Pupil premium strategy statement Berry Hill Primary 2025-2028

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	435 inc nursery
Current proportion (%) of pupil premium eligible pupils	9.9%
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)**	2025-2026 **2026-2027** 2027-2028
Date this statement was published	Oct 2026
Date on which it will be reviewed	Oct 2027
Statement authorised by	B Trenowden L Smith
Pupil premium lead	B Trenowden L Smith
Governor / Trustee lead	L Poxon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	April 2026 – April 2027 £57850
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*	£57850

Part A: Pupil premium strategy plan

Statement of intent

At Berry Hill Primary School, our vision is a simple one:

Be Kind, Work Hard, Be Brave.

This is a universal ethos for each and every child at Berry Hill, regardless of any demographic factors. However, we recognise that there needs to be additional intent for those children who need it most. At Berry Hill Primary School, our intent is to ensure that pupil disadvantage does not become a barrier to belonging, participation, confidence, engagement or achievement.

We recognise that pupils eligible for Pupil Premium may experience a range of barriers that can affect their educational experience and outcomes, including differences in language and communication, confidence and oracy, attendance, engagement, access to enrichment, social and emotional wellbeing, and opportunities to develop wider experiences and cultural capital.

Our approach is therefore needs-led rather than label-led. We will seek to understand the individual barriers affecting each pupil and provide timely, appropriate support to remove or reduce them. This includes ensuring access to high-quality teaching, targeted academic support, pastoral and social-emotional support, enrichment opportunities, sport and physical activity, and experiences that develop confidence, communication, independence and aspiration.

We will prioritise early identification, strong relationships and high expectations, ensuring that pupils eligible for Pupil Premium remain fully included in the life of the school and have the same opportunities to learn, participate, develop talents and build positive relationships as their peers.

Linking to principles for inclusion and our newly developed Inclusion strategy, our ultimate aim is that every pupil eligible for Pupil Premium:

- *Belongs – feels valued, safe and connected to the school community.*
- *Engages – attends regularly, participates actively and develops a positive attitude towards learning.*
- *Communicates – develops confidence, oracy and the language needed to express ideas and engage with others.*
- *Achieves – receives the teaching and targeted support needed to make strong progress from their individual starting point.*
- *Participates – has equitable access to sport, enrichment, trips, clubs, leadership and wider school experiences.*
- *Thrives – develops confidence, resilience, independence and aspiration for their future.*

We will evaluate our Pupil Premium strategy by considering the difference it makes to pupils' experiences and outcomes, using evidence such as attendance, engagement, participation, progress, attainment, pupil voice and family feedback alongside wider indicators of confidence, belonging and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils eligible for Pupil Premium present as increasingly confident communicators but have less developed vocabulary, language structures and sentence construction, which can limit their ability to express increasingly complex ideas clearly and precisely. They may require additional support to become confident, fluent and flexible communication partners across a range of contexts, including explaining, presenting, discussing, debating and communicating with people beyond the classroom.
2	Within current pupils, 7 pupils currently access personalised learning and support programmes through the Enhanced Hub, where provision is specifically designed around their individual SEND profiles and levels of need. The remaining 7 pupils with SEND access the mainstream curriculum and classroom provision, supported through the school's wider SEND offer. The strategic priority is to ensure that these two groups are clearly distinguished when evaluating need, provision and impact, while maintaining high expectations for all pupils. For pupils with PP and SEND accessing mainstream classrooms, the focus will be on ensuring that high-quality class-based practice, adaptive teaching and appropriate SEND support Some pupils eligible for Pupil Premium and with SEND may experience difficulties with executive functioning, self-regulation and self-esteem. This can affect their ability to organise themselves, initiate and sustain tasks, manage emotions, respond to challenge and recover from setbacks. These barriers can reduce engagement, independence and confidence in learning and wider school life.enable them to achieve the best possible outcomes within their class cohort.
3	Pupil Premium pupils can attain below their non-Pupil Premium peers in some areas of reading, writing and mathematics, which can contribute to differences in combined attainment. Although good progress has been made in writing and some aspects of mathematics, reading remains a particular area for development. Some pupils may require more explicit feedback, modelling and scaffolded support to secure understanding, address misconceptions and develop increasing independence in their learning.
4	Participation in wider opportunities is crucial in broadening horizons and instilling a sense of both self and belonging. Intangible elements such as resilience, confidence and self-esteem are often developed through memorable experiences that extend beyond the classroom. Through access to educational visits, performances, sporting events, music

	tuition, leadership opportunities and a wide range of extra-curricular activities, disadvantaged pupils will be supported to discover new interests, uncover hidden talents, showcase their strengths and develop aspirations for the future. Our aim is that every disadvantaged pupil leaves Berry Hill with a rich bank of positive memories, a strong sense of achievement and the confidence to embrace new opportunities.

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
Intended Outcome 1: Pupil Premium pupils will develop the vocabulary, sentence structures and oracy skills needed to communicate increasingly complex ideas clearly, confidently and effectively across a range of contexts, both within and beyond the classroom. Pupils will increasingly become confident, fluent and flexible communication partners, able to adapt their language and communication style for different purposes and audiences. (HNM SEND PP pupils will make personal progress to their own communication outcomes)	• Observation in class will show pupils use an increasingly wide and precise vocabulary when speaking, pupils use increasingly well-developed and varied sentence structures to express and explain their ideas. • Pupils can explain their thinking clearly, using appropriate subject-specific vocabulary. • Pupils contribute confidently to class and group discussions, building on and responding to the ideas of others. • Pupils develop the skills to present information and ideas clearly to different audiences. • Pupils can participate in structured debate and discussion, giving reasons, explaining viewpoints and responding appropriately to different perspectives. • Pupils increasingly adapt their language, vocabulary and level of detail for different audiences and purposes. • Pupils demonstrate greater fluency when communicating with adults, peers and people beyond their immediate classroom environment. • Pupils require less adult prompting, sentence modelling or scaffolding to communicate their ideas effectively. • Pupils increasingly demonstrate confidence, independence and enjoyment in using spoken language. This will be evident in their pupil voice. • Assessment and pupil voice demonstrate improved oracy, vocabulary and communication skills over time. • The development of oracy is reflected in improved engagement, participation and access to the wider curriculum.
Intended Outcome 2: SENM Pupil Premium pupils with SEND develop the executive functioning, self-regulation and self-belief needed to engage positively with learning, manage	Pupil observation, book look, pupil voice and behaviour analysis will show: • increasingly understand and identify their own emotions, needs and barriers to learning. • use agreed regulation strategies with increasing independence.

challenges and become increasingly independent and confident learners. (HHM SEND PP pupils will make personal progress to their own SEMH or personal developmental outcomes).	• are increasingly able to organise themselves, equipment and resources. • initiate tasks with less adult prompting. • follow sequences, routines and instructions with increasing independence. • sustain attention and engagement for increasingly appropriate periods of time. • use visual prompts, checklists, timers or other scaffolds independently rather than relying on adults. • demonstrate greater resilience and perseverance when learning becomes challenging. • recover more successfully from mistakes, setbacks or periods of dysregulation. • increasingly recognise and articulate their own strengths, achievements and progress; • demonstrate increased confidence to have a go, contribute and take appropriate risks in learning. • require less adult intervention to regulate, organise and re-engage with learning. • participate more conf demonstrate increasing independence, self-advocacy and ownership of their learning. idently in classroom learning and wider school opportunities,
Intended Outcome 3: Pupil Premium pupils make strong and sustained progress in reading, writing and mathematics, with classroom practice providing the feedback, modelling and scaffolding needed to address individual gaps and enable pupils to become increasingly independent learners. The two and three of the three year strategy will focus on greater depth of analysis of PP attainment and progress, identifying specific barriers rather than treating the cohort as a single group. Teachers will use assessment information to identify gaps, provide timely and actionable feedback, explicitly model successful approaches and use scaffolding that is appropriately matched to need and gradually removed as pupils develop confidence and independence.	• The attainment gap between PP and non-PP pupils in writing will reduce. Identified target PP children will have maintained or closed the gap to their non-disadvantaged peers. • 73% of (non-SENDHNM) PP pupils will achieve age-related expectations in writing by the end of each key stage (or make good progress from their individual starting points) • PP pupils will demonstrate improved writing stamina, vocabulary choice, and technical accuracy through termly writing assessments (Pupil voice, lesson observations and book scrutiny) • Combined measures (Reading, Writing, Maths) for PP pupils will show year-on-year improvement, with the gap to non-PP pupils narrowing

Particular attention will be given to reading, ensuring that pupils receive targeted support where gaps in fluency, vocabulary, comprehension or reading confidence are identified, while continuing to build on the positive progress already evident in writing and mathematics.	
Intended Outcome 4: To ensure disadvantaged pupils access a rich range of wider opportunities that broaden horizons, develop talents, build cultural capital and strengthen their sense of belonging, confidence and self-worth.	• All disadvantaged pupils will access at least one enrichment opportunity, attend educational visits, have the opportunity to have leadership responsibility and performance opportunity. • Participation rates of disadvantaged pupils in extra-curricular clubs, educational visits and enrichment activities will be at least in line with those of their peers. • All disadvantaged pupils will be offered fully-funded peripatetic music lessons with at least 50% take up rate. These pupils will, as part of the funding offer, participate in at least 1 public performance, showcasing their ability. An increasing proportion of disadvantaged pupils will participate in music, sport, the arts or other specialist opportunities that enable them to discover and develop individual talents and interests. • Pupil voice will demonstrate that disadvantaged pupils can identify memorable experiences, personal achievements and new skills acquired through wider opportunities. • At least 90% of disadvantaged pupils will report feeling a strong sense of belonging, inclusion and pride in their achievements within school. • Disadvantaged pupils will demonstrate increased confidence, resilience and willingness to participate in new experiences, evidenced through pupil voice, staff observations and pastoral records. • Barriers to participation will be proactively addressed through targeted funding and support, ensuring no disadvantaged pupil is excluded from opportunities due to financial circumstances.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
Oracy Professional Development Programme *- Whole school training on Voice21 oracy framework, including structured talk activities, discussion protocols, and confidence-building strategies*	The EEF states that oral language interventions show positive impacts with pupils making approximately 5 months additional progress, rising to 6 months for disadvantaged pupils. Voice21 programmes have been specifically trialled by the EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Adaptive and Inclusive teaching development: *Focus on independence and metacognition for all learners through development of for example of self marking and reflection, continued development of writing*	Inclusive teaching is about helping every child to participate and succeed in school. It matters because learning can be enriching and joyful, and because children who succeed in school are much more likely to go on to lead happy and healthy lives. In England, improving outcomes for children with additional needs is a system-wide priority. There is widespread recognition that too many pupils with additional needs are not getting the support they need to thrive, and a desire from schools, families and policymakers for change. This sits alongside and intersects with the goal of improving outcomes for disadvantaged children. For teachers and school leaders in mainstream primary and secondary schools, inclusive teaching is both a challenge and an opportunity. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching Strong emphasis on Symthetic phonics alongside reading for pleasure within school https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3

conference feedback. *Focus on fluency in arithmetic* *Focus on reading development in KS2 to develop greater fluency in reading for all*		
Writing and feedback refinement	Research shows that high-quality feedback and explicit instruction in writing can have significant impact on pupil outcomes, particularly for disadvantaged learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet Scaffolding – More than Just a worksheet https://educationendowmentfoundation.org.uk/news/the-teaching-assistant-role-and-send-three-approaches-to-maximise-impact	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching for SEND PP pupils *- Individual or paired precision teaching sessions targeting specific learning gaps,*	EEF research shows that targeted academic support consistently shows positive impact. Small-step, personalised approaches are particularly effective for pupils with SEND. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions/technical-appendix/queen-rania-foundation	2, 3

with progress monitored through regular assessment		
Writing Intervention feedback with individual scaffolded support	Targeted academic support in writing, when delivered by trained staff with regular progress monitoring, shows positive outcomes for disadvantaged pupils according to EEF guidance.	3
Emotional Mentoring for identified SEN M pupil premium pupils *Weekly mentoring sessions for pupils with the most significant barriers, combining metacognitive support with emotional literacy and confidence building*	EEF evidence shows that well-structured mentoring programmes can have positive impacts, particularly when they include academic focus alongside pastoral support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Family Engagement *Targeted approaches to supporting family engagement in supporting oracy at home, reading engagement.*	The EEF shows parental engagement has +4 months impact when focused on learning activities. This is particularly important for oral language development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2,3
Enrichment Opportunities *- Subsidised educational visits, after-school clubs, peripatetic music tuition and*	Research shows that cultural capital and enriched experiences support language development and provide contexts for meaningful talk and writing. The Education Endowment Foundation identifies arts participation, including music, as having a positive impact on academic outcomes equivalent to around	4

cultural experiences specifically targeting PP pupils to broaden vocabulary and provide talk opportunities	three additional months' progress, on average. Importantly, the EEF notes that arts participation may help to engage and motivate pupils, particularly those who may be less engaged with school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://culturallearningalliance.org.uk/what-is-cultural-capital/ https://www.gov.uk/government/news/music-pilot-launched-to-help-break-down-barriers-to-opportunity	
Wellbeing Support - *Access to school counsellor/ELSA support for PP pupils experiencing emotional barriers to learning, particularly those with SEND*	EEF research indicates that social and emotional learning interventions can support academic outcomes when targeted appropriately. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2

Total budgeted cost: £60,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Performance Analysis:

Key Stage 2 Results (2025-26):

	2026 EXS	National Disadvantaged	Mansfield Disadvantaged	2026 GD	National
Maths	70%	61.7%	62.7%	10 %	N/A
Reading	70%	62.7%	58.1%	20%	N/A
Writing	50%	60.4%	59.9%	10%	N/A
Grammar	80%	63%	N/A	20%	N/A
Combined	40%	48.4%	46.9%	10%	4%

Attainment Data:

Reading: 70%% (7/10) of PP pupils achieved expected standard
Writing: 50% (5/10) of PP pupils achieved expected standard
Mathematics: 70% (7/10) of PP pupils achieved expected standard

The attainment of disadvantaged pupils at the end of Key Stage 2 in 2026 presents a mixed picture, with several areas of strength and some priorities for further development.

Performance was particularly strong in mathematics and grammar, punctuation and spelling (GPS). In mathematics, 70% of disadvantaged pupils achieved the expected standard, exceeding both the national disadvantaged figure (61.7%) and the Mansfield disadvantaged figure (62.7%). Similarly, 80% of pupils reached the expected standard in GPS, significantly above the national disadvantaged figure of 63%. These outcomes reflect secure subject knowledge and effective support in helping pupils achieve age-related expectations.

In reading, 70% of disadvantaged pupils achieved the expected standard. This compares favourably with both the national disadvantaged figure (62.7%) and the Mansfield disadvantaged figure (58.1%), indicating that disadvantaged pupils performed strongly relative to similar groups both nationally and locally.

Writing was the weakest area of attainment, with 50% of disadvantaged pupils reaching the expected standard. While this remains below both national disadvantaged (60.4%) and Mansfield disadvantaged (59.9%) outcomes, half of the cohort achieved the expected standard and this remains an important area for continued improvement and targeted support. It is very important to note that 3 out of the 5 disadvantaged children who did not achieve ARE joined Berry Hill significantly through their primary journey (end of Year 4, or during Year 5). This means that ***66% of homegrown disadvantaged pupils reached ARE in writing at the end of KS2.*** *The challenge remains in terms of 'how do we most effectively support disadvantaged pupils who join Berry Hill late and are WTS or below writers?'*

At the higher standard/greater depth level, disadvantaged pupils demonstrated strong performance in reading and GPS, with 20% achieving greater depth in each subject. Greater depth outcomes in mathematics and writing stood at 10%. Most notably, 10% of disadvantaged pupils achieved the higher standard across the combined measure of reading, writing and mathematics, which compares favourably with the national disadvantaged figure of 4%.

Overall, disadvantaged pupils achieved particularly well in reading, mathematics and GPS when compared with national and local disadvantaged benchmarks. Although combined attainment at the expected standard (40%) remains below national disadvantaged outcomes (48.4%), the cohort demonstrated strengths in several key curriculum areas and achieved a higher combined greater-depth outcome than the national disadvantaged average. These outcomes provide a positive foundation on which to build, while highlighting writing and combined attainment as key priorities for future development.

Writing remains a significant area of focus, not just for disadvantaged pupils but the wider school community. Significant CPD is dedicated to writing – focusing on early, effective identification of gaps and effective in the moment feedback. Green shoots for disadvantaged pupils are evident in school's internal assessment data.
Increases in the percentage of disadvantaged pupils achieving ARE in writing across school by the end of 2025-26 are as follows:
Y2: 17% increase (33% to 50%)
Y3: 10% decrease (WTS pupil in-year admission)
Y4: 24% increase (33% to 57%)
Y5: 11% increase (22% to 33%)
Y6: 14% increase (36% to 50%)

Phonics
ELG
Attendance

Intended outcome	Success criteria	Review
Intended Outcome 1: To improve oral language skills and confidence in communication for pupil premium children, enabling them to engage fully in lessons and express their emotions, thoughts and views effectively	• 100% of PP pupils will participate confidently in structured talk activities and classroom discussions by end of Year 3 of strategy • PP pupils will demonstrate age-appropriate vocabulary usage, measured through termly oracy assessments showing progress from individual starting points • Teacher observations will evidence increased participation and confidence in oral contributions across all curriculum areas • PP pupils will show improved ability to articulate their emotions and viewpoints through wellbeing surveys and pastoral records	• Currently 32.5% of disadvantaged children have special needs • Pupil Premium voice sampling showed that 72% of pupils felt increased confidence and classed themselves as 'confident' at speaking in front of their class. • All children confident to engage in an oral pupil voice exercise sharing positives and constructive critique, reflecting on subjects, task types etc. • 81% could identify a personal proud achievement moment and could articulate this clearly. • Implementation of the three year Oracy development plan alongside the pupil premium strategy is supporting teacher CPD, staff and pupil engagement, with pupils making progress in exploratory and presentational talk. • Offered and targeted support for families in groups had a very low take up, but use of relational approach alongside 1:1 targeted support for one pupil in Year 2 lead to a significant improvement from not reading at home to regularly reading three times a week, and this will be considered as a model in future planning. • Actions to support pupils in attending enrichment, educational visits and after-schools clubs was reflected postivitly in pupil voice, with pupils able to confidently speak about these areas. Pupils identify they wish to continue to access a wider range of after school clubs, and this is reflected in after school club organisation for 2026 2027. •
Intended Outcome 2: To ensure PP pupils with SEND make good progress through targeted, small-step learning approaches that	• All PP pupils with SEND will meet their individual progress targets as set out in their support plans, reviewed termly • PP pupils with SEND will demonstrate measurable progress in their specific areas of need through	• Of the 14 disadvantaged pupils with SEND, 7 are within the mainstream pathway (**SENM**: SEN Mainstream) and 7 are in receipt of a bespoke package (**SENHNM**: SEN Hub Non-Mainstream), unable to access mainstream education - reaching ARE in reading, writing or maths is

address their individual learning needs effectively. (In Autumn 2025, 35.7% of PP pupils also have SEND and 11.9% have an EHCP)	precision teaching data and intervention records • The progress gap between PP pupils with SEND and their non-SEND PP peers will narrow year on year • 80% of PP pupils with SEND will achieve their end-of-key-stage expectations relative to their starting points and individual needs	not within their developmental sphere. • In Years 2,4,5 and 6 pupils made progress in reducing the attainment gap in writing over the academic year 2025 2026. (see below for further information) • For the same period, in maths years 4 and 6 showed closing of attainment gaps, with Year 3 and 5 remaining the same. Maths lead analysis of planning and implementation completed fed into strengthen foundational skills approaches including approaches to times tables from Summer term 2026. • In reading, the attainment gap increased in years 3 4 5 and 6, however, a revised approach to reading has been implemented with staff CPD in this area in place before the start of academic year 2026 2027. • Given the small numbers of pupils, it is also of notes that high pupil mobility in this group does impact tracking from year to year. • Adaptations were also made within pupil progress meetings to specifically consider the attainment and progress needs of pupil progress pupils. • CPD on adaptive teaching and continued embedding of approaches to support improvements in quality first experiences continued through 2025 2026, alongside SENCo support for staff on small step planning were apparent in learning walks and book looks, as well as being noted within visitors from wider professionals such as family SENCo, specialist teachers and visitors.
Intended Outcome 3: To raise attainment in writing for pupil premium pupils, reducing the gap between PP and non-PP pupils in this area and improving combined	• The attainment gap between PP and non-PP pupils in writing will reduce by 10 percentage points year on year across all key stages • 75% of 'non-special needs' PP pupils will achieve age-related expectations in writing by the end of each key stage (or make good	Green shoots for disadvantaged pupils are evident in school's internal assessment data. Increases in the percentage of disadvantaged pupils achieving ARE in writing across school by the end of 2025-26 are as follows: • Y2: 17% increase (33% to 50%) • Y3: 10% decrease (WTS pupil in-year admission)

attainment measures.	progress from their individual starting points) • PP pupils will demonstrate improved writing stamina, vocabulary choice, and technical accuracy through termly writing assessments • Combined measures (Reading, Writing, Maths) for PP pupils will show year-on-year improvement, with the gap to non-PP pupils narrowing	• Y4: 24% increase (33% to 57%) • Y5: 11% increase (22% to 33%) • Y6: 14% increase (36% to 50%) Writing training on modelling, guided writing, scaffolding and guided practice delivered with staff adapting planning and input strategies was well received, with book looks showing in creased consistency of presentation and approaches through the year.
Intended Outcome 4: To ensure all pupil premium children receive appropriate levels of feedback to provide academic support and challenge, enabling them to make the best possible progress from their individual starting points.	• 100% of PP pupils will be specifically referenced and discussed within termly pupil progress meetings. If any pupils are in danger of falling off flight plans or not making their targeted accelerated progress, learning outcomes, feedback and progress will be reviewed with SLT and targets set. • PP pupils will make progress in line with or exceeding their individual targets across all core subjects • Teacher assessments will show that PP pupils are appropriately challenged, with evidence of pupils working at greater depth where applicable • PP pupils' progress will meet or exceed national expectations for similar starting points, measured through internal and external assessments • No PP pupil will be 'coasting' - all will show measurable progress from their starting points each academic year	• Implementation of writing conferences, with writing lead leading CPD for both teachers and teaching assistants, followed by programme of coaching for teaching assistants in 1:1 situations with pupils. The writing conference approach alongside implementation of target bookmarks lead to greater impact on pupil's confidence in understanding their writing outcomes and how to achieve these. • Learning walks, book scrutiny show that 'in the moment feedback' is more frequent and more consistent across all classes. Disadvantaged pupils prioritised in all classes – this is reflected in feedback and opportunities to respond to feedback for PP pupils. • Analysis of pupils showed that writing pace was an area of challenge for disadvantaged pupils. Consequently, the 'Think Like a…' challenge elements of lessons have been developed this year, to be incorporated into the main body of tasks as I higher thinking layer, rather than as an additional challenge to do afterwards. This will

Overall Strategy Assessment (2025-26):

The 2025-26 Pupil Premium Strategy has had a positive impact on disadvantaged pupils' academic outcomes, engagement and wellbeing. Disadvantaged pupils performed particularly strongly at Key Stage 2 in reading, mathematics and GPS, exceeding both national and local disadvantaged benchmarks in several areas. Combined greater depth outcomes were also

above national disadvantaged figures, demonstrating that some disadvantaged pupils are achieving highly.

Writing remains the key area for development. Although disadvantaged pupils' KS2 writing outcomes were below national averages, cohort analysis shows that three of the five pupils who did not achieve age-related expectations joined the school later in their primary education. Encouragingly, internal assessment data shows improvements in disadvantaged writing attainment in four of the five year groups, suggesting that recent developments in writing provision are beginning to have a positive impact.

The strategy has continued to address wider barriers to achievement effectively. Oracy development, enrichment opportunities and targeted pastoral support have improved pupil confidence, participation and engagement. Pupil voice indicates that disadvantaged pupils are increasingly confident when discussing their learning, achievements and aspirations.

Given the high proportion of disadvantaged pupils with SEND, the school's focus on adaptive teaching, small-step learning and targeted intervention has remained a significant strength. Monitoring activities demonstrate that these approaches are increasingly embedded within classroom practice and are supporting pupils to make progress from their individual starting points.

Overall, the strategy has been successful in improving outcomes and opportunities for disadvantaged pupils. Strong performance in reading, mathematics and GPS, alongside improvements in writing across most year groups and continued progress in pupil confidence and inclusion, provide clear evidence of impact. Writing and combined attainment remain priorities for further development, but the school is well placed to build on the positive foundations established during 2025-26.

Externally provided programmes

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

Programme	Provider
Oracy Consultancy	Voice21
ELSA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)