

Pupil premium strategy statement – Thurgoland CE Primary School

This statement details our school's use of pupil premium (and recovery 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	203
Proportion (%) of pupil premium eligible pupils	4.9% (10/203)
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)	2024 - 2027
Date this statement was published	25.9.2024
Date on which it will be reviewed	31.08.2025 31.08.2026
Statement authorised by	Dale Jordan (Headteacher)
Pupil premium lead	Dale Jordan
Governor / Trustee lead	Sarah Wareing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,350
Recovery premium funding allocation this academic year	£0
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>	

Part A: Pupil premium strategy plan

Statement of intent

As a school, we have taken a longer-term approach to our pupil premium strategy. This is because it makes it easier to plan for spending, recruit and train staff and develop successful practice and approaches to address the barriers that many of our pupils face. These include:

1. Underdeveloped communication skills, including oral language and vocabulary gaps.
2. When our disadvantaged pupils join the school (which is not always in the Early Years Foundation Stage), they are below age-related expectations compared to their peers. There on, attainment among disadvantaged pupils in reading, writing and maths (including the multiplication tables check) is often below that of non-disadvantaged pupils.
3. Increased social and emotional needs of pupils.
4. Attendance and punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils.

By committing to a longer-term plan, we are ensuring that our research driven approaches (based on those recommended in Education Endowment Foundation's (EEF) pupil premium guide) are effectively implemented, sustained and embedded in our provision. Our tiered approach targets spending across 3 keys areas:

1. Teaching
2. Academic Support
3. Wider Approaches

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning and at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All staff fully understand the concept of the teacher and TA working as a 'teaching team' so that they have a wider impact on more pupils within lessons.
- The impact of teaching is maximised by using quality and effective of strategies to support learning, especially for lower ability pupils and those with additional needs.
- To allocate a tutor to children who have fallen behind the intended curriculum - providing small group work focussed on overcoming gaps in learning.
- 1-1 and small group interventions.
- Additional learning support through interactive software –Nessy and TT Rockstars.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning and pastoral support from our 'Parent Champion'.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Our approach will be responsive to common challenges and individual needs. 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 are 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	Some disadvantaged pupils experience gaps in communication, language and vocabulary which can affect their ability to understand, articulate and apply learning across the curriculum. The current EYFS cohort includes a disadvantaged pupil who is not yet on track in speaking and listening, reinforcing the importance of early identification and support for communication and language needs. The school continues to strengthen consistent approaches to oracy, including structured talk opportunities, explicit vocabulary teaching, sentence stems and modelled language, to support disadvantaged pupils to develop confidence, fluency and increasingly precise language.
2	Attainment among disadvantaged pupils in reading, writing and maths (including the multiplication tables check) is often below that of non-disadvantaged pupils. When many of our disadvantaged pupils join the school (which is not always in the Early Years Foundation Stage), they are below age-related expectations compared to their peers. Disadvantaged pupils at Thurgoland CE Primary School achieve strongly overall, with three-year outcomes above national disadvantaged averages in reading, writing, mathematics and the combined reading, writing and mathematics measure. The strongest outcomes are currently seen in reading and writing, while mathematics remains an area for continued development. Some disadvantaged pupils join the school with gaps in prior learning or are not yet meeting age-related or developmental expectations. The school therefore places a strong emphasis on understanding individual starting points, identifying gaps quickly and ensuring that pupils make strong progress from their individual baselines. The small size of the disadvantaged cohort means that individual results can fluctuate considerably from year to year. The school therefore considers a range of attainment and progress evidence alongside pupils' individual starting points and circumstances when evaluating outcomes. Internal assessment evidence demonstrates the positive impact of current provision. In the 2025 Year 4 Multiplication Tables Check, disadvantaged pupils achieved an average score of 23 compared with 23.4 for non-disadvantaged pupils, indicating a negligible attainment

	gap. In 2025, 2 out of 2 disadvantaged pupils achieved the expected standard in reading, writing and mathematics at the end of Key Stage 2. The school's increasingly consistent approach to quality first teaching, adaptive teaching, early identification of gaps and targeted support is therefore focused on sustaining strong attainment while ensuring that disadvantaged pupils who start below expected levels make strong progress from their individual starting points.																														
3	Disadvantaged pupils represent 4.9% of the school population (10 pupils). Within this small cohort, there is a range of additional needs, including cognition and learning, social, emotional and mental health (SEMH), and communication and interaction. The profile of the current disadvantaged cohort is shown below. <table><tr><td>1</td><td>Cognition and Learning</td><td>Class R</td></tr><tr><td>2</td><td></td><td>Class 2</td></tr><tr><td>3</td><td>SEMH</td><td>Class 3</td></tr><tr><td>4</td><td></td><td>Class 3</td></tr><tr><td>5</td><td>Cognition and Learning</td><td>Class 4</td></tr><tr><td>6</td><td>Cognition and Learning</td><td>Class 5</td></tr><tr><td>7</td><td>SEMH</td><td>Class 5</td></tr><tr><td>8</td><td>SEMH</td><td>Class 6</td></tr><tr><td>9</td><td></td><td>Class 6</td></tr><tr><td>10</td><td>Communication and Interaction</td><td>Class 6</td></tr></table> The small size and diverse profile of the disadvantaged cohort means that individual pupil circumstances and starting points need to be considered carefully when evaluating outcomes. A number of disadvantaged pupils also have SEND or additional needs, meaning that barriers to learning cannot always be attributed to disadvantage alone. Four of the ten disadvantaged pupils (40%) currently require additional support through Early Help or other multi-agency arrangements, reflecting the wider range of social, emotional and family circumstances within the cohort. The school therefore takes a holistic approach to supporting disadvantaged pupils, recognising that barriers may extend beyond academic attainment to include social and emotional wellbeing, attendance, engagement and readiness to learn. Provision prioritises high-quality adaptive teaching, early identification of need, appropriate scaffolding and targeted intervention, alongside pastoral and wellbeing support, to ensure that disadvantaged pupils are supported to access the full curriculum and make strong progress from their individual starting points.	1	Cognition and Learning	Class R	2		Class 2	3	SEMH	Class 3	4		Class 3	5	Cognition and Learning	Class 4	6	Cognition and Learning	Class 5	7	SEMH	Class 5	8	SEMH	Class 6	9		Class 6	10	Communication and Interaction	Class 6
1	Cognition and Learning	Class R																													
2		Class 2																													
3	SEMH	Class 3																													
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5	Cognition and Learning	Class 4																													
6	Cognition and Learning	Class 5																													
7	SEMH	Class 5																													
8	SEMH	Class 6																													
9		Class 6																													
10	Communication and Interaction	Class 6																													
4	Attendance for disadvantaged pupils remains an area for continued focus. In 2025/26, the attendance rate for the disadvantaged cohort was 94.6%, compared with 97.6% for non-disadvantaged pupils, representing a 3-percentage point gap. Disadvantaged attendance was, however, in line with the local authority average (94.6%) and broadly in line with the national average (94.7%). The attendance picture needs to be considered alongside the individual circumstances and additional needs within the disadvantaged cohort. The school continues to prioritise early identification of emerging																														

	attendance concerns, strong relationships with families, appropriate pastoral support and targeted action where attendance begins to decline. The aim is to sustain attendance at or above national and local levels while continuing to reduce the gap between disadvantaged and non-disadvantaged pupils.
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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	Progress
Improved oral language skills and vocabulary among disadvantaged pupils.	Develop a vocabulary progression document which is explicitly linked to the curriculum long term plan. The impact of this will be that the children will be confident and competent in using, understanding and applying key vocabulary.	Vocabulary progression documents have been completed for all subjects so that there is a clear tier 2 vocabulary progression document which is explicitly linked to the curriculum long term plan. Vocabulary progression documents are now fully embedded across all subjects, ensuring a clear and consistent Tier 2 vocabulary spine linked to the curriculum Monitoring (book scrutiny, pupil voice and lesson visits) indicates that: • Pupils are increasingly able to use subject-specific vocabulary accurately in spoken and written responses • There is improved fluency and confidence in articulating ideas, particularly in KS1 and lower KS2 Oracy strategies are now established in classroom practice, with: • Structured talk opportunities • Sentence stems and modelled language • Increased opportunities for rehearsal before writing Early evidence suggests: • Improved quality of oral responses feeding into writing outcomes, particularly for disadvantaged pupils • Reduced reliance on informal language, with a shift

		towards more precise and academic vocabulary Pupil voice indicates that children: • Feel more confident explaining their thinking • Can recall and apply key vocabulary across subjects
Improved reading, writing and maths attainment among disadvantaged pupils.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we narrow the gap between the attainment of our groups. At the end of Key Stage 1 will meet the expected standard for reading, writing and maths in line with their peers (or the gap between them will reduce). In the Year 4 multiplication tables check will perform in line with their peers (or the gap between them reduces). At the end of Key Stage 2 will meet the expected standard for reading, writing, maths and spelling, punctuation and grammar in line with their peers (or the gap between them continues to reduce).	Assessment and monitoring indicate that: • Attainment gaps are narrowing in key areas, particularly in reading and mathematics • Disadvantaged pupils are increasingly working in line with their peers, particularly in KS1 Internal data (Spring 2026) shows: • Continued strong phonics outcomes, with the majority of pupils on track to meet expected standard • Improved fluency and comprehension in reading, supported by consistent implementation of the reading framework • Increased accuracy and confidence in mathematics, particularly through recall and application (including MTC preparation) Year 4 MTC outcomes (2025 baseline): • Disadvantaged pupils achieved an average score of 23 compared to 23.4 for non-disadvantaged pupils, indicating a negligible attainment gap KS2 outcomes (2025): • 2/2 disadvantaged pupils achieved EXS in reading, writing and maths, demonstrating strong end-point attainment

		Quality First Teaching is increasingly consistent, with: • Adaptive teaching evident across classrooms • Gaps identified early and addressed through targeted intervention and classroom practice Additional impact seen through: • Increased engagement and participation of disadvantaged pupils in lessons • Improved confidence and resilience in learning behaviours
All pupils, particularly our disadvantaged pupils, achieve and sustain improved wellbeing as well as having a positive academic experience at our school.	Sustained high levels of wellbeing demonstrated by: • Data from pupil voice, parent/carer surveys and teacher observations. • Monitoring the wellbeing of disadvantaged pupils against their peers. • Carefully planned for pastoral care. • Signposting to relevant external agencies to any pupil/family who may benefit. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • The wider curriculum and extra-curricular provision, including enrichment activities, affords equal opportunities to all pupils.	Pupil wellbeing remains consistently strong across all evidence sources, with: • 95% of pupils reporting that they feel they belong and can thrive • High levels of happiness reported across the school day, particularly in classrooms and outdoor provision Pupil wellbeing survey indicates: • Strong positive peer relationships (typically 84–89%) • Low levels of negative interaction (2–7%) • Pupils feel safe, listened to and supported by adults (over 90%) Parental feedback further reinforces this: • 96% of parents report their child feels safe • 95% report positive behaviour and a strong school culture Pastoral systems are highly effective: • Increased Early Help engagement demonstrates proactive identification of need • Strong family engagement, including Family Network Meetings, supports early intervention • Targeted pastoral support (check-ins, PSHE, external agency support) is well matched to need

		Monitoring indicates that: - Disadvantaged pupils' wellbeing is closely tracked, with no significant gaps when compared to peers - Pupils are able to access learning, enrichment and wider opportunities successfully Participation in enrichment continues to be a strength: - High levels of engagement across clubs, trips and wider opportunities - Increasing inclusion of disadvantaged pupils in enrichment provision SIAMS inspection validates that: - The school's culture enables pupils to flourish socially, emotionally and spiritually - Strong relationships and inclusive practice underpin wellbeing - Staff wellbeing data also reflects a positive and supportive culture, which contributes to consistent pastoral care for pupils
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Through the implementation of effective systems and processes, ensure that all nonattendance is challenged support given. The impact being that attendance for disadvantaged and vulnerable children is at/above the national averages and the school target of 97%	Individual attendance plans and Early Help support have had a positive impact for some pupils, enabling school to work closely with families to identify barriers, provide targeted support and improve individual attendance where possible. However, the overall attendance data shows that further improvement is needed. In 2025/26, disadvantaged pupil attendance was 94.6%, broadly in line with the national average of 94.7% but below the school target of 97%. Attendance for non-disadvantaged pupils was 97.6%, leaving a gap of 3 percentage points. Persistent absence among disadvantaged pupils was 17.6%. This indicates that, while targeted support is making a difference at an individual level, the impact is not yet reflected sufficiently in whole-cohort outcomes. Attendance

		therefore remains a priority, with continued focus on early identification, working in partnership with families and providing timely support to address barriers to regular attendance.
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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: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Oracy Framework across the curriculum through ongoing CPD, modelling and commentary coaching. Develop staff confidence and consistency in supporting pupils' oral language, vocabulary and ability to articulate ideas through purposeful talk, adult modelling, sentence stems and opportunities for oral rehearsal. <i>£1,500</i>	The EEF's <u>Oral Language Interventions guidance</u> highlights the value of vocabulary teaching, adult modelling, structured discussion and purposeful classroom talk. Oral language approaches can support learning when integrated into everyday classroom practice.	1, 2
Engage with the Tykes English curriculum course to strengthen teachers' subject knowledge and develop effective English teaching, with a focus on vocabulary, reading, writing and pupils' ability to communicate ideas clearly. <i>£1,600</i>	The EEF's <u>Effective Professional Development guidance report</u> identifies key features of effective staff development, including revisiting prior learning, goal setting and feedback. These support the development of teachers' subject knowledge and classroom practice.	1, 2
Work with the South Yorkshire Maths Hub, with a particular focus on multiplicative reasoning. Develop pupils'	The EEF's <u>Improving Mathematics in Key Stages 2 and 3 guidance report</u> emphasises building on pupils' existing knowledge, using assessment to identify gaps and misconceptions, and	2

mathematical understanding, reasoning and ability to make connections, while identifying and addressing gaps in prior learning. <i>£1,500</i>	developing effective approaches to mathematics teaching.	
Continue to develop adaptive teaching and Quality First Teaching using the Thurgoland Teaching and Learning Toolkit and the EEF Five-a-Day approach. Focus on explicit instruction, modelling, scaffolding, checking understanding, vocabulary, flexible grouping and developing pupil independence. <i>£2,000</i>	The EEF's <u>Five-a-day guidance for supporting high-quality teaching for pupils with SEND</u> identifies five evidence-informed approaches that can support pupils with SEND and benefit other learners. Thurgoland's own SEND monitoring shows increasingly consistent use of scaffolding and flexible grouping, while identifying the need to develop proactive adaptations further.	1, 2, 3
Continue to deliver Read Write Inc. (RWI) systematic synthetic phonics, including the ongoing cost of the programme and associated resources. Maintain consistent, high-quality phonics teaching to support pupils in developing accurate word reading, fluency and confidence. This is particularly important for disadvantaged pupils who need to secure early reading skills and access the wider curriculum successfully. <i>£1,200</i>	The EEF's <u>Phonics evidence summary</u> identifies phonics approaches as having a positive impact on early reading accuracy, particularly for younger pupils. This supports the continued delivery of systematic synthetic phonics as part of high-quality early reading provision.	1, 2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain additional Teaching Assistant capacity to provide targeted	The EEF identifies effective deployment of teaching assistants as an important consideration in improving outcomes. Support is	2, 3

academic support. Provide TA support to help disadvantaged pupils access high-quality classroom teaching and address identified gaps in learning. Ensure that TA support complements high-quality classroom teaching and promotes pupils' progress and independence. <i>£20,000</i>	most effective when it complements, rather than replaces, high-quality teaching. <u>EEF: Making Best Use of Teaching Assistants</u>	
Provide targeted support in reading, writing and mathematics, including pre-teaching, post-teaching, same-day intervention and specific skill-based support. Use assessment to identify gaps and prioritise disadvantaged pupils who need additional support to access the curriculum. This may include phonics, reading fluency, writing skills and multiplication facts. Review progress regularly to assess the impact of support and inform next steps.	The EEF's <u>Teaching and Learning Toolkit: Small Group Tuition</u> identifies small-group tuition as a potentially effective approach when it is targeted at pupils' specific needs. The EEF's <u>Improving Literacy in Key Stage 2</u> and <u>Improving Mathematics in Key Stages 2 and 3</u> guidance supports identifying gaps and using targeted approaches to strengthen pupils' knowledge and skills.	1, 2, 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund the Parent Champion role to strengthen relationships with vulnerable families, improve parental engagement and identify barriers affecting pupils' attendance, punctuality and wider school experience. Work in partnership with families to provide appropriate support and signpost to relevant services where needed.	The EEF's <u>Working with Parents to Support Children's Learning</u> guidance highlights the importance of building positive relationships with families and tailoring approaches to their needs. The EEF's <u>Supporting School Attendance guidance</u> emphasises understanding individual barriers, communicating effectively with families and providing targeted support.	3, 4

£9,000		
Continue to develop effective attendance systems through regular monitoring, early identification of concerns and timely intervention. Work with pupils and families through individual attendance plans, Early Help and appropriate multi-agency support to identify and address barriers to regular attendance.	The EEF's <u>Supporting School Attendance guidance</u> recommends developing a holistic understanding of pupils and families, using targeted interventions and monitoring their impact.	3, 4
Provide pastoral and wellbeing support for pupils experiencing social, emotional or behavioural barriers to learning. Use appropriate check-ins, targeted support and external agency involvement to help pupils develop positive relationships, emotional regulation and engagement in school.	The EEF's <u>Social and Emotional Learning evidence summary</u> highlights the value of approaches that develop pupils' social skills, relationships and self-management of emotions.	3
Identify and reduce financial barriers that may prevent disadvantaged pupils from participating in extracurricular activities, educational visits and wider school experiences. Promote equitable access to opportunities that support pupils' interests, relationships, confidence and sense of belonging. £3,000	The EEF's <u>Teaching and Learning Toolkit</u> provides evidence on approaches such as arts participation and physical activity. School monitoring of participation can help identify and address barriers to disadvantaged pupils accessing these opportunities.	3

Total budgeted cost: £39,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Raise the overall attainment of disadvantaged Students	Achieve at least national average attainment scores in KS2 Reading, Writing, Maths (including Y4 MTC) and Science. Narrow the attainment gap between disadvantaged students and non-disadvantaged students. Narrow the attainment gap between disadvantaged children and non-disadvantaged children achieving greater depth particularly in writing
Improved parental attitudes and skills to support reading at home	Parental knowledge is improved as is the quality of the home environment to promote a love of reading, which, in turn, is will be associated with an improvement in children's outcomes at attitudes to reading.
Improve the attendance of disadvantaged students	Disadvantaged student attendance to reach and sustain 96% from the academic year.
Improve the careers provision to ensure that disadvantaged students' access sustained and individualised careers provision throughout their time at Thurgoland CE School.	Individualised careers advice and guidance to be offered to ensure that all students, particularly disadvantaged, can access high quality advice.
All children to access the curriculum fully.	Feedback from pupils. Pupils accessing lessons as well as access to support / intervention. Pastoral team monitor and review individuals and liaise with class teachers. Reduced behaviour incidents. Rates of progress in core subjects.

Intended outcome	Success criteria	Progress
Improved oral language skills and vocabulary among	Develop a vocabulary progression document which is explicitly linked to the curriculum long term plan. The	Vocabulary progression documents have been completed for all subjects, providing a clear and consistent Tier 2 vocabulary spine explicitly linked to the curriculum. Monitoring through book

disadvantaged pupils.	impact of this will be that the children will be confident and competent in using, understanding and applying key vocabulary.	scrutiny, pupil voice and lesson visits indicates that pupils are increasingly able to use subject-specific vocabulary accurately in spoken and written responses, with improved fluency and confidence in articulating ideas. Oracy strategies are increasingly embedded through structured talk, sentence stems, modelled language and opportunities for oral rehearsal before writing. Early evidence indicates that improved oral responses are supporting writing, including for disadvantaged pupils, with pupils increasingly using precise and academic vocabulary.
Improved reading, writing and maths attainment among disadvantaged pupils.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we narrow the gap between the attainment of our groups. At the end of Key Stage 1 will meet the expected standard for reading, writing and maths in line with their peers (or the gap between them will reduce). In the Year 4 multiplication tables check will perform in line with their peers (or the gap between them reduces).	2025/26 outcomes show some strong attainment for disadvantaged pupils at key points. In the Phonics Screening Check, the one disadvantaged pupil who took the check achieved the expected standard. Whole-school phonics outcomes were also strong, with 91.7% achieving the expected standard, an average score of 36 and seven pupils achieving full marks. The Year 4 Multiplication Tables Check was another positive area. The disadvantaged pupil who took the check achieved a score of 21 or above, matching the whole-school expectation, with 100% of pupils overall achieving 21 or above and a whole-school average score of 24.6. At the end of KS2, disadvantaged pupils achieved strongly in writing, with 80% (4/5) reaching the expected standard, above the national disadvantaged figure of 60%. 60% (3/5) achieved the expected standard in reading, broadly in line with the national disadvantaged figure of 63%. Mathematics remains an

	At the end of Key Stage 2 will meet the expected standard for reading, writing, maths and spelling, punctuation and grammar in line with their peers (or the gap between them continues to reduce).	area for development, with 40% (2/5) achieving the expected standard compared with 62% nationally. Overall, 20% (1/5) achieved the combined reading, writing and mathematics standard. The small cohort means that individual outcomes have a significant effect on percentages. Disadvantaged pupils' progress measures were +0.8 in reading, +4.4 in writing and +0.8 in mathematics, indicating positive progress from individual starting points. Quality First Teaching is increasingly consistent, with adaptive teaching evident across classrooms and gaps identified early and addressed through classroom practice and targeted intervention.
All pupils, particularly our disadvantaged pupils, achieve and sustain improved wellbeing as well as having a positive academic experience at our school.	Sustained high levels of wellbeing demonstrated by: pupil voice, parent/carer surveys and teacher observations; monitoring the wellbeing of disadvantaged pupils against their peers; carefully planned pastoral care; signposting to relevant external agencies; increased participation in enrichment activities, particularly among disadvantaged pupils; and wider curriculum and extra-curricular provision affording equal	Pupil wellbeing remains consistently strong across the available evidence, with 95% of pupils reporting that they feel they belong and can thrive. Pupil voice indicates strong peer relationships, low levels of negative interaction and high levels of pupils feeling safe, listened to and supported by adults. Parental feedback is similarly positive, with 96% reporting that their child feels safe and 95% reporting positive behaviour and a strong school culture. Pastoral systems support early identification and intervention, including Early Help, Family Network Meetings, targeted check-ins, PSHE and external agency support. Monitoring indicates that disadvantaged pupils' wellbeing is closely tracked and that they are able to access learning, enrichment and wider

	opportunities to all pupils.	opportunities successfully. SIAMS provides strong external validation of this work, recognising the school's strong relationships, respect and tolerance and noting that pupils are welcomed, valued and live well together. It also specifically recognised that vulnerable pupils receive appropriate adaptations and support, enabling them to participate successfully, feel part of the school community and thrive. Participation in enrichment is also a strength, with 88% of disadvantaged pupils accessing at least one extracurricular sporting club in 2025/26. Staff monitoring of CPOMS also indicates a positive trend, with fewer behaviour-related reports involving disadvantaged pupils.
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Through the implementation of effective systems and processes, ensure that all nonattendance is challenged and support given. The impact being that attendance for disadvantaged and vulnerable children is at/above the national averages and the school target of 97%.	School attendance data for 2025/26 shows disadvantaged attendance at 94.6%, compared with 97.6% for non-disadvantaged pupils, giving a 3 percentage-point gap. Disadvantaged attendance is broadly in line with the national figure of 94.7% and in line with the local authority figure of 94.6%. Persistent absence among disadvantaged pupils was 17.6%. The school continues to use early identification, attendance monitoring, communication with families and targeted support to address barriers to attendance. SIAMS also recognised that effective strategies are in place to provide help to pupils in a timely and effective way and that parents are recognised as partners,

		with external agencies working well with the school. Attendance therefore remains an important area for continued focus, particularly in closing the gap and moving towards the school's 97% target.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A