# Worksop Priory Church of England Primary Academy

# Pupil Premium Strategy Statement

2026/2027

*Jesus said:*
'I have come that you might have life, life in all its fullness'
*John 10:10*
*Dare to dream. Aspire to Build. Prepare to grow*

# Pupil premium strategy statement – Worksop Priory Church of England Academy

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 |
|---|---|
| School name | Worksop Priory CofE Academy |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 35% (70 Pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2026/2027<br>2027/2028<br>2028/2029 |
| Date this statement was published | 10/11/26 |
| Date on which it will be reviewed | 1/9/27, 1/9/28, 1/9/29 |
| Statement authorised by | Kevin Houghton |
| Pupil premium lead | Kevin Houghton |
| Governor / Trustee lead | Gez Rizzo |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £108,500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £108,500 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our Context

- 35% pupil premium pupils is above the national average.
- Our pupil base deprivation is well above average
- Our school location deprivation is well above average. Our location indicates that 86% of neighbourhoods in England are less deprived.

Statement of Intent

At Worksop Priory Church of England Academy our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decision about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. We have developed our strategy in line with the DFE's 5 step approach and resources (https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders#developing), alongside research conducted by the EEF. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. The challenges are varied and there is no "one size fits all".

Managing a school with a larger than average pupil premium cohort alongside a high number of ither vulnerable pupils means that embedding our pupil premium offer into our whole school approach is crucial. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to evidence informed challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Know our disadvantaged pupils well. All staff understand who these children are and take time to build positive, trusting relationships with them. We recognise their strengths, understand the barriers they may face and support them to achieve their ambitions.
- Develop the whole child. We nurture pupils' academic progress, talents, interests and personal development, while identifying and removing barriers that may prevent them from flourishing..
- Act as advocates for our disadvantaged pupils. We actively ensure that they have access to high-quality learning experiences, enrichment opportunities and wider curriculum experiences that broaden horizons, raise aspirations and inspire success.
- Believe that every child can lead. We provide opportunities for disadvantaged pupils to develop confidence, responsibility and leadership skills, encouraging them to contribute positively to our school community and realise their potential.
- Recognise that great teaching has the greatest impact on pupil outcomes. Through an ambitious curriculum, high-quality pedagogy, clear routines, effective feedback and

consistently high expectations, we ensure disadvantaged pupils receive the excellent education they deserve.

- Understand that effective teaching is responsive and adaptive. Staff continually refine their practice through professional development, evidence-informed approaches and strong subject knowledge so that all pupils can succeed and make strong progress.
- Work proactively to remove financial and practical barriers. We support families to access funding, subsidies and assistance where available and ensure that pupils have the resources, equipment and opportunities they need to participate fully in school life.
- Know that excellent attendance is fundamental to success. We work closely with families to promote strong attendance, intervene early when concerns arise and address barriers so that every child can fully benefit from their education.

Our ultimate objectives are:

- To achieve highly and make strong academic progress from their starting points.
- To develop confidence, resilience and independence as learners
- To support our children's health, wellbeing and self worth to enable them to access learning.
- Access a wide a range of opportunities to develop their knowledge and understanding of the world.
- To secure excellent attendance and engagement
- To leave school ready for their next stage of education and life.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **SEND**<br>A high proportion of disadvantaged pupils (30-40%) also have identified SEND. These overlapping needs can present additional barriers to learning, engagement and attainment. Ensuring consistently adaptive teaching, effective inclusion strategies and responsive support is essential to enable pupils to access the curriculum, make strong progress and achieve their full potential. |
| 2 | **Combined attainment – Reading, Writing and Maths**<br>End of Key Stage 2 assessment data shows that disadvantaged pupils attain less well than their non-disadvantaged peers, with 43% achieving the expected standard in reading, writing and mathematics combined. Although this is broadly in line with national disadvantaged outcomes, the attainment gap remains significant. Sustained focus on high-quality teaching, curriculum access and targeted support is required to improve attainment and ensure disadvantaged pupils achieve as well as possible. |
| 3 | **Early Literacy and Number**<br>EYFS data indicates that disadvantaged pupils are less likely to achieve age-related expectations in word reading, comprehension, writing and number. Many also experience difficulties using and understanding newly taught vocabulary within discussions, storytelling and play-based learning. Targeted support to develop language, vocabulary, literacy and early mathematical skills is essential to improve outcomes and close attainment gaps from the earliest stage. |
| 4 | **Language, Vocabulary and Oracy Development**<br>Many disadvantaged pupils begin Reception with a more limited vocabulary and less-developed oracy skills than their peers, reflecting differences in early language experiences. These gaps can hinder curriculum access, reading comprehension, writing and wider academic success. Early intervention and a sustained focus on vocabulary acquisition, language-rich learning environments and high-quality talk are essential to support children in becoming confident communicators and successful learners. |
| 5 | **Writing**<br>Assessment data shows that attainment in writing for disadvantaged pupils is lower. Disadvantaged pupils often require additional support to develop the language, vocabulary, transcription and composition skills necessary for success in writing. A sustained focus on high-quality writing instruction and opportunities to apply writing across the curriculum is needed to improve attainment and close the gap. |
| 6 | **Attendance and Persistent Absenteeism**<br>Disadvantaged pupils have lower attendance and higher rates of persistent absence than their peers. Lost learning time can have a significant impact on attainment, progress, wellbeing and engagement with school. Early identification of attendance concerns, strong relationships with families and targeted support are essential to improve attendance and reduce persistent absence. |

| | |
|---|---|
| 7 | **Access to experiences and extra curricular opportunities**<br>Many disadvantaged pupils have limited access to cultural, historical and geographical experiences, as well as extracurricular opportunities beyond school. This can reduce their cultural capital, background knowledge, aspirations and wider personal development. Financial and practical barriers mean that schools must actively provide and subsidise educational visits, enrichment activities and extracurricular opportunities to ensure all pupils can participate fully and benefit from a rich and varied curriculum. |
| 8 | **Pastoral Care and Support**<br>Many disadvantaged pupils require enhanced pastoral and wellbeing support to develop the confidence, resilience and independence needed to succeed in school. Social, emotional and wellbeing needs can present barriers to learning, attendance and engagement. Targeted pastoral support and opportunities to develop character, self-regulation and independence are essential to improving outcomes and preparing pupils for future success. |
| 9 | **Leadership and Courageous Advocacy**<br>Some disadvantaged pupils have fewer opportunities to access leadership roles and participate fully in the wider life of the school. This can limit the development of confidence, independence, resilience and aspiration. Targeted encouragement and support are needed to ensure disadvantaged pupils actively participate in leadership, pupil voice and enrichment opportunities, enabling them to develop the skills and self-belief needed for future success. |
| 10 | **English as an Additional Language**<br>The growing number of disadvantaged pupils with English as an Additional Language means that some pupils require additional support to develop English language proficiency, including vocabulary, speaking, listening, reading and writing skills. Effective language development, adaptive teaching and targeted support are essential to ensure pupils can access the full curriculum, make strong progress and achieve their potential. |
| 11 | **Early Reading - Phonics**<br>Disadvantaged pupils are less likely to achieve age-related expectations in phonics and early reading than their peers. Gaps in phonological awareness, decoding skills and reading fluency can hinder future achievement across the curriculum. Early identification, high-quality phonics teaching and targeted intervention are essential to ensure pupils become fluent, confident readers and are well prepared for future learning. |

## 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 | 2026/27 | 2027/28 | 2028/29 |
|---|---|---|---|---|
| Disadvantaged pupils with SEND have effective progress and attainment appropriate to their needs | • Attainment and progress gaps for disadvantaged SEND pupils continues to narrow.<br>• Adaptive classroom practice, inclusion strategies and responsive support is being implemented efficiently across school to support learning. | | | |
| The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths combined at the end of key stage 2 increases over time. | • Achievement of the expected standard in reading, writing and Mathematics combined outcomes is in line with national outcomes or better<br>• Achievement of the expected standard in reading, writing and maths as individual subjects is in line with national outcomes or better. | | | |
| The proportion of disadvantaged pupils achieving early learning goals in word reading, comprehension , writing and number increases over time. | • The percentage of disadvantaged children achieving the early learning goals in word reading comprehension, writing and number is increasing or accelerated progress is evident from starting points<br>• The percentage of disadvantaged pupils achieving a good level of development(GLD) by the end of Reception is increasing or accelerated progress is evident from starting point. | | | |
| To achieve and sustain improved oral language, communication and vocabulary for disadvantaged pupils. | • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. | | | |

| | | | | |
|---|---|---|---|---|
| Outcomes for disadvantaged pupils in writing is increasingly in line with national expectations or better | • The attainment of disadvantaged pupils achieving the expected standard in writing is in line with national expectations or better<br>• Disadvantaged pupils are making good progress in writing across school.<br>• A greater proportion of disadvantaged pupils demonstrate age related expectations in spelling, handwriting, grammar and punctuation. | | | |
| Achieve and sustain a high level of attendance and punctuality for all pupils, particularly our disadvantaged pupils. | • Attendance of disadvantaged pupils will be above national average.<br>• Persistent absence of disadvantaged pupils will be below national average. | | | |
| All disadvantaged pupils regularly participate in educational visits, enrichment opportunities a d extra-curricular activities. | • Every disadvantaged child has attended a minimum of 3 educational visits per year, linked to areas of study within their year group.<br>• All visits will have been provided at no cost to parents, ensuring all children can participate.<br>• All disadvantaged are accessing an extra-curricular activity including sport, music, art and reading. | | | |
| Disadvantaged pupils demonstrate improved emotional wellbeing, resilience and self-regulation and independence. | • Disadvantaged pupils to receive 0 suspensions and 0 permanent exclusions.<br>• Tailored and responsive interventions support pupils that require help to improve behaviour.<br>• A programme of personal development is extensive and the evidence of impact is clear on the outcomes and experiences of pupils. | | | |

| | | | | |
|---|---|---|---|---|
| Disadvantaged pupils are well represented in leadership roles, pupil voice groups and wider school opportunities. | • The proportion of disadvantaged pupils participating in leadership roles and pupil voice groups is at least in line with their representation of school population | | | |
| Disadvantaged pupils with EAL will develop increasing proficiency in speaking, listening, reading and writing. | • The proportion of pupils with EAL make strong progress in their language acquisition demonstrating increasing proficiency in speaking, listening, reading and writing. | | | |
| Disadvantaged pupils have the opportunity to learn to read through Improved phonics outcomes by using a systematic synthetic phonics and spelling scheme. | • Disadvantaged pupils achieve at least national average of pupils passing the phonics screening check for disadvantaged pupils.<br>• Disadvantaged pupils are narrowing the gap in attainment with their peers.<br>• Children have been taught a well sequenced and consistent phonics and spelling programme.<br>• Where children have required further catch up support, they have received high quality intervention. | | | |

# 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: £ 21,378

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *High quality staff professional development and wider opportunities*<br>*-National professional qualifications in early years and behaviour*<br>*-National College personal development programme*<br>*- Attendance Networks*<br>*-Trust Networks* | High-quality CPD for teachers has a significant effect on pupils' learning<br>outcomes. CPD programmes have the potential to close the gap between<br>beginner and more experienced teachers: the impact of CPD on pupil<br>outcomes (effect size 0.09) compares to the impact of having a teacher<br>with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-<br>career teachers<br><br>NPQs can provide training and support for teachers and leaders at all<br>levels<br>• be completed around existing commitments<br>• improve outcomes for children and young people<br>• support staff development<br><br>EEF – Effective Professional Development Report and summary of recommendations | 1, 2, 3, 4, 5, 8 |
| *NELI Pre school CPD certified training* | EEF +2 months in oral language skills<br>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/neli-preschool-2023-24-trial | 3,4 |
| *OPAL Mentor Programme* | Proven benefits identified from research:<br>https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/ | 7 |
| *Oracy Toolkit* | This programme is a practical toolkit that follows an implementation cycle in order to ensure that oracy becomes embedded into your curriculum.<br>The CPD is led by trust staff and school leadership staff.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 4 |
| *Leadership Release time to support raising attainment for* | The EEF guidance paper for Effective Professional Development (2021) states that PD should be support staff with building new knowledge, motivate them, develop techniques and ensure they embed this practice. | 1, 2, 3, 4, 5,11 |

| | | |
|---|---|---|
| *disadvantaged pupils* | Great Teaching Evidence Review – June 2020 'Activating Hard Thinking' and the principles of learning – Structuring, Explaining, Questioning, Interacting, Embedding and Activating. | |

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

Budgeted cost: £ 62,083

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Reading, writing and Maths group tutoring intervention* | Pupils make accelerated progress.<br>Knowledge gaps are quickly assessed and identified before being filled.<br>EEF small group tuition +4 months | 2, 5 |
| *NELI Pre school Intervention* | EEF +2 months in oral language skills for NELI pre school | 3, 4, 10 |
| *Additional adult support within early years ensuring a sharp focus on development of language, vocabulary and communication needs.* | EEF communication and language support +6 months.<br>Communication and language developments will support spoken vocabulary and interactions. | 1, 3, 4, 11 |
| *FFT Phonics structured intervention groups* | Pupils make accelerated progress.<br>Knowledge gaps are quickly assessed and identified before being filled.<br>EEF small group tuition +4 months | 11 |
| *Welcome room Inclusion Hub for communication and interaction needs* | EEF communication and language +7 months<br>Oral Language interventions +5months<br>EEF SEND Guidance report highlights the benefits of active engagement, supportive learning environments, removal of barriers and targeted support. | 1, 4 |
| *RAP GAP Reading Assessment and Support* | EEF recommends using assessment to identify pupils' existing knowledge and misconceptions so that teaching can be precisely targeted<br>Specific reading barriers such as decoding, fluency, GPC knowledge and standardised scores support teaching. | 2, 11 |
| *SENCO targeted intervention support* | Targeted referrals to utilise outside agency support.<br>Provision of quality assurance and teaching and learning for SEND pupils that are also disadvantaged.. | 1 |

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

Budgeted cost: £ 25,039

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Outdoor Play and Learning (OPAL) programme* | The Outdoor Play and Learning (OPAL) programme provides structured opportunities for inclusive, active and imaginative play. Research indicates that OPAL improves wellbeing, behaviour, participation and social development, particularly for pupils who can be less engaged in traditional playground activities. Improved play experiences contribute to greater readiness to learn, stronger relationships and increased engagement with school. | 7, 9 |
| *Thrive Nurture and pastoral care*<br><br>*Take 5 emotional wellbeing and Negotiator training.*<br><br>*Supporting staff with knowledge to develop pupil wellbeing and manage behaviours including those with SEND.* | EEF social and emotional wellbeing +4 months.<br><br>ImpactEd evaluation for Thrive associated it with improved wellbeing, better inclusion, improvement in emotional regulation, better attendance and reduced exclusions.<br><br>Improved SEMH for pupils. | 6, 8, 9 |
| *Community Food Hub Programme* | BLJ research found that food insecurity is associated with poorer child health, wellbeing and mental health.<br><br>UCL Institute of Education found that school food hubs support children's wellbeing, participation in school life, strengthened family relationships and enhanced community support. | 9 |
| *Attendance Officer 1 day a week to analyse attendance, contact and support low attenders.*<br><br>*Rewards and support for attendance* | Removal of attendance barriers has a big impact on pupils learning and development.<br><br>EEF supports early intervention for attendance<br><br>DFE Working together to improve school attendance guidance | 6, 8 |

| | | |
|---|---|---|
| *Access to a wide range of extra curricular clubs at no cost to parents.*<br><br>*Free / Subsidised breakfast club and wraparound care, uniform and equipment* | EEF physical activity +1 month<br>EEF Arts participation +3 months<br><br>All pupils have a settled start to the school morning.<br>Wide educational support provided during wraparound.<br>Pupils do not start the day hungry. | 7 |
| *Provide a minimum of 3 educational visits per year for each child in school with no charge to parents.* | Learning outside the classroom evidence paper. | 7 |
| *Deployment of a Polish speaking teaching assistant to support pupils on entry to school.* | EEF parental engagement +5 months | 10 |

## Total budgeted cost: £ *108,500*

# 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.

**2025/26 Review of Outcomes for Disadvantaged Pupils**

| Early Years Foundation Stage | | | | |
|---|---|---|---|---|
| | Cohort Size | School Outcome | National Outcome | Comparison to National |
| % Achieving Good Level of Development | 7 | 43% | 55% | Below |
| % at expected level across all learning goals | 7 | 43% | 53% | Below |
| Average number of early learning goals at the expected level per pupil | 7 | 9.9 | 12.5 | Below |

| Phonics Outcomes | | | | |
|---|---|---|---|---|
| | Cohort Size | School Outcome | National Outcome | Comparison to National |
| % passing in Year 1 | 10 | 60% | 68% | Below |
| % passing check by end of Year 2 | 7 | 57% | 81% | Below |

| Multiplication Check | | | | |
|---|---|---|---|---|
| | Cohort Size | School Outcome | National Outcome | Comparison to National |
| % Scoring Full Marks | 15 | 40% | 33% | Above |
| Average Score out of 25 | 15 | 19.7 | 19.9% | Similar |

**Key Stage 2 Outcomes**

**Disadvantaged pupils - Reading, writing and maths expected standard**

| Year | Cohort | School | Vs national disadvantaged | | Vs national non-disadvantaged | | | Vs similar schools disadvantaged* | | Year group context |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Average | Banding | Average | Gap | Gap Trend | Average | Banding | |
| 3-year | 40 | 43% | 47% | Close to average (non-sig) | 69% | -26 | Not applicable | 42% | | Not applicable |
| 2026 | 16 | 44% | 49% | Close to average (non-sig) | 70% | -27 | No meaningful change | 40% | | - |
| 2025 | 13 | 46% | 47% | Close to average (non-sig) | 69% | -23 | No meaningful change | 42% | | - |
| 2024 | 11 | 36% | 46% | Close to average (non-sig) | 67% | -31 | Not available | 44% | | Low - Stability |

* Only "above" and "below" bandings are displayed.

**Disadvantaged pupils - Reading expected standard**

| Year | Cohort | School | Vs national disadvantaged | | Vs national non-disadvantaged | | | Vs similar schools disadvantaged* | | Year group context |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Average | Banding | Average | Gap | Gap Trend | Average | Banding | |
| 3-year | 40 | 68% | 63% | Close to average (non-sig) | 81% | -13 | Not applicable | 59% | Above (non-sig) | Not applicable |
| 2026 | 16 | 75% | 63% | Above (non-sig) | 81% | -6 | Narrowing | 55% | Above (non-sig) | - |
| 2025 | 13 | 62% | 63% | Close to average (non-sig) | 81% | -19 | No meaningful change | 60% | | - |
| 2024 | 11 | 64% | 62% | Close to average (non-sig) | 80% | -16 | Not available | 61% | | Low - Stability |

* Only "above" and "below" bandings are displayed.

**Disadvantaged pupils - Writing expected standard**

| Year | Cohort | School | Vs national disadvantaged | | Vs national non-disadvantaged | | | Vs similar schools disadvantaged* | | Year group context |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Average | Banding | Average | Gap | Gap Trend | Average | Banding | |
| 3-year | 40 | 50% | 59% | Below (non-sig) | 78% | -28 | Not applicable | 56% | Below (non-sig) | Not applicable |
| 2026 | 16 | 44% | 60% | Below (non-sig) | 79% | -36 | No meaningful change | 54% | Below (non-sig) | - |
| 2025 | 13 | 54% | 59% | Close to average (non-sig) | 78% | -24 | No meaningful change | 57% | | - |
| 2024 | 11 | 55% | 58% | Close to average (non-sig) | 78% | -23 | Not available | 56% | | Low - Stability |

* Only "above" and "below" bandings are displayed.

**Disadvantaged pupils - Maths expected standard**

| Year | Cohort | School | Vs national disadvantaged | | Vs national non-disadvantaged | | | Vs similar schools disadvantaged* | | Year group context |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Average | Banding | Average | Gap | Gap Trend | Average | Banding | |
| 3-year | 40 | 65% | 61% | Close to average (non-sig) | 81% | -16 | Not applicable | 57% | Above (non-sig) | Not applicable |
| 2026 | 16 | 63% | 62% | Close to average (non-sig) | 82% | -19 | No meaningful change | 55% | Above (non-sig) | - |
| 2025 | 13 | 69% | 61% | Close to average (non-sig) | 81% | -11 | No meaningful change | 57% | Above (non-sig) | - |
| 2024 | 11 | 64% | 59% | Close to average (non-sig) | 79% | -16 | Not available | 56% | Above (non-sig) | Low - Stability |

* Only "above" and "below" bandings are displayed.

**Disadvantaged pupils - EGPS expected standard**

| Year | Cohort | School | Vs national disadvantaged | | Vs national non-disadvantaged | | | Vs similar schools disadvantaged* | | Year group context |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Average | Banding | Average | Gap | Gap Trend | Average | Banding | |
| 3-year | 40 | 63% | 60% | Close to average (non-sig) | 79% | -16 | Not applicable | 55% | Above (non-sig) | Not applicable |
| 2026 | 16 | 63% | 61% | Close to average (non-sig) | 80% | -18 | No meaningful change | 51% | Above (non-sig) | - |
| 2025 | 13 | 62% | 60% | Close to average (non-sig) | 79% | -17 | No meaningful change | 58% | | - |
| 2024 | 11 | 64% | 59% | Close to average (non-sig) | 78% | -15 | Not available | 56% | Above (non-sig) | Low - Stability |

* Only "above" and "below" bandings are displayed.

| Intended outcome | Review of Outcome |
|---|---|
| *Improved outcomes in Reading, Writing and Maths for disadvantaged pupils.* | In 2026 Reading, disadvantaged pupils achieved above the national disadvantaged benchmark and that of similar schools with 75% of pupils achieving the expected standard compared to 63% national average 55% for similar schools.<br><br>In 2026 Writing, disadvantaged pupils achieved below the national disadvantaged benchmark and that of similar schools with 44%% of pupils achieving the expected standard compared to 60% national average 54% for similar schools.<br><br>In 2026 Maths, disadvantaged pupils achieved close to average the national disadvantaged benchmark and above average compared to |

| | |
|---|---|
| | similar schools with 63% of pupils achieving the expected standard compared to 62% national average 55% for similar schools.<br><br>In 2026 Grammar, punctuation and spelling, disadvantaged pupils achieved closed to average against the national disadvantaged benchmark and above average compared to that of similar schools with 63% of pupils achieving the expected standard compared to 61% national average 51% for similar schools.<br><br>In 2026 combined outcomes of reading, writing and maths, disadvantaged pupils achieved close to average against the national disadvantaged benchmark and that of similar schools with 44% of pupils achieving the expected standard compared to 49% national average 40% for similar schools.<br><br>In 2026 phonics screening check, 60% of pupils passed in Year 1. This is an improving outcome from previous years. It is also evidence of narrowing the gap from low starting points.<br><br>In 2026 Multiplication check, 40% of disadvantaged pupils achieved full marks (above national average) with an average score of 19.7.<br><br>The impact of actions taken to improve outcomes for disadvantaged pupils is evident across several key measures. Improvements in Year 1 phonics outcomes demonstrate that early reading provision is strengthening and that gaps from low starting points are beginning to narrow. While writing remains an area for development, overall combined outcomes in reading, writing and mathematics were broadly in line with similar schools. These outcomes indicate that improvements in the quality of teaching and learning are having a positive impact, particularly in reading, mathematics and early literacy, providing a strong foundation for further improvement. |
| *To achieve and sustain improved oral language, communication and vocabulary for disadvantaged pupils.* | Teacher assessments and observations indicate that pupils are beginning to respond to the development of the Oracy curriculum. They are using a more rich and broader vocabulary that has been sequentially planned within the school curriculum.<br>Scaffolding and interactions from entering the school is supporting pupils to articulate with increasing confidence. Progress is evident however the low starting point in this area also indicates continued and further development is required to support disadvantaged pupils. |
| Provide all pupils with the opportunity to learn to read through Improved phonics outcomes for disadvantaged learners by using an systematic synthetic phonics and spelling scheme. | In 2026 phonics screening check, 60% of pupils passed in Year 1. This is an improving outcome from previous years. It is also evidence of narrowing the gap from low starting points as assessment tracking evidences an increasing number of pupils achieving the standard in comparison to those on track the previous year and therefore are narrowing the gap.<br><br>Quality assurance evidence indicates that pupils taught a well sequenced and consistent phonics and spelling programme. Pupils not achieving the phonics pass mark by the end of Year 1 and Year2 continue to be supported in their early reading well through high-quality intervention. |

| | |
|---|---|
| To achieve and sustain a high level of attendance and punctuality for all pupils, particularly our disadvantaged pupils. | The attendance and persistent absence for disadvantaged pupils is close to the national average. However, there remains a gap to peers within the school. Positive attendance habits and reducing persistent absenteeism remains a priority.<br>The school has a robust attendance policy in place that is supportive of high attendance. |
| Achieve and sustain high levels of pupil wellbeing with positive attitudes to learning. | As indicated with a recent SIAMS inspection alongside other aspects of quality assurance, levels of pupils wellbeing and positive attitudes to learning is high.<br><br>Pastoral care remains a significant priority in supporting disadvantaged pupils. Professional development continues to be a priority area to support pupils in this area.<br><br>There have been no suspensions or permanent exclusions within the school. |
| All pupils will have experienced learning beyond the classroom, to broaden their knowledge and understanding of the wider-world | All disadvantaged pupils have experienced a minimum of 3 educational visits to broaden their knowledge and understanding of the wider world. All visits have been provided at no cost to parents to ensure that all barriers are removed. |
| All pupils have had access to a wide range of extra-curricular activities, at no cost to their parents/carers. | The school continues to support engagement with enrichment activities. During the academic year of 2025/26, 95% of disadvantaged pupils attended an extra curricular club within school.<br><br>During the 2025/26 academic year, 95% of disadvantaged pupils took part in a competitive sporting activity. |
| Parents and pupils for whom English is a second language have support to ensure their children receive the full entitlement of the curriculum. | The number of children with whom English is an additional language has continued to increase within the school. 10% of disadvantaged pupils are EAL but 25% of the school cohort is EAL.<br><br>Participation in school events and activities is high with all disadvantaged EAL pupils engaging in personal development programmes, enrichment activities and events.<br><br>All pupils that are EAL and also disadvantaged made expected progress from their starting point in their 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 |
|---|---|
| Times Tables Rockstars | https://ttrockstars.com/ |
| FFT Success for All Phonics and Jungle Club spelling programme. | FFT |
| Kapow Curriculum for Computing and DT | Kapow |
| French | Language Angels |
| Tapestry | Tapestry |
| Outdoor Play and Learning | OPAL |
| Thrive Pastoral | Thrive |