

# Pupil Premium Strategy Statement – Sunnyside Primary Academy

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	366
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	Spring 2 – 2025/26 Summer 2 – 2025/26 Autumn 2 – 2026/27
Statement authorised by	Dale Johnson
Pupil premium lead	Katie Ridnell
Governor / Trustee lead	Vicci Godbold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,594
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£106,594

# Part A: Pupil premium strategy plan

## Statement of Intent

At Sunnyside Primary Academy, we are committed to ensuring that every disadvantaged pupil has the opportunity to thrive academically, socially and emotionally. Our disadvantaged cohort faces a range of challenges linked to attendance, early language development, reading fluency, SEMH needs and access to enrichment. These challenges are our shared responsibility, and our strategy is designed to remove barriers, accelerate progress, and ensure that all disadvantaged pupils experience success both in school and in life.

Our ultimate objective is to ensure that disadvantaged pupils achieve outcomes that are at least in line with their non-disadvantaged peers, secure strong levels of wellbeing, and develop the knowledge, skills and confidence needed for the next stage of education and beyond.

To achieve this, we have identified clear priorities that directly reflect the challenges within our community:

1. **Significantly improving attendance and reducing persistent absence**, ensuring disadvantaged pupils have equitable access to the curriculum.
2. **Strengthening early language, vocabulary and communication**, enabling pupils to access phonics, reading and the wider curriculum with increasing confidence.
3. **Improving reading fluency, comprehension and mathematical fluency**, ensuring disadvantaged pupils make strong progress and keep pace with the curriculum.
4. **Supporting pupils' social, emotional and mental health**, enabling them to regulate, engage and learn successfully.
5. **Enhancing home-learning readiness and access to enrichment**, ensuring disadvantaged pupils benefit from cultural, academic and social opportunities beyond the classroom.

Our current Pupil Premium plan works towards these objectives through a carefully balanced approach across three strands:

### 1. High-Quality Teaching

We prioritise high-quality teaching as the greatest lever for improvement. This includes strengthened modelling, adaptive teaching, vocabulary instruction and consistency across the school. Programmes such as **Little Wandle, LetterJoin, Literacy Shed, Accelerated Reader, TTRockstars, NumBots and MathsWhizz** are embedded within teaching to support fluency, language development and retrieval. Staff development, including coaching and CPD, ensures that disadvantaged pupils benefit first from excellent classroom practice.

### 2. Targeted Academic Support

Disadvantaged pupils receive targeted, evidence-based support to address identified gaps. This includes:

- A dedicated additional teacher in Year 6 providing small-group and pre-teach intervention;
- Little Wandle Keep-Up and Rapid Catch-Up;
- Precision teaching and structured 1:1 or small-group tutoring;
- Language interventions using proven tools;
- Daily reading support delivered by trained Lunchtime Supervisors;
- Use of Accelerated Reader, MathsWhizz and fluency platforms to personalise support.

These interventions are carefully matched to assessment information and are responsive to emerging needs.

### **3. Wider Strategies**

Our wider strategies focus on attendance, wellbeing, inclusion and family engagement. This includes:

- A full-time Family Support Worker/Attendance Officer delivering casework, home visits and multi-agency support;
- Trauma-informed and relational practice across the school;
- Enrichment opportunities, free after-school clubs and uniform support;
- Breakfast club places and inclusive attendance awards promoting good routines and belonging.

These elements ensure that disadvantaged pupils experience stability, security and opportunity across their school experience.

### **Key Principles of Our Pupil Premium Strategy**

#### **Evidence-informed practice**

Our strategy is grounded in high-quality research, including the EEF's tiered approach, ensuring interventions have a strong evidence base and are implemented with fidelity.

#### **Collective responsibility**

All staff understand their role in improving outcomes for disadvantaged pupils. The progress, attendance and wellbeing of these pupils sit at the heart of our school priorities.

#### **Data-driven action**

We use a wide range of assessment, attendance and wellbeing data to identify barriers, evaluate impact and adapt our approach. Decisions are precise, timely and responsive.

#### **Inclusive and ambitious curriculum**

Our curriculum is knowledge-rich, language-rich and designed for equity. It supports disadvantaged pupils to build deep understanding, cultural capital and long-term retention.

#### **Strong partnership with families**

We work proactively with parents and carers through clear communication, targeted family support, workshops and home-learning systems that promote shared responsibility for learning.

At Sunnyside Primary Academy, our Pupil Premium Strategy represents a commitment to ensuring that every disadvantaged pupil can succeed. Through high-quality teaching, targeted academic support and wider school strategies that promote wellbeing, attendance and engagement, we strive to ensure that all pupils have the opportunity to shine.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils experience significantly lower attendance and higher persistent absence, reducing access to learning and widening attainment gaps
2	Vocabulary, language and communication gaps on entry
3	Variability in reading fluency and comprehension among disadvantaged pupils
4	Social, emotional and mental health (SEMH) needs impacting engagement and readiness to learn
5	Limited home learning support and reduced access to enrichment 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
Disadvantaged pupils attend school more regularly, with sustained improvements in overall attendance and a marked reduction in persistent absence in line with, or better than, similar schools.	<ul style="list-style-type: none"> <li>Disadvantaged attendance improves from its baseline towards at least 95%+.</li> <li>Persistent absence for disadvantaged pupils reduces year-on-year.</li> <li>Disadvantaged–non-disadvantaged attendance gap narrows.</li> </ul>
Disadvantaged pupils develop stronger early communication and vocabulary foundations so they can access phonics, reading and the wider curriculum with increasing confidence.	<ul style="list-style-type: none"> <li>Assessment tools (e.g., Wellcomm, teacher judgements) show accelerated improvement for disadvantaged pupils.</li> <li>Increased proportion of disadvantaged pupils working at or above age expectations in speaking and listening by the end of EYFS.</li> <li>Improved oral language use in class discussions and writing outcomes.</li> <li>Reduced need for intensive language intervention over time.</li> </ul>
Disadvantaged pupils secure stronger phonics knowledge, reading fluency and comprehension, enabling them to access the full curriculum and make at least expected progress.	<ul style="list-style-type: none"> <li>Increased proportion of disadvantaged pupils meeting the Phonics Screening Check standard in Year 1 and by retake in Year 2.</li> <li>Disadvantaged reading outcomes show sustained improvement across KS1 and KS2.</li> <li>Gap between disadvantaged and non-disadvantaged pupils narrows.</li> </ul>
Disadvantaged pupils demonstrate improved emotional regulation, wellbeing and readiness to learn, enabling stronger engagement with teaching and learning.	<ul style="list-style-type: none"> <li>Improved classroom engagement indicators evidenced using ClassCharts (e.g., on-task behaviour, lesson participation).</li> <li>Pupils receiving targeted SEMH support demonstrate measurable improvement against assessment tools used (e.g., Boxall profiles, pastoral tracking).</li> <li>Improved pupil voice feedback on wellbeing, confidence and belonging.</li> </ul>

Disadvantaged pupils benefit from increased access to home learning support, enrichment and wider opportunities that enhance curriculum engagement and cultural capital.	<ul style="list-style-type: none"> <li>• Improved reading engagement for disadvantaged pupils.</li> <li>• Increased participation of disadvantaged pupils in clubs, visits, enrichment and wider learning opportunities.</li> <li>• Families report improved confidence in supporting learning at home.</li> <li>• Attainment improves in subjects where background knowledge and enrichment have direct impact (e.g., reading comprehension, writing, humanities).</li> <li>• Disadvantaged–non-disadvantaged attainment gap narrows over the academic year.</li> </ul>
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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: £25,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Implement a structured CPD programme with weekly pedagogical focus (modelling, scaffolding, feedback, retrieval practice, vocabulary instruction).</li> <li>• Coaching for new and early-career teachers, with drop-ins and coaching cycles.</li> <li>• CPD for support staff on adaptive support, phonics, and early language development.</li> </ul>	<ul style="list-style-type: none"> <li>• The Education Endowment Foundation (EEF) identifies high-quality teaching as the strongest school-level factor in improving outcomes for disadvantaged pupils.</li> <li>• The EEF also highlights explicit instruction, modelling and scaffolding as high-impact approaches.</li> <li>• EEF “CPD Implementation Guidance” emphasises ongoing, embedded professional development as more effective than stand-alone training.</li> </ul>	2, 3, 4 & 5
<ul style="list-style-type: none"> <li>• Training for staff in Little Wandle fidelity, fluency interventions and keep-up support.</li> <li>• CPD on oracy, dialogic teaching and language-rich environments to support spoken language gaps.</li> <li>• Additional training for staff delivering diagnostic assessments (e.g., Wellcomm).</li> <li>• Vocabulary-rich texts from Literacy Shed are used to support expressive and receptive language targets.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF “Improving Literacy in KS1” identifies systematic phonics and oral language interventions as highly effective for disadvantaged pupils.</li> <li>• The DfE Reading Framework highlights the importance of teacher expertise in decoding, fluency and comprehension.</li> <li>• Strong, consistent phonics teaching is proven nationally to close early attainment gaps.</li> </ul>	2, 3 & 5
<ul style="list-style-type: none"> <li>• CPD for all staff on emotion coaching, relational practice, de-escalation and metacognitive regulation strategies.</li> <li>• Ongoing training for pastoral staff on assessment tools such as Boxall profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF “Improving Behaviour in Schools” emphasises consistent routines, positive relationships and precise teaching of behaviour expectations.</li> <li>• Research on trauma-informed practice supports improved regulation, attendance and engagement for vulnerable pupils.</li> <li>• Consistency and predictability in classroom</li> </ul>	4, 2, 3

	practice disproportionately benefit disadvantaged children.	
<ul style="list-style-type: none"> <li>• Mentoring, coaching and induction for new staff to stabilise teaching quality.</li> <li>• Development and retention incentives aligned to professional growth, such as leadership pathways or responsibilities.</li> <li>• Proactive recruitment of skilled teaching assistants for targeted support in phonics, language and SEMH.</li> </ul>	<ul style="list-style-type: none"> <li>• DfE and EEF evidence indicates that stability in teaching staff leads to improved outcomes, especially for disadvantaged pupils.</li> <li>• High staff turnover reduces curriculum consistency and affects progress over time.</li> <li>• Skilled support staff, when trained and deployed effectively, can deliver high-impact small-group intervention.</li> </ul>	2, 3, 4, 5
<ul style="list-style-type: none"> <li>• Year group teams meet weekly to refine planning, ensuring clear modelling, vocabulary instruction and curriculum sequencing.</li> <li>• Joint moderation and book scrutiny cycles to evaluate the impact of teaching on disadvantaged pupils.</li> <li>• Curriculum adaptations informed by assessment, ensuring gaps identified in reading, vocabulary or SEMH needs are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF emphasises structured curriculum planning and feedback loops as mechanisms for improving pupil progress.</li> <li>• Collaborative planning reduces workload, improves retention and ensures consistent quality for disadvantaged cohorts.</li> <li>• The DfE “Standards for Teachers’ Professional Development” highlights collaborative approaches as the most effective.</li> </ul>	2, 3, 4, 5
<ul style="list-style-type: none"> <li>• Staff use Literacy Shed as a vehicle for strengthening modelling, vocabulary instruction, and sentence construction in line with writing CPD.</li> <li>• LetterJoin is incorporated into CPD on transcription, ensuring disadvantaged pupils develop fluent handwriting to reduce cognitive load in writing.</li> <li>• Across all subjects, teachers use digital tools (e.g., TTRockstars, NumBots, MathsWhizz) to support modelling of fluency and retrieval within whole-class teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF notes that explicit modelling, scaffolding, vocabulary instruction and fluency-building are high-impact teaching strategies.</li> <li>• Cognitive load evidence supports secure handwriting (LetterJoin) and fluid basic skills (TTRockstars/NumBots) for improved learning.</li> </ul>	2, 3, 4, 5

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

Budgeted cost: £64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Deployment of an additional qualified teacher in Year 6 to enable: <ul style="list-style-type: none"> <li>– smaller class sizes</li> <li>– targeted teaching groups for disadvantaged, SEND and vulnerable pupils</li> <li>– pre-teaching and precision intervention for reading, writing and mathematics</li> <li>– high-frequency feedback and modelling for pupils at risk of not reaching expected</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• EEF: Reducing class size and small-group teaching show positive impact when used to deliver targeted instruction, especially in upper KS2.</li> <li>• EEF: High-quality feedback and structured small-group teaching contribute significantly to accelerated progress for disadvantaged learners.</li> <li>• Evidence indicates that pupils who have</li> </ul>	1, 3, 4, 5

<p>standard</p> <ul style="list-style-type: none"> <li>• Structured group teaching for disadvantaged pupils who have experienced attendance disruption.</li> <li>• Close alignment between main class teacher and additional teacher to ensure targeted consolidation.</li> </ul>	<p>experienced lost learning (e.g., due to absence or gaps in KS2 foundations) benefit from high-frequency, high-expertise instruction.</p>	
<ul style="list-style-type: none"> <li>• Daily Little Wandle Keep-Up sessions for pupils identified as at risk of falling behind in phonics.</li> <li>• Little Wandle Rapid Catch-Up programme for disadvantaged pupils in KS2 who need rebuilding of decoding fluency.</li> <li>• Use of Little Wandle’s assessment system to accurately diagnose gaps and track progress.</li> <li>• Delivery by trained TAs and teachers to ensure fidelity to the programme structure.</li> <li>• Additional reading practice sessions following the Little Wandle three-practice model (decoding, prosody, comprehension).</li> <li>• Decodable books used in interventions are complemented by Accelerated Reader for older struggling readers who are transitioning beyond phonics.</li> <li>• Staff monitor reading frequency and comprehension through AR quizzes to target support precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong evidence from the <b>EEF</b> supports systematic synthetic phonics as a high-impact strategy for disadvantaged pupils.</li> <li>• The <b>DfE Reading Framework</b> identifies Little Wandle Letters and Sounds Revised as a validated SSP programme with proven impact when delivered with fidelity.</li> <li>• Regular assessment and immediate keep-up support prevents widening early reading gaps.</li> </ul>	2, 3, 5
<ul style="list-style-type: none"> <li>• Structured small-group sessions using Wellcomm</li> <li>• Language enrichment activities focusing on vocabulary, expressive language and comprehension.</li> <li>• Screening and targeted intervention for EYFS/KS1 disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF: Oral language interventions can provide up to +6 months’ progress.</li> <li>• EEF “Improving Literacy in KS1”: Strong oral language underpins reading and writing success.</li> </ul>	2, 3, 4
<ul style="list-style-type: none"> <li>• Regular supported sessions for pupils whose SEMH needs hinder academic progress.</li> <li>• ELSA-led interventions targeting emotional regulation, confidence and learning behaviours.</li> <li>• FSW/Mentor check-ins for targeted disadvantaged pupils with attendance or engagement concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF “Improving Behaviour in Schools”: Targeted SEMH support improves engagement and attainment.</li> <li>• Social and emotional learning programmes show impact on both wellbeing and academic progress.</li> </ul>	1, 3, 4
<ul style="list-style-type: none"> <li>• Daily fluency practice for reading and maths.</li> <li>• Precision teaching for key skills (e.g., spelling patterns, number facts).</li> <li>• Regular review to adapt instruction to identified gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF suggests repeated retrieval and frequent, short sessions support rapid progress.</li> <li>• Cognitive science research highlights benefits of distributed practice.</li> </ul>	1, 3, 5

<ul style="list-style-type: none"> <li>• Daily structured reading time delivered by Lunchtime Supervisors, trained by the Reading/Phonics Lead, focusing on decoding, fluency and confidence-building.</li> <li>• Use of Little Wandle matched decodable books to ensure fidelity and progression.</li> <li>• Focus on pupils identified as disadvantaged, persistently absent, or significantly behind in reading.</li> <li>• Close liaison between Lunchtime Supervisors, class teachers and the Reading/Phonics Lead to track progress and maintain consistency.</li> <li>• Sessions delivered in a calm, structured environment to reduce barriers linked to low confidence or SEMH needs.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF: Increasing reading practice, particularly through supported 1:1 reading with trained adults, improves fluency, automaticity and confidence.</li> <li>• DfE Reading Framework: Daily reading practice using matched decodable books is essential for children at risk of falling behind.</li> <li>• Research on increased opportunities to read especially in low-stakes, relational contexts supports improved outcomes for disadvantaged pupils.</li> </ul>	1, 2, 3, 4, 5
<ul style="list-style-type: none"> <li>• Personalised home-learning packs for targeted pupils.</li> <li>• Workshops for parents on supporting reading, phonics and maths fluency.</li> <li>• Supported routines (e.g., pastoral reading mornings, homework clubs).</li> </ul>	<ul style="list-style-type: none"> <li>• EEF: Tailored parental engagement shows a positive impact when aimed at supporting specific learning.</li> <li>• Home learning support is most effective when combined with school-based intervention.</li> </ul>	1, 3, 5

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Daily first-day calling, home visits and welfare checks for disadvantaged pupils with irregular attendance.</li> <li>• Casework for families requiring sustained support, including Early Help, signposting and multi-agency coordination.</li> <li>• Attendance monitoring meetings with parents of persistently absent pupils.</li> <li>• Tailored support plans for families facing barriers (transport, routine, organisation, SEMH-linked absenteeism).</li> <li>• Strengthening parental engagement to improve routines, home-learning habits and relationships with school.</li> <li>• Pupils with SEMH needs are encouraged to use structured programmes (e.g., MathsWhizz, NumBots) during regulation times as part of a planned return-to-learning pathway, improving confidence and reducing academic anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>• DfE “Working Together to Improve School Attendance” highlights proactive early intervention as essential for reducing persistent absence, particularly among disadvantaged pupils.</li> <li>• EEF “Parental Engagement” shows that schools that build meaningful relationships with parents see improved attendance and learning outcomes.</li> <li>• The Education Endowment Foundation notes that strong relationships and trust with families are critical in supporting vulnerable pupils.</li> </ul>	1, 4, 5
<ul style="list-style-type: none"> <li>• Implementation of a consistent behaviour and relationship approach across the school, including clear routines, expectations and positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• EEF “Improving Behaviour in Schools”: Consistent, clear routines and positive relationships are high-impact and foundational for pupil engagement.</li> </ul>	1, 4, 5

<p>strategies.</p> <ul style="list-style-type: none"> <li>• Behaviour walkthroughs and modelling to ensure consistency across all staff.</li> <li>• Additional check-ins and safe spaces for vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Research into trauma-informed practice shows improved regulation and reduced behavioural incidents, especially for disadvantaged pupils.</li> <li>• The DfE Behaviour in Schools guidance emphasises the importance of a predictable, supportive environment.</li> </ul>	
<ul style="list-style-type: none"> <li>• Regular pastoral sessions targeted at disadvantaged pupils experiencing anxiety, dysregulation or low confidence.</li> <li>• Breakout/regulation spaces for pupils who require short-term support during the school day.</li> <li>• Pastoral intervention groups focused on self-esteem, friendships and resilience.</li> <li>• Pupil voice activities to identify areas of need and measure improvements in wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF “Social and Emotional Learning” identifies SEMH interventions as positive for both wellbeing and academic outcomes.</li> <li>• Approaches that support emotional regulation enable pupils to access teaching more effectively.</li> <li>• Creating predictable and safe emotional environments is strongly recommended by national trauma-informed frameworks.</li> </ul>	1, 4, 5
<ul style="list-style-type: none"> <li>• Subsidised trips, visits and curriculum-linked workshops for disadvantaged pupils.</li> <li>• Access to clubs (sports, arts, enrichment) that build confidence and engagement.</li> <li>• Targeted places for disadvantaged pupils in activities that support attendance and belonging.</li> <li>• Use of PKC enrichment pathways to extend knowledge beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF notes that participation in enrichment activities positively impacts attendance, engagement and long-term outcomes for disadvantaged pupils.</li> <li>• Research on cultural capital shows that broad experiences support reading comprehension, vocabulary and resilience.</li> <li>• The DfE highlights enrichment as a driver of aspiration and improved wellbeing.</li> </ul>	1, 4, 5
<ul style="list-style-type: none"> <li>• Clear messaging to pupils, families and staff about expectations for attendance.</li> <li>• Celebration of improved attendance, including non-material recognition, class-based rewards and family engagement events.</li> <li>• Weekly attendance monitoring meetings led by the Attendance Officer and SLT link.</li> <li>• Termly Attendance Awards using a raffle system, with entries linked to good or improved attendance rather than perfect attendance, ensuring fairness and inclusivity.</li> <li>• Class celebrations for sustained improvements, with a focus on praising effort and progress.</li> <li>• Weekly attendance communication to families led by the Attendance Officer and SLT link.</li> <li>• Supportive messaging that reinforces routines, belonging, and the importance of daily attendance.</li> <li>• Raffle-based attendance awards where disadvantaged pupils are not disadvantaged if absent for legitimate reasons.</li> <li>• Additional incentives for improved attendance, teamwork and consistent effort.</li> </ul>	<ul style="list-style-type: none"> <li>• DfE Attendance guidance emphasises the role of whole-school culture in improving attendance.</li> <li>• EEF communications research shows that simple, supportive and personalised messages improve family engagement.</li> <li>• DfE attendance guidance states that positive reinforcement and celebration of improved attendance contribute to reductions in persistent absence.</li> <li>• EEF notes that behaviour and attendance improvements are strengthened by consistent, non-punitive recognition systems.</li> <li>• Research indicates that whole-school messaging and positive climate-building increase engagement.</li> <li>• DfE attendance guidance advocates recognition systems focused on improvement and effort.</li> <li>• EEF suggests that positive reinforcement is effective when used consistently and alongside supportive family engagement.</li> </ul>	1, 4, 5

<ul style="list-style-type: none"> <li>• Ensuring the approach is inclusive, reinforcing positive habits rather than penalising unavoidable absence.</li> </ul>		
<ul style="list-style-type: none"> <li>• Provision of school uniform for families facing financial hardship.</li> <li>• Ensuring pupils can attend school feeling confident, comfortable and included.</li> <li>• Rapid-response support from the Family Support Worker to remove barriers linked to deprivation, self-esteem or reluctance to attend.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research on wellbeing and belonging emphasises that pupils' self-perception and confidence influence engagement and attendance.</li> <li>• DfE guidance on reducing barriers for disadvantaged families highlights uniform support as a practical form of pastoral provision.</li> <li>• Schools with strong inclusion cultures often provide uniform assistance to mitigate the impact of financial hardship.</li> </ul>	1, 4, 5

**Total budgeted cost:** £25,200 + £64,500 + £18,500 = £108,200

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2024/2025					
Year Group	Subject	All Pupils	Local/ National	Pupil Premium	Non-Pupil Premium
EYFS	GLD	65%	68%	50%	67%
Year 1	Phonics	80%	80%	67%	84%
Year 2	Phonics	95%	89%	91%	97%
Year 2	Reading	67%	68%	27%	80%
	Writing	57%	60%	18%	71%
	Maths	78%	70%	54%	85%
	Combined	56%		18%	68%
Year 4	Multiplication Times Tables Check	49%	34%	18%	56%
Year 6	Reading	74%	74%	50%	81%
	Writing	61%	72%	43%	67%
	Maths	72%	73%	64%	74%
	Combined	53%	61%	36%	58%

The outcomes from the previous academic year present a mixed performance profile, with several areas broadly aligned to national outcomes for all pupils, but gaps remaining between disadvantaged and non-disadvantaged pupils across all key phases.

In the EYFS, the Good Level of Development figure for all pupils was 65%, slightly below the national comparator of 68%. Outcomes for disadvantaged pupils (50%) were below both the national benchmark and the 67% achieved by their non-disadvantaged peers. This highlights an early gap in foundational language, literacy and social development which continues to affect future attainment.

Year 1 Phonics outcomes for all pupils (80%) were in line with national performance (80%). However, disadvantaged pupils achieved 67%, significantly below their non-disadvantaged peers (84%) and below the national measure. Year 2 Phonics outcomes were strong overall (95%), exceeding the national comparator (89%). Disadvantaged pupils achieved 91%, which is broadly in line with the national figure and demonstrates the positive impact of catch-up work in Year 2. Nonetheless, the gap between disadvantaged and non-disadvantaged pupils persists (91% vs 97%).

At Key Stage 1, Reading for all pupils (67%) was broadly in line with national (68%), but disadvantaged pupils achieved only 27%, compared with 80% of non-disadvantaged pupils. Writing shows a similar pattern: all pupils (57%) were slightly below national (60%), but disadvantaged pupils achieved only 18% compared with 71% for their peers. In Mathematics, all pupils achieved 78%, well above the national benchmark (70%), yet disadvantaged pupils achieved 54% compared with 85% for non-disadvantaged pupils. The combined Key Stage 1 measure for all pupils (56%) remains below the national figure, and disadvantaged pupils again achieved significantly lower (18% versus 68% for non-disadvantaged pupils). These results reflect

a consistent and widening attainment gap at Key Stage 1, despite overall attainment being broadly aligned with or above national expectations for the full cohort.

In Year 4, outcomes from the Multiplication Tables Check (MTC) demonstrate that 49% of all pupils met the expected standard, exceeding the national comparison of 34%. However, disadvantaged pupils achieved only 18%, far below the performance of non-disadvantaged pupils (56%).

Key Stage 2 outcomes show a similar pattern. Reading outcomes for all pupils (74%) match national figures (74%). However, disadvantaged pupils achieved 50%, compared with 81% of non-disadvantaged pupils. Writing outcomes for all pupils (61%) fall below the national reference (72%), with disadvantaged pupils achieving only 43%. Mathematics outcomes for all pupils (72%) are slightly below national (73%), yet disadvantaged pupils achieved 64%. The combined figure for all pupils (53%) is below the national benchmark (61%). Disadvantaged pupils achieved 36% compared with 58% for their peers.

Across all phases, the pattern is consistent: while overall outcomes for all pupils are often close to, or above, national standards, disadvantaged pupils are not yet making sufficient progress to narrow the gap with their non-disadvantaged peers or with national comparators.

These findings indicate that although elements of the previous year's strategy demonstrated impact, the scale and consistency of improvement for disadvantaged pupils were insufficient. Strengthening early language acquisition, ensuring consistent high-quality teaching, refining intervention pathways, and embedding curriculum sequencing remain essential priorities.

## Attendance

2024/2025	Whole School	Disadvantaged Pupils	Non-Disadvantaged Pupils	Gap
<b>Overall Attendance</b>	95.9%	94.3%	96.4%	-2.1
<b>Persistence Absence Rate</b>	7.1%	16.7%	4.4%	+12.3
<b>Authorised Absence</b>	2.8%	3.5%	2.6%	+0.9
<b>Unauthorised Absence</b>	1.3%	2.2%	1.0%	+1.2

Attendance outcomes for disadvantaged pupils showed sustained improvement across the academic year and were stronger than the national primary picture. Disadvantaged pupils achieved an overall attendance rate of 94.3%, exceeding the national rate for disadvantaged pupils (92.5%) and sitting close to attendance levels for their non-disadvantaged peers within the school (-2.1%).

Persistent absence reduced notably for disadvantaged pupils, with a rate of 16.7%, significantly below the national disadvantaged rate of 26.7%. This reflects the effectiveness of strengthened attendance systems, targeted pastoral support, and earlier intervention with families. The disadvantaged vs. non-disadvantaged attendance gap remains at 2.1 percentage points, broadly in line with the national gap.

Overall, the school's actions have led to improved attendance outcomes for disadvantaged pupils, reduced levels of persistent absence, and a narrowing of barriers related to engagement and access to learning.

## 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
TTRockstars	Maths Circle Ltd
LetterJoin	
MathsWhizz	Whizz Education
Numbots	Maths Circle Ltd
LiteracyShed	
Accelerated Reader	Renaissance Learning
Collins Big Cat e-Books	Harper Collins Publishers
Little Wandle Phonics	Little Wandle Letters and Sounds
White Rose Hub – Premium	White Rose