Pupil premium strategy statement – Filton Avenue Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	573
Proportion (%) of pupil premium eligible pupils	42.1%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2026/27
Date this statement was published	1st December 2025
Date on which it will be reviewed	1st December 2026
Statement authorised by	Daniel Rodeck, Headteacher
Pupil premium lead	Sarah Stefanini, Deputy Headteacher
Governor / Trustee lead	Peter Overton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324 361.50
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£ 324,361.50

Part A: Pupil premium strategy plan

Statement of intent

We are determined to combat educational disadvantage and social inequalities to ensure excellent outcomes for all our children.

Our approach is centred around developing highly effective quality first teaching, so that disadvantaged pupils attain excellent outcomes across all subject areas, irrespective of their background or the challenges they face. The Sutton Trust research clearly indicates the impact of quality teaching on closing the disadvantage attainment gap. We develop highly effective teaching through rigorous staff professional development including research-based instructional coaching.

We also recognise that, for some disadvantaged pupils to benefit from quality first teaching, we also need to tackle other barriers to learning including social and emotional issues, and attendance. In this respect, we are responsive to both common challenges and individual needs, rooting interventions in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Implicit in all our intended outcomes is the intention that non-disadvantaged pupils' attainment will always be sustained and improved alongside that of their disadvantaged peers, and that other vulnerable groups, e.g. those who have a social worker or are a young carer, will also be targeted in any pupil premium provisions, regardless of whether they are disadvantaged.

Our strategy is integral to the school's education recovery plans following the COVID-19 pandemic, with a strong focus on disadvantaged pupils and closing the attainment gap. Pupils most affected by disruption, particularly those who missed nursery education, continue to experience gaps in learning, socialisation, and emotional wellbeing. Targeted support prioritises mental health, social development, and accelerated progress, enabling disadvantaged pupils to make good educational outcomes alongside their peers.

To ensure our approach is effective we will:

- Ensure school's performance data is always viewed and evaluated with a lens on disadvantage.
- Ensure all staff are committed to closing the disadvantage gap, are aware of the disadvantaged learners they teach, and consciously build strong relationships and a sense of belonging for these students to help them excel.
- Intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- Prioritise disadvantaged learners for enriching academic and extra-curricular opportunities that challenge and inspire them.

Challenges

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

Challenge number	Detail of challenge
1	**Language and Oracy development:** Disadvantaged pupils often enter school with significantly underdeveloped oral language and vocabulary. In 2024-25, 68% of disadvantaged learners entered Reception well below age-related expectations for speaking, compared with 34% of non-disadvantaged learners. While the gap narrows through KS1 and KS2, it remains significant, making targeted oracy support a priority to close the gap.
2	**Attainment in key subject areas:** Attainment for disadvantaged pupils is consistently lower than for non-disadvantaged pupils in reading, writing and mathematics, with significant gaps evident from entry to Reception. In 2025, 86% of disadvantaged Reception learners were well below age-related expectations in reading in Term 1, compared with 66% of non-disadvantaged learners. On entry, only 3% of disadvantaged pupils met the expected standard across the combined areas, compared with 16% of non-disadvantaged pupils. Although the gap narrows through the school, it remains significant by the end of KS2. In 2025, 54% of disadvantaged Year 6 pupils achieved expected or above in combined RWM (3% at Greater Depth), compared with 72% (17% at Greater Depth) of non-disadvantaged pupils. Targeted support is in place to accelerate progress and close this gap.
3	**Progress for pupils working at Greater Depth:** A lower proportion of learners experiencing disadvantage reach Greater Depth, compared to their non-disadvantaged peers. This is particularly the case in writing and has been exacerbated since the pandemic.
4	**Phonics and Early Reading Progress:** Disadvantaged pupils have lower reading attainment in KS1 than their peers, which can limit access to the wider curriculum. In 2024-25, 71% of disadvantaged learners passed the Year 1 Phonics Screening Check, compared with 89% of non-disadvantaged learners. Targeted phonics support is in place to close this gap.
5	**Factual Fluency in Mathematics:** Knowledge of addition and subtraction facts and times tables is lower for pupils experiencing disadvantage than for other pupils, and outcomes are lower for disadvantaged in the Y4 multiplication check. 74% of children experiencing disadvantage passed the MTC in 2024-25, compared to 96% of non-disadvantage.
6	**Low attendance and above average levels of persistent absenteeism:** Attendance data over the last three years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Disadvantaged pupils have been more likely to be 'persistently absent' compared to their peers during that period. Our assessments and observations

	indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Attendance of pupils eligible for free school meals was **87.5%** in 2024-25, with 37.4% being persistently absent.
7	**Social and emotional behavioural issues:** Behaviour data, observations and pastoral assessments have identified social and emotional issues for many pupils, due to challenging home circumstances, adverse childhood experiences and a lack of enrichment opportunities. Many children receiving pupil premium are, or have previously been, open to social services. Referrals for behavioural, emotional and social support are high. 103 children experiencing disadvantage currently require additional pastoral support with social and emotional needs.

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
Improved oracy and vocabulary among disadvantaged pupils	- Higher proportion of disadvantaged learners achieving the early learning goal for speaking. - By 2025/26 at least 90% of disadvantaged learners achieve the early learning goal for speaking compared to 92% of non-disadvantaged learners. - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, books and ongoing formative assessment.
Improved attainment among disadvantaged pupils in reading, writing and mathematics, including pupils working at Greater Depth	- Data tracking demonstrates a higher percentage of disadvantaged pupils achieve at age-related expectations or above from EYFS and the gap closes as the children move up through the school. - The gap in attainment between disadvantaged and non-disadvantaged is narrowing year on year. - 55% of disadvantaged pupils will get combined in reading, writing and maths at the end of KS2 compared to 70% of pupils achieving this altogether. - The school is prioritising raising attainment for disadvantaged pupils with

	KS2 target percentages of 65% in reading, 61% in writing, and 66% in maths. Achieving these targets will help close the gap with non-disadvantaged peers, who are expected to reach approximately 87% in reading, 86% in writing, and 88% in maths to meet the overall cohort targets of 78% reading, 76% writing, and 79% maths. This approach reflects the school's commitment to accelerating progress for disadvantaged pupils and ensuring equity in educational outcomes. - Disadvantaged pupils identified as Greater Depth in KS1 will make as much progress as 'other' more able pupils. Evidence will be seen in planning and in pupils' books. - An increase in disadvantaged pupils achieving Greater Depth at the end of KS2 will double from 3% GDS combined to 6% GDS combined by July 2026. - In Year 6, projected Greater Depth outcomes for disadvantaged pupils are 17% in reading, 10% in writing, and 21% in maths, with the aim of narrowing the gap with non-disadvantaged pupils (47%, 35%, and 36%).
Improved phonics outcomes for disadvantaged by end of Y1	- Disadvantaged pupils make a strong start to phonics and make expected progress in phonics in Reception and Year 1, closing the gap between disadvantage and non-disadvantage. - Phonics screening outcomes in 2025/26 show 75% of disadvantaged pupils meet the expected standard, compared with 85% overall.
Improved factual fluency for disadvantaged pupils	- By 2025/26, when tested at the end of Year 4, 95% of disadvantaged pupils will know their basic times tables to 12 x 12 fluently, excluding those who are disapplied from the MTC. - In 2025/26 65% of disadvantaged pupils will gain 25/25 in the MTC check compared to 74% of non-disadvantaged pupils and 85% of disadvantaged pupils will pass the MTC. - At the end of Year 2 95% of all disadvantaged pupils will know number bonds within 20.

Improved attendance for disadvantaged pupils	Sustained high attendance by 2025/26 demonstrated by:
	- Attendance is above 95%, and the attendance gap has reduced between disadvantaged and non-disadvantaged.
	- Persistent absentees are below 10%, and the figure for disadvantaged is no higher than 15%.
	- Our Attendance Baseline Improvement Expectation (ABIE) will be in line with or higher than the expectations set out in the DfE's Similar Schools Comparison Report.

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: £153,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: All learners receive a high standard of quality first teaching to ensure they meet expected standards for their age in reading, writing and maths.	The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners. • Teaching staff have access to relevant CPD where they are coached on a 3-weekly cycle, building upon their expertise and pedagogy. • Teaching staff have planning support when implementing new initiatives such as the moment of instruction in mathematics to ensure quality of teaching is of the highest level. • All staff receive the updated Vulnerable List on a monthly basis, enabling them to target specific learners in the classroom.	1, 2, 3, 4, 5, 6
CPD on responsive teaching for all staff: including work on assessment for learning techniques, as recommended in the EEF guidance reports	EEF High Quality Teaching EEF Improving Mathematics in Key Stages 2 and 3 EEF Improving Literacy in KS2	1, 2, 3, 4, 5
CPD on Maths teaching and subject knowledge: We will fund	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2, 3, 5

teacher release time for Maths CPD to improve approaches to scaffolding and feedback, and to embed mastery approaches to factual fluency using a systematic approach to Times Tables and NumberSense This is in line with DfE and EEF guidance.	[Mathematics guidance: key stages 1 and 2](#) The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](#)	
Implementation of RWI spelling and CPD and coaching focus on Spelling: In line with EEF recommendations to promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling	[Literacy KS1 Guidance Report](#)	
CPD through instructional coaching for teachers and teaching assistants: Utilising VEO and 'WalkThrus' to improve key areas identified in school improvement plan and linked to CPD on the science of learning and the application of this through feedback techniques	EEF evidence states that schools benefit from focusing on pedagogical expertise. The EEF guidance on 'Effective Professional Development' shows that coaching is effective. [Effective PD Mechanisms](#) Instructional coaching has better evidence base than any other form of CPD in terms of impact on student outcomes. https://www.ambition.org.uk/blog/what-instructional-coaching/ https://steplab.co/resources/case-studies/BPxa5rgd/Developing-TA-Practice-with-Instructional-Coaching-Part-1	1, 2, 3, 4, 5, 6

Curriculum planning and evaluation: Continue to develop and teach a knowledge rich curriculum that is built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout. Subject lead release time to further develop curriculum intent, impact and implementation.	EEF evidence states that schools should prioritise curriculum development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017) The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018) Why children don't like school (Daniel T. Willingham)	1, 2, 3
Further develop oracy provision and build on school's status as an Oracy Centre of Excellence: Voice 21 training and oracy lead release time to embed oracy across the curriculum.	EEF evidence shows dialogic activities such as high-quality classroom discussions are inexpensive to implement with high impacts on reading: Oral Language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Voice 21 also shows the impact of oracy on combatting disadvantage: https://voice21.org/why-oracy-matters/	1, 2
CPD to support the implementation of RWI: Working with the English Hub Partnership Programme, Coaching focus on Phonics, observation, assessment and evaluation using Ruth Miskin Training, RWI materials, RWI lead release	The EEF considers phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it, to improve word reading particularly for disadvantaged pupils. Pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum is heavily dependent on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning. Phonics Teaching and Learning Toolkit EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4

time and training days		
CPD on SEND Ordinarily Available Provision: Bespoke training for all staff to improve quality of teaching provision for pupils with special educational needs, including upskilling learning support specialists in key areas of SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. The EEF guidance report on Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4, 5
Diagnostic assessments and analysis: Smartgrade standardised diagnostic assessments Training for staff to ensure assessments used to inform teaching	Diagnostic assessments can highlight areas that individual pupils, classes and year groups need further support with. See EEF Diagnostic assessment guidance and supporting case studies: https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	2, 3
Using technology to support class teaching and home learning: Accelerated reader, Reading Eggs, Maths Seeds and Mathletics to improve pupil practice. Flash Academy to support pupils with EAL.	EEF guidance states that technology offers ways to improve the impact of pupil practice and can enable teachers to adapt practice effectively both inside and outside the classroom. It can also play a role in improving assessment and feedback. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2, 3, 4, 5
Supporting the recruitment and retention of teaching staff: Providing	EEF guidance states that managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention	1, 2, 3, 4, 5, 6,

	via high quality professional development, may also be practical approaches selected by school leaders. EEF's 'Effective Professional Development' guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development DfE's 'Reducing School Workload Collection': https://www.gov.uk/government/collections/reducing-school-workload	
cover time to undertake professional development such as coaching, National Professional Qualifications (NPQs) and subject leadership courses		
Evaluation of impact on disadvantaged and action planning to refine approaches: Action planning meetings and Phase and Subject Leader release time to ensure: -high expectations of disadvantaged learners within year groups -consistency of school wide approaches -monitoring, assessment & moderation	EEF Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF recommends a balanced approach to professional development: https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 83,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths intervention teaching e.g	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:	2, 5

	number stacks & Clare Cristie's systematic approach to timestables.	Small group tuition	Teaching and Learning Toolkit	EEF • Number stacks groups for disadvantaged learners in Years 4 & 5 weekly. • Times table factual fluency for Y4 & Y5 learners • Streamed maths groups in Y6.	
Speech and language interventions e.g. Talkboost	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions	Teaching and Learning Toolkit	EEF	1, 2
Reading Wise and staffing costs to deliver Reading Wise	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Teaching and Learning Toolkit	EEF	2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Teaching and Learning Toolkit	EEF	4
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND e.g. The Nest, 1:1 provision plan work	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. The EEF guidance report on Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4, 5
3 x Lightning Learner sessions per week for mathematician lessons.	Disadvantaged pupils in Y3 – Y6 access early morning pre-teach mathematician sessions 3 x a week (Commenced September 2025). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://whiteroseeducation.com/latest-news/pre-teach-on-page	2, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 x Lightning Learner phonics sessions per week.	Disadvantaged pupils in Y1 & Y2 access early morning phonics interventions 3 x a week. (Commenced September 2025). Phonics	Teaching and Learning Toolkit	EEF	2,4

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

Budgeted cost: £87,210

Activity	Evidence that supports this approach	Challenge number(s) addresse d
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance: Training and release time for staff to develop and implement new procedures and appointing dedicated attendance/support officers to improve attendance, School car to use for home visits and to collect children who are struggling to attend	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF guidance report: EEF Parental Engagement Guidance Report EEF Rapid Evidence Review: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	7
Learning mentoring and emotional support including ELSA, Drawing and Talking, Hamish and Milo.	EEF state that the average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year, though the efficacy of approaches in individual settings need to be closely monitored. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	6, 7

Mental Health Lead appointed for September 2025 to develop improved mental health provision in school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Supporting pupils' behavioural needs: including enhanced Reflection Room to allow for better emotional regulation	Evidence suggests that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Behaviour Interventions We use the following to help support behaviour: - Regulation stations (a space in every classroom where children can go to help them calm and regulate). - The Reflection Room is a space where children can talk to an adult about any issues. A range of sensory toys and equipment is there to help children calm and regulate.	6, 7
Enrichment and extra-curricular activities, including sport, arts and culture, for example enrichment days and free clubs for disadvantaged children	EEF evidence shows approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6, 7
Communicating with and supporting parents, particularly those experiencing disadvantage. This includes practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, as well as targeted individual approaches where other vulnerabilities have been identified e.g. early intervention to support families	We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. Levels of parental engagement are consistently associated with improved academic outcomes. The EEF Toolkit has a strand on parental engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6, 7

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and signposting to relevant agencies, parenting support and early help.		

Total budgeted cost: *£324,210*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year. At the time of assessment there were 242 disadvantaged pupils. 89 disadvantaged pupils also had a special educational need.

For reference:

Year group	Disadvantaged pupils	Disadvantaged pupils with SEND
R	28	7
1	38	17
2	27	8
3	41	17
4	38	18
5	31	12
6	39	10

We have analysed the performance of our school's disadvantaged pupils compared to non-disadvantaged pupils and national performance data for these groups, during the previous academic year, using national assessment data and our own internal summative and formative assessments.

The school has been successful in improving oracy and vocabulary for disadvantaged pupils. In 2024/25, 79% of disadvantaged Reception pupils achieved the Early Learning Goal for Speaking (up from 74% in 2023/24). The school has successfully retained its status as a Voice 21 Centre of Excellence for Oracy, and assessments and observations indicate significantly improved oral language among disadvantaged pupils.

The school has also improved attainment among pupils experiencing disadvantage in reading, maths and writing in 2024/25. 56% of pupils experiencing disadvantage achieved the expected standard or above, at KS2 SATs in combined reading, writing and maths (up from 49% in 2023/24). We have also closed the gap between DA and non-DA children by more than half, down to 16%.

For reading, writing and maths combined, our outcomes for pupils experiencing disadvantage (56%) are 9% better than national DA outcomes for combined EXS+ and in line with them for GDS.

DA End of KS2 outcomes	Pupil Count	Reading At or above ARE	Reading above ARE	Reading Ave. Scaled Score	Maths At or above ARE	Maths above ARE	Maths Ave. Scaled Score	Writing At or above ARE	Writing above ARE
2024/25	36	69%	19%	104	61%	14%	102	70%	3%
National	-	63%	21%	103	61%	15%	102	59%	7%
2023/24	41	66%	24%	103	54%	20%	101	66%	10%
2022/23	41	63%	17%	104	54%	15%	101	63%	5%

In the Y1 Phonics Screening Check 71% of pupils experiencing disadvantage achieved the expected standard, up from 64% on the previous year. We also closed the DA/non-DA gap to 14%, from 30% in 2023/24.

Phonics continues to be an area of focus for pupils experiencing disadvantage and the English Hub Partnership Programme will be working with the school in 2025/26 to further improve these results.

Factual fluency of pupils experiencing disadvantage has improved significantly year on year. The average score on the Y4 Multiplication Tables Check for pupils experiencing disadvantage rose from 15 points in 2022/23, to 19 points in 2023/24 and to 21 points in 2024/25. 53% of pupils experiencing disadvantage achieved 25/25, up from 15% in 2023/24 and higher than the outcomes for all pupils nationally.

Our wider strategies for pupil premium funding focused on improving attendance, enhancing pupils' cultural capital by providing a breadth of experiences and working proactively with families to provide support and improve student wellbeing. A range of evidence including pupil voice, parent voice and dialogue with staff demonstrated that, within the school, disadvantaged pupils were engaged, and well-supported where there were pastoral needs to address. Participation in enrichment activities by pupils experiencing disadvantage increased.

Improving oracy and vocabulary

Our children enter Reception working significantly below ARE, as evidenced by the fact that only 5% of our pupils were working at ARE for the combined areas of Writing, Comprehension, Word Reading, Number and Numerical Patterns.

Outcomes:
- EYFSP Speaking: 88% achieved the standard (+11% from previous year), with 79% of DA pupils' meeting expectations.
- EYFSP Listening, Attention & Understanding: 82% overall (+4% on previous year), with 68% of DA pupils achieving this.
- GLD Summer 2025: 73% overall, with 54% of DA pupils achieving GLD (+8% DA on previous year).

Impact:
- These improvements reflect the successful investment in oracy pedagogy, adoption of Voice 21 approaches, and targeted intervention through the WellComm programme, which have directly supported vocabulary acquisition and language development for DA pupils.

Classroom impact: Teacher assessments and observations show improved oral language confidence, with pupils demonstrating stronger vocabulary use and sentence construction in speaking tasks.

Triangulated evidence: Lesson observations and book evaluations indicate greater engagement and extended verbal responses. Teachers reported that disadvantaged pupils are contributing more frequently and with greater fluency in class discussions

Next steps:

- Continue to explicitly model word aware approach in weekly discussion assemblies to build vocabulary and promote high standards of physical talk and the talk tactics.
- Focus on subject specific language throughout the curriculum using the vocabulary bullseye.
- Launch Talking Lunchtimes with a focus on the school's values and current affairs in Y3 – Y6.

Wellbeing:
94 pupils on the school's vulnerable list have received pastoral interventions in 2024-25 (of which 61 pupils were categorised as disadvantaged). These interventions have included: Drawing and Talking, ELSA, Hamish and Milo, PANTS programme and the anxiety gremlin. The impact of these is difficult to quantify as these have been designed to address different needs for different children e.g. anxiety/low mood, processing of a traumatic event, supporting with behaviour and self-esteem etc. However, parent feedback shows that our pastoral and wellbeing strategies are having a strong positive impact.

This year, we are monitoring and analysing the impact on educational outcomes by tracking the children who have pastoral interventions on Insight so that we can clearly see the educational impact.

- **94%** of parents report their child is happy at school.
- **93%** say their child feels safe.
- **95%** believe their child does well at school.
- **96%** would recommend the school to others.

Open comments reinforce these findings, highlighting caring and trusting relationships, effective wellbeing support, and rich enrichment opportunities that help build pupils' confidence, engagement, and sense of belonging. Collectively, these outcomes suggest

that pastoral interventions are making a meaningful contribution to pupils' overall wellbeing and school experience.
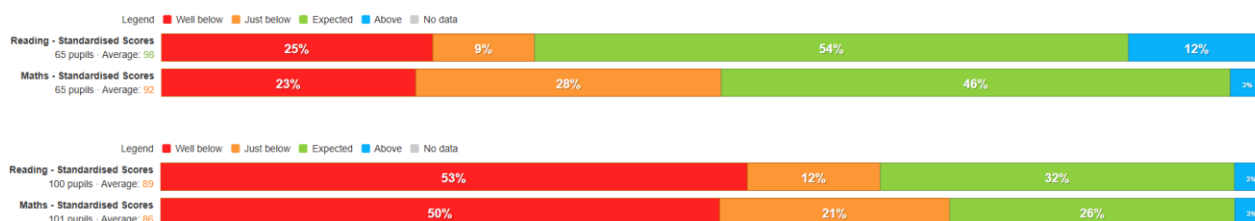
Pupil voice also reflects a high proportion of positive attitudes towards school and learning.
- 90% of Y6 DA learners feel that they belong to their school community
- 100% say they get the support to do their best
- 95% of learners say that there is an adult that they can talk to if something is worrying them.

Families where children have been exposed to an adverse childhood experience(s) are supported through a multi-agency approach.
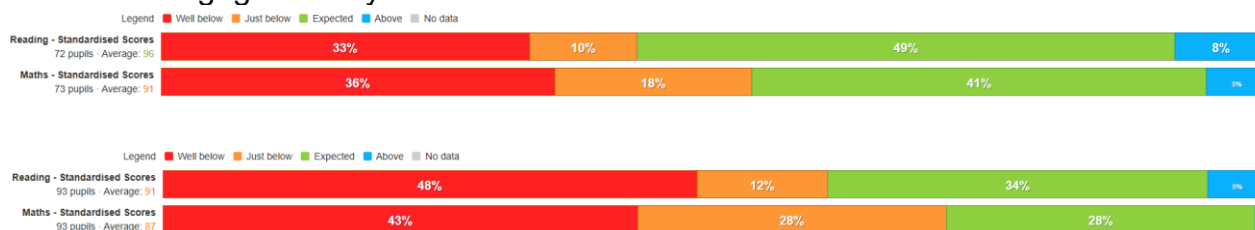
We have 9 **Pupil Leadership** groups, across Year 1 – 6 – School Council, Pupil Advocates, Belonging Champions, Oracy Champions, Digital Leaders, Librarians, O-Pals, Mental Health Champions and the Eco Team. At the end of Term 2 we had, 198 pupils in these groups, which constitutes 40% of the school's eligible pupils; 76 (39%) of them are pupil premium; their absence rate is 7.8% compared to 12.8% for all DA pupils.

The two graphs below show the outcomes of the latest set of in-school standardised assessments, with the top chart displaying the outcomes of the 65 DA pupils who took the tests in Year 2 – 6 (Year 1 don't take them in Term 2) and are in one (or more) of the pupil leadership groups; the bottom chart shows the outcomes of the DA children who aren't in one of these groups.

At the time of writing, we had 18 **Extra-Curricular Clubs and Activities** running, for the children in Year 1 – 6, with 248 pupils attending these, which constitutes 50% of the school's eligible pupils; 105 (42%) of them are pupil premium; their absence rate is 9.1% compared to 12.8% for all DA pupils.

The two graphs below show the outcomes of the latest set of in-school standardised assessments, with the top chart displaying the outcomes of the 72 DA pupils who took the tests in Year 2 – 6 (Year 1 don't take them in Term 2) and are engaged in one (or more) of the clubs/activities; the bottom chart shows the outcomes of the DA children who aren't engaged in any of these clubs/activities.

Next steps:

- Increase the membership numbers of the pupil leadership groups to ensure more children are actively involved.

Attendance

Attendance overall remained below national figures, as well as for pupils experiencing disadvantage, with overall attendance improving from 2023–24 figures. However, there was a positive reduction in persistent absence, with the proportion of disadvantaged pupils identified as persistent absentees falling by 4% year on year, indicating that targeted work in this area is beginning to have an effect.

Based on all the information above, the performance of our pupils experiencing disadvantage partially met expectations. Given this evaluation, we have reviewed our strategy plan and made changes to how we intend to use our budget this academic year to improve both the outcomes and attendance of our pupils experiencing disadvantage. The introduction of the school CARE car to provide doorstep support for pupils and families and expanding targeted before-school tuition through Lightning Learners for pupils in the persistent-absence category to improve engagement, confidence, and routine.

Our school attendance improvement ladder from the DfE report, published in November 2025, shows that we are on track with our attendance baseline improvement expectation (ABIE).

National average (primary)	95.7%
Your school's 2018 to 2019 attendance (pre-pandemic)	95.2%
Your school's attendance baseline improvement expectation	93%
Your school's current attendance	93%
Your school's attendance in 2024 to 2025	92.4%

Next steps:

- Attendance Angels are members of the school's leadership and pastoral teams who are using their relationships with children and their families to improve attendance of individuals.
- Analysis of CARE Car and EBSA Soft-Start initiatives on attendance, as well as attainment outcomes.

Externally provided programmes

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

Programme	Provider
Voice 21	Voice 21
ReadingWise	IdeasWise Ltd
Flash Academy	Learning Labs
Smartgrade	Smartgrade Ltd
Accelerated Reader	Renaissance Learning
Mathletics and Maths Seeds	3P Learning
Reading Eggs and Reading Eggspress	3P Learning
VEO	VEO
Teaching WalkThrus	John Catt Educational Ltd
ELSA	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**
n/a
The impact of that spending on service pupil premium eligible pupils