

Pupil premium strategy statement – Updated July 2026

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
School name	Kidgate Primary Academy
Number of pupils in school	403 (391)
Proportion (%) of pupil premium eligible pupils	31.6% (33.7%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 (July 2026)
Statement authorised by	Susan Cook
Pupil premium lead	Susan Cook
Governor / Trustee lead	Katy Hunt, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,881
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	£208,881

Part A: Pupil premium strategy plan

Statement of intent

At Kidgate Academy, our core belief is that all children, regardless of social disadvantage, background or personal circumstance, deserve access to an ambitious, knowledge-rich curriculum and the opportunity to achieve highly. We are committed to ensuring that disadvantage does not define a child's educational journey or future life chances.

Our pupil premium strategy is underpinned by a simple but uncompromising principle: the greatest lever for improving outcomes for disadvantaged pupils is high-quality teaching. While targeted interventions, pastoral support and wider strategies are important, our approach prioritises strengthening classroom practice first, ensuring every child receives consistently high-quality, adaptive teaching every day.

At Kidgate, we recognise that disadvantage is rarely a standalone factor. Many of our disadvantaged pupils face multiple, overlapping barriers including SEND, social, emotional and mental health difficulties (SEMH), adverse childhood experiences (ACEs), attendance challenges, speech and language delay, safeguarding concerns and family instability. These cumulative factors create significant barriers to learning, emotional regulation, resilience and academic progress.

Currently:

- **33.7% of pupils** are eligible for Pupil Premium
- SEND need continues to increase year on year
- EHCP numbers have risen significantly, now standing at **15**, with **6 further applications underway**
- Persistent absence remains disproportionately higher for disadvantaged and SEND pupils
- SEMH complexity across school continues to rise, with more pupils requiring highly personalised provision and intervention.

Historically, outcomes have fluctuated, particularly where cohorts have presented with exceptionally high levels of complexity. The 2025 Year 6 cohort reflected this, with a significant overlap of disadvantage, SEND, poor attendance and alternative provision, contributing to lower end-of-key-stage outcomes. However, leaders have undertaken a rigorous analysis of this data and used it to refine provision, strengthen teaching and target support more precisely.

Provisional 2025–2026 data shows significant improvement:

Measure	2025	2026 Provisional
Phonics	82%	81%
GLD	70%	80%
Writing	58%	80%
Reading	58%	82%
Maths	57%	72%
GPS	62%	73%
MTC	19.3 average	20.7 average

These outcomes demonstrate a clear upward trajectory and evidence that school improvement work is translating into improved pupil outcomes.

Particularly significant is:

- Writing improving by 22 percentage points
- Reading improving by 24 percentage points
- Maths improving by 15 percentage points
- GLD improving by 10 percentage points

This shows that while the school continues to face high levels of disadvantage and complexity, the strategic focus on curriculum, teaching and intervention is having measurable impact.

Our strategy is therefore focused on sustaining this improvement, continuing to narrow attainment gaps and ensuring that disadvantaged pupils receive the academic, emotional and pastoral support they need to thrive.

School Context and Historical Position

Kidgate has experienced significant change over the past three years, including leadership restructuring, curriculum redevelopment and increasing levels of SEND complexity.

The academy report notes that during the 2024–2025 period, the school was recovering from significant turbulence, with leadership instability impacting consistency, strategic oversight and curriculum implementation.

The 2025 KS2 outcomes were:

- **38% combined RWM**
- National: **62%**
- Gap: **24 percentage points**

At face value, this appears a significant weakness. However, cohort analysis showed:

- 21 disadvantaged pupils in the cohort
- high SEND concentration
- pupils on reduced timetables
- alternative provision placements
- high SEMH complexity
- attendance below expected.

The academy review explicitly states that leaders' current estimates for 2026 are significantly stronger and would provide "strong evidence of the impact of leadership on teaching and achievement"

Challenges

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

Challenge number	Detail of challenge
1 - Historical attainment gap + cohort complexity	Historic underachievement and attainment gaps across core subjects remain a significant barrier for disadvantaged pupils. While overall school outcomes have shown improvement over time, historical data demonstrates that disadvantaged pupils continue to achieve below their peers, particularly at Key Stage 2. In 2025, only 3% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths combined, compared to 35% of non-disadvantaged pupils, creating a 32-percent gap. Writing presented the greatest internal gap, with disadvantaged pupils achieving 8% compared to 50% of non-disadvantaged pupils. However, cohort analysis shows this group had exceptionally high complexity, including significant SEND overlap, poor attendance, SEMH needs and pupils accessing alternative provision. This demonstrates that while the gap remains significant, the data must be understood within the school's wider context. Provisional 2026 data now show much stronger outcomes, including 80% writing, 82% reading and 72% maths, evidence that recent improvements in teaching, curriculum fidelity and intervention are beginning to close these gaps.
2 - SEMH, trauma, regulation	Poor communication and language development on entry to school continues to be a major barrier, particularly for disadvantaged pupils. A significant proportion of children enter Early Years below age-related expectations in communication and language. This directly impacts early phonological awareness, vocabulary acquisition, sentence construction, listening skills and confidence in speaking. These early weaknesses often compound over time, creating difficulties in reading fluency, comprehension and stamina. Leaders have identified this as a key root cause of later literacy gaps. The improvement in GLD from 70% in 2025 to a projected 80% in 2026 reflects the impact of targeted language-rich provision, Talk Before Write strategies, Story Project work, explicit vocabulary teaching and improved adult-child interactions. However, communication remains a priority due to the increasing number of pupils presenting with speech and language needs and communication-related SEND.
3 – SEND / disadvantage overlap	A significant overlap between disadvantage and SEND creates compounded and complex barriers to learning. At Kidgate, a high proportion of disadvantaged pupils also present with SEND, meaning barriers are rarely isolated. This overlap includes autism, ADHD, speech and language difficulties, sensory needs and SEMH. The school currently has 15 EHCPs, with 6 additional applications in process, demonstrating the increasing complexity of need. Many pupils require highly personalised support, adaptive teaching, external agency involvement and graduated provision. Leaders have also identified an increase in pupils requiring reduced timetables, bespoke curriculum pathways and targeted nurture provision. This complexity often slows academic progress and widens gaps unless teaching and intervention are highly responsive. The school has responded

	by strengthening SEND systems, introducing Team Around the Child models, expanding Blossom Room provision and investing in SEND-focused CPD.
4 - Family hardship, safeguarding, wellbeing	Social, emotional and mental health (SEMH) needs continue to rise and significantly impact readiness to learn. Leaders have seen a substantial increase in pupils presenting with SEMH difficulties over the past two years. These include anxiety, dysregulation, low resilience, poor emotional control and trauma responses. Many disadvantaged pupils have experienced adverse childhood experiences (ACEs), including domestic instability, bereavement, family breakdown, financial hardship or safeguarding concerns. These experiences impact concentration, behaviour, trust in adults and ability to sustain attention. This can lead to disrupted learning, increased suspensions, emotionally based school avoidance and reduced academic engagement. The school has responded by embedding trauma-informed practice, ELSA support, pastoral interventions, co-regulation strategies and personalised behaviour systems. While behaviour systems have improved and classrooms are calmer, SEMH remains a major barrier to sustained progress for some pupils.
5 - Attendance / persistent absence	Attendance remains a significant barrier for disadvantaged pupils, particularly those with SEND and SEMH needs. Although overall school attendance remains broadly in line with national averages, disadvantaged and SEND pupils continue to attend less regularly than their peers. Persistent absence reduced from 14.5% to 10.7% in 2024–2025, showing positive impact from attendance systems, but this remains disproportionately high for vulnerable groups. Attendance data shows that FSM and SEND pupils remain overrepresented within persistent absence figures. Reduced timetables, medical needs, anxiety-based school refusal and family instability all contribute to this. Poor attendance creates cumulative knowledge gaps and reduces the impact of even the strongest classroom teaching. Leaders continue to prioritise attendance through early intervention, home visits, breakfast club support, attendance plans and close family engagement.
6 – Parental engagement	Parental engagement and family capacity to support learning varies significantly across the school. Some disadvantaged families face barriers including low adult literacy, financial hardship, unstable housing, mental health difficulties and limited confidence in supporting learning at home. This can affect reading frequency, homework completion, routines and attendance. Leaders have identified that strong home-school relationships are critical to improving outcomes. Through breakfast club, food bank support, uniform provision, Early Help, parent workshops and regular communication, the school works proactively to remove practical barriers and strengthen parental partnership. However, variability in engagement remains a challenge and requires ongoing targeted support.

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
Challenge 1 – Attainment for disadvantaged pupils in Reading, Writing and Mathematics will improve, and the gap between disadvantaged and non-disadvantaged pupils will begin to close at Key Stage 2 and across the school.	• The proportion of disadvantaged pupils achieving age-related expectations in Reading, Writing and Mathematics increases year on year. • Outcomes for disadvantaged pupils continue to move closer to national averages, particularly in Writing and Reading. • Writing outcomes remain strong and sustain the projected 80%+ attainment. • Reading and Maths continue their upward trajectory, building on 2026 provisional gains. • Internal attainment gaps reduce progressively across all key stages. • Book scrutiny, pupil progress meetings and assessment demonstrate that disadvantaged pupils are retaining more knowledge over time and applying this with increasing independence.
Challenge 2 – Disadvantaged pupils will demonstrate improved emotional regulation, resilience, confidence and engagement with learning, resulting in improved behaviour and learning attitudes.	• GLD remains strong and continues to move above national averages. • Phonics outcomes remain in line with or above national averages. • More pupils secure phonics at the first screening, reducing the need for Year 2 resits. • Pupils demonstrate stronger vocabulary, oral fluency and confidence in speaking. • Early intervention ensures children make rapid gains from low starting points. • Pupils are able to self-regulate and co-regulate within the classroom.
Challenge 3 - Disadvantaged pupils with SEND will access ambitious learning through highly adaptive teaching and personalised provision, enabling them to make strong progress from individual starting points.	• Disadvantaged pupils with SEND consistently meet or exceed their individual progress targets. • Provision maps, IEP reviews and assessment show clear small-step progress over time. • Adaptive teaching is embedded across all classrooms and supports access to the full curriculum. • Staff confidence in meeting SEND needs continues to strengthen through CPD and coaching. • Pupils show increasing independence, reduced reliance on adults and improved engagement in learning. • SEND disadvantaged pupils are increasingly able to sustain learning alongside peers.

Challenge 4 - Disadvantaged pupils will experience improved wellbeing, emotional security and self-esteem, enabling them to engage more successfully with learning.	• Behaviour incidents linked to emotional dysregulation reduce over time. • Pupils increasingly demonstrate resilience, confidence and readiness to learn. • Pupil voice shows improved feelings of safety, belonging and enjoyment of school. • SEMH interventions demonstrate positive impact on engagement and classroom participation. • Fewer pupils require high-level behaviour intervention or suspension. • Classrooms remain calm, purposeful and supportive of learning.
Challenge 5 - Attendance for disadvantaged pupils will continue to improve, moving closer to both national averages and non-disadvantaged peers, ensuring pupils can fully access the curriculum and make sustained progress.	• Overall attendance for disadvantaged pupils improves year on year. • Persistent absences are reduced further and remain below previous historical levels. • Attendance for disadvantaged pupils moves increasingly closer to national averages. • Attendance for disadvantaged pupils with SEND improves through targeted support. • Improved attendance correlates with stronger academic progress and improved behaviour. • Families receiving targeted support demonstrate improved engagement and consistency.
Challenge 6 - Families of disadvantaged pupils will be increasingly engaged in their child's education, working in partnership with school to improve attendance, routines, reading and wider learning behaviours.	• Increased parental engagement in workshops, meetings, TAC reviews and school events. • Improved attendance and punctuality for targeted disadvantaged pupils. • Families identified as vulnerable engage positively with Early Help, TAC and wider school support systems. • Reduction in barriers linked to uniform, food insecurity and school readiness through targeted practical support. • Parent voice reflects improved confidence in supporting learning and stronger relationships with school. • Disadvantaged pupils show improved readiness to learn, confidence and engagement as a result of stronger home-school partnerships.
Barriers to learning addressed by the priorities	• Poor language acquisition and communication on entry to school • As a result of low communication and language skills, children have poor application of phonics which inhibits progress in phonics, spelling, reading and writing • Attainment gap increase, particularly for middle attaining children who may make slower progress • Limited experiences and fewer opportunities that give life experiences

	• Low self-esteem and aspirations • Poor attendance for some • Poor attitudes and learning skills leading to disengagement • Parental engagement and adult literacy • Poor emotional well-being and anxiety
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £104,572.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in phonics resources, staff training for new staff, subject leader release time, monitoring and assessment to secure early reading. • Relevant staff access updated training: Early Reader Leader, English subject lead and all staff responsible for delivery of RWI phonics. • Enhance the teaching of phonics through RWI scheme ensuring that all new staff have received training to deliver RWI scheme effectively. • Invest in high quality resources. • Subject leader release time to support the planning and monitoring of phonics and reading: look at groups, assessments, reading records.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF Reading comprehension strategies EEF	1, 2, 3,

Purchase of assessment tools and staff training to identify precise gaps, target interventions accurately and track progress consistently.	Standardised tests and the programmes highlighted can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction and help support next steps: EEF recommends diagnostic assessment to inform teaching and intervention and improve progress through responsive teaching. EEF Blog: Assessing learning in the new academic year (Part 2... EEF Teacher Feedback to Improve Pupil Learning EEF	1, 2, 3
Investment in professional development for teachers and curriculum leaders to strengthen adaptive teaching, SEND practice, scaffolding, retrieval, questioning and feedback. CPD, including the National College and the NPQ programme to support teachers and curriculum leaders across all aspects of the curriculum. Continue to access support from the Learn SEND hub to support individuals and whole groups in areas such as adaptive teaching. Teacher for every class with TA support in addition to any 1:1 TA. • Explicit teaching, highly effective questioning, scaffolding, cognitive and meta-cognitive strategies, flexible groupings, knowledge organisers, refine retrieval schedules for learning, high quality texts to support learning. • Pre-teaching and targeted support within lessons and high-quality feedback	Effective Professional Development directly improves pupil outcomes by strengthening classroom practice. Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF Improving Primary Science EEF	1, 2, 3, 4, 5, 6

Investment in physical books, online reading platforms, reading for pleasure texts, 1:1 and group reading support, parental engagement with home reading. • 1:1/group and class reading to develop reading stamina and fluency for identified children. • Extra phonics input through interventions across the school. • High quality resourcing in quality texts. • Whole class reading, with catch-up and pre-teach sessions. • Subject Leader release for monitoring and delivery of training • Invest in high quality year group appropriate reading for pleasure books that can be shared at home to re-ignite a love of reading. • Year 2 and Year 6 STA moderator training, and disseminate accordingly across school • Engage wider parental involvement with reading at home.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific. Reading comprehension strategies (+6 months) – especially effective when matched to need. Reading comprehension strategies EEF	1, 2, 3, 4, 5, 6
Subject leaders funded to monitor standards, quality assure teaching, moderate outcomes, attend hubs and drive curriculum improvement. Support staff through CPD to emphasise the importance of metacognition and self-regulation approaches to teaching and learning. Invest in additional staffing to support periods of absence. Invest in additional leadership to support the delivery of high-quality teaching. • Subject Leader release schedule constantly reviewed and updated to enable all subject leaders to monitor standards in their subject and access CPD: off-site subject hubs, inter school moderation and links with local settings for moderation.	To allow senior leaders time to further develop key areas such as curriculum and to provide support for subject leaders to carry out their roles effectively to ensure high quality provision for the children. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. EEF highlights that curriculum quality and leadership are key to raising attainment.	1, 2, 3, 4, 5, 6

• Subject monitoring/reviews by subject leaders: oversee coverage, schedule drop-ins between linked subject leaders and individual year groups, pupil voice to establish retention of taught knowledge.	Feedback EEF Effective Professional Development EEF	
CPD for staff, purchase of resources, leadership monitoring, structured whole-class mastery teaching, pre-teach and catch-up sessions, TT Rockstars. • Leadership release for monitoring maths, mastering number, and TT Rockstars along with own and staff CPD on maths mastery/mastering number • Maths Mastery Hub involvement to continue • CPD release for teachers delivering mastering number • The whole class teaching of White Rose Maths, with catch-up and pre-teach sessions. • TTRockstars launch and impact monitoring • Teacher and TAs to support groups • Resources purchased	Enable pupils to develop a rich network of mathematical knowledge. Emphasise the many connections between mathematical facts, procedures, and concepts. Ensure that pupils develop fluent recall of facts. Teach pupils to understand procedures. Teach pupils to consciously choose between mathematical strategies. Build on pupils' informal understanding of sharing and proportionality to introduce procedures. Teach pupils that fractions and decimals extend the number system beyond whole numbers. Teach pupils to recognise and use mathematical structure. Improving Mathematics EEF guidance supports mastery, fluency, reasoning and structured teaching. Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	1, 2, 3, 4, 5, 6

Monitoring and refinement of feedback policy, CPD on high-impact verbal feedback to accelerate progress without increasing workload.	Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Feedback (+7 months progress) – one of the highest impact strategies, particularly verbal feedback. Feedback EEF	1, 2, 3, 4, 5, 6
Purchase of subject-specific resources to support curriculum engagement, motivation and cross-curricular literacy and numeracy.	Generally, to support pupil engagement and invest in wider talents to raise general outcomes and support literacy and numeracy through all subjects. EEF wider curriculum evidence links engagement to improved attainment and resilience.	1, 2, 3, 4, 5
Investment in updated tracking and assessment systems to improve gap analysis, Early Years tracking and subject-specific assessment. Explore other assessment systems, and where necessary, invest in other systems, especially in relation to Early Years and the wider curriculum subject areas. Investigate a new MIS system, Bromcom to implement new assessment system and provision map.	Use assessment to build on pupils' existing knowledge and understanding Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. EEF guidance supports assessment as a driver of responsive teaching and targeted support. Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF Improving Primary Science EEF	1, 2, 3, 4, 5, 6

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

Budgeted cost: **£51,823.17**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group and 1:1 programmes to develop listening, narrative and vocabulary for pupils with low spoken language, particularly in EYFS and KS1..	Oral Language Interventions (+6 months progress) – strong impact on attainment and early literacy. Oral language interventions EEF	1, 2, 3, 4,
Targeted phonics sessions for disadvantaged pupils not yet secure in decoding, with regular screening and rapid response intervention.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds Phonics EEF	1, 2, 3, 4,
Targeted reading stamina, decoding and comprehension sessions through 1:1 and small groups across the school.	Reading Comprehension Strategies (+6 months) support struggling readers when targeted effectively. Oral language interventions EEF	1, 2, 3, 4,
Internal and external tutoring for disadvantaged pupils to close specific gaps in Reading, Writing and Maths, including higher prior attainers.	Small Group Tuition (+4 months) and 1:1 Tuition (+5 months) – effective when targeted to precise gaps. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one, as well as in small groups. One to one tuition EEF Small group tuition EEF	1, 2, 3, 4, 5, 6

Additional adults to support disadvantaged pupils with SEMH needs to access learning through classroom-based support and intervention delivery.	Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantage pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF	1, 2, 3, 4, 5, 6
Training to ensure consistency, fidelity and high-quality delivery of intervention programmes.	Effective Professional Development (EEF) strengthens impact of structured interventions.	1, 2, 3, 4, 5, 6

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

Budgeted cost: **£52,485.27**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance intervention for disadvantaged pupils and families, including home visits, attendance plans and structured support to remove barriers to attendance.	Supporting Attendance (EEF) – improving attendance leads directly to improved academic outcomes. Supporting attendance EEF Working with Parents to Support Children's Learning EEF Behaviour interventions EEF	1, 2, 5
Whole-school trauma-informed strategies embedded in daily practice, supporting pupils affected by ACEs to remain regulated and ready to learn.	EEF behaviour guidance highlights regulation, relationships and consistency as central to SEMH improvement. Working with Parents to Support Children's Learning EEF Behaviour interventions EEF	1, 2, 3, 4, 5, 6
Improve attendance of disadvantaged children. • 1:1 transition support for individuals with returning to school anxieties • Anxiety based school refusal is identified early and LCC support packages used • ELSA guided 1:1/small group sessions • Use of external agencies • Support of LCC Inclusion and Attendance Team • Use of the Early Help process/TAC	Use of internal and external expertise to support children coming into and back to school. Supporting attendance EEF Working with Parents to Support Children's Learning EEF Behaviour interventions EEF	1, 2, 3, 4, 5, 6

Targeted PSHE resources to support emotional wellbeing, relationships, health, resilience and aspirations.	Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. Social and Emotional Learning (EEF) – most effective when embedded into daily school routines. Social and emotional learning EEF Behaviour interventions EEF	1, 2, 3, 4, 5, 6
Direct support for families facing housing, financial hardship, safeguarding and wellbeing challenges through Early Help and TAC processes.	EEF wider strategies confirm that removing non-academic barriers increases access to learning. Supporting attendance EEF Working with Parents to Support Children's Learning EEF Behaviour interventions EEF	1, 2, 3, 4, 5, 6

Wide range of clubs, activities and external visitors to boost confidence, aspiration, engagement and social development. Play-based approaches to develop resilience, social skills, cooperation and emotional regulation.	Physical Activity & SEL (EEF) – improves wellbeing, engagement and school connection. Any engagement in such activities will help to build confidence and self-esteem to support learning and raise aspirations. EEF recognises structured play as supporting behaviour, resilience and engagement. Social and emotional learning EEF Behaviour interventions EEF Physical activity EEF	1, 2, 3, 4, 5, 6
Employer links, visitors and career exposure to raise aspirations and broaden horizons.	Aspirations Interventions (EEF) – most effective when combined with academic and wellbeing support. Aspiration interventions EEF	1, 2, 3, 4, 5, 6
Continued funding of food bank, uniform provision and crisis family support to remove financial barriers to attendance and learning.	EEF wider strategies highlight the importance of meeting basic needs to enable engagement with learning.	1, 2, 3, 4, 5, 6

Total budgeted cost: £208,881

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In 2025, there were 21 disadvantaged pupils within the Year 6 cohort of 60 pupils. Attainment for disadvantaged pupils was significantly below that of non-disadvantaged pupils across all Key Stage 2 measures.

Key Stage 2 Outcomes (based on teacher assessment)		All pupils	Pupil Premium pupils	Non-Pupil Premium pupils
% of pupils achieving the expected standard in reading, writing and mathematics	2004/5 2005/6	38%	3%	35%
% of pupils achieving the expected standard in reading	2004/5 2005/6	58%	10%	48%
% of pupils achieving the expected standard in writing	2004/5 2005/6	58% 80%	8%	50%
% of pupils achieving the expected standard in mathematics	2004/5 2005/6	57%	15%	42%
% of pupils achieving the expected standard in GPS	2004/5 2005/6	61%	13%	48%
% of pupils achieving the higher standard in reading	2004/5 2005/6	23%	1%	22%
% of pupils achieving the higher standard in writing	2004/5 2005/6	5%	0%	5%
% of pupils achieving the higher standard in maths	2004/5 2005/6	15%	1%	14%
% of pupils achieving the higher standard in GPS	2004/5 2005/6	25%	26%	41%

These outcomes indicate that while some disadvantaged pupils did achieve age-related expectations, overall attainment remains significantly lower than their peers, particularly in Writing and Reading.

All pupils:

Subject	EXS 2023 / 2024	Higher 2023 / 2024	EXS 2024 / 2025	Higher 2024 / 2025	EXS 2025 / 2026	Higher 2025 / 2026	National Exs 2025 / 2026	National High 2025 / 2026
RWM Combined	57%	3%	38%	3%			62%	8%
Reading	70%	28%	58%	23%			75%	33%
Writing	63%	3%	58%	5%	80%	3%	72%	13%
Maths	72%	27%	57%	15%			74%	26%
GPAS	75%	37%	62%	25%			73%	30%

Pupil Premium:

Subject	EXS 2023 / 2024	Higher 2023 / 2024	EXS 2024 / 2025	Higher 2024 / 2025	EXS 2025 / 2026	Higher 2025 / 2026
RWM Combined	46%	0%	3%	0%		
Reading	68%	16%	10%	1%		
Writing	47%	0%	8%	0%		
Maths	68%	11%	15%	1%		
GPAS	73%	26%	13%	26%		

- In 2025, outcomes at the end of Key Stage 2 show a significant attainment gap between disadvantaged and non-disadvantaged pupils across all measured areas. While a reasonable proportion of non-disadvantaged pupils achieved the expected standard, attainment for disadvantaged pupils remained very low, indicating that disadvantage continues to be a major barrier to academic success within the cohort.
- In the combined measure of Reading, Writing and Mathematics, only 3% of disadvantaged pupils met the expected standard, compared with 35% of non-disadvantaged pupils. This represents a substantial 32% gap, highlighting that many disadvantaged pupils were not able to reach age-related expectations across the core subjects.

- A similar pattern is evident in Reading. While nearly half of non-disadvantaged pupils (48%) achieved the expected standard, only 10% of disadvantaged pupils did so. This 38% gap reflects ongoing challenges with early reading development, fluency, and comprehension for disadvantaged learners, many of whom entered Key Stage 2 with low starting points.
- The gap is widest in Writing, where 50% of non-disadvantaged pupils met the expected standard compared with just 8% of disadvantaged pupils. The resulting 42% gap indicates that writing remains the weakest area for disadvantaged pupils, particularly in sentence structure, stamina, spelling and the application of grammar skills.
- In Mathematics, the gap remains significant but is slightly narrower. 42% of non-disadvantaged pupils achieved the expected standard compared with 15% of disadvantaged pupils, creating a 27% gap. While this suggests that some disadvantaged pupils are beginning to access mathematical learning more successfully, the majority still remain below age-related expectations.
- In Grammar, Punctuation and Spelling (GPS), 48% of non-disadvantaged pupils reached the expected standard, compared with 13% of disadvantaged pupils, resulting in a 35% gap. This further reflects the broader literacy difficulties experienced by disadvantaged pupils across the cohort.
- Overall, the data shows that non-disadvantaged pupils consistently outperform disadvantaged pupils in every subject area, with particular differences in Writing, Reading and the combined measure. These gaps are not the result of a lack of support but are strongly linked to a high proportion of disadvantaged pupils also presenting with SEND, low prior attainment, poor attendance, and significant social and emotional needs. In addition, some disadvantaged pupils were either educated in alternative provision or were not accessing the KS2 curriculum, which has had a marked impact on overall outcomes.
- Despite these challenges, disadvantaged pupils will continue to receive targeted academic intervention, pastoral support, external agency involvement and highly differentiated provision. However, the 2025 outcomes clearly indicate that while support systems are strong and inclusive, further refinement is required to ensure that this provision translates into stronger academic progress, particularly in Writing and Reading.
- The school continues to support Pupil Premium pupils' participation in educational visits and residential by contributing towards the overall cost where financial assistance is required. This ensures that no child is excluded from enrichment opportunities due to financial hardship.
- Staff have carefully planned and developed a wide range of curriculum-based and enrichment opportunities to enhance learning and encourage improved attendance, particularly for Pupil Premium pupils and those with poor attendance. These have included a variety of visitors to school and off-site visits for every year group. Due to the significant level of financial hardship affecting around a third of our pupils, the school made a

substantial financial investment to ensure that all trips and experiences were fully funded and accessible to pupil premium children.

- The ELSA-trained Pastoral Care Lead has delivered weekly social and emotional support sessions on a one-to-one and small group basis for targeted pupils across the school. Due to the high demand for this support during the academic year, the Pastoral Care Lead has also worked with staff to develop capacity by training year group teams to deliver a range of SEMH interventions. In response, SENDCo has reviewed the provision map and is planning alternative approaches to meeting the increasing SEMH needs through the strategic deployment of adults within year group phases.
- The school has continued to provide extensive support to families experiencing medical needs, housing instability, financial hardship and wellbeing challenges. Support has included access to parenting programmes, external support services, food banks and wider community networks. Even after Early Help and Team Around the Child processes have closed, families continue to receive regular support and contact from the Pastoral Care Lead and the school.
- A community food and uniform bank has been established to support families in need, and the number of parents accessing this provision continues to grow, with some families requiring regular support. Parental feedback clearly demonstrates the significant positive impact this provision is having on our school community.

In addition:

Our Pupil Premium strategy will be supplemented by a range of additional whole-school activities that are not directly funded through Pupil Premium, but which are designed to strengthen provision and improve outcomes for all pupils, particularly those who are disadvantaged. These include:

- Embedding more effective practice around feedback. Evidence from the Education Endowment Foundation (EEF) shows that high-quality feedback has a significant impact on pupil progress, with particularly strong benefits for disadvantaged pupils.
- Dedicating teacher and wider staff meeting time to the Senior Mental Health Leads. This will ensure a continued focus on staff development and whole-school approaches to mental health and wellbeing. Training will respond directly to identified needs, including developing staff understanding of pupils' emotional and mental health needs, ensuring pupil voice is central to our work on wellbeing, and strengthening collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to promote wellbeing, improve behaviour, increase attendance and raise aspiration. Activities will be delivered by school staff and specialist sports coaches, with a strong focus on developing key life skills such as confidence, resilience and positive social interaction. Disadvantaged pupils will be actively encouraged and supported to participate.
- Providing whole-staff trauma-informed training focused on understanding the impact of adverse childhood experiences and developing effective regulation, de-escalation and relational strategies. This will strengthen our capacity to support pupils with SEMH needs and reinforce consistently high expectations for behaviour, enabling pupils to develop

greater emotional awareness, self-regulation and positive behaviour for learning.

Externally provided programmes

Programme	Provider
Behaviour support	BOSS
Educational Psychologist	Applied Psychologies
Music tuition	External Individual
Music resources	Kapow
Languages support resources	Language Angels
Reading resources	English Hub
Phonics resources	Read Write Inc
Times Tables support	TT Rockstars
Spelling and Maths Shed resources	Active Spelling
Maths resources	White Rose, Maths Mastery
Sports fixtures and programme	Wolds Sports

Service pupil premium funding (optional)

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

Further information (optional)

In conjunction with other funding, general strategies to also enhance provision for all pupils, including disadvantaged pupils:

- Investment in curriculum leadership time to strengthen subject development, quality assurance and monitoring. This will support improved consistency, progression and outcomes across all areas of the curriculum, with a clear focus on closing gaps for disadvantaged pupils.
- Protected time for teachers to identify individual barriers to learning and plan targeted strategies to meet pupils' specific academic, social and emotional needs. This will ensure that provision is responsive, adaptive and accurately matched to individual pupils.
- Collaborative working across the Trust to share strong practice, generate new ideas and implement joint strategies that enhance the quality of teaching and learning, particularly for pupils who are disadvantaged.
- Regular opportunities to celebrate achievement and success through assemblies, social media and in-person presentations. This will strengthen pupil motivation, confidence and aspiration, while reinforcing positive attitudes to learning within the wider school community.