

Pupil Premium Strategy Statement Swineshead St. Mary's CE Primary School



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year with a clear evaluation of the impact of the strategies used in the previous academic year).	2025/2026 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed (this should be a working document and therefore should be reviewed at least termly).	April 2026
Statement authorised by	Claire Collett
Pupil premium lead	Claire Collett
Governor / Trustee lead	Laura Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 119,834
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£119,834

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This is underpinned by our school vision:

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing, and challenging.

We use pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives for our pupil premium funding are to remove barriers to learning created by poverty, family circumstance and background and narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. This is achieved by ensuring disadvantaged pupils make or exceed nationally expected progressed rates and the attainment gap between disadvantaged and no-disadvantaged is diminished. We also want to ensure we use the pupil premium

funding to support our children’s health and wellbeing and to ensure all disadvantaged children have access to enrichment opportunities and cultural capital.

We will provide a holistic model of learning for our reception children through the Forest School model and provide a well-resourced pastoral support service through our Behaviour Improvement Programme Mentor.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate the need to improve fluency skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. At the end of 2025, 84% of non-disadvantaged pupils achieved ‘Word Reading’ at the end of EYFS compared to 63% of disadvantaged pupils and 79% of non-disadvantaged pupils achieved a Good Level of Development compared to 63% of disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.

	<p>At the end of KS1 in 2025, 82% of non-disadvantaged achieved the expected standard in reading and 23% achieved greater depth compared to 66% of disadvantaged pupils achieving the expected standard and 13% at greater depth.</p> <p>At the end of KS2 in 2025, 84% of non-disadvantaged achieved the expected standard in reading and 48% achieved greater depth compared to 78% of disadvantaged pupils achieving the expected standard and 22% at greater depth.</p>
3	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>At the end of KS2 in 2025, 80% of non-disadvantaged achieved the expected standard in reading and 16% achieved greater depth compared to 67% of disadvantaged pupils achieving the expected standard and 0% at greater depth.</p>
4	<p>Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>At the end of 2025, 95% of non-disadvantaged pupils achieved 'Number' at the end of EYFS compared to 63% of disadvantaged pupils and 89% of non-disadvantaged pupils achieved 'Number Patterns' compared to 63% of disadvantaged pupils.</p> <p>At the end of KS1 in 2025, 96% of non-disadvantaged pupils achieved the expected standard in rmaths and 14% achieved greater depth compared to 66% of disadvantaged pupils achieving the expected standard and 13% at greater depth.</p> <p>At the end of KS2 in 2025, 84% of non-disadvantaged achieved the expected standard in maths and 32% achieved greater depth compared to 78% of disadvantaged pupils achieving the expected standard and 11% at greater depth.</p>
5	<p>Our assessments (including ELSA tracker), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Internal referrals to our Pastoral Manager remain relatively high. Fourteen pupils (13 of whom are disadvantaged) currently require additional support through our Pastoral Manager</p>
6	<p>Our attendance data for 2024 – 2025 indicates that overall attendance was 96.6% for non-disadvantaged and the attendance for disadvantaged pupils was 94% resulting in attendance being 2.6% lower for disadvantaged pupils.</p>
7	<p>Food poverty is an issue for some of our pupil premium children and we want to ensure all our pupil premium children have the best possible start to the day and their attendance improves.</p>

8	To ensure all our disadvantaged pupils have rich and varied experiences and to increase the opportunities for cultural capital. Baseline measures for wellbeing, cultural capital exposure, and enrichment uptake will be made more explicit using structured tools (e.g., ELSA trackers, Boxhall, surveys and enrichment audits) to enable clearer tracking and evaluation of progress.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved fluency skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved fluency among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
Improved mathematics attainment among disadvantaged pupils.	KS2 mathematics outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice • ELSA tracking • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A defined baseline and end-of-year score using a consistent wellbeing measure (Boxall/ELSA scale and pupil wellbeing survey)

	<ul style="list-style-type: none"> Participation records will show year-on-year improvement in disadvantaged pupils' engagement in enrichment, educational visits, and after-school clubs, with baseline and comparison data recorded termly.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained attendance in line/ and or above with national average for 2025/2026 demonstrated by:</p> <p>Attendance for disadvantaged pupils will increase and will be broadly in line with the national and school average of 96%.</p> <p>Persistent absence will decrease and will be either in line with or below the national percentage.</p>

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: £51,546

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1, 2, 3 Tegan	<p>YARC standardised diagnostic assessments.</p> <p>Continued training and support for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk</p>	<p>End of Spring term:</p> <p>YARC assessments provide a consistent measure of reading needs and progress. Ongoing staff training supports accurate use of the assessments. Termly evaluations, including progress meetings and data analysis,</p>

	Termly evaluation will include pupil progress meetings and analysis of assessment information to determine the effectiveness of the intervention and identify required adjustments.		ensure the intervention remains effective and responsive. Summer term: Autumn term 2026:
1, 2, 3 Christina	Sustaining dual coding and retrieval strategies across the school curriculum including the Teaching and Learning Toolkit. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	End of Spring term: Dual coding is fully embedded in practice, with visual and verbal information consistently paired to strengthen clarity, memory, and pupil understanding. Summer term: Autumn term 2026:
1, 2, 3 Tegan	To review the teaching of reading comprehension. To implement a new reading spine so that key age-related texts support comprehension, fluency and writing. Termly evaluation will include pupil progress meetings and analysis of assessment information to determine the effectiveness of the intervention	Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	End of Spring term: The review of reading comprehension teaching, alongside the embedding of the new reading spine, ensures pupils engage with high-quality, age-appropriate texts that strengthen comprehension, fluency and writing. Termly evaluations, including progress meetings and assessment analysis to monitor the impact of these changes and guide any necessary adjustments.

	and identify required adjustments.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	Summer term: Autumn term 2026:
1, 2, 3 Tegan	A new revised writing curriculum. To provide training for staff based on the recommendations and implement the recommendations. Termly evaluation will include pupil progress meetings and analysis of assessment information to determine the effectiveness of the intervention and identify required adjustments.	A strong Trust-led writing curriculum will enable English leaders to ensure our curriculum improves outcomes particularly for disadvantaged pupils.	End of Spring term: The revised writing curriculum, supported by targeted staff training, ensures that the Trust's recommended approaches are embedded consistently across teaching. Termly evaluations, including progress meetings and assessment analysis to monitor the impact of these changes and guide any necessary adjustments. Summer term: Autumn term 2026:
4 Helen	Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access the Trust's maths resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	End of Spring term: The maths leader at Swineshead has strengthened provision through comprehensive staff and TA training and is undertaking further development as both an NCETM Maths Lead and the Hub 4 Maths Lead. This work supports the enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance. Teacher release time has been given to

	<p>Termly evaluation will include pupil progress meetings and analysis of assessment information to determine the effectiveness of the intervention and identify required adjustments.</p>		<p>embed key elements of this guidance and to access Trust-wide maths resources and CPD, including Teaching for Mastery training. Termly evaluations, including progress meetings and assessment analysis to monitor the impact of these developments and inform any necessary adjustments.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>5</p> <p>Christina</p>	<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>End of Spring term:</p> <p>Mrs Horton, as the new SENDCo, has strengthened provision through staff training and targeted support to ensure IEPs are more robust, particularly where SEL and SEMH is a barrier to learning and for pupils who are also pupil premium. This aligns with the aim to improve the quality of social and emotional learning, with SEL approaches embedded into daily practice and reinforced through ongoing professional development.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

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

Budgeted cost: £44,558

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1, 2, 3 Tegan	<p>One to one and small group tuition for pupils receiving fluency tuition using the YARC reading fluency package.</p> <p>All targeted interventions will include clear entry and exit criteria, ensuring progress can be measured effectively on Insight. Data will be reviewed termly and interventions adapted or discontinued based on impact and identified pupil need.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>End of Spring term:</p> <p>One-to-one and small-group tuition using the YARC reading fluency package provides targeted support to accelerate pupils' reading fluency. All interventions will follow clear entry and exit criteria so that progress can be measured accurately on Insight. Termly data reviews will determine the impact of each intervention and guide decisions to adapt or discontinue support based on pupil need.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
1, 2, 3 Tegan	<p>Additional phonics fluency sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	<p>End of Spring term:</p> <p>Phonics outcomes currently show 72% of pupils meeting the Year 1 threshold, with a further 7% on track. Additional phonics fluency</p>

	<p>collaboration with the Trust's school improvement priorities.</p> <p>All targeted interventions will include clear entry and exit criteria, ensuring progress can be measured effectively on Insight. Data will be reviewed termly and interventions adapted or discontinued based on impact and identified pupil need.</p>	<p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>sessions will target disadvantaged pupils who require further support. Termly data reviews will evaluate impact and ensure support based on pupil need.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>1, 2, 3, 4</p> <p>Christina</p>	<p>Retrieval strategies and adaptive teaching exposes the pupil to words and ideas to be used in learning.</p> <p>The application of the Teaching and Learning Toolkit helps to address any misconceptions and allows opportunities to recap on prior vocabulary allowing disadvantaged pupils to improve writing outcomes.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Writing programmes EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>End of Spring term:</p> <p>Staff training on retrieval has taken place across the autumn and spring terms, with further development of adaptive strategies still underway. Significant improvements are evident in the practice of support staff, strengthened through LAAT and school-led TA training this academic year.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

		Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
1, 2, 3, 4 Tegan	<p>To provide additional interventions to support with reading comprehension including daily readers and phonics interventions.</p> <p>Monitoring will include baseline fluency scores, mid-point checks and end-point progress measures to quantify impact on decoding, fluency, and comprehension.</p>	<p>Interventions and small group tuition to support with reading fluency for disadvantaged</p> <p>Reading Fluency Resource 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>End of Spring term:</p> <p>Across all year groups, 72% of pupils are working at or above the expected standard in reading, with 13% working towards. Additional interventions, including daily readers and targeted phonics support, will be implemented to strengthen reading comprehension for those who need it. Monitoring will include baseline fluency scores, midpoint checks and end-point progress measures to evaluate impact on decoding, fluency and comprehension, ensuring support is responsive and effective.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
1, 2, 3 Tegan	<p>Interventions ensure the pupils can achieve the following milestones:</p> <ul style="list-style-type: none"> • transcription (spelling and handwriting) • composition (articulating ideas and structuring) 	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and some studies found that learning was improved by as much as six months.</p>	<p>End of Spring term:</p> <p>Composition has strengthened through the Trust's new writing sequence, particularly the use of hook days, which has enhanced pupil engagement and ideas. Further development is now focused on transcription, with English leaders working alongside</p>

	them in speech and writing)	EEF-KS2-Lit-Vignettes.pdf Early literacy approaches EEF educationendowmentfoundation.org.uk	colleagues across the Trust to refine this aspect of writing. Summer term: Autumn term 2026:
		Small group tuition EEF educationendowmentfoundation.org.uk	
		Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk	

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

Budgeted cost: £23,729

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
5, 6 Vicki	Therapeutic support for pupils with emotional, behavioural, mental and social needs through a Pastoral Manager. The role is to target help and support as part of a coordinated response by the school and other agencies for identified “at risk”	Behaviour and SEMH interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. Improving Social and Emotional Learning in Primary Schools EEF	End of Spring term: The Pastoral Manager has strengthened the triage process developed at the end of the last academic year, ensuring interventions are targeted, needs-led and time-bound, with appropriate follow-up for families and classroom staff. Therapeutic support is provided for pupils with emotional, behavioural, mental and social needs as part of a coordinated response between the school and external agencies, focusing on identified “at risk” pupils where behaviour and attendance are also key concerns. Each SEMH intervention will include clear baseline assessments and six-week progress reviews to ensure measurable

	<p>pupils where behaviour and attendance issues are the causal factors of concern. The intention being to bring about sustainable changes with individual pupils and contribute to the improvement of behaviour, wellbeing and attendance throughout the school as part of the whole school strategy.</p> <p>Each SEMH intervention will include clear baseline assessments and progress reviews at 6-week intervals to ensure measurable improvements in emotional regulation, engagement, and readiness to learn.</p>		<p>improvements in emotional regulation, engagement and readiness to learn.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>6</p> <p>Christina</p>	<p>Embedding principles of good practice set out in the DfE's guidance on working</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>End of Spring term:</p> <p>Attendance is monitored regularly, with targeted families attending attendance panel meetings every two weeks until improvements are evident and sustained. Information was also shared with families</p>

<p><u>together to improve school attendance.</u></p> <p>This will involve training and release time for staff to develop and implement new Trust procedures.</p> <p>In addition to whole-school/Trust attendance systems, a tracker system will be implemented for disadvantaged pupils falling below 93%. These will include early-trigger alerts from Insight and BromCom, parent meetings, school letters using BromCom, and access to Breakfast Club where appropriate. Attendance will be reviewed weekly by the Attendance Champion and monitored termly by SLT.</p>	<p><u>Supporting attendance EEF (educationendowmentfoundation.org.uk)</u></p>	<p>at the end of Term 4 through a termly attendance report.</p> <p>Current attendance for pupil premium pupils stands at 92.2%, which remains a concern and additional work is planned for the summer term to address this. A dedicated tracker is used for disadvantaged pupils whose attendance falls below 93%. This will include early trigger alerts from Insight and BromCom, parent meetings, letters generated through BromCom and access to Breakfast Club where appropriate.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
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7	Disadvantaged pupils to access Breakfast Club if this is required.	<p>Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment. There are many reasons why the consumption of a school breakfast may improve a pupils' experience of school and these outcomes. Additionally, providing meals may also remove a barrier to school engagement for economically disadvantaged pupils.</p> <p>Free school breakfast provision EEF (educationendowmentfoundation.org.uk)</p>	<p>End of Spring term: Around 7–10 pupils access this provision on average, with disadvantaged pupils offered places at Breakfast Club where this is identified as a need. This targeted support helps remove barriers to punctuality and readiness to learn, contributing to improved attendance and engagement.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
8	<p>The vast majority of extracurricular clubs provided by the school to be free of charge. Provide curriculum 'hooks' and experiences for our disadvantaged children through funded themed days in school.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>End of Spring term: A high proportion of extracurricular clubs are offered free of charge, ensuring equitable access for all pupils. Across the range of clubs, pupil premium pupils make up a significant proportion of attendees, with around 30–40% of places taken by disadvantaged pupils, depending on the club. In addition, curriculum 'hooks' and themed experience days are fully funded to widen cultural capital and strengthen engagement for disadvantaged pupils, ensuring they benefit from enriching opportunities both within and beyond the classroom.</p>

			<table border="1" data-bbox="1332 156 2065 710"> <thead> <tr> <th data-bbox="1332 156 1680 347">Club Name</th> <th data-bbox="1680 156 1807 347">Total Number Attending</th> <th data-bbox="1807 156 1935 347">Number of SEND Pupils Attending</th> <th data-bbox="1935 156 2065 347">Number of Pupil Premium Pupils Attending</th> </tr> </thead> <tbody> <tr> <td data-bbox="1332 347 1680 379">KS2 Multisport (after-school)</td> <td data-bbox="1680 347 1807 379">27</td> <td data-bbox="1807 347 1935 379">4</td> <td data-bbox="1935 347 2065 379">13</td> </tr> <tr> <td data-bbox="1332 379 1680 443">EYFS & KS1 Multisport (after-school)</td> <td data-bbox="1680 379 1807 443">19</td> <td data-bbox="1807 379 1935 443">3</td> <td data-bbox="1935 379 2065 443">6</td> </tr> <tr> <td data-bbox="1332 443 1680 507">EYFS/KS1 Puzzle Club (lunchtime)</td> <td data-bbox="1680 443 1807 507">12</td> <td data-bbox="1807 443 1935 507">0</td> <td data-bbox="1935 443 2065 507">3</td> </tr> <tr> <td data-bbox="1332 507 1680 539">Mindfulness Club (after-school)</td> <td data-bbox="1680 507 1807 539">12</td> <td data-bbox="1807 507 1935 539">3</td> <td data-bbox="1935 507 2065 539">4</td> </tr> <tr> <td data-bbox="1332 539 1680 571">KS2 Girls Football (after-school)</td> <td data-bbox="1680 539 1807 571">11</td> <td data-bbox="1807 539 1935 571">0</td> <td data-bbox="1935 539 2065 571">2</td> </tr> <tr> <td data-bbox="1332 571 1680 603">Young Voices (lunchtime)</td> <td data-bbox="1680 571 1807 603">24</td> <td data-bbox="1807 571 1935 603">5</td> <td data-bbox="1935 571 2065 603">4</td> </tr> <tr> <td data-bbox="1332 603 1680 635">Taekwondo (after school)</td> <td data-bbox="1680 603 1807 635">19</td> <td data-bbox="1807 603 1935 635">4</td> <td data-bbox="1935 603 2065 635">7</td> </tr> <tr> <td data-bbox="1332 635 1680 710">KS2 Puzzle club (after school)</td> <td data-bbox="1680 635 1807 710">13</td> <td data-bbox="1807 635 1935 710">2</td> <td data-bbox="1935 635 2065 710">6</td> </tr> </tbody> </table> <p data-bbox="1308 746 1527 778">Summer term:</p> <p data-bbox="1308 837 1601 869">Autumn term 2026:</p>	Club Name	Total Number Attending	Number of SEND Pupils Attending	Number of Pupil Premium Pupils Attending	KS2 Multisport (after-school)	27	4	13	EYFS & KS1 Multisport (after-school)	19	3	6	EYFS/KS1 Puzzle Club (lunchtime)	12	0	3	Mindfulness Club (after-school)	12	3	4	KS2 Girls Football (after-school)	11	0	2	Young Voices (lunchtime)	24	5	4	Taekwondo (after school)	19	4	7	KS2 Puzzle club (after school)	13	2	6
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All	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.	<p data-bbox="1308 938 1608 970">End of Spring term:</p> <p data-bbox="1308 981 2065 1308">A small proportion of funding is set aside to allow the school to respond swiftly to emerging needs that cannot yet be fully anticipated. This flexible allocation ensures timely support for disadvantaged pupils and enables the school to address challenges as they arise throughout the year. So far this year, this has included spare PE kits, extra resources for Growing Acorns and accessing funding through the Love in Action fund.</p> <p data-bbox="1308 1324 1527 1356">Summer term:</p>																																				

			Autumn term 2026:
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Total budgeted cost: £ 119,833

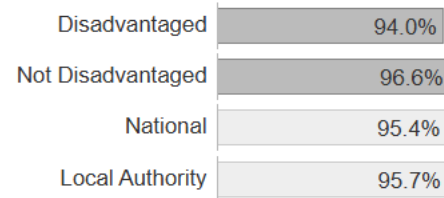
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

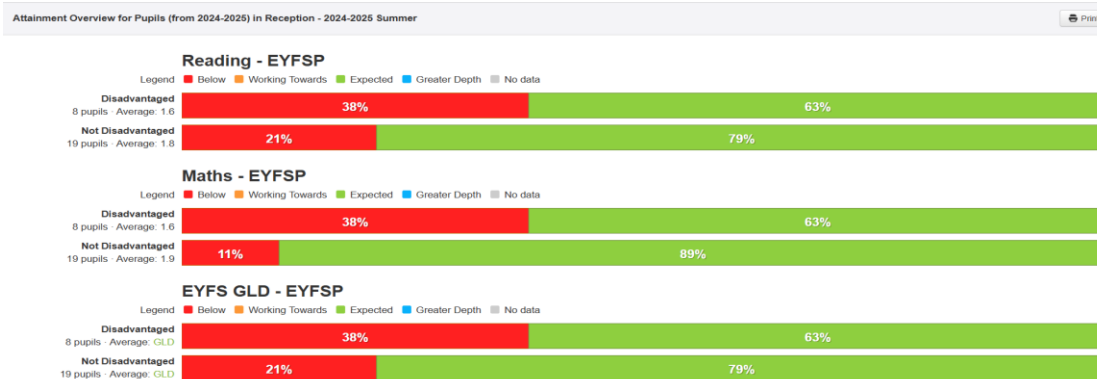
The data demonstrated the following:

Attendance percentage



Overall attendance for non-disadvantaged is above national and the local authority. However, there is a 2.6% difference for disadvantaged pupils.

EYFS



Overall outcomes in EYFS for disadvantaged are below those for non-disadvantaged and particularly in reading and maths resulting in a 16% difference in GLD.

The school performs above national overall for all pupils.

Early Years Foundation Stage

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	75% ●	65%	83% +	67%	73% ●	68%	27	74% ●	~ 69%
% of pupils at the expected level across all early learning goals	75% ●	63%	83% +	66%	73% ●	66%	27	74% ●	~ 67%
Average number of early learning goals at the expected level per pupil	14.8 ●	14.1	16.0 +	14.1	16.1 ●	14.1	27	14.9 ●	14.2

Year 1 Phonics

Reading - Phonics Score

Legend: Below (Red), Working Towards (Orange), Expected (Green), Greater Depth (Blue), No data (Grey)



Overall outcomes in phonics in Year 1 and Year show a 2% difference for disadvantaged pupils.

The school performs above national overall for all pupils.

Year 2 Phonics

Reading - Phonics Score By Y2

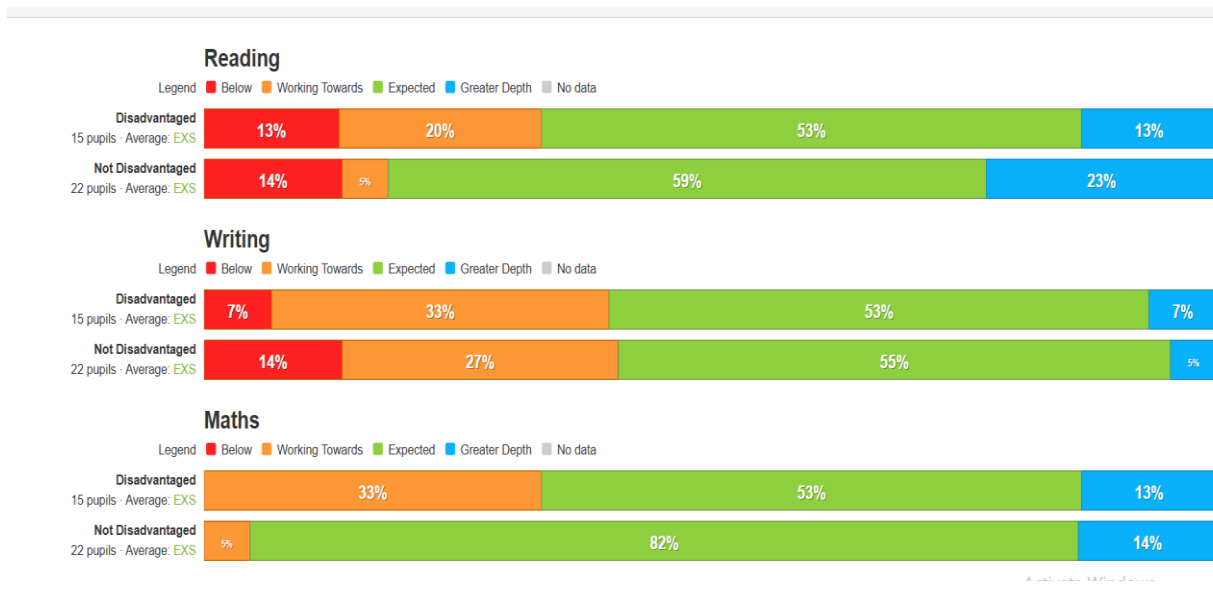
Legend: Below (Red), Working Towards (Orange), Expected (Green), Greater Depth (Blue), No data (Grey)



Phonics Screening Check

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	85% ●	75%	95% ●+	79%	79% ●	80%	23	87% ●	80%
% of pupils passing check by end of Year 2	60% ●	87%	100% ●	89%	92% ●	89%	37	95% ●	89%

KS1



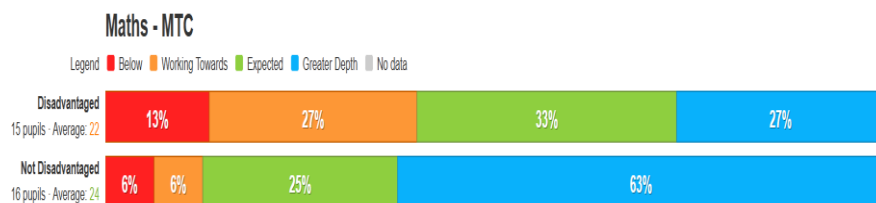
Overall outcomes at the end of KS1 show a difference for disadvantaged pupils at both expected and greater depth and particularly in maths at the expected standard.

Overall, the school performs in-line with national overall for all pupils.

Key Stage 1

Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	59% ●	~ 53%	57% ●	~ 56%	63% ●	~ 58%	37	59% ●	~ 59%
Reading, Writing & Maths combined	% of pupils working at greater depth	9% ●	~ 5%	0% ■	~ 6%	5% ■	~ 6%	37	5% ■	~ 6%
Reading	% of pupils achieving the expected standard	59% ■	67%	68% ●	68%	79% ●	~ 71%	37	76% ●	~ 72%
Reading	% of pupils working at greater depth	19% ●	18%	14% ■	19%	24% ●	~ 19%	37	19% ●	~ 19%
Writing	% of pupils achieving the expected standard	59% ●	58%	61% ●	60%	68% ●	~ 63%	37	59% ■	~ 64%
Writing	% of pupils working at greater depth	9% ●	8%	7% ■	8%	11% ●	~ 8%	37	5% ■	~ 9%
Maths	% of pupils achieving the expected standard	63% ■	68%	64% ■	70%	74% ●	~ 72%	37	84% ●	~ 73%
Maths	% of pupils working at greater depth	19% ●	15%	11% ■	16%	32% ●	~ 16%	37	14% ■	~ 17%
Science	% of pupils achieving the expected standard	63% ■	77%	64% ■	79%	87% ●	~ 82%	37	81% ■	~ 83%

Year 4 MTC



Overall outcomes in the multiplication check in Year 4 show a 28% difference for disadvantaged pupils with a significant difference in those achieving the higher pass mark for disadvantaged pupils.

The school performs above national overall for all pupils.

Multiplication Tables Check (MTC)

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	27%	9% -	29%	66% +	34%	31	45% ●	~ 38%
Average score (out of 25)	-	19.8	20.3 ●	20.2	23.1 ●	20.6	31	23.1 +	~ 21.0

KS2

Attainment Overview for Pupils (from 2024-2025) in Year 6 - 2024-2025 Summer - SAT Scaled Score



Reading

Legend ■ Below ■ Working Towards ■ Expected ■ Greater Depth ■ No data



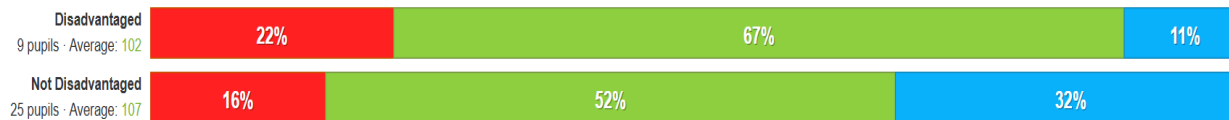
Writing

Legend ■ Below ■ Working Towards ■ Expected ■ Greater Depth ■ No data



Maths

Legend ■ Below ■ Working Towards ■ Expected ■ Greater Depth ■ No data



Overall outcomes at the end of KS2 show a difference for disadvantaged pupils at greater depth across all three subjects.

The school performs above national overall for all pupils.

Activate Windows

Key Stage 2										
Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	59%	-	60%	51%	61%	34	71%	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	7%	-	8%	5%	8%	34	9%	8%
Reading	% of pupils achieving the expected standard	-	74%	-	73%	67%	74%	34	82%	75%
Reading	% of pupils achieving the higher standard	-	28%	-	29%	18%	29%	34	41%	33%
Reading	Average scaled score	-	105.0	-	105.0	103.0	105.0	33	106.0	106.0
Writing	% of pupils achieving the expected standard	-	69%	-	71%	69%	72%	34	76%	72%
Writing	% of pupils working at greater depth	-	13%	-	13%	10%	13%	34	12%	13%
Maths	% of pupils achieving the expected standard	-	71%	-	73%	64%	73%	34	82%	74%
Maths	% of pupils achieving the higher standard	-	22%	-	24%	15%	24%	34	26%	26%
Maths	Average scaled score	-	104.0	-	104.0	103.0	104.0	33	105.3	105.0
GPS	% of pupils achieving the expected standard	-	72%	64%	72%	64%	72%	34	71%	73%
GPS	% of pupils achieving the higher standard	-	28%	-	30%	18%	32%	34	26%	30%
GPS	Average scaled score	-	105.0	-	105.0	102.0	105.0	33	104.9	105.0
Science	% of pupils achieving the expected standard	-	79%	-	80%	-	81%	34	85%	82%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils *met* expectations based against all pupils nationally and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our phonics scheme and interventions to be particularly effective alongside the therapeutic support we offer in school.

We have a revised reading spine and apply the James Durran approach to guided reading. A phonics audit was conducted which was highly positive. Our focus this year is on a new writing format.

We have invested greatly in the mastery approach in mathematics and our maths lead is the NCTEM leader for the East Midlands and a maths leader for the Trust.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Sumdog	Sumdog
CPOMS	CPOMS Systems Limited
Accelerated Reader	Renaissance
Little Wandle	Little Wandle Letters and Sounds
PIRA/PUMA	Hodder Education
Tapestry	Tapestry
Music Express	Collins
White Rose Maths	White Rose Education

Classroom Secrets	Classroom Secrets
Nessy: Literacy support for dyslexia	Nessy
ELSA	Elsa Network Org
Widgets	Widget Online

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>We provide a variety of means of support including counselling provision through our pastoral manager and nurture groups through Growing Acorns.</p> <p>If required, the school can offer Teams calls to help children connect with parents on detachment to share achievements and day to day school life.</p>
The impact of that spending on service pupil premium eligible pupils
<p>EYFS:100% GLD</p> <p>Year 3: 100% expected in reading, 50% writing , 50% GPS and 50% maths</p> <p>Year 6: 100% expected in reading, writing, GPS and maths</p>

Further information

Area	Challenge
Teaching	<p>Regular monitoring of the quality of teaching and learning by phase leaders, the Head of School, the Executive Headteacher using the Teaching and Learning Toolkit.</p> <p>Ongoing coaching and CPD activities for teaching staff.</p> <p>Leadership monitoring activities in line with the areas of focus in the school development plan and the school's monitoring cycle shared in the staff meeting agenda.</p> <p>CPD provided by the Trust including the Blueprint for Excellence and Aspirant Leaders Programme for 2025 – 2026.</p> <p>Quality of teaching is a regular item on SLT agendas.</p> <p>Data tracking and gaps analysis to ensure impact and identify gaps in learning using Insight.</p> <p>PP progress and outcomes reported to governors.</p> <p>CPD records</p> <p>Analysis of data / tracking.</p> <p>SLT Leadership and Monitoring records.</p>
Targeted support	<p>Regular monitoring of interventions by subject leaders, phase leaders, the Head of School, the Executive Headteacher and Governors to ensure quality provision.</p> <p>End of term (x3) tracking and gaps analysis to ensure impact of interventions and identify gaps in learning / next steps.</p> <p>Pupil Progress Meeting led by the Executive Headteacher, Head of School and the class teacher to identify pupils who are not making expected progress and to identify interventions.</p>

	<p>Boxall profiles/ELSA tracker to assess impact of pastoral interventions / provision for individual pupils (pastoral manager/SENCo).</p> <p>Impact of interventions is a regular item on SLT agendas.</p>
<p>Wider strategies</p>	<p>Attendance data and analysis, focusing on disadvantaged pupils.</p> <p>Ongoing behaviour and safeguarding analysis to identify numbers of incidents and pupils requiring further support (pastoral mentor and SENCo).</p> <p>Nurture room to provide support for pupils.</p> <p>Energy Wall, Lego Therapy, Art Therapy</p> <p>Forest School</p> <p>Growing Acorns Nurture provision</p>