

Ridgeway Farm CE Academy Pupil Premium Strategy Statement

2026-2027

This statement details our school's use of pupil premium funding for the 2026-2027 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ridgeway Farm CE Academy
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	12% (25 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Laura Gibbard - Head Teacher
Pupil premium lead	Katherine Holder - Assistant Headteacher
Governor / Trustee lead	Scott Gulliver – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,360

Pupil Premium is additional funding provided by the Department for Education (DfE) to support improved educational outcomes for disadvantaged pupils.

For the purposes of Pupil Premium funding, eligible pupils include:

- pupils who are currently eligible for Targeted Free School Meals (FSM);
- pupils who have been eligible for FSM within the previous six years (FSM Ever 6);
- looked-after children (LAC); and
- previously looked-after children (PLAC), including children who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care through a Special Guardianship Order or Child Arrangements Order.

From the 2026–27 academic year, eligibility for Free School Meals has been expanded to include pupils from households receiving Universal Credit. However, pupils who are eligible for FSM solely through the Expanded FSM provision do not attract Pupil Premium funding. Pupil Premium funding continues to apply to pupils eligible for Targeted FSM and to other pupils meeting the Pupil Premium eligibility criteria.

Part A: Pupil premium strategy plan

Statement of intent

At Ridgeway Farm CE Academy, we use our Pupil Premium Grant (PPG) strategically to ensure that all disadvantaged pupils receive a high-quality education that enables them to believe in themselves, achieve their full potential and grow into active, socially responsible citizens.

We understand that disadvantaged pupils can face a wide range of barriers to learning, attendance, participation and well-being. Our aim is that all pupils, regardless of background or personal challenges, feel safe, are ready to learn, make strong progress and achieve highly across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged pupils in overcoming barriers to success, including ensuring strong progress and appropriate challenge for those who are already high attainers. High-quality teaching is central to our approach. We prioritise the development of consistently effective classroom practice in areas where assessment and evaluation identify the greatest need, recognising that improvements in teaching for disadvantaged pupils also benefit their non-disadvantaged peers.

Our current whole-school improvement priorities support this approach. We are strengthening pupils' mathematical fluency so that they develop secure knowledge, confidence and automaticity in key mathematical skills. We are improving the teaching of grammar within the writing sequence so that pupils can apply their grammatical knowledge effectively and improve the quality of their writing.

We are also continuing to strengthen assessment practice across the curriculum. Teachers use a range of assessment information to identify gaps in knowledge and understanding, make accurate judgements about attainment and progress, and adapt teaching and support accordingly. This enables us to identify the needs of disadvantaged pupils promptly and ensure that targeted support is responsive to individual pupils' starting points and barriers to learning.

Our strategy goes beyond academic attainment. We are committed to supporting pupils' attendance, emotional well-being, behaviour, personal development and access to the full wider curriculum. Through our Christian vision and commitment to enabling all members of our community to flourish, we seek to remove barriers to participation and ensure that disadvantaged pupils experience a strong sense of belonging, are given opportunities to develop their gifts and talents, and are supported to become confident and resilient learners.

Our approach is informed by diagnostic assessment, professional knowledge of pupils and families, and current research evidence rather than assumptions about disadvantage. The

strategies we adopt are coherent, evidence-informed and responsive to individual and common needs. We regularly evaluate the impact of our provision and adapt our approach where strategies are not securing the intended outcomes.

To ensure effectiveness, we:

- ensure all disadvantaged pupils are consistently challenged and supported to achieve well;
- prioritise high-quality teaching and the development of consistent classroom practice;
- strengthen mathematical fluency and pupils' ability to recall and apply key mathematical knowledge;
- improve the explicit teaching and application of grammar within the writing sequence;
- use accurate and purposeful assessment to identify gaps, inform teaching and make secure judgements about pupils' attainment and progress across the curriculum;
- act early, intervening promptly when academic, attendance, pastoral or wider barriers are identified;
- prioritise reading, ensuring that pupils read fluently and with understanding so that they can access the full curriculum;
- ensure disadvantaged pupils have equitable access to the wider curriculum, enrichment opportunities and experiences that support their personal development;
- support pupils' social and emotional well-being, resilience, confidence and sense of belonging; and
- take a whole-school approach, with all staff taking responsibility for disadvantaged pupils' experiences and outcomes and maintaining high expectations.

We are committed to reducing disparities in attainment, progress, attendance and participation while securing sustained improvement for disadvantaged pupils. Through high-quality teaching, accurate assessment, targeted support and our commitment to enabling every pupil to flourish, we aim to ensure that disadvantage is not a barrier to success at Ridgeway Farm CE Academy.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence — Attendance data for 2025/26 show that attendance for disadvantaged pupils was 91.4% , compared with 96.8% for non-disadvantaged pupils . The attendance gap is disproportionately influenced by a small number of pupils and families experiencing persistent and, in some cases, complex barriers to regular attendance. Reduced attendance limits pupils' access to high-quality teaching, targeted support and the wider curriculum, increasing the risk that gaps in knowledge and attainment widen over time.
2	The interaction of disadvantage with additional and complex needs — School assessment, pastoral and safeguarding information demonstrate that disadvantaged pupils are more likely to experience multiple and overlapping barriers to learning. These include SEND, social and emotional needs,

	safeguarding concerns, poor attendance and challenging family circumstances. In 2025/26, 30% of disadvantaged pupils were identified as having SEND, compared with approximately 20% of non-disadvantaged pupils . For some pupils, the interaction of these barriers affects attendance, emotional well-being, readiness to learn, independence and academic progress. Effective identification, coordinated provision and partnership working are required to ensure that pupils can access learning, participate fully in school life and achieve well.
3	Mathematical fluency and secure foundational knowledge — Assessment and monitoring indicate that some disadvantaged pupils have not secured the mathematical fluency and foundational knowledge required to access age-related learning confidently. In the 2025/26 Year 4 Multiplication Tables Check, disadvantaged pupils achieved an average score of 20.1 , compared with 21.9 for non-disadvantaged pupils , and 57.1% achieved a score of 20 or above compared with 78.3% of non-disadvantaged pupils . Gaps in the automatic recall of key number facts and efficient calculation strategies increase cognitive demand and can limit pupils' ability to reason, solve problems and access increasingly complex mathematical learning.
4	Early attainment and readiness for the next stage of learning — Assessment information demonstrates a disparity in outcomes between disadvantaged pupils and their peers at the end of the EYFS. In 2025/26, 60% of disadvantaged pupils achieved a Good Level of Development, compared with 87% of non-disadvantaged pupils . Although Year 1 phonics outcomes for disadvantaged pupils were strong, some disadvantaged pupils do not secure all the foundational knowledge, skills and learning behaviours needed to access the Key Stage 1 curriculum confidently. Early identification of need, consistently high-quality teaching and targeted support are required to prevent early gaps from becoming cumulative as pupils progress through the school.
5	Writing attainment and the secure application of grammatical knowledge — Assessment, moderation and monitoring demonstrate that disadvantaged pupils attain less well in writing than their peers. In 2025/26, 40% of disadvantaged pupils at the end of Key Stage 2 achieved the expected standard in writing, compared with 72% of non-disadvantaged pupils , and no disadvantaged pupils achieved greater depth. Although the cohort is small and outcomes are influenced by pupils with significant additional needs, evidence across the school indicates that some disadvantaged pupils have gaps in foundational writing knowledge and do not consistently retain and independently apply taught grammatical knowledge within their writing. Difficulties with sentence construction, grammatical accuracy and the application of prior learning limit pupils' ability to write accurately, fluently and effectively across a range of purposes and subjects.

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
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Improved attendance and reduced persistent absence for disadvantaged pupils.	Attendance for disadvantaged pupils improves from the 2025/26 baseline of 91.4% , and the gap between disadvantaged and non-disadvantaged pupils narrows over the lifetime of the strategy. The proportion of disadvantaged pupils who are persistently absent reduces. Individual pupils with historically low attendance demonstrate sustained improvement from their starting points. Attendance monitoring shows that barriers are identified early and appropriate support, challenge and external agency involvement are used effectively. Regular monitoring and robust systems are in place to identify and address attendance issues promptly.
Disadvantaged pupils, including those with SEND and other additional vulnerabilities, are well supported to access learning, participate fully in school life and make strong progress from their starting points.	The individual barriers, needs and intended outcomes for disadvantaged pupils are clearly identified, understood by relevant staff and reviewed regularly. Provision is well coordinated across teaching, SEND, pastoral, safeguarding and attendance systems. Monitoring demonstrates improved engagement, readiness to learn, independence and participation for identified pupils. Disadvantaged pupils with additional and complex needs make demonstrable progress towards appropriately ambitious academic, SEND and personal development outcomes.
Improved mathematical fluency, confidence and attainment for disadvantaged pupils.	Assessment information demonstrates that disadvantaged pupils increasingly secure, retain and fluently recall the foundational mathematical knowledge required for age-related learning. Gaps in number knowledge, key facts and calculation strategies are identified early and addressed effectively. Outcomes for disadvantaged pupils in internal and statutory assessments improve from their starting points, and disparities between disadvantaged and non-disadvantaged pupils reduce over the lifetime of the strategy. Monitoring demonstrates that disadvantaged pupils increasingly apply their mathematical knowledge accurately and efficiently when reasoning and solving problems.
Disadvantaged pupils secure strong foundations by the end of the EYFS and are well prepared for the next stage of their education.	The proportion of disadvantaged pupils achieving a Good Level of Development improves from the 2025/26 baseline of 60% , and the gap between disadvantaged and non-disadvantaged pupils narrows over the lifetime of the strategy. Assessment demonstrates that gaps in foundational knowledge, skills and learning behaviours are identified early and addressed through high-quality teaching and targeted support. Disadvantaged pupils demonstrate increasing independence, engagement and readiness to access the Key Stage 1 curriculum successfully.
Improved writing attainment for disadvantaged pupils through secure grammatical knowledge and increased independent application.	The proportion of disadvantaged pupils achieving the expected standard in writing improves from their starting points, and the gap between disadvantaged and non-disadvantaged pupils narrows over the lifetime of the strategy. Assessment, moderation and monitoring demonstrate that disadvantaged pupils increasingly retain and independently apply taught grammatical knowledge. Pupils demonstrate improved sentence construction, grammatical accuracy, fluency and stamina when writing independently across a range of purposes and subjects. The proportion of disadvantaged pupils working at greater depth increases where pupils' starting points indicate that this is an appropriately ambitious outcome.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Mastering Number in KS1 and continued development of mathematical fluency, arithmetic and multiplication table recall across KS2, including staff training, resources, leadership time and monitoring.	EEF guidance on improving mathematics recommends developing pupils' fluency and a secure understanding of mathematical concepts through explicit teaching, purposeful practice and the use of assessment to identify and address gaps. High-quality teaching is the most effective school-level approach to improving outcomes for disadvantaged pupils.	3
Whole-school professional development to strengthen the explicit teaching of grammar within the writing sequence, including modelling, guided practice, retrieval and independent application of grammatical knowledge.	EEF guidance on improving literacy recommends explicit teaching, modelling and scaffolding, followed by opportunities for purposeful practice and independent application. Improving the quality and consistency of classroom teaching is particularly important for disadvantaged pupils.	5
Development of consistent writing assessment, moderation and responsive teaching to identify gaps in disadvantaged pupils' grammatical knowledge and writing and adapt subsequent teaching.	Formative assessment and feedback can improve pupil outcomes when assessment information is used to identify learning needs and inform subsequent teaching. Accurate assessment enables teachers to address gaps before they become cumulative.	5
Strengthen formative assessment and teachers' use of assessment information across the wider curriculum, including Flashback 4, retrieval practice,	Evidence on formative assessment, retrieval practice and feedback supports the systematic use of assessment information to identify gaps, adapt teaching and strengthen retention. Improving teachers' assessment practice supports earlier identification of the needs of disadvantaged pupils and enables responsive teaching.	2, 3, 4, 5

end-of-unit assessment and the use of Sonar to make secure attainment judgements.		
High-quality EYFS teaching and provision, including staff development focused on responsive interactions, communication and language, early literacy, mathematics, self-regulation and early identification of need.	EEF evidence indicates that high-quality early years provision, communication and language approaches and effective professional development can have a positive impact on disadvantaged pupils' learning and development. Early identification and responsive teaching can prevent gaps from widening.	4
Continued implementation of Unlocking Letters and Sounds, including staff training, coaching, fidelity checks and leadership monitoring to sustain strong phonics outcomes and ensure pupils at risk of falling behind are identified promptly.	Systematic synthetic phonics has a strong evidence base for improving early reading outcomes. Consistent implementation, staff expertise and regular assessment are important in ensuring pupils make progress and receive additional support promptly when required.	4
Sustained professional development, instructional coaching and monitoring focused on agreed whole-school teaching priorities and the needs of disadvantaged pupils.	EEF evidence on effective professional development emphasises that CPD should be sustained, focused on classroom practice, supported by follow-up and feedback, and monitored for implementation. Improving teaching quality is the most effective way to improve outcomes for disadvantaged pupils.	2, 3, 4, 5

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

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed

Structured small-group and individual maths support for disadvantaged pupils with identified gaps in number fluency, arithmetic and multiplication table knowledge.	EEF evidence indicates that small-group tuition can have a positive impact when support is targeted using assessment information, delivered consistently and closely linked to classroom teaching.	3
Use of pre-teaching, same-day intervention and precision teaching approaches to address identified gaps in mathematical knowledge and enable disadvantaged pupils to access age-related learning.	Targeted academic support is most effective when it responds to specific gaps, complements high-quality classroom teaching and provides opportunities for pupils to practise and consolidate learning.	2, 3
Targeted writing support for disadvantaged pupils, based on assessment of precise gaps in sentence construction, grammar, transcription and composition.	EEF literacy guidance recommends targeted support based on accurate assessment of pupils' needs and closely connected to classroom teaching. Explicit instruction, scaffolding and opportunities for independent application can improve writing outcomes.	5
One-to-one conferencing and feedback for disadvantaged pupils requiring additional support in writing and mathematics, including pupils with SEND and significant additional needs.	Individualised instruction and feedback can support pupils when teaching is responsive to identified needs, focuses on specific areas for improvement and enables pupils to understand and act on feedback.	2, 3, 5
Targeted early intervention for disadvantaged pupils in EYFS and KS1, including communication and language, early literacy, phonics and mathematics support according to identified need.	Evidence supports early intervention and targeted small-group support where provision is informed by assessment, delivered consistently and supplements high-quality classroom teaching.	4
Structured academic interventions and bespoke learning provision for disadvantaged pupils with SEND, EHCPs and other complex barriers to learning.	Targeted and individualised support can improve outcomes when provision is based on accurate identification of need, has clear intended outcomes, is delivered by appropriately trained staff and is regularly reviewed.	2, 3, 4, 5

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

Budgeted cost: £6,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous attendance monitoring, including weekly tracking of disadvantaged pupils, early identification of emerging concerns and personalised follow-up with pupils and families.	DfE attendance guidance emphasises regular analysis of attendance data, early intervention, understanding individual barriers and working in partnership with families to improve attendance.	1
Targeted EWO involvement and personalised attendance support plans for disadvantaged pupils who are persistently absent or at risk of persistent absence.	Effective attendance approaches combine support and challenge, address individual barriers and involve external agencies where school-level intervention has not secured sufficient improvement.	1, 2
Targeted ELSA, pastoral and emotional regulation support for disadvantaged pupils with identified social, emotional and mental health needs.	EEF evidence indicates that social and emotional learning approaches can improve pupils' attitudes to learning, relationships and academic outcomes when approaches are carefully implemented and responsive to pupils' needs.	2
Daily check-ins, trusted-adult support and nurture provision for disadvantaged pupils experiencing safeguarding concerns, complex SEND, family difficulties or other barriers affecting readiness to learn.	Evidence on behaviour and social and emotional approaches supports the importance of positive relationships, predictable routines and targeted support in improving pupils' engagement and readiness to learn.	1, 2
Early Help referrals and coordinated multi-agency working to address complex barriers affecting disadvantaged pupils' attendance, well-being and	Statutory safeguarding and attendance guidance emphasises early identification, effective information sharing and coordinated partnership working to address the needs of children and families experiencing multiple barriers.	1, 2

engagement with education.		
Financial and practical support to enable disadvantaged pupils to participate in educational visits, residential experiences, clubs, music, sport and other wider opportunities.	Evidence indicates that enrichment and wider participation can support engagement, confidence, relationships and personal development. Monitoring participation helps schools identify and address barriers that prevent disadvantaged pupils from accessing wider opportunities.	2
Responsive pastoral, transition and wellbeing support for service pupils, including trusted-adult check-ins and support where needs arise in relation to mobility, parental deployment or separation.	DfE Service Pupil Premium guidance identifies mobility and parental deployment as particular challenges that may affect service pupils and states that the funding is primarily intended to provide pastoral support.	SSP

Total budgeted cost: £39,360

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

Intended Outcome: Attendance

Disadvantaged pupils will demonstrate improved attendance, with targeted support provided to families where patterns of poor attendance are persistent. The school will cultivate a supportive environment that promotes the importance of regular attendance and its link to academic success and wellbeing.

Outcome and Impact:

Attendance for disadvantaged pupils has remained a significant area of focus throughout 2025–2026. The school has continued to strengthen systems for identifying patterns of absence early, working directly with families and external agencies where appropriate, and maintaining high expectations for attendance.

Analysis of individual pupils demonstrates that targeted support has been effective in improving attendance for some of the school's most vulnerable families. Regular monitoring, meetings with parents, personalised support and escalation through attendance procedures have ensured that pupils at greatest risk of persistent absence are identified and supported promptly.

However, the attendance of disadvantaged pupils remains below that of their non-disadvantaged peers. The overall figure continues to be disproportionately affected by a relatively small number of pupils with complex circumstances, including significant SEND, medical needs, safeguarding concerns and extended periods of absence. Term-time holidays have also continued to negatively affect overall attendance.

While the intended outcome has therefore not been fully achieved, the school's increasingly rigorous approach has ensured that disadvantaged pupils with poor attendance are identified quickly and that appropriate intervention is put in place. Improving the attendance of disadvantaged pupils, particularly those who are persistently absent, will remain a priority for the next academic year.

Intended Outcome: Wellbeing, Inclusion and Readiness to Learn

Disadvantaged pupils, particularly those with SEND and safeguarding barriers, will demonstrate improved emotional wellbeing, readiness to learn, and attendance. The school will foster an inclusive environment where small but sustained progress is achieved, and pupils with EHCPs or other vulnerabilities are supported to thrive academically, socially, and emotionally.

Outcome and Impact:

The school has continued to prioritise the inclusion, emotional wellbeing and readiness to learn of disadvantaged pupils, many of whom have overlapping barriers including SEND, safeguarding vulnerabilities, poor attendance and social and emotional needs.

Targeted pastoral support, ELSA provision, personalised behaviour support, close work with families and multi-agency involvement have enabled vulnerable pupils to remain engaged in education and access learning successfully. Monitoring demonstrates that pupils receiving sustained support have developed improved emotional regulation, increased confidence and greater independence.

For disadvantaged pupils with SEND and EHCPs, impact cannot be measured solely through attainment against age-related expectations. Individual monitoring demonstrates progress from starting points in communication, independence, emotional regulation, engagement and access to learning. Personalised provision has enabled pupils with significant and complex needs to participate in the wider life of the school, including enrichment opportunities, residential visits, trips, performances and leadership responsibilities.

The school's inclusive approach has also ensured that pupils experiencing significant changes in their personal circumstances have received timely support and continuity of provision. Strong communication between teachers, the SENCO, DSLs, pastoral staff, families and external professionals has enabled barriers to learning to be identified and addressed.

Although the complex needs of the disadvantaged cohort continue to affect overall attendance and attainment measures, the school can demonstrate sustained individual progress for many of its most vulnerable pupils. The impact of this provision is reflected in pupils' increased engagement, improved readiness to learn and continued inclusion within the full life of the school.

Intended Outcome: Mathematics

Pupil Premium pupils will develop secure foundational mathematical skills, enabling them to perform confidently in statutory assessments and successfully engage with and solve more complex mathematical problems.

Outcome and Impact:

Internal assessment information demonstrates a variable picture across the school, with evidence that disadvantaged pupils are achieving well in some cohorts but that attainment is not yet consistently strong.

Across Years 1–6, the proportion of disadvantaged pupils achieving age-related expectations in mathematics varies considerably between cohorts. In the strongest cohort, all disadvantaged pupils are working at age-related expectations, while other cohorts demonstrate that a significant proportion of disadvantaged pupils remain below the expected standard. The internal data shows 100% of disadvantaged pupils at age-related expectations in mathematics in one cohort, compared with 71.4% in another, 66.7% in another and 40% in a cohort where pupils have higher levels of additional need.

There is evidence that the school's focus on mathematical fluency, arithmetic and securing foundational knowledge is having an impact. In Year 4, the Multiplication Tables Check outcomes improved significantly, with the average score for the whole cohort rising to 21.5 and 43% of pupils achieving full marks. This provides evidence that the increased emphasis on multiplication fact recall and regular practice has strengthened pupils' foundational mathematical knowledge.

However, the intended outcome has not yet been fully achieved. Internal assessment demonstrates that disadvantaged pupils are not consistently attaining in line with their non-disadvantaged peers and that a number of pupils continue to require significant support to secure age-related expectations.

The school recognises that improving fluency alone is insufficient. Continued work is required to ensure that disadvantaged pupils retain foundational knowledge, develop mathematical confidence and can apply their understanding independently to reasoning and problem-solving. The introduction of Mastering Number in Key Stage 1, alongside the continued whole-school focus on arithmetic, multiplication facts, responsive teaching and early identification of gaps, will form the next stage of the school's strategy.

Intended Outcome: Reading and Writing

Disadvantaged pupils will demonstrate improved reading fluency, comprehension, and writing skills, narrowing the attainment gap with their non-disadvantaged peers. They will show increased confidence and engagement in literacy activities, with enriched vocabulary effectively applied in their written work.

Outcome and Impact:

Internal assessment information demonstrates evidence of positive outcomes for disadvantaged pupils in reading and writing, although attainment remains variable between cohorts and the gap with non-disadvantaged pupils has not been consistently closed.

In some cohorts, disadvantaged pupils are achieving strongly. For example, one cohort has 100% of disadvantaged pupils achieving age-related expectations in both reading and writing, while another has over 70% achieving age-related expectations across both subjects. In other cohorts, outcomes remain lower, particularly where the disadvantaged group includes pupils with significant SEND, safeguarding, attendance or emotional barriers.

The continued implementation of a systematic phonics programme, targeted reading support, increased focus on reading fluency and comprehension, and the development of language-rich classrooms have strengthened pupils' access to the curriculum. Teachers' knowledge of individual pupils and increasingly responsive use of assessment have enabled gaps in learning to be identified and addressed.

Writing remains the more significant area of challenge. While disadvantaged pupils demonstrate increased engagement with writing and there is evidence of improved vocabulary, sentence construction and stamina, this has not yet translated into consistently strong attainment across the school. In one cohort, 75% of disadvantaged pupils are working at age-related expectations in writing, while outcomes in other cohorts are considerably lower.

The internal data also demonstrates the importance of considering individual pupil progress alongside headline percentages. The disadvantaged cohort is relatively small and includes a disproportionate number of pupils with SEND and other vulnerabilities. Consequently, individual pupils have a significant impact on cohort percentages.

The intended outcome has therefore been partially achieved. There is evidence that disadvantaged pupils are increasingly engaged in reading and writing and that strong outcomes are being achieved in some cohorts. However, variability remains, particularly in writing, and the attainment gap has not been consistently closed.

The school will build on the progress made by strengthening the teaching of grammar within the writing sequence, embedding clear writing non-negotiables, further developing reading fluency and comprehension, and ensuring that disadvantaged pupils who are at risk of falling behind are identified and supported at the earliest opportunity.

Overall Evaluation of Impact

The Pupil Premium Strategy has had a positive impact on several of the key barriers experienced by disadvantaged pupils, although the intended outcomes have not yet been achieved consistently across all cohorts and curriculum areas.

The strongest impact has been seen in the school's work to identify and respond to the individual needs of disadvantaged pupils. Improved attendance monitoring, targeted pastoral provision, personalised support for pupils with SEND and safeguarding vulnerabilities, and strong partnership working with families and external agencies have enabled pupils with complex barriers to remain engaged in education and make progress from their individual starting points.

There is also evidence that the school's focus on securing foundational knowledge is having an impact. Improvements in phonics and multiplication fact recall, alongside stronger outcomes for disadvantaged pupils in some cohorts, demonstrate that targeted approaches and high-quality teaching can lead to improved outcomes. Internal assessment information shows significant variation between year groups, however, with the proportion of disadvantaged pupils achieving age-related expectations across reading, writing and mathematics ranging considerably between cohorts.

The strategy has been particularly successful in maintaining an inclusive culture in which disadvantaged pupils with significant SEND, social, emotional and safeguarding needs are supported to participate fully in school life. For these pupils, progress in attendance, emotional regulation, independence, engagement and readiness to learn represents important impact, even where this is not yet reflected in attainment at age-related expectations.

However, the evaluation also demonstrates that the attainment gap between disadvantaged and non-disadvantaged pupils has not been consistently narrowed. Writing remains a particular area for development, while mathematics outcomes indicate that improvements in fluency and recall need to translate more consistently into secure conceptual understanding, reasoning and problem-solving. Attendance also remains a barrier for a small but significant group of

disadvantaged pupils, with persistent absence, term-time holidays and complex family circumstances continuing to affect access to learning.

Overall, the strategy has been partially successful. There is clear evidence that provision is reducing barriers, improving engagement and enabling individual pupils to make progress. However, this impact is not yet consistently translating into improved attainment outcomes for disadvantaged pupils across the school.

The next phase of the strategy will therefore place greater emphasis on improving the quality and consistency of classroom provision for disadvantaged pupils, securing strong foundational knowledge from the earliest stages, strengthening the teaching of writing and mathematics, and ensuring that assessment is used precisely to identify and address gaps in learning. Alongside this, the school will continue its targeted work to improve attendance and provide effective pastoral and SEND support.

The school's priority is now to move from successful individual interventions and pockets of strong practice towards greater consistency of outcomes across all year groups, ensuring that disadvantaged pupils benefit from high-quality teaching, timely intervention and ambitious expectations and are increasingly able to achieve in line with their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	play.ttrockstars.com
Unlocking Letters and Sounds	https://www.unlockinglettersandsounds.co.uk
White Rose Science	https://whiteroseeducation.com/resources
Letterjoin	https://www.letterjoin.co.uk/
Kapow	https://www.kapowprimary.com/