# Pupil premium strategy statement – Bourton Meadow Academy

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 512 |
| Proportion (%) of pupil premium eligible pupils | 11.9% |
| 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)** | 2026-2027<br>(Year 2 of 3) |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Helen Byrom<br>Head of School |
| Pupil premium lead | Georgia Bird / Olivia Tyler |
| Governor / Trustee lead | Joana Oliveria |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £75,950 |
| 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* | £75,950 |

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# Part A: Pupil premium strategy plan

## Statement of intent

At Bourton Meadow Academy, our vision is to 'nurture every child to fulfil their whole potential'. We recognise that every child is unique and, as set out in our mission statement, we believe that by nurturing children with love, care and high expectations, we create the conditions in which they can thrive.

We maintain high expectations for all our pupils and this includes our disadvantaged learners.

We are fully committed to using our Pupil Premium funding to ensure that all disadvantaged pupils receive a high-quality education and the tools they need to thrive. Our aim is for every pupil-premium child to grow into a happy, confident, socially aware and active learner who is fully prepared for the next stage of their educational journey.

We recognise that our pupil-premium children are individuals with diverse backgrounds, strengths and needs. While each child is unique, many encounter common barriers that can impact their learning and wider development. Our Pupil Premium strategy is therefore designed to remove these barriers and provide enriching opportunities that may otherwise be unavailable due to financial hardship, family circumstances or wider socio-economic factors.

**Our core objectives are to:**

- Close the attainment gap between pupil-premium and non-pupil-premium pupils by providing equitable access to opportunities that maximise academic progress.
- Ensure all children leave our school as fluent, confident readers who comprehend what they read and can write clearly and effectively to support their future success.
- Foster a love of school, ensuring every child feels safe, excited, motivated and happy to learn and spend time with their peers.
- Build pupils' confidence to communicate effectively, express themselves and advocate for their own needs.
- Equip children with the tools to maintain positive mental wellbeing, develop resilience and embrace curiosity across all areas of the curriculum and wider life.

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**Achieving our objectives:**

To achieve these aims and address identified barriers, we will:

- Provide teachers and teaching assistants with high-quality CPD, enabling them to deliver excellent teaching, effective scaffolding, appropriate challenge and opportunities for active learning.
- Deliver targeted interventions, using detailed assessment information and trained staff to swiftly identify gaps and close them in real time.
- Offer nurture opportunities that build confidence, communication skills and a sense of achievement through activities children know they can succeed in.
- Ensure all children have access to enrichment experiences, with a focus on sport, reading and personal development.
- Use targeted funding to remove financial barriers to participation in educational visits, residential trips and wider learning experiences, ensuring all pupils can benefit fully from the curriculum.
- Provide practical assistance, such as support with uniform, equipment and essential resources, where this is necessary to ensure pupils are ready to learn.

This list is not exhaustive and will adapt as pupils' needs evolve.

### Key Principles

We will ensure high-quality, personalised teaching has the greatest impact on pupil outcomes.

We will identify gaps early, and interventions will be thoughtfully planned to ensure timely and effective support.

All children will be given meaningful opportunities for nurture, enrichment in sport, and experiences that help them develop a lifelong love of reading.

Through this strategy, we aim to ensure that every child, regardless of background, thrives, achieves and feels confident about their future.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Attendance**<br>Whole-school attendance in 2024-2025 was 95.5%. Despite remaining just above the national average, our attendance did not compare favourably with similar schools, so improving attendance is therefore a whole-school priority.<br><br>In 2024-25 the gap between the attendance of disadvantaged and non- disadvantaged pupils widened slightly, despite having closed in previous years.<br>The attendance for disadvantaged pupils is 92.9%, compared with 95.9% for non-disadvantaged pupils (gap of 3%). Additionally, 24.5% of our disadvantaged children were persistently absent (compared to 9.1% of pupils without disadvantage), which is a significant concern and a barrier to both academic progress and wellbeing. It is vital that we recognise and take targeted actions to address this gap, to ensure our pupil-premium pupils have equitable access to learning and school experiences. |
| 2 | **Barriers to learning, Behaviour and Wellbeing**<br><br>Many of our Pupil Premium children experience multiple, and sometimes complex, barriers to learning. These can include anxiety, low confidence, reduced self-esteem and emotional vulnerability, which can make it difficult for them to engage consistently in learning. When children's needs are not sufficiently addressed through Quality First Teaching and appropriate adaptations, they can become overwhelmed, which may manifest through dysregulation or changes in behaviour and have a significant impact on their wellbeing. This can, in turn, further affect their ability to engage with learning and ultimately impact on their academic outcomes. While time spent with trusted adults outside the classroom is often essential to support regulation, wellbeing and re-engagement, it can also result in lost learning time and contribute to gaps widening further. Ensuring these pupils experience school as a safe, nurturing and enjoyable environment, where they feel calm, valued, understood and ready to learn, is therefore a key priority. By ensuring that specific barriers are identified early and that pupils receive the appropriate support and high-quality teaching they need, we can help |

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| | them to feel emotionally secure, engage more successfully in learning and make sustained progress. |
| 3 | **Writing in KS2**<br>Although the gap between disadvantaged and non-disadvantaged pupils varies across year groups, in 2024-25, 46% of pupil-premium pupils met the expected standard at the end of KS2 (Year 6), compared with 79% of non-pupil-premium pupils. (A gap of 33%).<br>When addressing this challenge and identifying targeted actions to reduce the gap, it is important that we focus not only on Year 6 outcomes but on closing the gap progressively across all year groups to achieve sustained improvements over time. |
| 4 | **Reading in KS2**<br>In 2024–25, 54% of pupil-premium pupils met the expected standard in reading at the end of KS2 (Year 6), compared with 82% of non-pupil-premium pupils.<br>There may be several barriers to pupils' reading and so it is important that we accurately identify these in order to inform the targeted approach we take. Barriers may include blending, decoding, fluency, vocabulary and comprehension.<br><br>Another barrier we have identified is that many of our disadvantaged pupils do not yet have a strong enjoyment of reading. This can limit their motivation, stamina and willingness to read longer, more complex texts.<br>Fostering a genuine love of reading is therefore a priority: increasing pupils' engagement and enthusiasm for reading will play an important role in closing the reading attainment gap, as well as enabling these children to access learning more easily across the wider curriculum. |

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## 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 |
|---|---|
| To achieve and sustain improved attendance for our disadvantaged pupils. | - The overall attendance rate for disadvantaged pupils will be above the national average and compare favourably to similar schools.<br>- The attendance gap for pupil premium pupils compared with non-pupil premium pupils will be less than 1%<br>- The persistent absence rate for pupil-premium will significantly reduce to within 5% of the non-pupil premium persistently absent percentage.<br>- Clear evidence of action/support for pupils who are persistently absent with their specific barriers to attendance identified and addressed.<br>- The overall school attendance rate will be at least 97% |

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| | - |
| To achieve and sustain improved wellbeing and behaviour for all pupils, particularly our disadvantaged pupils, through Quality First Teaching. | High levels of wellbeing and positive behaviour will be evidenced by:<br><br>- Feedback from pupil voice activities, and pupil, parent and teacher surveys.<br>- Consistent and independent use of regulation strategies across classrooms.<br>- Staff reporting improved 'time in class' for all pupils.<br>- A progressive reduction in wellbeing and behaviour incidents recorded on CPOMS.<br>- A reduction in the number of suspensions<br>- Unpicking and understanding the barriers to behaviour and supporting with a trauma-informed response<br>- Regular monitoring will indicate that the needs of pupil premium pupils are being effectively met through Quality First Teaching. |
| To improve writing attainment for disadvantaged pupils in KS2. | By July 2028, there will be no significant gap between the percentage of pupil premium children meeting expected standard compared to non-pupil premium children. |
| To improve reading attainment for disadvantaged pupils in KS2. | By July 2028, there will be no significant gap between the percentage of pupil premium children meeting expected standard compared to non-pupil premium children. |

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## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £38,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Professional development in reading** | The EEF's Reading comprehension strategies guidance supports explicit modelling followed by supported and independent practice. Assessment should identify | 4 |

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| Develop teachers' expertise in identifying and responding to difficulties with decoding, fluency, vocabulary and comprehension. Embed VIPERS within explicit teaching, with teachers modelling how to understand and discuss texts.<br><br>Re-establish the KS2 reading booklets as a resource for purposeful teaching, guided practice and discussion. Strengthen whole-school monitoring of reading to check consistency and the impact on disadvantaged pupils. | whether a pupil needs support with phonics, language or comprehension.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | |
| **Oracy across the curriculum**<br><br>Continue the three-year Voice 21 project. Train Oracy Champions to work with senior leaders on developing a consistent approach to purposeful talk. Support pupils to explain their thinking, discuss texts and rehearse ideas before writing. | The National Literacy Trust identifies oracy as an important component of literacy teaching in KS1 and KS2. Structured opportunities for talk support pupils' vocabulary and expression.<br><br>https://literacytrust.org.uk/training-and-workshops/developing-oracy-in-key-stage-1-and-key-stage-2/ | 1, 3, 4 |
| **High-quality and inclusive teaching**<br><br>Provide a sequenced CPD programme informed by Rosenshine's Principles of Instruction, focusing on vocabulary, retrieval, small steps, modelling, assessment, scaffolding and active participation.<br><br>Strengthen classroom adaptations so pupils with SEND can access learning and spend more time successfully learning in class. Maintain consistently high expectations and identify pupils who | The EEF identifies high-quality teaching, supported by professional development, as central to improving attainment, particularly for disadvantaged pupils.<br><br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching | 1, 2, 3, 4 |

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| appear compliant but are not actively engaging. | | |
| **Professional development for teaching assistants**<br>Provide training in SEND, neurodivergence and self-regulation, including sensory circuits, Calming Cats, Zones of Regulation and Lego therapy where appropriate to pupils' needs.<br>Use regular meetings to align training for teachers and teaching assistants in scaffolding, oracy and targeted support, including PiXL therapies. Strengthen the links between interventions and classroom learning. | The EEF's Teaching Assistant Interventions guidance highlights the importance of trained staff delivering structured, targeted support that complements classroom teaching. This evidence supports the approach to deployment rather than validating each named programme.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1, 2, 3 and 4 |
| **Pupil progress reviews and accountability**<br>Hold termly meetings involving year-group staff, senior leaders and the pupil premium lead to review attainment, progress and individual barriers. Class teachers will track disadvantaged pupils' outcomes and agree targeted support with ambitious goals.<br>Use trust moderation to identify key skills, review pupils' work and share effective practice. Present pupil premium data to governors to strengthen scrutiny of provision and outcomes. | The EEF recommends linking targeted support closely to classroom teaching. Reviewing assessment information and pupils' work helps staff identify specific needs and evaluate whether support is effective.<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support | 3, 4 |
| **Professional development and monitoring in writing**<br>Strengthen teaching and maintain high expectations for writing in English and across the curriculum. The English Lead and Assistant Headteacher | The EEF's guidance on high-quality teaching supports professional development that improves classroom practice. Modelling, assessment and carefully planned practice provide a clear basis for addressing identified writing needs.<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching | 3 |

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| for Curriculum will provide CPD, monitoring, modelling and coaching, including in Year 6.<br>Use assessment and moderation to identify the writing skills pupils need to develop and inform classroom teaching and intervention plans. | | |

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

Budgeted cost: £23,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Sporting enrichment and mentoring**<br>Provide regular small-group enrichment through the PE team, supported by older role models from the local grammar school. Use varied sports to develop confidence, communication, teamwork, resilience, patience and coordination. Include activities pupils may have had limited opportunity to experience, such as bowls and golf. | The National Citizen Service Trust and Duke of Edinburgh's Award report explores how enrichment can support engagement, relationships and attendance. This provides a rationale for the programme; its impact will need to be evaluated in school.<br>https://www.dofe.org/wp-content/uploads/2025/02/Beyond-the-classroom-enrichment-report-1.pdf | 1, 2 |
| **Assessment of social and emotional needs**<br>Use the Boxall Profile with disadvantaged pupils who have identified social, emotional and mental health needs. Use the findings to plan personalised support and review pupils' wellbeing and readiness to learn. | Nurtureuk describes the Boxall Profile as a tool for identifying social, emotional and behavioural needs and informing targeted support.<br>https://www.nurtureuk.org/supporting-you/the-boxall-profile/ | 2. |

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| **Targeted phonics and literacy interventions**<br>Provide daily Little Wandle keep-up sessions to address gaps promptly, alongside catch-up support for KS2 pupils who need to consolidate phonics and develop fluent reading. Train relevant KS2 staff in the programme's language and approach.<br>Use PiXL assessment information, therapies and other appropriate resources to identify and address specific reading and writing gaps. Record clear intervention plans and review pupils' response to support. | The EEF's targeted academic support guidance recommends small-group or individual support that addresses specific learning needs and connects with classroom teaching. Assessment will guide the selection of support; the evidence for this approach does not establish the effectiveness of PiXL itself.<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support | 3,4 |
| **Additional reading with qualified teachers**<br>Provide targeted sessions in each year group to develop disadvantaged pupils' reading fluency and comprehension. Ensure they read with an adult in school at least three times each week, in addition to whole-class reading, with support tailored to individual needs. | The EEF's Small group tuition guidance supports focused teaching in small groups, particularly when it responds to assessed needs and is linked to classroom learning.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 4 |
| **Early writing boosters and pre-teaching**<br>Begin targeted end-of-KS2 writing booster groups in November. Use assessment and moderation to select key skills and set ambitious goals for disadvantaged pupils.<br>Provide pre-teaching, additional practice and PiXL support where appropriate, with | The EEF's targeted academic support guidance emphasises that additional teaching should focus on identified gaps and connect with classroom learning.<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support | 3 |

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| intervention plans linked to classroom learning and reviewed through pupil progress meetings. | | |

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

Budgeted cost: £ *14,950*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Attendance monitoring and family support**<br>Implement the attendance policy consistently and Attendance Officer to oversee attendance and build supportive relationships with families. Analyse attendance patterns in detail, prioritising disadvantaged pupils below 95% and pupils in the 95–100% and 90–95% attendance bands. Identify barriers early and agree appropriate support.<br>Strengthen classroom provision for pupils with SEND to reduce the need for reduced timetables. Increase teachers' awareness of attendance and their role in supporting improvement.<br>Strengthen family routines: require late pupils to be signed in, arrange for the Attendance Lead to be at the main office door at 8.50am and identify families who should report absence by telephone. Communicate the importance of attendance through weekly bulletins and regular contact throughout the year. | The DfE's Working together to improve school attendance guidance supports analysis of attendance, early identification of barriers and joint work with families to secure appropriate support.<br>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance | 1, 3, 4 |
| **Consistent behaviour support**<br>Review and refine the behaviour policy, reinforcing high expectations and ensuring consistent implementation by all staff. Build on previous PRU support, with outreach and in-reach provision for individual pupils where needed.<br>Provide Step-On training in de-escalation and inclusion team CPD on self-regulation. Use individual Positive Intervention plans, trauma-informed responses and adapted provision to address underlying needs.<br>Maintain regular communication with families to support early intervention, | The EEF's Improving behaviour in schools guidance emphasises understanding pupils' needs, explicitly teaching learning behaviours, consistent routines and targeted support for individual pupils.<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour | 2 |

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| safeguarding and shared understanding. Gather stakeholder feedback to evaluate and improve perceptions of behaviour. | | |
| **Nurture and inclusive play**<br>Further develop the Nest provision to support pupils' regulation, wellbeing and successful participation in classroom learning. Implement OPAL across the school to broaden play opportunities and strengthen inclusion, relationships and enjoyment of school. | The EEF's guidance on social and emotional learning supports explicit teaching of emotional and social skills and their integration into everyday school practice. This provides a rationale for nurture and inclusive play; the impact of the Nest and OPAL will be evaluated locally.<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 1, 2 |
| **Reading enjoyment and family engagement**<br>Use reading volunteers to provide supportive opportunities to share books and explore pupils' interests. Ensure disadvantaged pupils regularly take home physical books and have additional opportunities to visit the library.<br>Offer a workshop on supporting reading at home, with targeted invitations and encouragement for families of disadvantaged pupils to attend. | The EEF's Reading comprehension strategies guidance stresses the importance of responding to pupils' reading needs. Access to books and support for home reading are intended to complement school teaching and strengthen engagement.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2, 4 |
| **Writing confidence and engagement**<br>Develop a writing-buddy system in which confident writers in upper KS2 support younger pupils to explore different styles, practise writing and build confidence. Draw on pupils' interests when planning lessons and consider writing enrichment groups where assessment identifies a need. | Structured peer support and purposeful opportunities to practise can complement teacher instruction. The school will monitor writing confidence, participation and pupils' work to evaluate the impact of the buddy system and any enrichment groups. | 2, 3 |
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## Total budgeted cost: £75,950

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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|---|
| **Progress and impact against intended outcomes:**<br><br>**Outcome 1:** |

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<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th>Impact</th></tr>
<tr>
<td>To achieve and sustain improved attendance for our disadvantaged pupils.</td>
<td>- The overall attendance rate for disadvantaged pupils will be at least 94%<br><br>- The attendance rate for these pupils will be above national average and will compare favourably to similar schools. –<br><br>The gap in persistent absence between disadvantaged and non-disadvantaged pupils will reduce by 5%.<br><br>- Pupils who are persistently absent will be identified and supported.<br><br>- The overall school attendance rate will be at least 96.5%</td>
<td>
<table>
<tr><td></td><td>2024-25</td><td>2025-26</td></tr>
<tr><td>National Attendance</td><td>94.8%</td><td>94.7%</td></tr>
<tr><td>Whole school attendance</td><td>95.5%</td><td>95.3%</td></tr>
<tr><td>PP Attendance</td><td>92.8%</td><td>91.2%</td></tr>
<tr><td>None PP Attendance</td><td>95.9%</td><td>95.5%</td></tr>
<tr><td>Whole School Persistent Absence</td><td>8.6%</td><td>11.2%</td></tr>
<tr><td>PP Persistent Absence</td><td>23.8%</td><td>32.7%</td></tr>
<tr><td>Non PP Persistent Absence</td><td>6.3%</td><td>8.5%</td></tr>
</table>
Last year saw the introduction of fixed penalty notices and a stronger attendance policy being implemented more consistently. The Attendance Lead has also been working more proactively with parents to identify and address barriers to good attendance, as well as using phone calls, letters and meetings to help uphold the school's expectations.<br><br>However, despite this work, our overall attendance fell from 95.5% in 2024-25 to 95.3% in 2025-26. National attendance also fell slightly and it is thoght that this slight drop may be a result of the partial school closures during the heatwave.<br><br>Our overall attendance for disadvantaged pupils was 91.2%, which is lower when compared with similar schools.<br><br>Persistence absence for the same group at Bourton Meadow was 32.7% which is significantly higher than their non-disadvantaged peers (8.5%)<br><br>Within these statistics, it is worth noting that by the summer term, 5 pupils were on reduced timetables, one of whom was eligible for FSM, which would have impacted our attendance data.<br><br>This data highlights the need for further action to ensure that rapid improvements to overall
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| | | attendance, and especially the attendance of disadvantaged pupils, is achieved and sustained.<br><br>In 2025-26, the school strengthened its attendance policy and worked with families through calls, letters and meetings. Further individual review is needed to establish reasons for absence, agree appropriate support and identify essential teaching missed |

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**Pupil performance -by pupil characteristics.**

**Outcome 2:**

| *Intended outcome* | *Success Criteria* | *Impact* |
|---|---|---|
| To achieve and sustain improved wellbeing and behaviour for all pupils, particularly our disadvantaged pupils. | High levels of wellbeing and positive behaviour will be evidenced by: - Feedback from pupil voice activities, School Council, and pupil, parent and teacher surveys. - Consistent and independent use of regulation strategies across classrooms. - Staff reporting improved 'time in class' for all pupils. - A progressive reduction in wellbeing and behaviour incidents recorded on CPOMS. - A reduction in the number of suspensions | -The behaviour of the majority of pupils at Bourton Meadow Academy is excellent – as identified within the Ofsted Inspection 2024 and internal monitoring.<br><br>However, there is a small group of pupils with a wide range of barriers including SEND, trauma and disadvantage, whose behaviour falls short of expectations. Meeting the needs of this group of pupils was therefore a priority in 2025-26 and time was taken to implement a range of strategies including the introduction of 'The Nest', in-reach and out-reach support from the Pupil Referral Unit (PRU) and an updated behaviour policy.<br><br>This increased provision has had a positive impact on the number of behaviour incidents recorded on CPOMs.<br><br>However, ongoing trauma-related behaviour of a small group of pupils (some of whom are |

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| | | disadvantaged) would indicate that further support and intervention is required. This may include:<br><br>▪ re-setting and embedding of the school's high standards for behaviour, including learning behaviours<br>▪ strengthening the school's whole school behaviour policy and its consistent implementation<br>▪ improving provision for pupils with multiple barriers including SEND<br>▪ continued work with external professionals |

**Outcome 3:**

| *Intended outcome* | *Success criteria* | *Impact* |
|---|---|---|
| To improve writing attainment for disadvantaged pupils in KS2. -By July 2028, the gap between the percentage of pupil premium children meeting expected standard compared to non-pupil premium children will have reduced by 15% | To improve writing attainment for disadvantaged pupils in KS2. -By July 2028, the gap between the percentage of pupil premium children meeting expected standard compared to non-pupil premium children will have reduced by 15% | |

| | 2024-25 | | | 2025-26 | | |
|---|---|---|---|---|---|---|
| | PP | Non PP | PP gap | PP | Non PP | PP gap |
| Y1 | 44% | 63% | -19pp | 60% | 60% | 0pp |
| Y2 | 67% | 71% | -4pp | 44% | 63% | -19pp |
| Y3 | 50% | 65% | -15pp | 60% | 72% | -12pp |
| Y4 | 33% | 74% | -41pp | 41% | 68% | -27pp |
| Y5 | 56% | 66% | -10pp | 54% | 72% | -18pp |
| Y6 | 46% | 79% | -33pp | 70% | 72% | -2pp |
| Whole school | 48% | 69% | -21pp | 54% | 68% | -14pp |

Across the school, 54% of PP pupils reached the expected standard in writing, compared with 68% of non-PP pupils. In the 2026 KS2 cohort, 70% of PP pupils reached the expected standard, compared with 72% of non-PP pupils. The KS2 gap narrowed from 33 percentage points in 2025 to 2 points in 2026.

Of the 42 pupils currently identified as PP, 22 are working towards in writing and only one is at greater depth. Six reached the expected standard in reading and maths last summer but not writing. Writing evidence and assessment grids will be reviewed to

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| | | identify precise barriers and target teaching, conferencing and moderation.<br><br>The widest 2025–26 year-group gaps were in Year 4 (27 points), Year 2 (19 points) and Year 5 (18 points). These pupils will be tracked in their new year groups, with their writing evidence used to identify the skills and support required.<br><br>The strong practice and targeted approach used in Year 6 should be explored and applied more consistently across KS2, with particular attention given to the new Year 3 and Year 5 cohorts.<br><br>Improving writing for all pupils will be a focus within the school improvement plan next year, ensuring higher expectations and outcomes - the writing outcomes of disadvantaged pupils will be a particular focus within this plan. To help make these improvements, we will need to carry out further analysis to establish the principle barriers (e.g. transcription, composition, grammar, stamina, confidence/ perceived block or insufficient evidence to support an accurate assessment). By accurately identifying these barriers, using writing assessment grids, the gaps can be addressed through high-quality classroom teaching and appropriate intervention. This intervention could include 1:1 writing conferencing, giving pupils regular opportunities to read out their work, identify errors and receive immediate feedback on how to improve. |

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**Outcome 4:**

| *Intended outcome* | *Success Criteria* | *Impact* |
|---|---|---|
| To improve reading attainment for disadvantaged pupils in KS2. By July 2028, the gap between the percentage of pupil premium children meeting expected 6 standard compared to non-pupil premium | To improve reading attainment for disadvantaged pupils in KS2. By July 2028, the gap between the percentage of pupil premium children meeting expected 6 standard compared to non-pupil premium children will have reduced by 20% | |

| Reading | **2024-25** | | | **2025-26** | | |
|---|---|---|---|---|---|---|
| | PP | Non PP | PP gap | PP | Non PP | PP gap |
| Y1 | 66% | 83% | -17pp | 80% | 72% | +8pp |
| Y2 | 67% | 72% | -5pp | 66% | 77% | -11pp |
| Y3 | 50% | 73% | -23pp | 80% | 77% | -3pp |
| Y4 | 58% | 81% | -23pp | 50% | 77% | -27pp |
| Y5 | 89% | 85% | +5pp | 82% | 78% | +4pp |

| | | | | | | | |
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| children will have reduced by 20% | | Y6 | 54% | 82% | -28pp | 70% | 82% | -12pp |
| | | Whole school | 61% | 80% | -19pp | 69% | 77% | -8pp |

Across the school, 69% of PP pupils reached the expected standard in reading, compared with 77% of non-PP pupils. In the 2026 KS2 cohort, 70% of PP pupils reached the expected standard, compared with 82% of non-PP pupils. The KS2 gap narrowed from 28 percentage points in 2025 to 12 points in 2026.

Assessment will identify decoding, fluency, vocabulary and comprehension needs. The school will review the consistency and impact of classroom reading instruction and additional support across year groups.

Year 4 had the largest 2025–26 reading gap at 27 points, followed by Year 6 at 12 points and Year 2 at 11 points. PP pupils were ahead of their non-PP peers in Years 1 and 5. The school will review individual needs within these cohorts and monitor their progress in 2026–27.

Our focus next year will therefore be on next year's Year 3 and Year 5 cohorts, as well as maintaining the high outcomes and good rate of progress in the other year groups.

Different year groups had different capacity to deliver reading interventions and this may have impacted on the data. Moving forwards, the school needs to ensure more consistent approach to reading intervention across all year groups. This may be through the use of designated reading intervention lead who works across different year groups.

Awaiting Formal Approval

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| n/a | n/a |
| | |

## Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
|---|
| |
| **The impact of that spending on service pupil premium eligible pupils** |
| |

Awaiting Formal Approval

## Further information (optional)

| |
|---|
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |

Awaiting Formal Approval