Pupil premium strategy statement 2026-2027



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.

Pupil Premium funding is allocated to schools based upon the number of children on roll from low income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes children that are 'looked after'. The funding is provided for the specific purpose of increasing attainment and progress of these groups of children. An additional premium is provided based upon the number of pupils who have a parent working for the armed services. This service premium is designed to address the emotional and social well-being of these pupils.

School overview

Detail	Data
School name	Phoenix Infants and Nursery School
Number of pupils in school	134 (116 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	25 / 116 – 21% in full time school are PP 18.11.26
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 / 2025 2025 / 2026 **2026 / 2027**
Date this statement was published	November 26
Date on which it will be reviewed	December 27
Statement authorised by	Lisa Harper, Headteacher
Pupil premium lead	Nicola Broad, Deputy Headteacher
Governor / Trustee lead	Sonya Hand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41850
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	£41850

Part A: Pupil premium strategy plan

Statement of intent

The rationale for our pupil premium spending is grounded in the belief that all pupils, irrespective of their backgrounds or the challenges they face, should make good or better progress and achieve high attainment across all subject areas. Our pupil premium strategy focuses on supporting disadvantaged and vulnerable pupils to reach this objective, ensuring that we also cater for the progress of those who are already high attainers.

We address barriers to learning by tailoring our curriculum to meet the diverse needs of our children. Our curriculum embodies a rich amalgamation of knowledge and skills while prioritising vocabulary and Oracy development. We nurture independence and broaden experiences through our approach, encapsulated in the ethos of Learning is Loved, where language, opportunities, values, excellence, and diversity are interwoven throughout our educational delivery.

At the heart of our strategy lies high-quality teaching, which has consistently demonstrated the greatest impact on closing the disadvantage attainment gap. This rigorous approach benefits not only our disadvantaged pupils but also their non-disadvantaged peers. Our curriculum undergoes continual review and adjustment to inspire and excite all learners, reinforcing our commitment to achieving consistently excellent teaching as the key to raising attainment.

Our Pupil Premium Strategy is aligned with wider school improvement priorities, ensuring that all pupils are supported to reach their full potential regardless of their background, circumstances, or any barriers they may face. We are committed to providing high-quality teaching, targeted support, and enriching opportunities that enable every child to succeed both academically and personally. All staff, including the Governing Body, share responsibility for ensuring the progress and achievement of all pupils and are dedicated to meeting their pastoral, social, emotional, and academic needs within a caring, inclusive, and nurturing environment.

By ensuring our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, we adopt several specific strategies to enhance effectiveness. These include

- Ensure all pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure a research base is used – e.g. EEF/ National College
- Detailed case studies ensure through monitoring and impact of support and interventions
- Ensure opportunities are in place to develop cultural capital – e.g. hands on experiences/ visits and visitors
- High aspirations - children having the tools to aim high –e.g. attitudes to learning/ growth mindset

Challenges

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

Challenge number	Detail of challenge
1: Oral Language and Communication	Assessments, observations, and Reception Baseline Assessment (RBA) outcomes indicate that many disadvantaged pupils enter school with significantly underdeveloped oral language and vocabulary skills. Increasingly, children are starting Nursery with speech and language difficulties, and in some cases, adults find it challenging to fully understand their communication. This trend is reflected within our EYFS cohort, where communication and language remain a significant barrier to learning. The recent opening of our Enhanced Provision Unit (EPU) has further highlighted this need, as communication is the primary area of difficulty for many pupils, with the majority being pre-verbal. Addressing these challenges is essential to support pupils' overall development, engagement in learning, and future educational success.
2: Attendance	The challenges surrounding attendance for some Pupil Premium (PP) pupils are complex. Attendance rates for PP pupils within the school are consistently lower than those of their non-disadvantaged peers, although they remain broadly in line with national figures for disadvantaged pupils. A significant factor affecting attendance is the financial pressure experienced by some families, with a number choosing to take holidays during term time due to the substantially reduced costs compared to travelling during school holiday periods. Many PP pupils also experience multiple layers of disadvantage, with a high proportion identified as having Special Educational Needs and Disabilities (SEND). As an infant school, maintaining strong attendance is an ongoing challenge due to the regular influx of new families and the changing needs of young children. Attendance is therefore monitored rigorously, with prompt support and intervention provided where concerns arise. We continue to work closely with families to promote the importance of regular attendance and to ensure pupils are able to access the full range of educational, social, and pastoral opportunities available to them.
3: Well being Social and Emotional	Our assessments, observations and discussions with pupils and families have identified social and emotional challenges for some children. Factors such as domestic circumstances, financial pressures, limited access to enrichment opportunities, and delays in accessing external support services can impact pupils' emotional wellbeing and readiness to learn. We have

	also seen a significant increase in referrals for family support. Affected pupils require a personalised approach to emotional health and wellbeing, including additional bespoke support, targeted interventions, and small group work to help develop resilience, confidence, self-regulation, and positive engagement with school.
4: Maths	Internal and external Maths assessments indicate that attainment among disadvantaged pupils remains notably below that of their non-disadvantaged peers, with many struggling to grasp the mastery approach effectively.
5: Writing	Improving writing outcomes remains a key priority, particularly for disadvantaged pupils, whose writing attainment continues to be below that of their non-disadvantaged peers. Assessments and observations show that many children enter school with underdeveloped fine motor skills, often linked to limited opportunities for activities such as mark-making, pencil control, cutting, and threading. While these skills are prioritised from the outset, handwriting remains a noticeable barrier for a significant number of pupils and continues to be an area requiring further improvement. To strengthen writing provision, the school introduced the **Ready Steady Write** programme in 2025, and although early signs are positive, further time is needed to fully embed the approach and evaluate its impact on outcomes. In addition, the **Little Wandle** handwriting scheme has been adopted from Foundation Stage 2 from the 2026-27 academic year to support the development of strong handwriting habits and improve pupils' confidence and fluency in writing.
6. Fluency in reading	The limited home support for reading significantly impacts pupils' ability to practise decoding skills and fluency. Our monitoring of reading progress indicates that disadvantaged children receive less assistance with home reading, resulting in a notable disparity in attainment compared to their non-disadvantaged peers. Although phonics attainment aligns with national standards, assessments reveal that reading fluency remains a considerable barrier, contributing to the existing gap between pupil premium (PP) and non-pupil premium (Non-PP) students.
7. Breadth of experience	The experiences of some pupil premium children outside of school are limited, restricting opportunities to build cultural capital and expand their knowledge of the world. Furthermore, we recognise that disadvantaged children participate in fewer clubs and miss out on a diverse range of activities.
8: Multi complex needs	Some of our disadvantaged pupils have multiple complex needs including SEND which acts as an additional challenge for their attainment

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve oral language skills and communication skills among disadvantaged pupils.	Assessments and observations will reveal significantly enhanced oral language skills among disadvantaged pupils. This improvement will be corroborated through triangulation with various evidence sources, notably engagement in lessons, interactions, and advancements in speech and language groups, alongside ongoing formative assessment. Older children are expected to exhibit an expanding vocabulary across the curriculum in their oracy. Furthermore, a higher proportion of disadvantaged children will achieve the early learning goal in communication and language within the EYFS.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increase in attendance rates among disadvantaged pupils to 95% consistently across the term.
Wellbeing Social and Emotional	Success in improving student well-being will be evidenced by enhanced attendance, children settling effectively into learning, and exhibiting positive learning behaviours. Those with significant emotional needs will receive tailored support, such as ELSA, Drawing Club or targeted interventions. Increased participation in enrichment activities, especially among disadvantaged pupils, will further bolster well-being. Additionally, children will articulate their challenges and develop coping strategies through our growth mindset and feelings first-aid programmes, resulting in a sustained reduction in low-level behavioural incidents.
To close the gap in Maths at the end of KS1 between disadvantaged and non-disadvantaged pupils.	Disadvantaged children are demonstrating significant improvements in the recall of number facts and fluency in mathematics. A larger percentage of these pupils are now achieving national standards, thereby narrowing the achievement gap between disadvantaged and non-disadvantaged pupils meeting expected levels in mathematics.
Improved Writing attainment among disadvantaged pupils and closing the gap between disadvantaged and non - disadvantaged at the end of KS1.	A higher proportion of disadvantaged children are achieving the early learning goal in writing, alongside improvements in fine and gross motor skills within the EYFS. Notably, there is a marked enhancement in handwriting, presentation, and attitudes towards writing in KS1, resulting in a larger percentage meeting National Standards.

Improved reading attainment among disadvantaged pupils at the end of KS1.	A higher proportion of disadvantaged children are achieving the early learning goal in reading. They continue to demonstrate improvements in fluency and comprehension skills in Key Stage 1, with an increased percentage now meeting national standards, aligning with national averages in reading proficiency.
Breadth of experience	Children benefit from a variety of experiences in school, as evidenced through floor books and our school website. They engage in numerous activities, including trips, visitors, theatre companies, and music experiences. Additionally, measures are in place to ensure a higher percentage of Pupil Premium children attend the Year 2 residential and participate in Rock Steady and after-school clubs.
Multi – Complex needs	As some of our disadvantaged children have a variety of complex special needs, a multi-agency approach is essential to enhancing their attainment and enabling safe, positive access to mainstream provision.

Activity in this academic year

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

Teaching

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	1,4,5,6,8
Add to the reading book diet that children receive through further Little Wandle purchases specifically focusing on our SEND children and the fluency books for Year 2.	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 4 months + progress	1,6
All Staff to take the appropriate training to deliver the Little Wandle Handwriting programme starting from F2 through to Year 2.	The Education Endowment Foundation (EEF) highlights the importance of securing early literacy skills, including transcription and handwriting, to support successful writing development. A consistent, systematic approach to handwriting teaching helps pupils develop fluency and automaticity, reducing the cognitive demands of letter formation and enabling them to focus more effectively on composition and vocabulary.	5
All teachers/TAs in KS1 give frequent feedback to DPs in writing and maths. Ensure conversations are being had with pupils for	This approach is supported by the Education Endowment Foundation (EEF), which identifies feedback as one of the most effective teaching and learning strategies, with the potential to deliver up to **six months' additional progress**	4, 5, 6

feedback and next steps to help raise attainment	when implemented effectively. High-quality feedback helps pupils understand what they have done well, identify misconceptions, and know the specific next steps needed to improve their learning.	
To continue to deliver the intervention programmes from White Rose and train all staff incl TA'S who will be delivering these programmes.	The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	4
Continue to invest in up to date training for teachers using validated programs focused on language development strategies such as those recommended by systematic synthetic phonics programmes. This enables teachers to effectively support language acquisition from an early age. Little Wandle have been developing their Foundation unit of work for F1.	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	1, 5
Develop and implement a curriculum that is rich in vocabulary and structured around language progression. This includes the use of story-telling, nursery rhymes, and age-appropriate literature to enrich vocabulary. By training staff in F1 in the new modules offered by Little Wandle this will support with this area.	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	1, 5
Staff in the Early Years Foundation Stage (EYFS) will receive comprehensive training in the delivery of the **Whole**	This approach is supported by evidence from the Education Endowment Foundation (EEF), which identifies oral language interventions as a high-impact, low-cost strategy, with pupils making an average	1, 5

Class NELI (Nuffield Early Language Intervention) programme to ensure a consistent and high-quality approach to developing children's language and communication skills. The programme will provide daily opportunities for pupils to build vocabulary, strengthen speaking and listening skills, and develop their understanding of language within a structured whole-class environment. By embedding NELI across EYFS practice, we aim to improve children's communication and language outcomes from an early stage, laying strong foundations for future learning, literacy, and social development.	of **six months' additional progress** when compared to similar pupils who do not receive the intervention. Oral language approaches are particularly beneficial for disadvantaged pupils, as strong language and communication skills underpin future success in reading, writing, learning across the curriculum, and social development.	
National college	The National College responds on an ongoing basis to research, changing policy and education trends	1,2,3,4,5,6,7,8

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

Budgeted cost: £28250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise teaching assistants to provide targeted in-class support for children experiencing difficulties with fine motor skills and writing.	The Education Endowment Foundation (EEF) highlights the importance of targeted support and early intervention in addressing barriers to learning. Using teaching assistants to deliver the **FunFit** programme and provide focused support for pupils with fine motor difficulties will	5

Teaching assistants will work closely with small groups and individual pupils to deliver structured interventions, including the **Fun-Fit** programme, to develop core strength, coordination, pencil control, and fine motor skills. This targeted support will help pupils build the physical foundations required for effective handwriting and written communication, enabling them to access the curriculum more successfully.	help develop the physical skills necessary for handwriting, enabling pupils to participate more successfully in writing activities and improve outcomes over time	
Drawing club (or equivalent) training to support low attaining FSM/SEND pupils as an additional intervention	EEF (Education Endowment Foundation) Research Small group tuition +4m	3, 8
Little Wandle small group keep up and catch up interventions (small group intervention ran by a TA)	The EEF reports that phonics approaches can lead to an average of **five months' additional progress** and are particularly effective in the early years and Key Stage 1. Little Wandle keep-up and catch-up interventions provide targeted support to quickly address gaps in phonics knowledge, helping disadvantaged pupils develop fluent reading skills and access the wider curriculum.	6
Maths small group intervention	EEF small group tuition	4

Feedback and scaffolding throughout the curriculum	EEF – Low cost and high impact	4,5
Use of ELSA to support targeted interventions to develop self-esteem, resilience and meet emotional needs of the children	EEF- improving social and emotional learning in primary schools	2, 3, 8

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

Budgeted cost: £ *10000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DFE'S Improving School Attendance advice. This will involve training and time for procedures to be developed and implemented.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Continue to offer and extensive range of wider opportunities and clubs including: visits to read at the care home, being an MP, Music Club, Sport opportunities, Lego Club, Dance club. Contribution towards Year 2 residential, school trips and visitors into school.	Providing a wide range of enrichment opportunities is supported by the Education Endowment Foundation (EEF), which highlights that approaches aimed at improving pupils' social, emotional and academic development can have a positive impact on attainment. Participation in extra-curricular activities can help to build confidence, resilience, aspiration and engagement with school, particularly for disadvantaged pupils.	2, 3, 7
Parental engagement via SEESAW and Tapestry. Staff members on the school gates each morning to develop relationship[s and engagement with families.	This approach is supported by evidence from the Education Endowment Foundation (EEF), which highlights parental engagement as having the potential to lead to an average of **four months' additional progress** when parents are effectively involved in their children's learning.	

	Successful approaches focus on supporting learning at home and building positive relationships between school and families.	
Employment of a Family Support Worker	EEF Parental Engagement	2, 3

Total budgeted cost: £ 41850

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2025 - 2026

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

Intended outcome by 2027 / 2028	Success criteria
Improve oral language skills and vocabulary among disadvantaged pupils	Assessments of Pupils achieving the ELG in Communication and Language and observations indicate significantly improved oral language among disadvantaged pupils. We will be at least in line with National in our end of Year 2 writing data.

Review November 2026

Communication and Language ELG outcomes:

66.7% of all pupils (**34/45**) achieved the expected level in **Communication and Language**.

80% of non-Pupil Premium pupils (**32/40**) achieved the ELG, compared with **40%** of Pupil Premium pupils **(2/5**), creating **a 40 percentage** point attainment gap.

The Pupil Premium cohort consisted of only **5 pupils**, of whom **2 were pre-verbal** pupils with SEND and did not achieve the ELG.

If these two pupils with significant additional needs are considered separately, 2 out of the remaining 3 Pupil Premium pupils achieved the ELG **(66.7%),** reducing the gap with non-Pupil Premium pupils **from 40 percentage** points to **13.3 percentage** points.

In **2024-25, 89%** of Pupil Premium pupils achieved the ELG, compared **with 81% of non-Pupil** Premium pupils, meaning **disadvantaged pupils outperformed their peers by 8 percentage** points.

Comparisons between years should be treated with caution, as the 2024-25 Pupil Premium cohort contained 9 pupils and no pupils with SEND, whereas the 2025-26 cohort included two pre-verbal pupils with SEND, whose needs had a significant impact on outcomes due to the very small cohort size.

When cohort context is taken into account, attainment for Pupil Premium pupils without these significant SEND needs (**66.7%)** is much closer to that of their non-Pupil Premium peers (**80%),** suggesting that the headline gap is largely influenced by the needs of a small number of pupils within the cohort.

End of Key Stage 1 Outcomes:

68% of all pupils achieved the expected standard in Writing.

44% of Pupil Premium pupils (4/9) achieved the expected standard. As a new pupil joined the cohort and did not achieve the expected standard, attainment would have been 50% (4/8) without this pupil.

56% of the Pupil Premium cohort (5/9 pupils) were identified as having SEND, meaning outcomes for this group were significantly influenced by a high proportion of pupils with additional needs.

74% of non-Pupil Premium pupils (29/39) achieved the expected standard, compared with 44% of Pupil Premium pupils, creating a 30 percentage point attainment gap.

Despite this gap, Pupil Premium attainment (44%) was broadly in line with the 2023 national figure of 45% for Writing.

Since the introduction of the **Ready Steady Write** programme in 2023, writing outcomes have improved and remained broadly in line with national expectations. The programme was introduced to help bridge the gap between pupils' spoken language and their ability to record ideas in writing, providing a clear and consistent approach across the school. High expectations are set for all pupils, with every child writing daily and developing their confidence, vocabulary and transcription skills through high-quality texts and supportive strategies such as Story Friends, Octopus Opening and Build-Up Bear. This structured approach has helped strengthen writing across the cohort and increase the proportion of pupils achieving the expected standard. Outcomes for disadvantaged pupils continue to be monitored closely; however, it is important to note that over half of the Pupil Premium cohort (5 out of 9 pupils) were identified as having SEND, and two of these pupils had EHCPs. As a result, attainment data for this group reflects a cohort with a high level of additional need. Overall, the programme continues to have a positive impact on writing outcomes and supports all pupils to develop as confident and capable writers.

Communication and Language will continue to be a focus area in **2026-27**, with pupil progress and attainment monitored closely to ensure gaps continue to close. Although this year's Pupil Premium outcomes were affected by the needs of a very small number of pupils with significant

communication difficulties, the adjusted data shows that outcomes were much closer to those of their peers. To build on this, Foundation 2 will be introducing the **whole-class NELI programme** in 2026-27, giving all children regular opportunities to develop their language, vocabulary and communication skills. Alongside targeted support for pupils who need additional help, this will help strengthen outcomes for all children and support continued improvement in this area.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increase in attendance rates among disadvantaged pupils to 95% consistently across the term.

REVIEW NOVEMBER 2026

The DfE attendance report for 2025–26, shows attendance of 93% for pupils eligible for free school meals (FSM), compared with 92.5% in 2024–25: an improvement of 0.5 percentage points. FSM attendance was in line with the similar-schools median of 93.2% but below attendance for pupils not eligible for FSM at Phoenix (96.2%), a gap of 3.2 percentage points. Attendance remains an area for continued development, with close monitoring and liaison with families continuing to be priorities.

Wellbeing Social and Emotional	Success in improving student well-being will be evidenced by enhanced attendance, children settling effectively into learning, and exhibiting positive learning behaviours. Those with significant emotional needs will receive tailored support, such as ELSA or targeted interventions. Increased participation in enrichment activities, especially among disadvantaged pupils, will further bolster well-being. Additionally, children will articulate their challenges and develop coping strategies through our growth mindset and feelings first-aid programmes, resulting in a sustained reduction in low-level behavioural incidents.

Review November 2026

The work undertaken over the past year continues to have a positive impact on children's emotional well-being. Improved attendance and well-established settling routines continue to support pupils' confidence, independence and readiness to learn. Feedback from families, alongside pupil voice, parent surveys and ongoing observations, provides consistent evidence that children feel secure, valued and supported in school. Emotional skills targets continue to be met, with pupils demonstrating growing self-regulation, resilience and the ability to build positive relationships.

Participation in enrichment opportunities continues to be closely monitored, ensuring disadvantaged pupils have equitable access to a wide range of experiences that promote a sense of belonging, confidence and emotional development. Strong outcomes remain evident in the Early Years, with 80% of children achieving the expected level in the areas of *Building*

Relationships and *Managing Self*, demonstrating that pupils continue to develop secure foundations for positive emotional well-being from an early age.	
To close the gap in Maths at the end of KS1 between disadvantaged and non-disadvantaged pupils.	Disadvantaged children are demonstrating significant improvements in the recall of number facts and fluency in mathematics. A larger percentage of these pupils are now achieving national standards, thereby narrowing the achievement gap between disadvantaged and non-disadvantaged pupils meeting expected levels in mathematics.

Review November 2026

71% of all pupils achieved the expected standard.

33% of Pupil Premium pupils (3/9) achieved the expected standard, compared with 79% of non-Pupil Premium pupils, creating a 46 percentage point attainment gap.

The Pupil Premium cohort had a high level of additional need, with **5 of the 9 pupils (56%)** identified as having SEND. Of these pupils, 2 had an EHCP, meaning that **40% of the SEND** Pupil Premium group had significant additional needs.

Overall attainment remains broadly in line with the 2023 national figure **of 72%,** indicating that outcomes for the cohort as a whole are being maintained.

The attainment gap between Pupil Premium and non-Pupil Premium pupils is similar to that seen in the **previous year, when 33%** of Pupil Premium pupils achieved the expected standard compared with 74% of non-Pupil Premium pupils.

Whilst the gap remains a focus for continued improvement, the data should be considered alongside the high proportion of SEND pupils within the Pupil Premium cohort, including two pupils with EHCPs, whose additional needs have a significant impact on outcomes within this small group.

Continue to monitor the progress of Pupil Premium pupils closely, particularly those with SEND and EHCPs, to ensure that support is targeted effectively and barriers to learning are addressed early. A key focus will be on narrowing the attainment gap between Pupil Premium and non-Pupil Premium pupils through high-quality teaching, targeted interventions and regular progress reviews. Given the high proportion of SEND within the Pupil Premium cohort, outcomes will be considered alongside pupils' individual starting points and needs, with the aim of securing strong progress for all pupils while continuing to improve overall attainment.

Improved Writing attainment among disadvantaged pupils and closing the gap between disadvantaged and non - disadvantaged at the end of KS1.	A higher proportion of disadvantaged children are achieving the early learning goal in writing, alongside improvements in fine and gross motor skills within the EYFS. Notably, there is a marked enhancement in handwriting, presentation, and attitudes towards

	writing in KS1, resulting in a larger percentage meeting National Standards

Review November 2026

F2:

In **2025-26, 66.7%** of all pupils achieved the expected level in the Writing ELG, representing an increase from **53.7%** in the previous year and bringing outcomes closer to the 2026 national figure of **72%**. **40%** of Pupil Premium pupils (2/5) achieved the ELG, compared with **37.5%** in the previous year, showing a small improvement over time. However, the Pupil Premium cohort was very small, and 2 of the 5 pupils were identified as having SEND, including 1 pupil with an EHCP. Given the high level of additional need within the cohort, outcomes should be viewed in context. Overall, the data demonstrates improving writing attainment across the cohort and suggests that pupils are making stronger progress in writing from the early years, with attainment moving closer to national levels.

End of Key Stage 1:

This year's writing outcomes show a similar picture to previous years, with **44%** of Pupil Premium pupils (**4/9)** achieving the expected standard, compared with **33%** last year. While the attainment gap between Pupil Premium and non-Pupil Premium pupils remains, progress is evident when considering that this cohort achieved a GLD rate of just **25%** at the end of Reception, demonstrating positive progress from their starting points. The Pupil Premium cohort also increased significantly as pupils moved through the school, rising from **4 pupils** in Foundation **2 to 9 pupils in Year** 2, which has changed the profile of the group over time. In addition, 5 of the 9 Pupil Premium pupils were identified as having SEND, reflecting a higher level of need within the cohort. This follows a similar pattern to last year, when 2 of the 6 Pupil Premium pupils were identified as SEND. Despite the attainment gap, Pupil Premium attainment this year was broadly in line with the 2023 national figure of 45% for Writing. Overall, the data shows that pupils have made good progress from their starting points, with outcomes continuing to be influenced by the high proportion of disadvantaged pupils with additional needs.

Improved reading attainment among disadvantaged pupils at the end of KS1.	A higher proportion of disadvantaged children are achieving the early learning goal in reading. They continue to demonstrate improvements in fluency and comprehension skills in Key Stage 1, with an increased percentage now meeting national standards, aligning with national averages in reading proficiency.

Review November 2026

F2:

Reading outcomes reflect a very similar picture to writing outcomes for both disadvantaged and non-disadvantaged pupils. Overall attainment for all pupils was broadly comparable across the two subjects, with non-Pupil Premium pupils achieving higher outcomes than their Pupil Premium peers. As in writing, the attainment gap in reading is influenced by the composition of the Pupil Premium cohort, which includes a high proportion of pupils with SEND and more complex additional needs. Given the small size of the disadvantaged cohort, the outcomes of a small number of pupils have a significant impact on overall percentages. The similarities in reading and writing outcomes suggest that the same barriers are affecting disadvantaged pupils across both areas, and these will continue to be a focus for targeted support and close monitoring.

End of Key Stage 1:
71% of all pupils achieved the expected standard in Reading, maintaining outcomes broadly in line with the most recent national figure of **68% (2023).**
79% of non-Pupil Premium pupils (31/39) achieved the expected standard, compared with **44%** of Pupil Premium pupils (4/9).
The attainment gap between Pupil Premium and non-Pupil Premium pupils was 35 percentage points.
Reading outcomes reflect a similar picture to Writing and Maths, with disadvantaged pupils attaining below their non-disadvantaged peers.
Pupil Premium attainment increased **from 33%** in the previous year to **44%** this year, demonstrating improvement despite the attainment gap remaining.
Comparisons should be viewed with caution due to the small size of the Pupil Premium cohort, which increased from 6 pupils in 2024-25 to 9 pupils in 2025-26. The attainment of a small number of pupils therefore has a significant impact on overall percentages.
As seen across other subjects, outcomes for the Pupil Premium cohort should be considered in the context of the high proportion of pupils with additional needs within this small group.
Overall, Reading outcomes remain strong for the cohort as a whole, with attainment continuing to be broadly in line with national expectations.

Breadth of experience	Children benefit from a variety of experiences in school, as evidenced through floor books and our school website. They engage in numerous activities, including trips, visitors, theatre companies, and music experiences. Additionally, measures are in place to ensure a higher percentage of Pupil Premium children attend the Year 2 residential and participate in Rock Steady and after-school clubs.

Review November 2026

As a school, we are committed to ensuring that all pupils, including those eligible for Pupil Premium (PP), have equitable access to a wide range of enriching experiences. To support this, we offer a 50% discount on all school activities, including educational visits and residential

trips. As a result, all pupils, including those eligible for PP, were able to take part in school trips this year, with all PP pupils in Year 2 attending the residential visit. Our curriculum is further enriched through a variety of experiences, including an in-school pantomime, circus skills workshops, drama sessions, swimming lessons, and at least one off-site educational visit each year. We also strengthen our partnership with families through termly Stay and Play sessions held once each half term on a Saturday, with attendance from a number of our PP families. In addition, we provide a Holiday Activities and Food (HAF) club during school holidays, which is well attended by our PP and SEND pupils, helping to ensure continued access to enriching opportunities beyond the school day and term time.	
Multi – Complex needs	As some of our disadvantaged children have a variety of complex special needs, a multi-agency approach is essential to enhancing their attainment and enabling safe, positive access to mainstream provision.
Review November 2026 Of our Pupil Premium cohort, 37.5% are also identified as having SEND. Despite the additional challenges some pupils face, this group continues to make good progress from their individual starting points. Progress is closely monitored through intervention tracking, Little Wandle heat maps and, where appropriate, B Squared assessments, ensuring that support is tailored to individual needs and outcomes are regularly reviewed. All pupils have full access to the curriculum and wider enrichment opportunities, including educational visits, swimming lessons in Year 2 and the Year 2 residential. A range of external agencies work alongside the school to provide additional support for pupils and families, including the Early Years Inclusion Service, Speech and Language Therapy, Early Help and the Nottinghamshire Neurodevelopmental Pathway. In addition, three families have received targeted support from the school's Family Support Worker, helping to strengthen engagement, improve outcomes and remove barriers to learning.	

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
CPD online package	National College
Music Tuition	Rock Steady

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A