

Pupil premium strategy statement

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	Zouch Academy
Number of pupils in school	394 424 including nursery
Proportion (%) of pupil premium eligible pupils	46 (11%)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	31.12.25
Date on which it will be reviewed	Ongoing
Statement authorised by	Nina Johnson
Pupil premium lead	Neil Morris-Double
Governor / Trustee lead	Simon Cowley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36360
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	£36360 £96554– Service PPG

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is designed to ensure that every child receives high-quality teaching that builds on prior learning, secures knowledge and skills, and fosters lifelong learning. We aim for all pupils to leave our school with a strong sense of belonging, equipped with the values, confidence, and skills to make informed decisions, self-evaluate, make connections, and become purposeful citizens—particularly those from disadvantaged backgrounds.

We aspire to inspire all children to have big ambitions and high expectations of themselves through a strong, focused curriculum delivered by highly trained, passionate staff.

To raise attainment for disadvantaged pupils, we ensure that teaching and learning opportunities meet the needs of all learners. Our approach includes:

Quality First Teaching for every child.

Ongoing CPD for teachers and support staff to maintain high standards.

Targeted Academic Interventions where required.

Social, Emotional, and Behavioural Support, including ELSA provision, through our highly effective inclusion team.

Cultural Capital Opportunities for pupils who may not otherwise access such experiences.

Accurate assessments, robust data analysis, and regular pupil progress meetings enable us to identify pupils needing additional support and implement provision to close attainment gaps.

Our forensic use of data and relentless focus on teaching quality resulted in KS2 combined Reading, Writing, and Maths outcomes for disadvantaged pupils rising to 71% in 2024/25.

As a school—and as part of our trust—we put disadvantage first. Our intention is to provide equity for all groups of learners through exceptional teaching, language-rich environments, and strong partnerships with parents and carers. A key part of sustaining this ethos is our highly effective pastoral team, which includes an Inclusion Manager, ELSA, Family Support Worker, and two counsellors.

Challenges

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

Challenge number	Detail of challenge												
1	<p>Based on our latest predictions 47% of PP children are on track in maths, 41% in writing and 41% in reading. Amongst disadvantaged children, fluency in reading is a barrier with assessments and discussions with teachers show disadvantaged pupils have greater difficulties with phonics than their peers. Stamina and spelling are a barrier in writing.</p> <p>Data (Not including nursery (1)) Reception (5/7 NOT for GLD) (4 Children accessing our resource base)</p> <p>Start of 2024/25:</p> <table border="1"> <thead> <tr> <th></th> <th>PP (24) (Year 1-6)</th> <th>PP, SEN (10) (year 1-6)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>NOT: 18 OT: 16 (47%)</td> <td>NOT: 7 OT: 3 (30%)</td> </tr> <tr> <td>Writing</td> <td>NOT: 20 OT: 14 (41%)</td> <td>NOT: 9 OT: 1 (10%)</td> </tr> <tr> <td>Reading</td> <td>NOT: 20 OT: 14 (41%)</td> <td>NOT: 8 OT: 2 (20%)</td> </tr> </tbody> </table> <p>Across our school disadvantaged 45% of disadvantaged children are currently not on track to be at the expected standard in all three main areas at the end of the year.</p>		PP (24) (Year 1-6)	PP, SEN (10) (year 1-6)	Maths	NOT: 18 OT: 16 (47%)	NOT: 7 OT: 3 (30%)	Writing	NOT: 20 OT: 14 (41%)	NOT: 9 OT: 1 (10%)	Reading	NOT: 20 OT: 14 (41%)	NOT: 8 OT: 2 (20%)
	PP (24) (Year 1-6)	PP, SEN (10) (year 1-6)											
Maths	NOT: 18 OT: 16 (47%)	NOT: 7 OT: 3 (30%)											
Writing	NOT: 20 OT: 14 (41%)	NOT: 9 OT: 1 (10%)											
Reading	NOT: 20 OT: 14 (41%)	NOT: 8 OT: 2 (20%)											
2	<p>High number of SEND+PP children are not currently attaining in line with their age. Children need robust, adaptable interventions to ensure progress is made and the gap is closed. Observations, provision maps and discussions with pupils show that these children make progress but more rapid progress is needed to support the attainment of our disadvantaged children.</p>												
3	<p>From our experiences, our disadvantaged children are more likely to miss out on real experiences which can reduce their cultural capital and engagement in learning due to contextual limitations. The cost-of-living crisis that is affecting the UK currently will affect our most disadvantaged greatly. Supporting families with wrap around care and ensuring they have the same opportunities as their peers is important to having a successful school experience.</p>												
4	<p>We are all living in turbulent times from growing instability in the world and a cost-of-living crisis, we know, through pupil voice and professional dialogue with colleagues and parents, that our children's mental health is having a negative impact on their ability to learn. 75% of our school/100% of our PP children accessed support from our ELSA in the last year and staff have identified the continued need for this. We currently have a waiting list of children that would benefit from time with our counsellors.</p>												
5	<p>In 2024/25, disadvantaged children's attendance was 92.9%- although this is improving year on year, it is still 3.9% below their peers. We have robust procedures in place to support and improve attendance but notice that this needs to be a priority.</p>												

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
Raised profile of disadvantaged learners among all staff.	<ul style="list-style-type: none"> • All staff will be aware of the disadvantaged children in their class. • Regular updates will support the understanding of how disadvantaged learners attain at Zouch. • Staff voice will show a greater understanding of what it means to be disadvantaged at Zouch and how we can support these children. • CPD focusing on the current picture of disadvantaged children and families will guide and support focus in school.
Improved writing attainment among disadvantaged children.	<ul style="list-style-type: none"> • KS2 writing outcomes in 2024-25 show that 71% of disadvantaged children met the expected standard at the end of KS2. Although this was a significant rise from previous years our current predictions show that 80% of disadvantaged children are predicted to be at the expected standard in Reading/Writing and Maths. • SEN disadvantaged children make progress overtime, against their writing targets and we are aspirational in our expectations of our SEN children. • KS1 writing outcomes are closer aligned with non-disadvantaged peers. Improving year on year.
Quality first teaching available to all children.	<ul style="list-style-type: none"> • Observations show consistent quality first teaching that impacts learning and retention of knowledge among disadvantaged learners. • Lesson sequencing is well thought out and allows children to revisit key information and assimilate it with new learning in a logical and effective sequence. • Assessment of all children, especially SEN and PP, will be robust and lead to improved teaching and allow children to do more and remember more. • CPD will be develop the teachers' subject knowledge, leading to improved teaching and outcomes for all children, including disadvantaged. • The robust implementation of StepLab will continue to refine and improve learning behaviours across our school.
Robust and progressive curriculum that caters for our disadvantaged learners.	<ul style="list-style-type: none"> • Curriculum, especially foundation subjects, are well sequenced and progressive in the knowledge, skills and understanding. • Sequencing of learning positively supports cognitive load theory. • Assessment of foundation subjects supports the retention of key learning in the long term and supports the learning of our disadvantaged learners.
Progress is made through quality first teaching and robust interventions.	<ul style="list-style-type: none"> • All children to make good progress in reading, writing and maths. • Clear progress from Baseline to KS1/KS2. • Staff will provide timely interventions, both keep up and catch up, and support children to ensure rapid progress in reading, writing and maths. • Resources available to support teaching will be of a high quality and will help scaffold the learning. • PP children, especially those that are SEN will be supported through robust interventions and recorded on their provision maps. • SEN assessments will take place for those children who are NOT and not SEN.
All children will be emotionally available to learn and feel that their mental well-being is	<ul style="list-style-type: none"> • Children will have access to support in the form of an ELSA, Thrive trained staff and highly effective relationships with adults and children in the school. • Parents will be provided with support via our inclusion manager and family support worker.

supported by all adults in school.	<ul style="list-style-type: none"> • Children will have access to specialist support to develop their emotional resilience. • Kind Minds will be embedded in our curriculum and positively impact children's ability to regulate and therefore learn.
All children will develop their pleasure for reading and the profile of reading raised through classroom activities and the use of a KS1 / KS2 library.	<ul style="list-style-type: none"> • Increased opportunities to read for pleasure. • Targeted interventions for children who see reading as a barrier. • Evidence will show progress in reading attainment. • Target readers will focus on different key groups throughout the year. • Use of both libraries will increase, especially amongst our disadvantaged children. • Reading lessons will engage and develop children's comprehension skills.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children are exposed to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture.</p> <p>Actions/Approach</p> <p>Subject leaders continue to adapt our curriculum through the lens of the disadvantaged to ensure progression within years and across the school. Foundation subjects are well planned, sequenced and delivered to the highest standard ensuring a broad and balanced curriculum that celebrates all learning and promotes creativity.</p> <p>MAT leader groups will develop foundation subjects using collective knowledge and responsibility.</p> <p>Subject leaders will support ECT's through a robust programme of study, to deliver quality first teaching.</p> <p>Development of teacher's subject knowledge, assessment skills and understanding of key end points.</p> <p>A Trust Wide, common curriculum will be implemented and used effectively.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Pupil Premium menu evidence brief</p>	1,2
All children, regardless of background, are exposed to quality	"Quality of teaching is one of the biggest drivers of pupil attainment,	1,2

<p>first teaching and learning combined with timely catch up and keep up interventions.</p> <p>Actions/Approach</p> <p>Whole School Approach. A relentless approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutiny, learning walks and lesson observations. Providing targeted training and CPD both in house and externally for teachers and TA's. Evaluating and reviewing targets for teachers regularly. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD.</p> <p>Robust ECF programme delivered by highly effective mentors.</p> <p>Steplab to be used to develop practice and continue to refine a shared vocabulary around teaching and learning.</p> <p>Teachers trained in adaptive teaching techniques to support and scaffold learning.</p>	<p>particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods". (Education Endowment Foundation 2018)</p>	
--	---	--

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics sessions aimed at pupils, including disadvantaged, who require further phonics support.</p> <p>Action/Approach</p> <p>Little Wandle has been implemented well and used to a high standard. Alongside those that fall behind teachers and TAs will support through 'Rapid Catch up' interventions.</p> <p>Phonics lead to work with all adults who deliver phonics</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

<p>curriculum to understand and guide teaching following assessments.</p> <p>Heat maps used to effectively track progress and intervene quickly to ensure gaps in learning are supported.</p>		
<p>SEN and PP children supported through the employment of an Inclusion Manager who will work alongside teachers to support children with additional needs.</p> <p>Actions/Approach</p> <p>An element of our Inclusion Manager's salary who works to support and direct targeted interventions put in place by class teachers, monitoring of SEN children through progression mapping and standardised testing. SEN PP pupils are supported to make greater levels of progress and efforts made to remove the barriers to learning and attendance.</p>	<p>Current Inclusion Manager has supported teachers in the application for ECHPs with a 100% of applications being accepted. Inclusion Manager offers invaluable expertise in supporting teachers with strategies and resources to support children and coordinating external support. In line with our School Development Plan strong relationships between school and parents will lead to increased engagement and confidence in our provision leading to better outcomes.</p>	<p>1,2</p>
<p>Support SEN children through the use of a range of technology within school and the app, Widget.</p> <p>Actions/Approach</p> <p>SENCO/SLT to support the training of staff in using Widget, alongside Clicker and a range of other apps, to support the learning of our SEN and disadvantaged</p>	<p>Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use, and trained to support pupils to use it effectively.</p> <p>EEF Digital Technology Guidance Report</p>	<p>1, 2</p>

<p>children, leading to better outcomes.</p>		
<p>Employing a specialist Family Support Worker to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to.</p> <p>Actions/Approach</p> <p>Family Support Worker to work with individual families using targeted support based on need.</p>	<p>Our Family Support Worker is highly skilled and has supported a great number of families since starting and is highly valued by those she works with. Case studies show great impact on the families supported by the Family Support Worker in their individual circumstances. Evidence also shows a positive impact on the academic achievement of pupils involved. (Feedback 2021/22)</p>	<p>1,2,4,5,6</p>
<p>Employing an Emotional Literacy Support Assistant (ELSA) to allow targeted interventions for individual children and small groups.</p> <p>Actions/Approach</p> <p>Targeted intervention for individual children and small groups to support children with additional emotional needs both long term and short term. Linked with Family Support.</p>	<p>Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. ELSA work this year has allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA is highly valued by parents and children. ELSA has also supported staff with the introduction of ELSA skills and embedded them within classrooms.</p>	<p>1,2,4,6</p>
<p>Behavioural / emotional support using a counselling service.</p> <p>Actions/Approach</p> <p>Key support staff to employ a range of strategies and resources to help pupils develop self-</p>	<p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies</p> <p>As a school we have seen the impact regular counselling has on both the external experiences of our pupils and the experience within school, leading to greater engagement with their learning.</p>	<p>1,4,6</p>

<p>regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.</p>		
<p>Robust, targeted interventions for our SEN pupils that are adapted regularly to promote rapid progress leading to improved attainment in reading, writing and maths.</p> <p>Actions/Approach</p> <p>‘Catch up’ and ‘Keep up’ interventions will be targeted and robust. Provision maps will monitor progress of SEN children and enable teachers to adapt approaches to ensure children make progress against their targets. Interventions will be in place for children who need them.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2</p>

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For all children to have access to the same opportunities and experiences that support learning both academically, socially and emotionally.</p> <p>Actions/Approach</p> <p>Ensuring all pupils have access to visitors and</p>	<p>The pandemic has further distanced the gap between those children who experience a wide range of activities outside of school and we want to ensure all our children have the opportunity to experience things that they may not get the chance to at home and therefore improving their cultural capital.</p>	<p>3,5</p>

external trips through financial support where needed.		
<p>Improving the cultural capital of pupils at the school.</p> <p>Actions/Approach</p> <p>Embedding of a progressive set of cultural experiences that all children will experience as they go through the school that all children have the support to attend.</p>	<p>Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (<i>Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019</i>)</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 36360

Service Pupil Premium Grant

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.	The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4,6
Set up and run the 'Mini Police' programme.	Supporting our community to feel empowered and in control at school is important. Mirroring the responsibilities and service shown by many parents in our community the mini police will continue to develop our work on British values and will give the children key skills needed for the	3,4

	next phase in their learning and life after education.	
A large portion of our service PPG is spent on our FSW, ELSA, inclusion manager and counsellors for the reasons outlined above. These members of staff work closely with our military community to ensure that these children are heard and supported. With a number of parents deployed at times throughout the year.		5,2,1

Total budgeted cost: £96554

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 2022 to 2024 academic year.

Teaching, Leadership and Curriculum

Through targeted support and robust monitoring, teaching across the school is of an excellent standard. Teachers deploy a range of catch-up and keep-up interventions to support all pupils, with additional teacher time allocated to the lowest 20% of learners. Lessons consistently engage all pupils through high-quality first teaching and well-deployed support staff.

Our programme of well-targeted CPD (continuing professional development), leadership development, and a continually evolving curriculum has led to a marked improvement in the education received by our disadvantaged pupils.

This year, we implemented a trust-wide shared curriculum in Reading, Writing, and Maths, developed by expert teachers (many from our school). It has been robustly monitored and iteratively improved through regular reviews, feedback, and CPD. We have found this curriculum particularly benefits disadvantaged pupils through clear, sequenced steps and high-quality modelling. CPD in scaffolding and adaptive teaching has strengthened teachers' skills in providing timely support. There is increased evidence of effective keep-up interventions and pre-teaching, leading to stronger pupil engagement in lessons and during independent/group activities.

Attainment and Progress (Including SEN)

While not all disadvantaged pupils currently attain at age-related expectations, our assessments show strong impact from targeted support:

- **End of KS2 (2024/25):**

- 71% of disadvantaged pupils attained the expected standard in Reading, Writing and Maths (RWM)—above the national average.
- Only one pupil on the SEN (Special Educational Needs) register did not pass KS2 SATs in 2024/25.
- Among disadvantaged pupils who are also SEN, 75% achieved the expected standard in RWM.
- For pupils below age-related expectations, progress against individual targets is evident and has been closely monitored via provision maps, observations, and book scrutiny.

Across the school, disadvantaged pupils who are also on the SEN register make progress against targets but remain below national averages in attainment relative to age-related expectations. To address this, staff received CPD on Speech and Language, Colourful Semantics, manipulatives, and adaptive teaching. We are further developing our approach to handwriting in line with new guidance to reduce barriers to writing.

Attendance

Attendance for disadvantaged pupils in 2024/25 was 92.9%, which is slightly below average and unchanged from the previous year. The gap to non-disadvantaged peers is -3.9 percentage points. We rigorously monitor and challenge persistent absence to ensure pupils are in school. This remains a priority in our strategy, as attendance is essential to both education and safeguarding.

Assessment Systems and Targeting

We analysed performance using national assessment data alongside our internal summative and formative assessments. Weekly assessments via our RAG system were reviewed and shared with teachers so that key pupils, including disadvantaged pupils, received timely support. Book scrutiny shows that targeted pupils consistently received scaffolding, support, or keep-up interventions to keep their learning on track.

Early Years & Phonics

- **Phonics (initial Y1 outcomes):**
 - 57.1% of disadvantaged pupils passed the phonics check, compared with 83.6% of non-disadvantaged pupils.
 - This gap widened this year, influenced by a number of pupils who joined with limited English and received personalised phonics to support language acquisition.
- **Phonics (end-of-cycle outcomes):**
 - 83% of Year 1 pupils passed the phonics check last year.
 - 100% of pupils who required a retake subsequently passed.
 - Overall, 100% of disadvantaged pupils achieved the phonics standard after retakes, allowing focus to shift to comprehension through additional interventions as they enter Year 2.
- **Early Years (GLD):**
 - 50% of disadvantaged pupils achieved a Good Level of Development (GLD), compared with 76% of non-disadvantaged peers.

Little Wandle is now firmly embedded. Teachers present learning to a high standard, and engagement among disadvantaged pupils is strong. Reading groups are well-run, and children demonstrate independent application of taught skills.

Attainment Across Years 1–5

Across Years 1–5, disadvantaged pupils on track:

- **Maths:** 50%
- **Reading:** 70%
- **Writing:** 48%

We are proud of the progress in Writing, though this remains a key focus as performance has dipped compared with last year. The overall gap between non-disadvantaged and disadvantaged pupils has grown slightly. Within the disadvantaged cohort, SEN pupils continue to make progress, but not yet at parity with non-SEN peers. Barriers identified include maths fluency and reasoning, spelling and sentence structure; our CPD and targeted interventions directly address these areas.

Inclusion, SEN Support and External Liaison

A significant proportion of disadvantaged pupils are also SEN, and securing the right support is vital. Despite reduced Local Authority capacity, our Inclusion Manager and SENCO have:

- Secured 10 EHCPs (Education, Health and Care Plans).
- A further 6 cases are currently awaiting work at county level.

This funding and support are invaluable. Our SENCO has strengthened practice across the school and enhanced capacity to support parents and teachers. Provision maps now show sharper SMART targets, improving progress and focusing interventions. Staff have recently received training in precision teaching to further support these pupils.

Reading Culture and Enrichment

All disadvantaged pupils in KS1 and KS2 have made active use of our libraries to engage with high-quality texts and reading for pleasure. Teachers have raised the profile of reading through

daily story time, book sharing, recommendation boxes, and a range of reading activities. We held three book fairs again this previous year and communicated the importance of regular reading via the newsletter. Pupil voice indicates children are articulate about their enjoyment of reading. We have observed increased home reading among disadvantaged pupils, supported by dedicated reading for pleasure time and the purchase of new books, which has broadened interests and boosted engagement. We have also introduced reading leaders who have raised the profile and led initiatives to develop reading in school.

Pastoral, Family and Therapeutic Support

- **ELSA (Emotional Literacy Support Assistant):**
Pupil voice shows children value ELSA support, with positive impact on both school and home life. All staff understand the ELSA role and refer pupils appropriately.
 - 87% of supported children were on the Service Premium register (a slight increase on last year).
 - 100% of children on the Pupil Premium (PP) register received ELSA support.
- **FSW (Family Support Worker):**
Our FSW supported an average of 33 families per week across the year—addressing individual needs, signposting training and information, improving mental health, and fostering positive community relationships.
 - 16 of the children supported are from Pupil Premium families.
 - A high proportion of families are serving military.
Parent voice is strongly positive. In addition to ad-hoc support, the FSW delivered Triple P, provided food parcels, and coordinated safeguarding through multiple Early Support Assessments (ESAs).
- **Counselling:**
Counsellors provided tailored, effective support to 37 children this year (an increase on the previous year). Pupils speak highly of the experience and have developed coping strategies to be emotionally available for learning. We have extended counselling to include staff supervision to support staff wellbeing.

Wraparound Care, Trips and Cultural Capital

All PP children who required places in Breakfast Club (BC) and After-School Club (ASC) were accommodated. This wraparound care supports household routines, eases transitions into and out of school, and provides valuable social opportunities.

The subsidising of school trips ensured full participation, extending learning experiences and building cultural/social capital. Pupil voice from PP children shows 28 pupils experienced something new through school trips or extra-curricular opportunities.

Assistive Technology and Accessibility

Continued investment in assistive technology—including Clicker, Talking Tins, and Reading Pens—has enabled pupils to access learning in personalised and effective ways, increasing independence and curriculum access. Provision maps and book scrutiny indicate ongoing progress against targets for disadvantaged pupils. Effective implementation contributed to the school retaining the Dyslexia Friendly School award.

Summary

- Teaching quality is exceptionally **strong**, underpinned by targeted interventions and high-quality CPD.
- **KS2 outcomes** for disadvantaged pupils are **above national average** (71% at expected in RWM), with **clear progress** for SEN pupils.
- **Attendance** for disadvantaged pupils is **92.9%** (gap **-3.9pp**), and remains a strategic priority.

- The **trust-wide curriculum** and enhanced **adaptive teaching** are improving engagement and attainment, particularly for disadvantaged pupils.
- **Phonics** outcomes show initial gaps at Y1, but **100% of disadvantaged pupils** achieved the **standard after retakes**, enabling a shift to **comprehension** in Year 2.
- Inclusion, pastoral, and family support are **robust**, with demonstrable **impact** on wellbeing and access to learning.
- Assistive technology and wraparound provision further **reduce barriers** and **enhance participation**.

Externally provided programmes

Programme	Provider

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In the year 2024-2025 we spent a large portion of our service pupil premium funding on a FSW, Inclusion Manager and ELSA – the impact of which is outlined above.
What was the impact of that spending on service pupil premium eligible pupils?]	<p>The support of a FSW, ELSA and inclusion manager is invaluable to all school staff and parents. They offer an essential life line to vulnerable parents through guidance, training and correct direction to outside agencies as well as internally where they support teachers with learning strategies and expert knowledge.</p> <p>Our FSW is a vital life line to all of our families, especially those who are part of the Armed Forces. Using her vast knowledge of the service community, combined with her understanding of the support available our FSW has ensured families are equipped with the skills needed to support children and offered well-being support for parents.</p> <p>We provided in house training, raising the profile of what it means to be a service child and how best to support these children. We developed a robust method of baselining children who join us mid-year to ensure that we can address gaps in learning quickly.</p> <p>Detailed impact of these roles can be found in the outcomes section.</p>

Further information

- Termly, robust monitoring schedules are shared with all staff and subject leaders understand the importance of including disadvantaged and SEND children as a key focus for all learning walks, observations, pupil voice and book looks. Regular feedback is shared with staff and followed up actions are created.
- Whole school, child friendly targets introduced to children in line with SDP priorities for school. These are a constant reminder through whole school assemblies and class time.
- We have designed and implemented a whole school curriculum to ensure progression, quality and scaffold for those that need it.
- We are now a certified 'Outstanding' school where our provision for all pupils was praised and held in high regard.
- Marking and Feedback policy in place and a child friendly version used with children so they understand how to address their individual next steps.
- Attainment has been assessed through PPMs to determine the progress and achievements that the children have made over the year. Teachers have used these to inform their planning and their understanding and knowledge of starting points for all children. They have also been used to inform our PPMs which are highly focused on ensuring the very best support is in place for all pupils.
- All parents attended parent's evenings where their children's progress was discussed and areas for development were advised.
- Teaching across the school is of a high quality and the impact of our newly developed Teaching and Learning principles is evident within classrooms.
- Every class has a teaching assistant who is supported through quality CPD and in-house training from subject leaders.
- Staff PMR's show that staff are highly skilled, passionate and effective in their roles.
- Children speak highly of the support available to them.
- Six weekly phonics assessments ensure all children are matched with the correct reading material to match their phonic level.
- Reading assessments have become more robust and data from there has supported teacher's understanding and subsequent planning adapted to ensure progress is made.
- All year groups have planned interventions to support those children that need accelerated progress.

