
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| 1 | Maintain a full-time Wellbeing and Attendance Officer to implement the school's attendance strategy in line with the national attendance framework. The officer will work closely with disadvantaged pupils and their families to promote good attendance and punctuality, identify barriers to attendance, provide early intervention and targeted support, | The DfE's guidance *Improving School Attendance* highlights the importance of building strong, respectful relationships with families and providing timely support to remove barriers to attendance. Having a dedicated member of staff with responsibility for attendance enables rapid intervention, consistent communication and |

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| | and build positive relationships with families to improve engagement and attendance outcomes. | coordinated support for vulnerable pupils and their families.<br><br>Research suggests that parental communication interventions can improve attendance by increasing parents' awareness of absence patterns and the educational impact of missed learning. Regular engagement with families can encourage greater parental involvement and support improved attendance outcomes. |
| 1 | Attendance Incentive Program and Sense of Belonging: Establish an attendance incentive program, including rewards for pupils with excellent or improved attendance, such as certificates, prizes, and class based rewards. | Participation in enrichment programmes, peer support systems, and volunteer opportunities help students feel engaged and develop a sense of identity within the school. These activities are particularly beneficial for disadvantaged students, as they provide a platform for building self-worth and social connections<br><br>N8 Research Partnership 2024 |
| 6 | Parental Support for PP: Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support. | Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.<br><br>Parental Engagement \| EEF |

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| 5, 6 | Subsidised Educational Visits: Provide funding for all pupils, particularly those eligible for Pupil Premium, to attend a wide range of educational trips and cultural experiences (museums, theatres, art galleries, outdoor educational trips) to broaden their horizons and enhance their learning. | Early years and primary school experiences, along with better home learning environments in the early years and up to the age of 7, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage<br><br>Sutton Trust |
| 5, 6 | Developing access to extra – curricular and lunchtime clubs for all PP to experience across the year. Tigers Trust, HKR, Music (Rocksteady) | Early years and primary school experiences, along with better home learning environments in the early years and up to the age of 7, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage.<br><br>Sutton Trust |
| 4, 6 | Enhance the quality of social and emotional (SEL) learning. Therapeutic interventions, mental health and support services, Emotional and Social Support Programs - ELSA | 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):<br><br>Education Endowment Foundation |
| | OPAL play- To improve the quality of play during break and lunchtimes with a focus on children's (non-cognitive skills- motivation, resilience, creativity, social competencies) | In a wide range of studies from a variety of disciplines, researchers have established an association between non cognitive skills and academic outcomes (Bowles & Gintis, 2002; Farkas, 2003; Heckman et al., 2006; Jencks, 1979; Lleras, 2008). Furthermore, these researchers have suggested that investing in the development of these non-cognitive factors would yield high |

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| | | returns in future educational and employment outcomes, and help close the attainment gap between advantaged and disadvantaged young people (e.g., Heckman et al., 2006). |
| 1 | Children have their teeth varnished and inspected in school. Teeth checked by dentist annually. | Poor dental health impacts on attendance in school as outlined in the DfE guidance, Health Matters: Child Dental Health. |
| 2, 3, 4, 5 | Purchase SLAs for library and museum services, including access to artefacts, workshops and enrichment opportunities, alongside author visits and literary events. These experiences will broaden pupils' knowledge, vocabulary and cultural capital, providing meaningful contexts for speaking, reading and writing, particularly for disadvantaged pupils. | Research shows that enrichment opportunities such as author visits, museums, libraries and the use of artefacts help to develop vocabulary, background knowledge and cultural capital. The DfE's *Reading Framework* (2021) highlights the importance of reading fluency and comprehension in enabling pupils to access a wide range of texts and curriculum knowledge. These experiences provide meaningful contexts for reading, discussion and writing and are particularly beneficial for disadvantaged pupils who may have fewer opportunities to access them outside of school. |
| | Purchase SLA for music: wider opportunities and extra music lessons.<br>(all year 4 children to play an instrument in addition to offer 1:1 sessions for UKS2). To broader children's experiences and foster talent. To ensure equality of access to | Disadvantaged children take part in extra music lessons to foster talent and increase aspirations. This will enhance cultural capital and provide opportunities for raising aspirations and finding new interests for the children that they may not have been offered previously. |

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| | music lessons regardless of disadvantage. | |

Total budgeted cost: £37,200

## Part B: Review of the previous academic year 2025 2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

| Intended outcome | Success Criteria |
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| Improved oral, vocabulary and acquisition of language skills amongst disadvantaged pupils | Assessments and observations indicate significantly improved oral language for disadvantaged pupils |

- By the end of EYFS, disadvantaged pupils show positive progress in communication and language; however, attainment remains below local and national averages, and further work is needed to close the gap, particularly in speaking, listening and understanding.
- Speech and Language Therapy interventions were delivered effectively and informed classroom practice. Staff training increased capacity to support pupils' speech, language and communication development across the school.
- Oracy was increasingly embedded across the curriculum through high-quality teaching strategies, including echo reading, performance reading and structured talk opportunities.
- Reader's Theatre was implemented across KS2 to develop reading fluency, expression, confidence and comprehension, contributing to increased engagement in reading and improved oral communication skills.
- Oracy-focused CPD and monitoring supported greater consistency in classroom practice, ensuring purposeful opportunities for talk and discussion were planned across the curriculum.
- Whole-school teaching and learning strategies, including approaches that promote equitable participation, increased pupil engagement and enabled more pupils to contribute confidently to classroom discussions and learning activities.
- Pupils demonstrated improved confidence when explaining their thinking, responding to questions and participating in collaborative learning activities.

- The school's focus on communication and oracy strengthened pupils' language development and supported access to learning across the wider curriculum.

| Intended outcome | |
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| Academic achievement. Improve outcomes for pupils in GLD, Y1 Phonics Screening Check, Y4 Multiplication Check and Reading, Writing, Maths Combined at KS2. | |

**Year 6**

KS2 Reading, Writing and Mathematics (Combined)

- KS2 combined Reading, Writing and Mathematics (RWM) outcomes for disadvantaged pupils improved markedly from 0% in the previous year to 40% this year. This represents significant progress and demonstrates the positive impact of the school's strategies to support disadvantaged learners.

KS2 Reading and Mathematics Scaled Scores

- Further evidence of improved attainment can be seen in KS2 scaled scores. The average Reading scaled score for disadvantaged pupils increased from 100 to 101, while Mathematics increased significantly from 95 to 102. These outcomes indicate stronger attainment across the cohort and reflect the effectiveness of targeted intervention and quality-first teaching.

Higher Attainment

- The proportion of disadvantaged pupils achieving Greater Depth in Mathematics rose from 0% to 30%. This demonstrates that an increasing number of disadvantaged pupils are not only meeting expected standards but are also attaining at a higher level.

Next Steps

- While these improvements are encouraging, further work is needed to raise standards in Reading, Writing and Mathematics and continue to narrow attainment gaps between disadvantaged pupils and their peers. The school will

continue to focus on high-quality teaching, targeted intervention and effective use of Pupil Premium funding to secure sustained improvements.

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Multiplication check

- Disadvantaged pupils achieved exceptionally well in the Year 4 Multiplication Tables Check. Seven of the eight disadvantaged pupils achieved full marks (25/25), with the remaining pupil scoring 24/25. This resulted in an average score of 24.9, which exceeded the performance of non-disadvantaged pupils. Furthermore, 100% of disadvantaged pupils achieved a score of 24 or above, demonstrating excellent recall, fluency and confidence in multiplication facts

Year 1 phonics

- In 2026, 80% of disadvantaged pupils met the required standard in the Phonics Screening Check, representing a significant improvement from the 50% achieved in both 2024 and 2025. This outcome placed disadvantaged pupils above both the local authority and national averages of 68.3%, demonstrating the strong impact of the school's phonics provision and targeted support. The improvement reflects the effectiveness of early identification, high-quality phonics teaching and focused intervention programmes. A greater proportion of disadvantaged pupils are now developing the phonics knowledge and decoding skills needed to become confident readers. While these outcomes are very encouraging, the school will continue to prioritise phonics provision and targeted support to ensure that all disadvantaged pupils achieve the expected standard and sustain this strong performance in future years.

Year 2 phonics

- In 2026, 66.7% of disadvantaged pupils achieved the required standard in phonics by the end of Year 2, an improvement on the 60% achieved in 2025. This reflects a narrowing of the attainment gap and demonstrates the positive impact of continued phonics support and intervention. The outcome should be considered in the context of a very small cohort of 14 pupils. Of the four pupils who did not achieve the expected standard, three have SEND and Education, Health and Care Plans (EHCPs), while the fourth pupil is new to English and is supported as an EAL learner. The school recognises the additional barriers faced by these pupils and has implemented targeted strategies to support their progress. While there has been

improvement, the school remains committed to ensuring that all pupils develop secure phonics knowledge and decoding skills through high-quality teaching, early identification of need and focused intervention.

EYFS

- Early Years Foundation Stage outcomes for disadvantaged pupils improved, with 71.4% (5 out of 7 pupils) achieving a Good Level of Development (GLD). The two pupils who did not achieve GLD both had identified additional needs, with one pupil having an EHCP and the other receiving SEND support for speech and language difficulties. Notably, 100% of disadvantaged pupils who joined Reception from settings other than the school's Nursery (FS1) achieved GLD, demonstrating the effectiveness of transition arrangements and targeted support. These outcomes reflect the positive impact of early intervention and high-quality provision, enabling the majority of disadvantaged pupils to achieve age-related expectations and establish a strong foundation for future learning.

| Intended outcome | Success Criteria |
|---|---|
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils- gaps between disadvantaged and non-disadvantage closed and PA reduced | |

Absence Reporting

- Attendance for disadvantaged pupils remains strong when compared with national figures. Overall absence for disadvantaged pupils was 7.8%, slightly below the national figure of 8.0%, indicating that disadvantaged pupils attended school more regularly than disadvantaged pupils nationally.
- Persistent absence among disadvantaged pupils was 27.7%, broadly in line with the national rate of 27.1%. While this remains higher than the school's overall persistent absence rate of 16.8% and the rate for non-disadvantaged pupils

(11.5%), it reflects a small gap when compared with national disadvantaged pupil figures.

- There were no disadvantaged pupils classed as severely absent (0%), compared with 1.4% across the whole school cohort and 2.1% of non-disadvantaged pupils. This is a significant strength and demonstrates the effectiveness of targeted attendance support for the most vulnerable pupils.
- Although attendance outcomes for disadvantaged pupils compare favourably with national figures, reducing persistent absence remains a key priority. The school will continue to work closely with families to improve attendance, further reduce persistent absence and ensure disadvantaged pupils benefit from the highest possible levels of engagement in learning.

| Intended outcome | Success Criteria |
|---|---|
| To improve pupils' self-regulation, emotional wellbeing and readiness to learn through increased opportunities to develop resilience, empathy, independence and positive learning behaviours. | Through teaching, modelling and practice, pupils demonstrate an increased ability to regulate their thoughts, emotions and actions.<br>Pupils show improved attention, impulse control and the ability to follow instructions independently.<br>Pupils are able to retain and apply information in different contexts.<br>Improved outcomes for pupils in Personal, Social and Emotional Development (PSED) in EYFS. |

- The school successfully achieved re-accreditation of the Wellbeing Award for Schools, demonstrating the positive impact of our work to support the wellbeing of pupils, staff and families.
- Emotion Coaching training has been delivered to staff and is embedded across the school, strengthening support for pupils' social, emotional and mental health needs, particularly those who are disadvantaged.
- Through explicit teaching, modelling and practice, pupils have developed greater self-regulation skills, demonstrating improved emotional awareness, impulse control and readiness to learn.

- The school's investment in trauma-informed practice and the implementation of a relational behaviour policy have contributed to sustaining high levels of wellbeing across the school.
- Outcomes in Personal, Social and Emotional Development (PSED) remained strong, with 86% of children achieving the expected level of development in 2026, exceeding both the local authority average (80.5%) and national average. Children demonstrated positive outcomes in self-regulation, managing self and building relationships, reflecting growing confidence, independence and resilience. This suggests that the school's focus on emotional wellbeing, positive learning behaviours and readiness to learn has had a positive impact, enabling children to engage successfully in learning and develop positive relationships with others.
- Pupil voice and staff observations indicate improved wellbeing, engagement and confidence in learning.

| Intended outcome | Success Criteria |
|---|---|
| To increase access to enrichment opportunities and experiences beyond the classroom, widening pupils' horizons, developing cultural capital and raising aspirations, particularly for disadvantaged pupils. | Pupils access a wide range of enrichment opportunities, including educational visits, visitors, workshops and extra-curricular activities.<br>Increased participation in enrichment activities, particularly among disadvantaged pupils.<br>Pupil voice demonstrates increased aspirations, confidence and engagement with learning. |

- An increased number of disadvantaged pupils now participate in extracurricular activities, educational visits, workshops and enrichment experiences through targeted support and funding.
- Pupils have benefitted from a wide range of opportunities beyond the classroom, helping to develop cultural capital and broaden their understanding of the wider world.
- Educational visits, visitors and enrichment activities have provided pupils with meaningful experiences to support learning across the curriculum including residential visits, local visits and London visits.
- Pupil voice demonstrates increased confidence, engagement and enthusiasm for learning as a result of these opportunities.

- Pupils are able to draw upon a wider range of experiences in their speaking, reading and writing, contributing to improved engagement and aspirations for the future.

| Intended outcome | Success Criteria |
|---|---|
| To strengthen parental engagement, particularly with harder-to-reach disadvantaged families, and ensure appropriate support is accessed through external agencies where needed. | Increased parental engagement with school through meetings, workshops and communication.<br>Families are supported to access appropriate external services and interventions.<br>Disadvantaged pupils and their families feel well supported and engaged within the school community.<br>Pupils have opportunities to discuss and access support relating to their wellbeing and home circumstances where appropriate. |

- Parental engagement has increased significantly, with high attendance at parents' evenings, SEND coffee mornings, workshops and a range of school events throughout the year.
- Stronger relationships between home and school have enabled earlier identification of need and more effective support for pupils and families.
- Families have been successfully supported to access external agencies and specialist services where appropriate.
- Disadvantaged pupils and their families report feeling well supported and valued within the school community.
- Improved communication and engagement with families have contributed to increased pupil participation, wellbeing and positive engagement with school.