



## Pupil Premium Strategy Review

### Pupil Premium Strategy 6 Monthly Review:

Intended outcome	Success criteria	April 2026 Update
<p>Increase the % of PP children matching or exceeding non-PP children in progress in core subjects.</p> <p>Barriers to learning removed enabling children to fully participate in learning.</p>	<p>The end of year percentage of children achieving equal or better progress than non-PP pupils in core subjects will be 90% or higher.</p>	<p>The vast majority of internal data shows the children are on track for this. We do have a few EHCP pupils who are also classed as PP who will not meet their peers' outcomes but they are still making exceptional progress from their starting points.</p> <p><b><u>Spring 2 data:</u></b></p> <p>The data shows that the gap in assessment points falls from an average of 5.4 points difference in year 1 which narrows throughout each school year with an average gap of 1.6 by year 5. By year 6, this gap is narrowed an average of 1 point difference.</p> <p><b><u>Staff Training:</u></b></p> <p>Walk Thrus Teaching and Learning Training            CPD for staff for maths, writing and reading            Adaptation in writing and maths training led by SIPOS outreach</p>
<p>Barriers to participation is removed enabling children to fully participate in the fuller life of the school gaining valuable cultural capital.</p>	<p>All the disadvantaged children will fully engage in all the school activities e.g. attend a sporting trip, attend all school trips and attend a club.</p>	<p>All children classed as PP or disadvantaged attend the school trips, have access to school clubs and all children learn the recorder and ukulele. They are tracked throughout their time at school to ensure they all have several opportunities in a leadership role and they all are offered opportunities to represent the school in sport.</p> <p><b><u>As of the Spring Term:</u></b></p> <p>100% of PP pupils have attended school trips or in school visit</p> <p><b><u>% PP pupils attending a sports trip:</u></b></p> <p>85% of year 6 vs 18% for all groups</p>



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		71% of year 5 vs 29% 94% of year 4 vs 66% 100% of year 3 vs 63% 83% of year 2 vs 29% 73% of year 1 vs 18% <u>% of PP with a leadership role by Year 6:</u> 100%
<p>All the disadvantaged children will have extra opportunities to read at school and reading for pleasure will be promoted throughout the school. Homework club will be provided for the children who are not supported with this at home.</p>	<p>All the PP children will achieve at least two reading badges/gems during each academic year.</p> <p>All the PP children will complete their weekly homework.</p> <p>Increase in the amount of PP children achieving ARE or above in the core subjects from the baseline in 2025.</p>	<p>Disadvantaged children are read with daily where needed and partake in before school Reading Plus sessions.</p> <p>The PP teacher tracks homework engagement.</p> <p>All PP pupils are achieving the Reading Challenge Awards and all are beyond 2.</p> <p><b><u>Staff Training:</u></b></p> <p>Reading Plus training</p> <p>Reading fluency training</p> <p>Phonics training – ongoing</p>
<p>To achieve and sustain improved attendance and punctuality for all, especially for our disadvantaged pupils.</p>	<p>Number of late arrivals will decrease and:</p> <ul style="list-style-type: none"> <li>• Overall attendance will increase to 96.5%.</li> <li>• The percentage of pupils persistently absent will decrease to below 5%.</li> </ul>	<p>Overall attendance is 97.25% (PP 96.7%)</p> <p>Persistently absent pupils is down to 1.8% for all pupils and 0.8% for PP pupils (April 2026). 9 PP pupils in the autumn term and down to 5 in the spring term.</p> <p><b><u>Staff Training:</u></b></p> <p>Ongoing staff training on talking to parents about attendance and the impact lost days have on learning.</p>



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<p>To achieve and sustain improved wellbeing for all pupils but particularly the disadvantaged.</p>	<p>By July 2026, pupil voice and teacher observations will show an increase in wellbeing with increased participation in enrichment activities.</p>	<p>Pupil voice is done 1:1 with disadvantaged pupils – this helps us to ensure their voice is heard and they have several opportunities with the year leader each academic year to talk about what they might like and what clubs they may wish to do.</p> <p>Pupil voice feedback shows that wellbeing is high. Participation in enrichment activities is also very high.</p> <p><b><u>Staff Training:</u></b></p> <ul style="list-style-type: none"><li>TAESS Project – ongoing</li><li>MHST – anxiety in the classroom</li><li>Zones of regulation</li><li>ELSA training for ESLA</li></ul>