

Harper Bell SDA School: Pupil Premium Strategy 2025 - 2028

This statement details our school's use of pupil premium 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 |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Number of pupils in school | 138(R-Y6) |
| Proportion (%) of pupil premium eligible pupils | 35% (48 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025 – 2028 (Year 1 – 2025/26, Year 2 26/27 Year 3 27/28) |
| Date this statement was published | 17/11/25 |
| Date on which it will be reviewed | 17/7/26 |
| Statement authorised by | Susan Sidhu |
| Pupil premium lead | Susan Sidhu |
| Governor / Trustee lead | Richard Beamish |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year | £99,588 |
| 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 | |

Cohort Context

| Characteristic | Number in group | Percentage of group |
|----------------|-----------------|---------------------|
| Boys | 63 | 45% |
| Girls | 75 | 55% |
| SEND support | 28 | 20% |
| EHC plan | 3 | 2% |
| EAL | 60 | 43% |
| LAC | 0 | 0% |
| PLAC | 3 | 2% |

Class Breakdown of PP

| Classes | PP in each year | Percentage of group |
|-----------|------------------------|---------------------|
| Reception | 0 (10) | 0% |
| Year 1 | 2 (20) | 10% |
| Year 2 | 1 (20) | 5% |
| Year 3 | 3 (18) | 17% |
| Year 4 | 15 (24) | 62% |
| Year 5 | 14 (24) | 58% |
| Year 6 | 13 (22) | 59% |
| Total PP | 48 out of 138 Children | 35% |

Part A: Pupil premium strategy plan

Statement of intent

At Harper Bell Seventh-day Adventist School, we are committed to securing excellence and equity for every child. Rooted in our Christian values and moral purpose, we strive to raise aspirations, develop character and enable all pupils, regardless of background or circumstance, to flourish academically, socially and spiritually.

Our vision is that every child leaves Harper Bell with strong outcomes, Christ-centred character and the confidence, knowledge and skills to pursue purposeful futures. We believe education is a vehicle for transformation and social mobility, and that disadvantage should never limit opportunity or achievement.

We recognise that high-quality teaching is the most powerful lever for closing gaps in attainment. Therefore, our pupil premium strategy prioritises consistently strong classroom practice for all pupils, alongside carefully targeted support for those who need it most. Funding is directed through a rigorous analysis of need and integrated within our wider school improvement systems to ensure maximum impact for individuals, groups and cohorts.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

- Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:
- Ensuring an ‘outstanding’ teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Our approach is strategic and evidence-informed. Decisions are underpinned by Education Endowment Foundation research and embedded within our Harper Bell seven-lever improvement model: Leadership, Great People, CPD, Curriculum, Teacher Effectiveness, Learner Effectiveness and Outcomes. Strategies are monitored through half-termly review cycles and refined to ensure they deliver measurable improvements in progress, attendance and engagement.

We understand that disadvantage is multifaceted and often extends beyond financial hardship. Within our community, key barriers to learning include:

- Delayed language acquisition and limited vocabulary, particularly on entry to Early Years
- Low confidence, self-belief and aspirations
- Social, emotional and behavioural needs that impact readiness to learn
- Irregular attendance and punctuality
- Limited parental capacity or external challenges that restrict support for learning at home

Addressing these barriers requires a coherent, whole-school response and strong partnerships with families, churches and external agencies.

Our Key Objectives

- Close the attainment gap between disadvantaged and non-disadvantaged pupils through consistently high-quality teaching
- Accelerate progress so disadvantaged pupils achieve at least age-related expectations, with increasing numbers achieving greater depth
- Strengthen personal development, wellbeing and character so every pupil demonstrates resilience, responsibility and aspiration
- Improve attendance, engagement and readiness to learn for all vulnerable groups

Our Approach

We will achieve this through:

- A rich, ambitious and inclusive curriculum that builds knowledge, nurtures character and inspires purpose
- Consistently strong teaching aligned to the Harper Bell Teaching and Learning Cycle
- Targeted, timely academic interventions informed by precise assessment
- A clear focus on behaviour, attendance and wellbeing as foundations for success
- Extensive enrichment opportunities that broaden experiences and cultural capital
- Close collaboration with families to remove barriers and provide tailored support

At Harper Bell, we firmly believe that every child is created with potential and purpose. Through our pupil premium strategy, we ensure that all pupils receive the support, encouragement and opportunities they need to achieve their God-given potential.

Our Strategic Priorities

1. Excellence in the Classroom for Every Child

- Consistent implementation of the Teaching and Learning Cycle to secure strong classroom practice

- High-quality teaching that integrates the Mountain of Excellence character virtues and learner skills, explicitly modelling and teaching self-regulation and metacognitive strategies to strengthen independence, resilience and learning behaviours.
- Strong Starts and retrieval practice to strengthen long-term memory and curriculum coherence
- Scaffolding, modelling and metacognitive strategies to support independence and resilience
- Adaptive teaching to ensure lessons are inclusive and accessible for all learners
- Oracy-rich classrooms to develop language, communication and confidence from EYFS to KS2
- Effective use of technology to personalise learning, provide immediate feedback and increase engagement

2. Rapid Progress and Strong Outcomes

- Structured small-group and 1:1 interventions in reading, writing and mathematics
- Precision teaching and responsive support informed by regular assessment
- Additional stretch for higher-attaining disadvantaged pupils to achieve greater depth
- Targeted interventions and academic mentoring to address specific gaps

3. Pastoral Support, Attendance and Wellbeing

- Dedicated pastoral support to address behavioural, attendance and safeguarding concerns
- Proactive attendance systems with early intervention for persistent absence
- Mental health and wellbeing provision, including mentoring and social-emotional learning
- Strong home-school partnerships and collaboration with external agencies
- Develop pupils' resilience, self-belief and positive learning behaviours through the Mountain of Excellence, strong pastoral care, attendance, wellbeing and our Christian character framework, enabling every child to engage fully in school life

4. Removing Barriers Through Partnership and Opportunity

- Planned trips, visits, residential and wider experiences
- Access to extracurricular clubs, leadership opportunities and service projects
- Character development through our virtues of Love, Learning, Laughter, Prayer, Progress and Purpose
- Opportunities that raise aspirations and broaden horizons beyond the local context

- Work closely with families, church and external agencies to overcome social and economic barriers, while widening horizons through enrichment, leadership and cultural capital experiences

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Attendance and punctuality – Persistent absence and lateness reduce learning time, disrupt continuity of curriculum sequencing and limit pupils' ability to embed knowledge through retrieval and practice. Disadvantaged pupils are disproportionately represented within PA groups, impacting attainment and social integration. |
| 2 | Underdeveloped emotional and social skills on entry – Many pupils enter EYFS with limited self-regulation, turn-taking, resilience and independence. This affects behaviour for learning, readiness to engage with structured tasks and the ability to sustain focus in lessons. |
| 3 | Speech, language and communication delays – Restricted vocabulary, weak oracy skills and limited exposure to rich language impede reading comprehension, writing development and access to the wider curriculum. This is particularly evident in Early Years and lower Key Stage 2. |
| 4 | Social and economic disadvantage affecting readiness to learn – Financial hardship, limited access to resources and wider family pressures can affect attendance, concentration, homework completion and engagement with enrichment opportunities. Some pupils have limited study space, routines or academic support at home. |
| 5 | Attainment of entry is well below the national expectations Baseline assessments show starting points in reading, writing and maths are frequently well below age-related expectations, requiring accelerated progress and targeted intervention to close gaps early. |
| 6 | Gaps in skills and knowledge, including legacy effects of COVID-19 – Interrupted early education and reduced learning opportunities have led to uneven curriculum coverage, weaker foundational knowledge and gaps in fluency, particularly in reading accuracy, writing stamina and mathematical number sense. and knowledge, including those due to the impact of COVID-19 |
| 7 | English as an Additional Language (EAL) – Pupils at early stages of English acquisition may struggle to access instruction, articulate understanding and fully participate in learning without explicit vocabulary teaching, scaffolding and structured oracy support. |

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| 8 | SEND and additional learning needs, including SEMH – A proportion of pupils present with cognitive, communication or social-emotional needs that require tailored provision, adaptive teaching and specialist intervention to ensure equitable access to the curriculum |
| 9 | Safeguarding and emotional barriers – Experiences such as family instability, trauma, mental health concerns or adverse childhood experiences can impact trust, emotional regulation and engagement, requiring strong pastoral systems and therapeutic support. |
| 10 | School population has high mobility – In-year admissions and transience disrupt learning continuity, assessment accuracy and curriculum sequencing, often resulting in significant knowledge gaps and reduced sense of belonging for affected pupils. |
| 11 | Staff inconsistency or newness – Changes in staffing and early-career teachers can create variability in classroom practice. Sustained CPD, coaching and consistent implementation of the Teaching and Learning Cycle are required to secure consistently high-quality teaching across the school |

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 | Summary of actions | Success criteria |
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| Improve the outcomes for all pupils' premium pupils in English and Mathematics across the school. | <p>Targeted interventions for pupil premium pupils that narrows the gap against their peers in English and Maths.</p> <p>Pupil premium pupils are given support within the classrooms to narrow the gap significantly in English and Mathematics across the school.</p> <p>Engagement with the English and Maths Hubs – Primary Teaching for Mastery (introductory) Work Groups; Phonics, Early Language Development and Reading for Pleasure to enable quality first provision in maths and English, and establishing a culture of high expectations.</p> | <p>The attainment gap between disadvantaged and non-disadvantaged pupils narrows in reading, writing and maths across all year groups</p> <p>Disadvantaged pupils make at least expected progress from their starting points, with increasing proportions exceeding expectations</p> <p>Outcomes for disadvantaged pupils in internal assessments and statutory tests show year-on-year improvement</p> |

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| | <p>Embedded and sustained teaching for mastery approaches in maths, phonics and English with fidelity and consistency, making use of high quality resources.</p> <p>Ensuring staff have the specialist subject knowledge which enables rich teaching of the national curriculum.</p> <p>A detailed sequence of essential content to support pupil progress over time in English and Maths.</p> <p>Work collaboratively schools and other local leaders to overcome challenges and support ongoing improvement.</p> <p>A clear, taught, modelled and consistent handwriting approach from Reception to Year 6 which has clear end of year expectations, with interventions to swiftly address pupils identified as working below.</p> | <p>Targeted interventions demonstrate measurable impact through entry and exit data</p> <p>Teaching for mastery approaches embedded consistently, evidenced through lesson observations and book scrutiny</p> <p>Engagement with English and Maths Hubs results in improved teacher subject knowledge and stronger pupil outcomes</p> <p>Curriculum sequencing and assessment systems ensure knowledge builds cumulatively, evidenced through monitoring</p> |
| <p>Continue the improvement in the quality of teaching across the school by instructional coaching.</p> | <p>Quality teaching to be consistently good across every lesson in every class every day and all pupils making strong progress.</p> | <p>100% of teachers engage in regular instructional coaching cycles</p> <p>Learning walks and observations show consistent implementation of the Teaching and Learning Cycle and Strong Starts</p> <p>Quality of teaching judged consistently good or better across all classes</p> <p>Adaptive teaching, scaffolding and retrieval practice evident in daily practice</p> <p>Staff subject knowledge strengthened through CPD, reflected in improved curriculum delivery</p> <p>Pupil progress data demonstrates strong progress across all groups</p> |

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| <p>Improve attendance of Pupil Premium pupils to be close to national expectations</p> | <p>Pupil Premium Pupils regularly attend and are in line with National Expectations.</p> <p>Pupil Premium Pupils are punctual for school and have a settled start.</p> <p>Significantly reduced persistent absence for Pupil Premium pupils so that it is line with national expectations.</p> | <p>Disadvantaged pupil attendance improves to at least 95% with an aspirational target of 97%</p> <p>Persistent absence reduces year-on-year and is at or below national averages</p> <p>Reduction in late arrivals and lost learning time</p> <p>Weekly attendance tracking enables rapid intervention and documented follow-up</p> <p>Increased parental engagement with attendance meetings and support plans</p> <p>Attendance reward systems contribute to sustained improvements</p> |
| <p>Improve the behaviours for learning to increase engagement in class and reduce disruptions</p> | <p>Working with COBS to provide face to face support and training for staff to best meet the needs of all pupils.</p> <p>Have a Behaviour Policy which is understood and followed by all and has an impact on reducing low level disruption as well as having a clear process for challenging behaviour when it presents.</p> <p>Lunch time supervisors are empowered through the training from Beacon Support and SLT to take ownership of behaviour in the playground and are clear and proactive in meeting the expectations of high-quality supervision.</p> | <p>Reduction in behaviour incidents, removals and suspensions for disadvantaged pupils, tracked through Arbor</p> <p>Low-level disruption decreases, evidenced through learning walks and behaviour logs</p> <p>Staff demonstrate consistent application of the Behaviour Policy</p> <p>Playground incidents reduce following training for lunchtime supervisors</p> <p>Pupil voice reflects a calm, safe and purposeful learning environment</p> <p>Increased time on task and classroom engagement observed across lessons</p> |
| <p>Improve the oracy of pupils through speech and language support</p> | <p>Pupils to speak fluently and interact with their peers.</p> <p>Staff are trained and confident to use Wellcomm toolkit to screen and provide high quality speech and language support in school.</p> | <p>Improved literacy outcomes in phonics, reading and writing assessments</p> <p>Early language screening (WellComm/NELI) shows measurable gains between baseline and review points</p> |

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| | <p>NHS Speech and Language is used successfully to assess communication needs of pupils, support the SENCo to identify next steps and support the delivery to empower schools staff to close the gaps in communication skills.</p> <p>Special School Outreach Support have upskilled support staff through specialist expertise through demonstrating teaching strategies, training, working with pupils and coaching staff to deliver high quality provision to our most vulnerable pupils.</p> <p>The Birmingham Rep provides a skilled practitioner who works with each class for 12 hours to support high quality drama work through bespoke projects linked to the curriculum.</p> <p>Vocabulary expectations are clear on planning documents, with a clear expectation of what is to be taught and this is a key focus in lessons and evident in working walls.</p> <p>‘Boost Meetings’ take place monthly to monitor the most vulnerable pupils in school to fully understand and overcome the barriers to their learning and check regularly on progress being made, adapting provision proactively.</p> | <p>Pupils demonstrate increased fluency and confidence in structured talk activities</p> <p>Oracy strategies embedded across subjects, evidenced through planning scrutiny and learning walks</p> <p>Vocabulary progression (Tier 2 and Tier 3) mapped and consistently taught across the curriculum</p> <p>Staff trained and confident to deliver targeted speech and language interventions</p> <p>External specialist support (NHS SALT, outreach services) results in documented progress for identified pupils</p> |
| <p>Improve enrichment and enhanced opportunities e.g., clubs, visits, visitors, trips</p> | <p>Pupil Premium Pupils to have a broad and exciting curriculum and can take part in life changing experiences beyond the classroom.</p> <p>There are a range of opportunities mapped out across the school year for all children to access.</p> | <p>100% of disadvantaged pupils access curriculum trips and visits annually</p> <p>At least 75% of disadvantaged pupils participate in extracurricular clubs or extended provision</p> |

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| | <p>Educational Visits and Educational Visitors are mapped out across the year.</p> | <p>Increased participation in leadership, service and character-building opportunities</p> <p>Pupil voice demonstrates increased aspiration and awareness of future pathways</p> <p>Enrichment provision mapped and monitored across the academic year</p> |
| Provide support for children who are new to the country where English is an additional language to enable all pupils on their journey to fluency to thrive. | <p>Pupils are made to feel welcome in an environment where multilingualism is valued as an asset, not a barrier.</p> <p>Communication with families is clear including translation tools and bilingual resources.</p> <p>EAL learners are expected to achieve academically, with scaffolding to access the curriculum. Instead of lowering expectations differentiate tasks are provided alongside language support. Staff use visuals, gestures, and simplified language for clarity.</p> <p>Translanguaging (using home language to support learning) is encouraged and supported through resourcing such as bilingual dictionaries and glossaries.</p> <p>An EAL-specific assessment framework is used to measure English proficiency across listening, speaking, reading, and writing. Progress is tracked over time and individual language targets are set. Initial assessments include family background, first language literacy, and prior schooling.</p> <p>Language objectives are set alongside curriculum objectives.</p> | <p>EAL pupils demonstrate measurable progress on an English proficiency framework across listening, speaking, reading and writing</p> <p>Attainment gaps between EAL and non-EAL pupils reduce over time</p> <p>Language objectives routinely planned alongside curriculum objectives</p> <p>Staff consistently use scaffolding strategies (visuals, modelling, structured talk, Widgit, dual coding), evidenced in observations</p> <p>Family communication strengthened through translation tools and bilingual resources</p> <p>New arrivals assessed promptly with individual language targets set and reviewed</p> <p>Use Learning Village (a platform to increase English acquisition for our EAL pupils) to support their progress and proficiency.</p> |

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| | Staff training in EAL pedagogy and strategies (e.g., scaffolding, modelling language enables as consistency of practice across classrooms. | |
| Provide support for children with SEMH needs and are at risk of permanent or fixed term exclusions | <p>Learning mentor attends regular meetings with SENCo and DSL team to undertake bespoke work to support vulnerable pupils.</p> <p>Interventions are mapped out using SDQ's to ensure key areas are addressed. Drawing and Talking therapy sessions are in</p> | <p>Reduction in fixed-term suspensions and behaviour escalations for identified pupils</p> <p>SDQ or equivalent assessments show measurable improvement in wellbeing and self-regulation</p> <p>Increased engagement in mentoring and therapeutic support</p> <p>Improved attendance and classroom engagement for pupils receiving SEMH support</p> <p>Fewer safeguarding or behaviour-related barriers to learning over time</p> <p>Staff demonstrate consistent trauma-informed and relational practice</p> |

Activity in this academic year

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

Budgeted cost: £99,588

Teaching (for example, developing Quality First Teaching CPD, recruitment and retention)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| Instructional coaching for all teachers (release time, coaching training, cycles) | EEF Effective Professional Development + Coaching: sustained coaching improves classroom practice and pupil outcomes. Feedback +6 months. Metacognition +7 months. High-quality teaching has the greatest impact on disadvantaged pupils. | 3, 5, 6, 7, 8, 11 |
| Teaching WalkThrus and whole-school CPD (pedagogy, retrieval, scaffolding, adaptive teaching) | EEF: structured professional development improves consistency and implementation fidelity. Reading comprehension strategies +6 months. | 5, 6, 11 |
| Mentoring and bespoke support for ECTs/new staff | EEF: mentoring and coaching accelerate teacher effectiveness and reduce variability in quality. | 11 |
| Subject knowledge development through English & Maths hub engagement and specialist training | EEF: subject-specific CPD strengthens quality first teaching and improves attainment, particularly in literacy and maths mastery. | 3, 5, 6 |
| Monitoring and evaluation (SLT release time for learning walks, book scrutiny, pupil progress meetings) | EEF: diagnostic assessment and responsive teaching enable timely, targeted support and improved outcomes. | 3, 5, 6, 7, 8 |

Teaching subtotal: £52,800

Targeted Academic Support (interventions, tutoring, structured support)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------|
| Small-group tuition and targeted maths/reading interventions | EEF Small Group Tuition +4 months. Most effective when linked to classroom teaching and delivered regularly. | 5, 6, 7, 8 |
| Speech, language and communication interventions (WellComm/NELI delivery and staffing) | EEF Oral Language Interventions +6 months. Strong evidence for EYFS/KS1 language acquisition. | 2, 3, 5, 7 |

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| Phonics booster and precision reading sessions (staffing and resources) | EEF Phonics +5 months. Early targeted intervention accelerates reading outcomes for disadvantaged pupils. | 3, 5, 6 |
| EAL targeted support (assessment tools, bilingual resources, small group language tuition) | EEF: explicit vocabulary instruction and scaffolding improves curriculum access for EAL learners. | 7, 3, 5 |
| Diagnostic assessments and intervention tracking tools | EEF: robust assessment ensures interventions are responsive and efficient. | 5, 6 |

Targeted subtotal: £27,288

Wider Strategies (attendance, behaviour, wellbeing, enrichment)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------|
| Pastoral mentoring and SEMH support (learning mentor/ELSA provision) | EEF Social & Emotional Learning +4 months. Improves behaviour, self-regulation and engagement. | 1, 2, 8, 9 |
| Attendance improvement systems (attendance officer time, rewards, family engagement) | EEF: improving attendance increases learning time and attainment. Early intervention most effective. | 1, 4, 9, 10 |
| Breakfast club subsidy and readiness-to-learn provision | Research shows breakfast provision improves attendance, punctuality and behaviour. | 1, 4 |
| Enrichment, trips, residential subsidies and extracurricular access | EEF: wider experiences improve motivation, belonging and aspirations. Ofsted emphasises cultural capital. | 2, 4, 9 |

Wider subtotal: £19,500

| Tier | Amount |
|--------------|----------------|
| Teaching | £52,800 |
| Targeted | £27,288 |
| Wider | £19,500 |
| TOTAL | £99,588 |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy Summary

Pupil Premium Impact Review – Outcomes and Progress

From their starting points, disadvantaged pupils at Harper Bell have made strong and accelerating progress across the school, with clear evidence that gaps are closing rapidly in reading, writing and mathematics. Outcomes demonstrate that recent improvements in teaching quality, targeted intervention and pastoral support are beginning to translate into measurable gains.

Early Reading and Phonics – strong foundations

Year 1

- Early literacy is a clear strength.
- 100% of disadvantaged pupils passed the phonics screening check
- This is +16.6 percentage points above the national non-disadvantaged cohort (83.4%)
- The school's comparative position has improved by +16.8 points year-on-year
- Outcomes place the cohort in a strong comparative position nationally

This demonstrates that systematic phonics teaching and early intervention are highly effective, securing strong foundations in reading.

Year 2

- 77% of disadvantaged pupils passed phonics by the end of Year 2, showing successful catch-up for pupils who needed additional time

Key Stage 2 – rapid improvement and gap closing

The most significant improvement is seen in Year 6, where outcomes have increased sharply year-on-year, showing that disadvantaged pupils are now making accelerated progress through the curriculum.

Combined Reading, Writing and Maths

- 42.1% achieved the expected standard (8/19 pupils)
- This represents a +33.8 point increase from last year (8.3% → 42.1%)
- The national gap has more than halved, improving by 32.3 points

Reading

- 63.2% at expected standard
- +29.9 point increase year-on-year
- Gap narrowed by 29.2 points

Writing

- 57.9% at expected standard
- +49.6 point increase year-on-year (largest improvement)
- Gap narrowed by 49.1 points

Maths

- 52.6% at expected standard
- +27.6 point increase year-on-year
- Cohort placed in the 65th percentile nationally, showing strong comparative performance

What this shows

These improvements indicate:

- accelerated progress from low starting points
- effective targeted interventions
- strengthening classroom practice
- improved curriculum sequencing
- closing attainment gaps

The scale of year-on-year gains across all core subjects demonstrates that strategies implemented are having sustained impact.

Behaviour, wellbeing and readiness to learn

- All disadvantaged pupils with SEMH needs engage in personalised Zones of Regulation and trauma-informed support
- Progress tracked through behaviour profiles and SDQ scores shows improved regulation and engagement
- Classrooms are calmer and pupils demonstrate stronger self-management and learning behaviours
- This pastoral provision is helping remove barriers to learning and enabling pupils to access teaching more consistently.

Attendance

Attendance for disadvantaged pupils remains strong:

- 95+% attendance, above national averages
- Persistent absence in line with national

This reflects effective family partnership and early intervention work and ensures pupils maximise learning time.

Early Years

- While cohort size is very small, EYFS remains a development priority. Provision is being strengthened through early language, phonics and readiness-to-learn interventions to ensure strong foundations from Reception.

Overall evaluation

Across the school, the trajectory for disadvantaged pupils is clearly positive.

We are seeing:

- Stronger early reading outcomes
- Rapid improvement at Key Stage 2
- Substantial year-on-year gains in core subjects
- Narrowing attainment gaps
- Strong attendance
- Improved wellbeing and behaviour
- Increasing engagement and aspiration

This year, our focus is on building on these gains, embedding consistency and accelerating progress further so that an increasing proportion of disadvantaged pupils achieve and exceed national expectations.

Long-term plan (3-year timescale):

- To ensure outcomes for PPG pupils are in line with national outcomes at the end of each key stage, and that there are no gaps between disadvantaged pupils and the whole school cohort.
- To ensure equality of opportunity for all pupils and to support pupils in overcoming barriers to education.

- To ensure that all pupils attend school regularly and punctually, so that they can thrive in their learning.

Externally provided programmes

| Programme | Provider |
|------------------------------------------------------------------------|-----------------------------------------------------|
| ECT Support | BEP Arthur Terry Partnership |
| Behaviour Support | COBS Support Beacon Behaviour Support |
| Speech and Language Therapist | NHS Speech and Language SSOS Speech and Language |
| Wellcom Programme | West Midlands Speech and Language |
| Teaching WalkThrus | Teaching WalkThrus |
| Drama Programme (in and outside of school hours) | The Birmingham Rep |
| Teaching for Mastery | The Maths Hub |
| Phonics Showcase Early Language Development Reading for Pleasure | The English Hub |