



Harrow Gate Academy Pupil premium strategy statement 2026 - 2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	56%
Academic years that our current pupil premium strategy plan covers	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Vicky Galt
Pupil premium lead	Vicky Galt
Governor / Trustee lead	ELT Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,172.92
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£324,172.92

Part A: Pupil premium strategy plan

Statement of intent

At Harrow Gate Primary Academy, disadvantage is not a characteristic of a small group of pupils, but a defining feature of our school community. With 404 pupils on roll, *41% of pupils eligible for Pupil Premium* and significantly higher-than-average levels of SEND, we recognise that many children face multiple and interconnected barriers to learning, attendance, wellbeing and achievement. Leaders are committed to ensuring that every child, regardless of background, need or circumstance, has access to the highest quality education, exceptional pastoral support and rich opportunities that enable them to thrive.

Our Pupil Premium strategy is rooted in the Education Endowment Foundation's tiered approach to spending, with a strong emphasis on high-quality teaching as the greatest lever for improving outcomes for disadvantaged pupils. We recognise that the most effective approaches to raising attainment benefit all pupils and therefore place Quality First Teaching, staff development, instructional coaching, curriculum excellence and adaptive practice at the heart of our strategy. Leaders ensure that teaching consistently meets the needs of learners through ambitious curriculum design, evidence-informed pedagogy, precise assessment and timely intervention.

However, we also understand that achievement cannot be separated from wellbeing. Many of our pupils experience social, emotional, economic and attendance-related challenges that impact their readiness to learn. Consequently, our strategy takes a holistic approach to child development, investing in emotional wellbeing, attendance support, family engagement, mental health provision, inclusion and specialist intervention. Through nurturing relationships, a strong safeguarding culture, relational approaches to behaviour, Thrive-informed practice and multi-agency support, we work to remove barriers that prevent children from fully engaging in school life and learning.

We believe that every child deserves to feel safe, valued, successful and included. Our strategy therefore extends beyond academic achievement to encompass pupils' personal development, confidence, aspirations, independence and sense of belonging. Through an extensive programme of enrichment, cultural experiences, leadership opportunities, arts participation, sport, outdoor learning and community engagement, we seek to broaden horizons and provide experiences that many children may not otherwise access. This reflects our belief that educational equity is achieved not only by improving attainment, but by ensuring that every child benefits from a rich and ambitious education.

Leaders use robust quantitative and qualitative evidence to identify need, evaluate impact and ensure that resources are targeted effectively. We maintain high aspirations for all pupils and reject any assumption that disadvantage determines outcomes. Through a relentless focus on excellent teaching, strong relationships, inclusive practice and the whole-child approach, our ambition is that every disadvantaged pupil leaves Harrow Gate as a confident, resilient and successful learner, fully prepared for the next stage of education and for life beyond primary school.

In summary, our Pupil Premium strategy is built around three core principles:

Excellent Teaching and Learning

Ensuring every pupil has access to the highest quality teaching, curriculum and assessment.

Wellbeing, Inclusion and Removal of Barriers

Supporting pupils' emotional, social, behavioural and attendance needs so they are ready to learn and succeed.

Holistic Development and Life Opportunities

Enriching pupils' experiences, aspirations, confidence and cultural capital so that they flourish both academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils typically enter each key stage with lower baseline attainment in reading, writing, and maths compared to their peers both within the academy and nationally. This gap is evident from EYFS through to KS2 and means many pupils require accelerated progress and targeted support to meet age related expectations and access the full curriculum effectively.
2	Language difficulties and limited vocabulary are prevalent among our disadvantaged pupils. Assessments and observations from Reception to KS2 consistently show underdeveloped oral language skills and vocabulary gaps, which are more common in this group than their peers. These gaps can hinder reading comprehension, writing development, and overall access to the curriculum, impacting both academic progress and confidence in communication.
3	The academy has a higher proportion of disadvantaged learners with SEN compared to their peers, particularly social, emotional and mental health (SEMH) needs. 46% of our disadvantaged pupils are identified as having SEN. This presents significant challenges for both academic progress and wellbeing. Pupils with SEMH needs often require highly individualised support, consistent routines, and specialist interventions. Without these, they may struggle with engagement, behaviour, and emotional regulation, which can impact their ability to access learning and thrive in the school environment.
4	Lower attendance among disadvantaged pupils is a persistent barrier to progress. All children 94% - disadvantaged 92.1%. These pupils are more likely to have higher rates of absence, including persistent absenteeism, which limits their access to consistent teaching and learning. Missed time in school affects academic attainment, disrupts continuity, and can lead to gaps in knowledge and skills. It also impacts social development and engagement, making it harder for pupils to build relationships and feel connected to the school community
5	Many disadvantaged pupils have limited access to wider life experiences and enrichment opportunities beyond school. This lack of cultural capital can affect their confidence, engagement with learning, and ability to make connections across the curriculum. It may also contribute to lower aspirations for the future, making it essential to provide meaningful opportunities that broaden horizons and raise ambition.

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 and punctuality for all pupils, particularly our disadvantaged pupils.	A sustained increase in the attendance of disadvantaged pupils by the of academic year 2027/28 demonstrated by: •The overall absence rate for all pupils being no more than 5% (slightly above provisional national average) and there will be no gap in attendance for our disadvantaged pupils. •The percentage of all pupils who are persistently absent being below 15% (provisional national average) and the figure among disadvantaged pupils being no lower than their peers
Sustained high attainment for disadvantaged pupils at the end of Reception.	Over the three-year period to 2027/28, EYFS profile outcomes continue to show that at least 60% of disadvantaged pupils achieve a GLD (latest national average for disadvantaged – 51.5%)
Sustained high attainment in phonics for disadvantaged pupils at the end of Year 1	Over the three-year period to 2027/28, Y1 PSC outcomes continue to show that at least 80% of disadvantaged pupils pass the phonics screening check (latest national average for disadvantaged – 68%).

Improved attainment in reading, writing and maths for disadvantaged pupils at the end of KS1 & KS2	KS2 reading and writing outcomes by 2027/28 show that more than 55% of disadvantaged pupils met the expected standard in reading, writing and maths (last national data for disadvantaged - 47%). In each individual subject (reading, writing and mathematics), at least 65% of disadvantaged pupils reach the expected standard
Improved oral language skills and vocabulary among disadvantaged pupils.	By 2027/28, assessments and observations (including <i>Wellcomm</i> assessments) 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • quantitative improvement seen in Thrive data from the baseline in September 2025 • a fall in the rate of suspensions and permanent exclusions compared to over the previous strategy

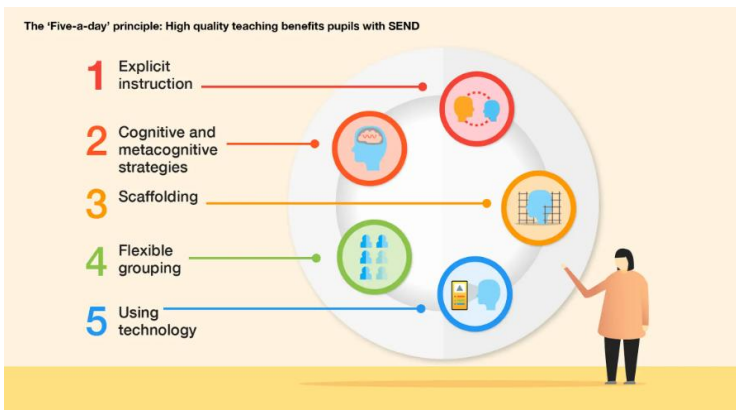
Activity in this academic year

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: **£153,622**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide an extensive CPD programme to continue to develop quality first teaching across the whole school. This to include: • Voice 21 Oracy Project • 'The National College' on demand CPD subscription • Early Reading - Ongoing training from the Literacy Trust and Little Wandle letters and sounds 'portal' and the partner development days • Additional refresher CPD from CLPE for all staff • Training from the Maths Hub for identified individuals Cost: £18,000	The EEF Pupil premium guide states that improving quality first teaching should be the first priority. Additionally, in their book, "What Works?", Major & Higgins (2019) detail 'Improving Classroom Teaching' as having a gain of +4 months on pupil attainment. Major & Higgins recommend a series of evidence informed approaches that leaders should use to improve classroom teaching. To this end, we are continuing to allocate a significant CPD budget of £18,000 to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching. Specific courses are also backed up by evidence e.g. Little Wandle letters and sounds phonics training, phonics is stated by the EEF as having a significantly positive impact on attainment (+5 months).	1 2 3
Provide release time for the Vice Principal and members of the leadership team, to allow them to provide support to teachers to improve the quality of teaching across school. The Vice Principal will be the Induction Tutor for ECTs.	Building on the above evidence base, the Vice Principal and SLT members have specific time to support teachers in 'Improving Classroom Teaching'. They use evidence-informed approaches to develop staff, based on the principles of the 'Great Teaching Toolkit', which is a synthesis of research in the field of teaching & learning. The DfE Early Career framework (available here) is based on a sound base of evidence and research into the field of teacher development. The content of the framework and its underpinning	1 2 3

Cost – £79,801	evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).	
Provide release time for the Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school. Cost – £33,271	Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months). The Early Reading lead provides phonics training for all staff in line with the guidance in our SSP scheme (Little Wandle Letters and Sounds). This ensures that we are following the scheme with fidelity (which is also an evidence informed recommendation).	1 2 3
SENDCo time to provide support teachers with provision for SEND children in the classroom. Also release time for SEND lead in EYFS to support with SEND early identification under the supervision of the SENDCo Cost – £22,550	The strategies and advice given by the SENDCO are based on the EEF report 'Special Educational Needs in Mainstream Schools', which can be found here . This includes strategies such as the EEF 'five a day' principle, which forms the basis of our strategy for Wave 1 intervention during quality first teaching. 	4

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

Budgeted cost: £117,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide teaching assistants during the afternoon to deliver targeted one-to-one reading tutoring using the Little Wandle letters and sounds toolkit for children in Years 1 and 2. Cost – £46,000	One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). We follow the EEF recommendations, particularly, “for one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.” We use the structured programme Little Wandle Letters and Sounds ‘Catch up’ one-to-one tutoring, and our TA’s have continual training in this approach (including from the English Hub).	1 2 4
Provide a teaching assistant to deliver targeted one-to-three maths tutoring using Maths No Problem Cost – £23,000	One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). The EEF state, “Approaches that ... deliver instruction ... in small groups rather than one to one have smaller positive effects, on average, but may be a cost effective solution to providing targeted support.” (EEF Toolkit).	1 2

Continue to provide Reading Plus as effective targeted support in reading comprehension in KS2 Cost – £7750	Reading Comprehension strategies are highlighted by the EEF as having a significant positive impact on pupil attainment (+6 months). Using Reading Plus to deliver this intervention keeps costs low as school already has a significant number of iPads, on which the application can be used. It also allows whole classes the opportunity to access the intervention, rather than just groups. Reading Plus also offer case studies to support the efficacy of their intervention here.	1 2 3
1 to 1 Speech and Language Assessments and therapy. SALT – Speech Buddies £12,699	Early identification and targeted speech and language support help children develop the communication skills needed to access learning successfully. Research shows that oral language interventions have a significant positive impact, particularly for disadvantaged pupils and those with low language baselines on entry, improving language development, literacy readiness and long-term educational outcomes	1,2,3
Continue to provide access to Times Tables Rockstars and Numbots for all children in school. Encourage children to use these platforms at home as they can be accessed independently. Cost – £470	Homework is highlighted by the EEF as having a significant positive impact on pupil attainment (+5months). Two of the EEF key findings are, “Homework that is linked to classroom work tends to be more effective.” and “It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).” To this end, Numbots and TT Rockstars are effective programmes to use for Homework as they are very cheap and provide very specific practice around number facts. It also provides specific feedback for children automatically.	1 2
Provide a further release time for the SENDCo to support staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications) Cost: £27,432	The EEF's SEND evidence review (EEF, 2020), available here, makes a wide-ranging number of recommendations to improve provision for children with SEND. In order to put these recommendations in place, particularly around multi-agency working, the experienced SENDCo needs release time for teaching staff from the classroom.	1234

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

Budgeted cost: £134,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a reduced cost breakfast club and extended reach breakfast programme for all children in school. Partnership with Greggs Breakfast club (staffing costs) Cost – £10,023	Breakfast Club forms part of Harrow Gate's wider attendance, inclusion and wellbeing strategy. The provision removes barriers to attendance by providing a consistent, supportive start to the day, particularly for disadvantaged pupils, pupils with SEND and those experiencing attendance difficulties or EBSA-related challenges. Through access to a nutritious breakfast, positive social interaction and trusted adults, pupils arrive settled, ready to learn and emotionally prepared for the day ahead. Leaders use attendance and pastoral data to target provision effectively, resulting in improved punctuality, stronger attendance and enhanced wellbeing for vulnerable groups. Case studies and attendance tracking demonstrate the provision's positive impact on both attendance and pupils' engagement with learning.	4,5
Continue to provide a Specialist Safeguarding Officer to identify children who may need early help or be at risk of harm, and secure the help these pupils and families need.	Keeping Children Safe in Education 2026 makes a number of recommendations around the leadership of safeguarding. Due to the very high number of pupils with social care involvement, school has appointed a specialist safeguarding officer to support with work of the	4,5

Cost – £41,940	designated lead (Principal) to ensure that school can attend all multi-agency meetings and engage with social care as much as possible.	
Continue to provide a School Counsellor to allow children with significant barriers – social, emotional and mental health to access their learning and make progress. Cost – £35,411	Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment (+4 months). To this end, we employ a qualified child counsellor and THRIVE practitioner who is trained in, Attachment and Trauma, Theraplay, CBT and Counselling, to both deliver structured intervention programmes and also provide ad hoc support as necessary e.g. moments of crisis. The practitioner delivers bespoke training to staff to support the SEMH and wellbeing of children within the education setting	2,4,5
Continue to provide an Education Welfare Officer to focus on improving attendance and supporting parents with any other issues, including learning at home. Cost – £11,395	Parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months). To support this, our school employs an education welfare officer to provide more intensive support for families in crisis, or on the edge of social care involvement e.g. at EHA level. The EWO also is the operational lead on attendance, following the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,5
Continue to implement the Thrive approach to improve pupils' wellbeing. Cost – £2450 + CPD £1475 Total: £3925	Thrive point to numerous studies that highlight the efficacy if Thrive approach in improving pupils wellbeing. These can be seen here . The EEF cite 'behaviour interventions; as having a +4 month gain on pupil achievement.	5
Increase disadvantaged children's arts participation through providing tuition from Tees Valley Music for every class in school, in addition to their standard music curriculum. Cost £16,968	Arts participation is highlighted by the EEF as having a positive impact (+3 months) on other areas of the curriculum, particularly English and maths. It is also a low-cost approach, and allows us to provide children with the opportunity to learn an instrument which they may not otherwise be able to afford to do.	5
SLA for weekly STRIVE (specialist OT services) assessment, programme development and review in school for children with OT needs and sensory difficulties. Cost £15,060	School have highlighted that the number of children with motor and sensory difficulties has significantly increased over the past two years. The NHS OT service has an extensive waiting list and there is a lack of therapeutic input and sensory assessment. Through using Strive in school we now have a clearer understanding of needs, set programmes to support development and a process of review with the therapist.	3

Total budgeted cost: £405,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of the strategy against the aims:			
Intended outcome	Success criteria	Baseline position (end of 2024 – 2025 academic year)	Review (end of 2026 academic year)
Improved attainment for disadvantaged pupils at the end of Reception.	More than 65% of disadvantaged pupils achieve a Good Level of Development (GLD).	Overall GLD was 65% in 2025, just below the national figure of 68%. Disadvantaged pupils entered school with significantly low starting points, particularly in communication, language and early literacy.	Overall GLD in 2026 was 60%. While this remains below the academy's ambition, pupils made strong progress from low starting points. Leaders have further strengthened early language, phonics, Launchpad for Literacy and SEND identification to improve future outcomes
Improved reading and writing attainment for disadvantaged pupils at the end of KS2.	More than 75% of disadvantaged pupils achieve the expected standard in reading and writing.	In 2025, 68% of disadvantaged pupils achieved the expected standard in reading and 62% in writing. Both measures remained below the academy target of 75%.	Reading outcomes improved significantly, with 90% of disadvantaged pupils achieving the expected standard, exceeding both the academy target and national outcomes. Writing attainment was 55% , indicating that writing remains a priority for improvement. Leaders have already strengthened vocabulary development, sentence construction and extended writing opportunities across the curriculum.
Improved mathematics attainment for disadvantaged pupils at the end of KS2.	More than 75% of disadvantaged pupils achieve the expected standard in mathematics.	In 2025, 62% of disadvantaged pupils achieved the expected standard in mathematics.	Outcomes improved substantially to 76% of disadvantaged pupils achieving the expected standard, exceeding the target and demonstrating the positive impact of the mastery curriculum, Mastering Number and Maths No Problem approaches.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, observations and work scrutiny demonstrate improved language acquisition, vocabulary and communication skills.	Leaders identified significant language and vocabulary gaps across disadvantaged pupils, particularly within EYFS and among pupils with SEND. Launchpad for Literacy and Voice 21 had been introduced to begin addressing these barriers.	Evidence from lesson visits, pupil voice, reading outcomes and curriculum monitoring demonstrates stronger vocabulary acquisition and improved communication skills. Consistent implementation of Launchpad for Literacy, Little Wandle, SCODE and Voice 21 approaches has strengthened pupils' speaking, listening and reading comprehension skills across the academy.

To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Attendance gap closes and persistent absence reduces significantly.	Attendance for disadvantaged pupils had improved to 92.5%, but persistent absence remained high at 23.4%. The gap between disadvantaged pupils and their peers remained a key priority.	Attendance systems have been strengthened through targeted support, early intervention and the work of the Education Welfare Officer, safeguarding team and breakfast provision. Persistent absence and attendance remain priorities; however, school evidence demonstrates improved engagement, stronger family support and increased attendance amongst identified vulnerable pupils. Case studies show notable success for individual pupils with significant attendance barriers.
To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.	Pupil voice, Thrive data, family feedback and monitoring evidence demonstrate improved wellbeing.	Disadvantaged pupils presented higher levels of SEMH need, social care involvement and emotional wellbeing challenges. Thrive and mental health support were established to address these barriers.	Wellbeing provision has continued to strengthen through Thrive, the Positive Mental Health Officer, safeguarding support, therapeutic interventions and external agency partnerships. Pupil voice, case studies and pastoral records demonstrate improved self-regulation, resilience and engagement in learning for many disadvantaged pupils, particularly those with SEMH needs. Inclusion remains a significant strength of the academy.

Appendix 1 – Data summary

	2024						2025						2026					
	ARE			GD			ARE			GD			ARE			GD		
	ALL	PP	Nat	ALL	PP	Nat	ALL	PP	Nat	ALL	PP	Nat	ALL	PP	Nat	ALL	PP	Nat
GLD	49%						65%		68%				60%					
PHONICS	75%	67%	72%				65%	67%	80%				76%					
READING	65%	51%	74%	25%	23%	28%	73%	68%	75%	20%		31%	88%	90%	77%	50%	55%	28%
WRITING	61%	54%	72%	5%	3%	13%	68%	62%	72%	5%		13%	71%	55%	77%	4%	0%	13%
MATHS	67%	60%	73%	7%	9%	24%	66%	62%	74%	24%		26%	81%	76%	79%	23%	10%	27%
CRWM	51%	46%	61%	2%	0%	8%	58%	54%	62%	3%		8%	63%	52%	63%	4%	0%	9%
MTC	Average score			Full marks			Average score			Full marks			Average score		23.4	Full marks		45%

Pupil Premium (PP) Analysis: Baseline 2024 to Outcomes 2026

The 2026 outcomes demonstrate a strong improvement in attainment for disadvantaged pupils from the 2024 baseline, particularly in reading and mathematics. The academy's focus on curriculum consistency, early reading, targeted intervention and inclusive practice has contributed to reducing attainment gaps and enabling many disadvantaged pupils to achieve outcomes in line with, and in some cases above, their peers.

Reading

Reading represents the strongest area of improvement for disadvantaged pupils. In 2024, only 51% of PP pupils achieved the expected standard, significantly below the national figure of 74%. By 2026, PP attainment had increased to 90%, representing a 39% point improvement and exceeding both the whole cohort outcome (88%) and national attainment (77%). Greater Depth attainment for PP pupils also more than doubled, rising from 23% in 2024 to 55% in 2026. This indicates that disadvantaged

pupils not only caught up with their peers but increasingly excelled, reflecting the successful implementation of Little Wandle, targeted reading support and a consistent approach to literacy across the academy.

Writing

Writing outcomes for disadvantaged pupils show a more mixed picture. Attainment at the expected standard increased marginally from 54% in 2024 to 55% in 2026. Whilst this demonstrates that standards have been maintained, outcomes remain significantly below the national figure of 77%. Greater Depth attainment declined from 3% in 2024 to 0% in 2026, highlighting a continuing challenge in ensuring disadvantaged pupils develop the depth of vocabulary, composition and transcription skills needed to achieve higher standards. Writing remains the key priority area for further improvement across the disadvantaged cohort.

Mathematics

Mathematics outcomes show substantial improvement. In 2024, 60% of PP pupils achieved the expected standard compared with 73% nationally. By 2026, this had risen to 76%, an improvement of 16 percentage points and only three percentage points below the national figure of 79%. Although Greater Depth attainment increased slightly from 9% to 10%, it remains significantly below national levels (27%), suggesting further work is required to provide sufficient stretch and challenge for the most able disadvantaged mathematicians.

Combined Reading, Writing and Mathematics (RWM)

Combined attainment improved from 46% in 2024 to 52% in 2026. While this represents a positive increase of six percentage points, attainment remains below the national figure of 63%. Greater Depth in combined measures remained at 0% in both 2024 and 2026. This reflects the impact of weaker writing outcomes on overall combined performance, despite significant gains in reading and mathematics.

Phonics

Phonics outcomes for disadvantaged pupils remained stable at 67% between 2024 and 2025 before improving to 76% in 2026 overall school outcomes. The academy's investment in systematic phonics teaching, intervention and early identification has helped strengthen the foundations of literacy for disadvantaged pupils, supporting the strong improvements seen in later reading outcomes.

Overall Evaluation

The three-year trend demonstrates that disadvantaged pupils at Harrow Gate are achieving increasingly strong outcomes from their starting points. The most significant success has been in reading, where disadvantaged pupils now outperform both national outcomes and the whole cohort. Mathematics outcomes have also improved considerably, narrowing previous gaps. These improvements reflect leaders' highly inclusive approach, effective use of pupil premium funding, targeted intervention programmes and a coherent curriculum from EYFS to Year 6.

Whilst outcomes are encouraging, writing remains a clear priority for improvement, particularly in securing greater depth attainment and improving combined reading, writing and mathematics outcomes. Leaders have accurately identified this as an area for development and have already implemented curriculum refinements focused on vocabulary development, writing composition and greater challenge for all pupils. Continued focus on these priorities will further strengthen outcomes for disadvantaged pupils and ensure they achieve as well as, or better than, their peers nationally.

Key Headlines

- PP Reading ARE improved from 51% (2024) to 90% (2026), exceeding national outcomes.
- PP Reading GD increased from 23% to 55%.
- PP Maths ARE improved from 60% to 76%.
- PP Combined RWM improved from 46% to 52%.

Writing remains the main area for development, with PP attainment at 55% and 0% GD in 2026.

Disadvantaged pupils now achieve particularly strongly in reading, demonstrating the impact of the academy's inclusive curriculum and targeted support.

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
Times Table Rock Stars	Maths Circle
Numbots	Maths Circle
Maths No Problem	Andy Psarianos
Reading Plus	Dream Box Learning
Little Wandle letters and sounds	Little Wandle letters and sounds
Power of Reading	Centre for Literacy in Primary Education
THRIVE	THRIVE
STRIVE (Occupational Therapy)	Future Steps