

Pupil premium impact report 2025/2026

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		
1. For children in KS2 to achieve in line with non-disadvantaged peers in reading and writing	Achieve national average attainment and progress scores in KS2 Reading (0) and KS2 writing (0) in 2023/24		
	All chn	Disadvantaged	
	Reading	65%	44%
	Writing	57%	39%
	2024/25		
	All chn	Disadvantaged	
	Reading	70%	55%
	Writing	62%	41%
	2025/26		
	All chn	Disadvantaged	
Reading	To follow		
Writing	63%	60%	
2. For children in KS2 to achieve in line with non-disadvantaged peers in Maths	Achieve national average attainment and progress scores in KS2 Maths (0) 2023/24		
	All chn	Disadvantaged	
	Maths	60%	39%
	2024/25		
	All chn	Disadvantaged	
	Maths	63%	41%
	2025/26		
	All chn	Disadvantaged	
	Maths	To follow	
	3. For children in KS1 to achieve in- line with their non-disadvantaged peers	Achieve national average attainment scores in optional KS1 SATs – optional SATs were not taken. Data taken from teacher assessment 2023/24	
All chn		Disadvantaged	
Reading		62%	61%
Writing		55%	57%
Maths		70%	70%
2024/25			
All chn		Disadvantaged	
Reading		72%	70%
Writing		60%	54%
Maths		75%	62%
2025/26			
All chn	Disadvantaged		

	Reading	77%	61%
	Writing	71%	50%
	Maths	80%	61%
4. For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.	Achieve national average scores in phonics screening 2023/24		
		All chn	Disadvantaged
	Phonic screening	80%	71%
	2024/25		
		All chn	Disadvantaged
	Phonic screening	76%	88%
	2025/26		
		All chn	Disadvantaged
	Phonic screening	66%	47%
5. For disadvantaged pupils in EYFS to improve speech, language and communication skills so that they are operating at age related levels.	WellComm scores show that children are scoring 'green' for their age group by the end of Reception 2023/24		
		All chn	Disadvantaged
	Welcomm Green	63%	57%
	Welcomm Green or Amber (only 1 level below)	77%	89%
	2024/25		
		All chn	Disadvantaged
	Welcomm Green	66%	60%
	Welcomm Green or Amber (only 1 level below)	75%	69%
	2025/26		
		All chn	Disadvantaged
	Welcomm Green	60%	43%
	Welcomm Green or Amber (only 1 level below)	86%	81%

6. Improve attendance of disadvantaged pupils to good	Attendance of disadvantaged pupils to be 97%		
	2023/24		
		All chn	Disadvantaged
	Low attendance (less than 95%)	26.2 %	29.5%
	Persistent absentee (less than 90%)	18.7 %	29.5%
	2024/25		
		All chn	Disadvantaged
	Low attendance (less than 95%)	24.5%	30.5%
	Persistent absentee (less than 90%)	18.9%	28.6%
	2025/2026		
		All chn	Disadvantaged
	Low attendance (90- 95%)	26%	31%
	Persistent absentee (less than 90%)	19%	27%
7. To improve personal development and aspirations for pupils across the school	For disadvantaged pupils throughout the school to have access to the start small, dream big project.		

Analysis and commentary on intended outcome

For children in KS2 to achieve in line with non-disadvantaged peers in reading and writing

	All chn	Disadvantaged
Reading		
Writing	63%	60%

In writing, there has been a 19% increase on last year's data for disadvantaged children. In writing, this means that the attainment gap between disadvantaged children and their non-disadvantaged peers has narrowed significantly. This could be linked to the fact that SEND is less of a factor with this cohort as with a large group of disadvantaged (30) only 6 children have a SEND.

Reading to follow

For children in KS2 to achieve in line with non-disadvantaged peers in Maths

	All chn	Disadvantaged
Maths	%	%

Maths to follow

For children in KS1 to achieve in- line with their non-disadvantaged peers

	All chn	Disadvantaged
Reading	77%	61%
Writing	71%	50%
Maths	80%	61%

Optional KS1 SATs were not taken and the data in the table above has been taken from the end of year teacher assessment results. These judgements are informed by performance in tests i.e. PIRA and PUMA as well as children's class work.

There is a significant difference between the performance of disadvantaged children and their peers in all 3 subjects this year. In 2024-2025 disadvantaged pupils performed 2% lower than their peers in reading, 6% in writing and 13% in maths, which have all widened in 2025-2026. In this cohort of 18 pupils, SEND is unlikely to be a factor as only 2 pupils have a SEND need. Even without those pupils, the gaps would have widened. Attendance is likely to be a factor influencing this as 10 disadvantaged pupils are persistently absent or at risk of persistent absenteeism. Other factors around engagement of disadvantaged pupils will need to be considered for the next pupil premium strategy including analysis of how many risk factors children in each cohort have.

For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.

	All chn	Disadvantaged
Phonic screening	66%	47%

This data represents a significant drop for both disadvantaged pupils and their non disadvantaged peers. It also represents a widening of the gap. This is a large cohort of 20 pupils. Unlike KS1 data, SEND is likely to be a contributing factor for this data as removing the 5 pupil premium and SEND pupils from the data set would bring it to 62% which is closer to in-line with the rest of the cohort. Furthermore, there were 7 children from the pupil premium cohort who did not achieve phonics who were persistently absent. As the phonics score for the whole cohort was lower this year, development work will go into developing whole cohort phonics delivery; especially focused on consistent delivery of keep up programmes. Provision in Year 2 for children who did not pass the phonics check is a strength and these pupils from this year will receive this in the 2026-2027 academic year.

For disadvantaged pupils in EYFS to improve speech, language and communication skills so that they are operating at age related levels.

	All chn	Disadvantaged
Welcomm Green	60%	43%
Welcomm Green or Amber (only 1 level below)	86%	81%

Welcomm is assessed at green (working at age related), amber (working 1 level below) and red, which is working significantly below age related expectations. The percentage of disadvantaged pupils at green or amber is broadly in-line with their non-disadvantaged peers by the end of the year- which also represents over 10% increase in last year's data. However, the percentage of disadvantaged children achieving green has decreased and represents a significant gap with their peers. The input into speech and language in Reception has supported pupils well to move

to amber, however the progress has not been rapid enough for them to have caught up completely by the end of Reception. SALT (speech and language therapy) referrals have been made for all children scoring red, although a backlog within the NHS for initial appointments means that many pupils have not been seen until later in the year for these assessments. Quality interactions and a focus on communication will be a focus of the 2026-2027 school improvement plan for early years.

Improve attendance of disadvantaged pupils to good

	All chn	Disadvantaged
Low attendance (less than 95%)	26%	31%
Persistent absentee (less than 90%)	19%	27%

The attendance percentages have remained stable in 2025- 2026 for low attendance and persistent absentees for all children and for disadvantaged pupils (less than 1% movement). However this still means that disadvantaged pupils are over-represented in the persistent absentee group. There are 77 pupils who are persistent absentees, with 26 of those being pupil premium. There are 104 pupils who have low attendance (between 90-95%) of which 29 are disadvantaged.

All persistent absenteeism is followed up by EA and ML in their attendance roles, and support is offered in line with particular needs.

Attendance will continue to be a focus of the pupil premium plan and the overall school improvement plan in the 26/27 academic year and it remains a key point to improve for all pupils. This will involve more strategic analysis of patterns within groups so that strategies can be adapted.

To improve personal development and aspirations for pupils across the school

In the 2024/25 academic year, this project was run by JC. In the 2025/26 academic year there was been a change in responsibilities, and this was run by HP. The content is delivered in 3-weekly assemblies, and this practice is now embedded in school. For the 2025/26 academic year, staff organised additional career visits for each year group which were confirmed through pupil voice.