

Star Academy Pupil Premium Strategy Statement 25-26

This statement details our school's use of pupil premium (for the 2025 and 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Star Academy Sandyford
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	30/12/2025
Date on which it will be reviewed	Half-termly
Statement authorised by	Sara Bloor
Pupil premium lead	Sara Bloor
Governor / Trustee lead	TBC (Governor) Natalie Deen (Trust Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	101,505
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	101,505

Part A: Pupil premium strategy plan

Statement of intent

At Star Academy our intent is to ensure that all disadvantaged pupils achieve outcomes that are at least in line with all other pupils and they are immersed in the same cultural capital experiences. We will act early to intervene at the point where a need is identified & engage with outside agencies where needed.

There will be a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes.

We will build positive relationships with the families of disadvantaged pupils so that they will be more likely to receive the support at home that all other pupils have.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Academic achievement below national outcomes</p> <p>Historically, the majority of pupils enter Reception below age-related expectations, as evidenced by Reception Baseline assessments. Many pupils have underdeveloped oral language skills and significant vocabulary gaps, which persist from Reception through to Key Stage 2 and are more pronounced for disadvantaged pupils.</p> <p>In 2024, outcomes for Reception GLD, Year 1 Phonics and KS2 reading, writing and mathematics combined were below national averages, indicating the need for sustained, targeted support to close attainment gaps.</p>
2.	<p>Limited opportunities to understand the wider world and build cultural</p> <p>Stoke-on-Trent is one of the most deprived local authority areas in England, with high levels of child poverty, fuel poverty, poor housing conditions, low educational attainment and poorer health outcomes. As a result, many disadvantaged pupils have limited exposure to enrichment experiences, careers education and cultural opportunities, which restricts background knowledge, vocabulary development and aspiration.</p>

3	<p>Social, emotional and mental health (SEMH) needs impacting learning</p> <p>A number of disadvantaged pupils experience social, emotional and well-being challenges, including difficulties with self-regulation, confidence and resilience. These needs can impact engagement with learning, behaviour, relationships and overall readiness to learn, reducing pupils' ability to access high-quality classroom teaching consistently.</p>
4.	<p>High levels of persistent absence and punctuality concerns</p> <p>Historically, disadvantaged pupils have had high rates of persistent absence (15.1%) and punctuality issues, which negatively affect continuity of learning, progress over time and access to targeted interventions. Attendance remains a key barrier to raising outcomes for this group.</p>
5.	<p>Low parental engagement and aspirations</p> <p>Some disadvantaged pupils experience limited parental involvement in their education, which can lead to lower aspirations, reduced engagement with learning at home and weaker support for attendance, reading and homework. Strengthening home–school partnerships is essential to improving long-term outcomes.</p>

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
All disadvantaged pupils achieve age-related expectations (ARE) and make strong progress across the academy (1).	<ul style="list-style-type: none"> Disadvantaged pupils achieve at least good progress and attainment at KS1 and KS2. Outcomes for Year 1 Phonics and KS2 Reading, Writing and Mathematics (including combined) are at least in line with national averages. Year 1 pupils make accelerated progress in communication and language, narrowing gaps from low starting points. Teaching across the academy is consistently good or better. CPD is used effectively to strengthen subject knowledge, adaptive teaching and assessment practice.

	<ul style="list-style-type: none"> • Staff use assessment and tracking systems effectively to identify priorities and respond swiftly to gaps. • Performance management and monitoring systems are robust and support staff improvement. • Targeted interventions demonstrate measurable impact on pupils' knowledge and understanding. • Grammasaurus underpins high-quality writing across the wider curriculum. • All disadvantaged pupils have access to a fully funded breakfast club, supporting readiness to learn. • All targeted disadvantaged pupils attend booster provision, with participation and impact closely monitored.
All disadvantaged pupils develop cultural capital, wider vocabulary and aspiration through enriched experiences (2).	<ul style="list-style-type: none"> • Disadvantaged pupils develop broader vocabulary and knowledge of the world through curriculum-linked educational visits and experiences. • Partially funded educational visits result in higher engagement and improved progress in curriculum subjects. • Targeted pupils access a range of clubs beyond their usual comfort zone, broadening horizons and experiences. • Pupils are exposed to a wide range of careers through planned curriculum content and enrichment opportunities. • Disadvantaged pupils demonstrate high aspirations for their future, evidenced through pupil voice and engagement.
Social, emotional and mental health needs are identified early and do not hinder learning or confidence (3).	<ul style="list-style-type: none"> • A wide range of targeted SEMH and wellbeing interventions support identified pupils to build resilience, emotional literacy and self-regulation. • All staff are trained in Emotional Coaching, and the approach is formally launched, embedded and consistently implemented with pupils across the academy. • Pupils are supported to identify, understand and regulate their emotions, leading to improved behaviour, engagement and readiness to learn.

	<ul style="list-style-type: none"> • Pupil TAC referrals are timely and result in appropriate support, monitoring and review. • Early Help support is accessed promptly, with increased take-up by families where appropriate. • All staff are trained in trauma-informed practice, ensuring consistent, relational approaches to behaviour and wellbeing. • Pupil and parent survey outcomes reflect strong confidence in the school's emotional wellbeing support. • The impact of social, emotional and mental health needs on learning for disadvantaged and vulnerable pupils is significantly reduced. • All disadvantaged pupils have access to a fully funded breakfast club, supporting emotional wellbeing, routine and readiness to learn.
Attendance and punctuality for disadvantaged pupils improve and are sustained above national levels (4).	<ul style="list-style-type: none"> • A declining trend in persistent absence, reducing to below national averages. • A declining trend in persistent lateness and overall lates across all year groups. • Attendance across all year groups remains above 97%. • Tracking, analysis and targeted support result in measurable improvements in punctuality. • All disadvantaged pupils have access to a fully funded breakfast club from 8:00am, supporting punctual arrival. • The ATT Attendance Way is embedded and understood by pupils, parents and staff.
Parents and carers of disadvantaged pupils take an active role in supporting learning at home (5).	<ul style="list-style-type: none"> • Increased parental engagement in reading, spelling and times tables practice at home. • Improved communication and partnership between school and families, supporting attendance, aspiration and progress. • Evidence of improved pupil outcomes linked to strengthened home-school collaboration.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school Teaching for Mastery approach in mathematics, including Mastering Number £1500	<p>Evidence from the Education Endowment Foundation identifies mastery learning as an evidence-informed approach with a moderate to high impact on attainment (+5 months), particularly when combined with effective formative assessment and high-quality feedback. A mastery approach supports disadvantaged pupils to secure key concepts before progressing, reducing gaps and supporting sustained progress.</p> <p>The National Centre for Excellence in the Teaching of Mathematics Mastering Number at Reception and KS1 programme applies mastery principles to early mathematics, with a focus on developing secure number sense, fluency and confidence. Strong early number understanding is a key predictor of later mathematical attainment, making this approach particularly effective in supporting disadvantaged pupils with low starting points.</p> <p>Mastery Learning approach- EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learningtoolkit/masterylearning&utm_medium=search&utm_campaign=site_search&search_term=mastery</p> <p>Mastery of number https://www.ncetm.org.uk/maths-hubs-projects/masteringnumber-at-reception-and-ks1</p>	1 & 3

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

Budgeted cost: £47,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
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S&L interventions delivered (Talk Boost, Concept Cat and Welcomm).	Evidence from the Education Endowment Foundation shows that oral language interventions have a high impact on pupil attainment (+6 months), particularly for disadvantaged pupils who start school with delayed speech, language and communication skills. Strengthening vocabulary and spoken language supports improved outcomes in phonics, reading comprehension, writing and access to the wider curriculum. The EEF highlights that targeted, structured small-group interventions, delivered by trained adults and aligned with classroom teaching, are most effective in closing gaps.	1,3 & 5
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Shine interventions delivered in small group KS1 & KS2	EEF highlights that targeted, structured small-group interventions, delivered by trained adults and aligned with classroom teaching, are most effective in closing gaps.	
Streaming for Little Wandle Phonics		

Rapid catch-up Little Wandle interventions delivered 1:1 and in small groups	Early literacy approaches Early literacy approaches EEF	
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All new to school and pupils to be assessed on entry to school for intervention to support progress	Concept Cat Concept Cat- trial EEF	
£31,880 (x4 LSA x 4 afternoons)	Talk Boost Early Talk Boost- second trial EEF	

Deliver targeted emotional and social interventions to support disadvantaged pupils' self-regulation, resilience, behaviour and readiness to learn, informed by whole-school practice and targeted group support.	The Education Endowment Foundation guidance report Improving Social and Emotional Learning in Primary Schools highlights that social and emotional learning (SEL) approaches can improve pupils' emotional regulation, behaviour, relationships and engagement with learning, with an average impact of +3 to +4 months' additional academic progress. The guidance emphasises that SEL interventions are most effective when they are well-implemented, targeted to identified needs and embedded within consistent whole-school practice, particularly for disadvantaged pupils.	3, 1 & 4
£8750 (LSA pm 4 afternoons)	EEF- Improving social and emotional learning in Primary schools	

[Improving Social and Emotional Learning in Primary Schools | EEF](#)

Use of digital platforms to be set for home learning, use in breakfast club and homework club. Purple Mash £1440, Nessy £612.50, TTR £219, Ten Town £219, Phonics Play £90 and NMM £550

£3130.50

Evidence from the Education Endowment Foundation indicates that digital technology can support learning when used purposefully to supplement high-quality teaching, particularly for disadvantaged pupils. The EEF highlights that technology is most effective when it is well integrated into teaching, targeted to specific learning goals, and used to support practice, feedback and engagement, rather than as a standalone solution. EEF guidance on homework and digital learning emphasises that disadvantaged pupils are less likely to have access to structured learning support at home. Providing access to high-quality digital platforms through breakfast club, homework club and home learning helps to remove this barrier and ensures equitable access to learning opportunities.

EEF – Digital Technology (Teaching & Learning Toolkit)
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology>

EEF – Homework (Teaching & Learning Toolkit)
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

Provide targeted booster clubs before and after school
£2000

Evidence from the Education Endowment Foundation shows that 1,3, 4 & 5 small-group and targeted interventions can have a positive impact on attainment when they are carefully targeted, time-limited and delivered alongside high-quality classroom teaching. The EEF highlights that structured interventions in literacy and numeracy are particularly effective for disadvantaged pupils when:

- Learning gaps are clearly identified
- Sessions are short, frequent and focused
- Teaching is explicit, with opportunities for practice and feedback

EEF – Small Group Tuition (Teaching & Learning Toolkit)
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

Replacement phonics and home reading resources, including books
£2000

Evidence from the Education Endowment Foundation highlights 1,3 & 5 that systematic phonics instruction is a highly effective approach to teaching early reading, particularly for disadvantaged pupils. The EEF emphasises that pupils must have regular access to decodable texts and high-quality reading materials that closely match their phonics knowledge in order to practise, consolidate and apply their learning.

Disadvantaged pupils are less likely to have access to suitable reading materials at home. Replacing and updating phonics and home reading resources ensures that all pupils can practise reading regularly, supporting fluency, confidence and progress.

EEF – Phonics (Teaching & Learning Toolkit)

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support the implementation of the DfE's Improving School Attendance guidance through a graduated, evidence-informed approach that strengthens relationships, addresses underlying barriers to attendance and promotes consistent school routines for disadvantaged pupils. £24,250</p> <p>EWO £4004</p>	<p>Evidence from the Education Endowment Foundation guidance report Improving Social and Emotional Learning in Primary Schools highlights that social and emotional learning (SEL) approaches can improve pupils' engagement, behaviour and relationships with school. Improved emotional regulation and a sense of belonging are key factors in supporting regular attendance, particularly for disadvantaged pupils who may experience anxiety, SEMH needs or barriers linked to family circumstances.</p> <p>The EEF emphasises that attendance strategies are most effective when they are relationship-based, targeted to need and integrated with wider pastoral and behavioural support, aligning closely with the DfE's expectations for improving attendance through early identification and timely intervention.</p> <p>EEF- Improving social and emotional learning in Primary schools Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4,3 & 5</p>
<p>Provide a fully funded breakfast club for disadvantaged pupils, aligned with the government's National School Breakfast Programme, to support improved attendance, punctuality, readiness to learn and pupil well-being. £4100</p>	<p>Evidence from the Education Endowment Foundation indicates that breakfast club provision can have a positive impact on pupils' readiness to learn, behaviour, attendance and social development, particularly for disadvantaged pupils. The EEF highlights that pupils who attend breakfast clubs are more likely to arrive at school on time, settled and ready to engage with learning, which supports improved concentration and classroom behaviour.</p> <p>Government-funded breakfast club initiatives also aim to address food insecurity, improve well-being and support consistent attendance, removing barriers that disproportionately affect disadvantaged pupils and limit their access to high-quality teaching.</p>	<p>3,4 & 5</p>

Resources £1250	<p>Improve punctuality, to ensure all children are in school and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.</p> <p>Stat guidance template</p> <p>Free breakfast clubs: guidance for schools and trusts for phase 1 of the national rollout from April 2026- GOV.UK</p>	
<p>Provision of free after school activity clubs to ensure all pupils regardless of whether they are disadvantaged or not have the same level of access.</p> <p>£3000</p>	<p>Evidence from the Education Endowment Foundation highlights that disadvantaged pupils are less likely to access enrichment opportunities outside of the school day, which can limit their engagement, confidence, social development and connection to school.</p> <p>While enrichment activities alone do not directly raise attainment, the EEF emphasises that improving pupils' engagement, motivation and sense of belonging supports better attendance, behaviour and readiness to learn, enabling pupils to benefit more fully from high-quality teaching. EEF evidence shows strong links between:</p> <ul style="list-style-type: none"> • Positive extracurricular engagement and improved attitudes to learning • Social and emotional development (SEL) and improved behaviour • Increased participation in school life and improved attendance patterns <p>EEF – Social and Emotional Learning (Teaching & Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF – Behaviour Interventions (Teaching & Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2,3, 4 & 5
All pupils are exposed to first-hand experience of the outside world, through rich Ensure that pupils develop the detailed knowledge and	<p>Evidence from the Education Endowment Foundation highlights that disadvantaged pupils often have reduced access to enriching experiences outside of school, which can limit vocabulary development, background knowledge and confidence in applying learning across the curriculum.</p>	2,1 & 3

<p>skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus 5, 7 14 vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences through educational and enrichment visits.</p> <p>£7500</p> <p>Minibus hire £4000</p>	<p>While enrichment activities alone do not automatically raise attainment, the EEF emphasises that building pupils' background knowledge, language and cultural capital is essential for enabling pupils to access, retain and apply learning with increasing fluency and independence, particularly in reading, writing and the wider curriculum.</p> <p>EEF evidence highlights strong links between:</p> <ul style="list-style-type: none"> • Oral language development and vocabulary acquisition • First-hand experiences and knowledge retention • Confidence, engagement and learning behaviours <p>EEF – Oral Language Interventions (Teaching & Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF – Improving Literacy in Key Stages 1 and 2 (Guidance Reports) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Pupil Premium funding will be used to provide: Targeted parental workshops focused on attendance, behaviour, routines, reading and learning habits Informal coffee mornings to strengthen relationships, reduce barriers to engagement and provide access to guidance and support Practical resources and materials to support parents in reinforcing positive learning behaviours at home</p> <p>£500</p>	<p>Evidence from the Education Endowment Foundation shows that effective parental engagement can have a positive impact on pupils' learning, behaviour and attendance, particularly for disadvantaged pupils. The EEF notes that parental engagement approaches can lead to approximately +3 months' additional progress, when they are well designed, targeted and focused on supporting learning behaviours rather than generic involvement.</p> <p>EEF – Parental Engagement (Teaching & Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5,4, 1 & 3
<p>Rewarding of high attendance, improved attendance and behaviour incentive.</p> <p>£1500</p>	<p>Evidence from the Education Endowment Foundation highlights that improving attendance and behaviour is a critical foundation for improving attainment, particularly for disadvantaged pupils. While rewards alone do not directly raise academic outcomes, the EEF notes that clear expectations, consistent routines and positive reinforcement can support</p>	4,3 & 5

	<p>improved engagement, attendance and behaviour, enabling pupils to benefit more fully from high-quality teaching.</p> <p>The EEF's attendance guidance emphasises that schools should adopt proactive, motivational approaches alongside targeted support to encourage improved attendance, particularly where disadvantage is a factor.</p> <p>EEF – Supporting School Attendance: Summary of Evidence https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p> <p>EEF behaviour guidance also highlights that positive recognition and reinforcement can contribute to improved classroom climate, reduced low-level disruption and stronger pupil engagement when used consistently as part of a whole-school behaviour approach.</p> <p>EEF – Improving Behaviour in Schools (Guidance Report) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p>Pupil Premium funding will be used to provide a daily nutritious snack for targeted disadvantaged pupils in Key Stage 2. This supports pupils' readiness to learn by addressing hunger, maintaining energy levels, and improving concentration and self-regulation during afternoon learning sessions</p> <p>£1250</p>	<p>The EEF highlights that pupils must be emotionally and physically ready to learn. Hunger, fatigue and poor regulation can undermine engagement, behaviour and attendance, especially in the afternoon.</p> <p>The EEF recognises that barriers linked to wellbeing and basic needs can negatively affect attendance, punctuality and sustained engagement across the school day, particularly for disadvantaged pupils.</p> <p>EEF – Supporting Attendance: Summary of Evidence https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p> <p>Providing a consistent KS2 snack helps pupils maintain energy levels and focus throughout the day, supporting regular attendance and reducing afternoon disengagement for pupils who may arrive at school without adequate nutrition.</p> <p>EEF guidance on behaviour identifies that low-level disruption often arises from unmet needs, including tiredness, hunger and disengagement. Addressing these barriers supports a calmer classroom climate and enables teachers to maximise learning time.</p>	3 & 4

	<p>EEF – Improving Behaviour in Schools (Guidance Report) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>EEF – Behaviour Interventions (Teaching & Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Targeted snack provision supports pupils’ concentration and self-control in afternoon sessions, contributing to reduced low-level disruption and improved learning behaviours, particularly for pupils with SEMH needs.</p> <p>EEF guidance on Social and Emotional Learning (SEL) highlights the importance of supporting pupils’ self-regulation, emotional readiness and classroom engagement as foundations for learning.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools (Guidance Report) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>EEF – Social and Emotional Learning (Teaching & Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Snack provision supports pupils who struggle with emotional regulation, attention and stamina later in the day, helping them remain calm, settled and receptive to learning.</p>	
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Teaching (for example, CPD, recruitment and retention)

Activity	Impact	Cost
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Develop a whole school approach for reading to the planning and delivery of Little Wandle Phonics & reading in EYFS and KS1 and consistent approach to reading fluency and reading domains in KS2.	<table><tr><th>Assessment Point</th><th>All Pupils</th><th>PP Outcomes</th><th>SEND Outcomes</th></tr><tr><td>Baseline (15+ sounds)</td><td>40%</td><td>–</td><td>–</td></tr><tr><td>Autumn (20+ sounds)</td><td>62%</td><td>71%</td><td>20%</td></tr><tr><td>Spring 1 (25+ sounds)</td><td>67%</td><td>78%</td><td>60%</td></tr><tr><td>Spring 2 (30+ sounds)</td><td>67%</td><td>78%</td><td>40%</td></tr><tr><td>Summer 2 – Official Screen (32+ sounds)</td><td>71%</td><td>89%</td><td>50%</td></tr><tr><td>2024 End of Year</td><td>64%</td><td>–</td><td>–</td></tr></table>				Assessment Point	All Pupils	PP Outcomes	SEND Outcomes	Baseline (15+ sounds)	40%	–	–	Autumn (20+ sounds)	62%	71%	20%	Spring 1 (25+ sounds)	67%	78%	60%	Spring 2 (30+ sounds)	67%	78%	40%	Summer 2 – Official Screen (32+ sounds)	71%	89%	50%	2024 End of Year	64%	–	–	£2500
	Assessment Point	All Pupils	PP Outcomes	SEND Outcomes																													
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	2024 End of Year	64%	–	–																													
	Additional evidence: <ul style="list-style-type: none">• “Home-grown” phonics pass rate: 91%																																
	Strong progress from low starting points																																
<ul style="list-style-type: none">• Pupils entered with very low baseline phonics knowledge (40%)• Through consistent Little Wandle delivery, outcomes improved to 71% in the statutory screen• This represents rapid progress, despite starting significantly below national expectations																																	
2. Disadvantaged pupils outperforming national																																	
<ul style="list-style-type: none">• PP outcomes rose to 89%, exceeding the national average (~80%)• This demonstrates that the strategy is particularly effective for disadvantaged pupils, closing gaps rather than widening them																																	
3. SEND outcomes improving with targeted support																																	
<ul style="list-style-type: none">• SEND outcomes improved significantly from 20% → 50%• While still below national, this shows clear progress and effective identification and intervention																																	
4. Consistency and fidelity of implementation																																	
<ul style="list-style-type: none">• Improvements across each assessment point show:<ul style="list-style-type: none">○ Consistent teaching○ Strong adherence to Little Wandle routines○ Effective assessment-led intervention• The 91% internal (“home-grown”) pass rate indicates that pupils who remain in the system and receive sustained provision are highly likely to succeed																																	
5. Secure foundations for KS2 reading																																	
<ul style="list-style-type: none">• Strong phonics outcomes underpin:<ul style="list-style-type: none">○ Reading fluency○ Accuracy○ Improved access to KS2 reading domains (retrieval, inference, vocabulary)• This supports the whole-school reading strategy, not just KS1 outcomes																																	
End of KS2 Reading																																	

	<table><tr><th>Measure</th><th>All</th><th>PP</th><th>SEND</th></tr><tr><td>Spring</td><td>64 / 14</td><td>61 / 17</td><td>0</td></tr><tr><td>End of Year (EOY)</td><td>64 / 7</td><td>74 / 11</td><td>0</td></tr><tr><td>2024 End of KS2</td><td>71 / 14</td><td>–</td><td>–</td></tr></table> <ul style="list-style-type: none">• Expected standard is sustained across the year.• PP expected improved from 61% to 74%.• PP pupils outperform the overall cohort by 10 percentage points	Measure	All	PP	SEND	Spring	64 / 14	61 / 17	0	End of Year (EOY)	64 / 7	74 / 11	0	2024 End of KS2	71 / 14	–	–	
Measure	All	PP	SEND															
Spring	64 / 14	61 / 17	0															
End of Year (EOY)	64 / 7	74 / 11	0															
2024 End of KS2	71 / 14	–	–															
Further develop the role of the T & L leader to support adaptive teaching delivery.		£5000																

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

Activity	Impact	Cost
Subscription to Literacy Counts to support teacher knowledge and planning for writing with access to training modules.	End of Key Stage 2 writing outcomes are below national averages and reflect low starting points, high levels of need and significant pupil mobility. Disadvantaged pupils make strong progress and achieve outcomes in line with national expectations. While greater depth outcomes were not sustained, this reflects a deliberate focus on securing the expected standard and mitigating the impact of disrupted learning.	£2600.
School-led tutoring Maths, SPaG and Reading tutoring before and after school for Y6 pupils	Significant improvement from extremely low starting points <ul style="list-style-type: none"> Pupils entered KS2 with very low combined attainment (31%) By EOY, 50% achieved the combined expected standard 	£4000

	<ul style="list-style-type: none"> This represents a +19 percentage point improvement, which is substantial given: <ul style="list-style-type: none"> High levels of disadvantage SEND complexity Attendance, SEMH and mobility challenges <p>Disadvantaged pupils make accelerated progress</p> <ul style="list-style-type: none"> PP EOY combined = 63%, which is: <ul style="list-style-type: none"> Above the school average In line with / slightly above national (62%) <p>Comparison with 2024 shows improvement</p> <ul style="list-style-type: none"> 2024 combined EX: 43% Current EOY: 50% This is a +7 percentage point improvement year on year, despite increased cohort challenge 	
Use of digital platforms to be set for home learning, use in breakfast club and homework club.	Children regularly used Purple Mash, Nessy, Ten Town, Times Tables Rock Stars, and Phonics Play for homework and during Breakfast Club sessions. These platforms provided consistent opportunities to reinforce core skills in phonics, reading, spelling, number sense, and times tables. Pupil voice feedback shows that children find these resources accessible, engaging, and enjoyable, supporting positive attitudes to learning and encouraging independent practice beyond the classroom.	Purple Mash £1440, Nessy £612.50, TTR £219, Ten Town £219, Phonics Play £90 and NMM £550 £3130.50
S & L interventions delivered in EYFS (Talk Boost and Welcomm). Shine interventions delivered in small group KS1 & KS2 Oral language interventions can provide progress of + 6 months. Oral language interventions EEF Early communication and language interventions can provide +6 months progress Communication and language approaches EEF (educationendowmentfoundation.org.uk) Intervene and Improve Reading, GPS & Maths- Shine Interventions (risingstars-uk.com) 1,2,5 Streaming for Little Wandle Phonics Rapid catch-up Little Wandle interventions delivered 1:1 and in small groups All new to school and pupils to be assessed on entry to school for intervention to support progress	<p>Speech, language and communication needs were identified early, ensuring that pupils received support at the point it was most needed. Interventions were targeted, timely and closely matched to individual pupil needs, enabling rapid identification of barriers and effective support to remove them.</p> <p>As a result, pupils were developing the oral language skills required for academic success, including improved vocabulary, confidence in speaking and listening, and the ability to engage more fully in classroom learning. Targeted intervention also ensured that gaps in phonics, reading, GPS and maths were addressed effectively, supporting accelerated progress from individual starting points.</p> <p>This evidence-informed use of intervention has strengthened pupils' readiness to learn,</p>	£41, 516.68 (33% x 5) 42,500 (uplift) Subscription to access Shine £1000

	improved access to the full curriculum, and contributed to improved progress outcomes across the school.	
Further development of class sets of books	<p>Books were strategically purchased to underpin the Grammasaurus writing curriculum, ensuring strong and meaningful links between the wider curriculum and the reading and writing curriculum in every year group. Each phase was resourced with high-quality core texts that support curriculum knowledge, vocabulary development and high-quality writing outcomes.</p> <p>In addition, a wide range of fiction and non-fiction texts was purchased to reflect modern-day interests, diverse cultures, and classic literature, ensuring pupils are exposed to rich, varied and representative reading experiences. This investment supports inclusivity, broadens pupils' cultural capital and enhances engagement, particularly for disadvantaged pupils.</p> <p>Further development is planned to use these texts to support the launch of the Year of Reading – Reading for Pleasure initiative across the school. This will promote a love of reading, encourage pupils to read widely and often, and strengthen positive reading habits both in school and at home, contributing to improved fluency, comprehension and writing outcomes over time.</p>	£4000
Purchase of CGP targeted books across KS2 £960 WhiteRose Maths Homework Books Y3-Y6 £508.50	<p>All Year 6 pupils had access to these resources, with targeted use for identified pupils, particularly disadvantaged pupils, to support and close gaps in learning. The resources were used strategically to reinforce key knowledge, support independent practice and consolidate learning in preparation for end-of-key-stage assessments.</p> <p>These investments ensured disadvantaged pupils had equitable access to high-quality learning materials, supported targeted intervention and homework, and contributed to improved confidence, consolidation of key skills and stronger progress outcomes across KS2.</p>	

	<p>Overall, Year 6 outcomes show strong progress from baseline across all subjects, with attainment at or above national in key areas and notable impact for disadvantaged pupils.</p> <p>Reading</p> <ul style="list-style-type: none"> • Attainment improved from 46% at baseline to 64% ARE by EOY, with 74% of disadvantaged pupils achieving ARE. • Outcomes are in line with or above national, despite pupil mobility (1 leaver at ARE; 1 joiner not on track). • Secure progress was sustained across the year, with a growing proportion working at greater depth. <p>Writing</p> <ul style="list-style-type: none"> • Writing outcomes improved from 57% at baseline to 61% ARE by EOY, with 74% of disadvantaged pupils achieving ARE. • Progress strengthened through the spring term, with increased GD attainment before stabilising at EOY. <p>Mathematics</p> <ul style="list-style-type: none"> • Significant improvement from a low baseline of 35% to 75% ARE by EOY, exceeding national. • Disadvantaged pupils outperformed overall outcomes (79% ARE). • Arithmetic scores showed substantial gains across the year (+15.1 marks from September to March), demonstrating strong curriculum impact and effective intervention. <p>SPaG</p> <ul style="list-style-type: none"> • Attainment improved from 54% at baseline to 61% ARE by EOY, with disadvantaged pupils achieving 63% ARE and higher GD. • Average scores increased steadily across the year, reflecting secure gains in grammatical knowledge and application. <p>Combined (Reading, Writing, Maths)</p> <ul style="list-style-type: none"> • Combined attainment increased from 31% at baseline to 50% by EOY, compared with 43% in 2024, showing a clear upward trend. • Disadvantaged pupils achieved 63% combined, significantly above 	
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	previous outcomes and close to national.	
Additional hours from EP for children with specific needs.	<p>Pupil Premium funding was redirected to support whole-school training and strengthened early identification, ensuring staff were equipped to identify and respond effectively to pupils' additional needs. Funding was used to deliver school-wide training in the administration of WellComm, GL assessments and the Boxall Profile, alongside guidance on selecting and delivering appropriate interventions. This strategic redirection of funding led to earlier and more accurate identification of pupils requiring additional support, enabling timely Stay Well, CAMHS and ECHNA referrals, with interventions implemented alongside referrals to provide immediate support.</p> <p>.</p>	£3000

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

Activity	Impact	Cost
<p>Access to ATT SEND offer for pupils £1850 to identify and provide support.</p> <p>Lego Therapy ELSA GL Assessments Dough Disco Wiggle While You Squiggle BPVS Memory Fix</p>	<p>this funding enabled the school to implement a range of structured, evidence-informed interventions including Lego Therapy, ELSA, GL Assessments, Dough Disco, Wiggle While You Squiggle, BPVS and Memory Fix. Key staff were identified and trained to deliver these assessments and interventions effectively. This planned approach increased staff capacity and consistency, leading to an increase in screening, more targeted and timely interventions, and improved referral pathways to external agencies where appropriate.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Improved identification of SEND and SEMH needs • Increased screening and accurate assessment • Interventions closely matched to pupil need • More timely and effective referrals to external services • Improved engagement, wellbeing and readiness to learn 	£1850

<p>HSLW providing support to families and social and emotional interventions including nurture and positive play</p>	<p>Targeted social and emotional interventions, including positive play, have supported pupils to develop emotional regulation, resilience, confidence and positive relationships with peers and adults. These interventions have helped pupils feel safe, supported and ready to learn, reducing anxiety and improving behaviour for learning.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Improved family engagement and stronger home–school relationships • Early identification and support for social, emotional and pastoral needs • Improved emotional regulation, confidence and peer relationships • Increased readiness to learn and sustained engagement in the classroom • Reduced barriers to learning, particularly for vulnerable and disadvantaged pupils <p>The strategic role of the HSLW has ensured that pupils and families receive the right support at the right time, contributing to improved wellbeing, attendance and learning outcomes across the school.</p>	<p>£13,250</p>
<p>All pupils are exposed to first hand experience of the outside world, through rich vocabulary opportunities and language Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations. Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that</p>	<p>EYFS Children engaged in rich first-hand experiences including local area walks, seasonal activities (puddle jumping, conker picking), farm and animal visits, forest adventures and theatre trips. These experiences supported early language development, curiosity, confidence, vocabulary acquisition and understanding of the world.</p> <p>Key Stage 1 (Years 1–2) Visits linked directly to geography, science, history and RE, including local fieldwork, museums, zoos, places of worship and visitor-led workshops. These trips helped pupils make real-world connections, deepen subject knowledge and develop early enquiry skills while building independence and social confidence.</p> <p>Lower Key Stage 2 (Years 3–4) Pupils accessed trips and experiences linked to history, science, PE and geography, including outdoor adventurous activities, creative curriculum days and national museums. These visits strengthened pupils’ understanding of abstract concepts, enriched vocabulary, and supported engagement and retention of knowledge.</p> <p>Upper Key Stage 2 (Years 5–6) Fieldwork, residential-style experiences, STEM events, major historical visits and cultural experiences were used to deepen learning and prepare pupils for transition. These opportunities developed resilience, teamwork, leadership and independence, while strengthening curriculum understanding and aspiration.</p>	<p>£12,500</p>

<p>broaden their cultural capital and experience. 1, 2, 3, 4 acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits</p>		
<p>Breakfast club Staffing, National Breakfast programme & catering/hygiene + additional food and resources</p>	<p>Investment in Breakfast Club staffing, alongside participation in the National Breakfast Programme and enhanced catering and hygiene provision, ensured pupils had consistent access to a safe, well-run and welcoming start to the school day. Additional funding was used to provide extra food and learning resources, ensuring no child began the day hungry.</p> <p>Breakfast Club has also been used strategically as an intervention opportunity, enabling staff to target pupils with identified gaps in phonics, reading and maths through short, focused support sessions in a calm and supportive environment.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Improved readiness to learn through access to a healthy breakfast • Targeted support for pupils with gaps in phonics, reading and maths • Improved punctuality and attendance, particularly for disadvantaged pupils • Regular attendance of 35–45 pupils, representing a significant increase compared to previous years • Positive start to the day supporting improved behaviour, focus and engagement <p>Overall, the Breakfast Club has had a strong impact on both academic outcomes and wellbeing, supporting improved attendance, reducing barriers to learning and ensuring pupils are ready to engage positively with the school day.</p>	<p>£2700, £3871 + £2000</p>
<p>Attendance Lead to work with families to improve PA and improve whole school attendance + EWO</p>	<p>Targeted attendance strategies funded through Pupil Premium have had a positive and measurable impact on the attendance of disadvantaged pupils, ensuring they are in school regularly and able to access high-quality teaching and intervention.</p> <p>For the 2024–2025 academic year to date:</p> <ul style="list-style-type: none"> • Whole-school attendance: 95.6%, above the national average (approximately 93%) 	<p>£10,293.32 + £3450</p>

Attendance and learning behaviour rewards	<ul style="list-style-type: none"> Pupil Premium attendance: 93.6%, which is in line with national attendance and reflects a strong improvement for a highly vulnerable cohort Persistent absence: 13.2%, well below the national average of approximately 18–19% 	£1000
Prizes for engagement with homework	This approach increased motivation and participation, reinforced positive learning behaviours, and supported the development of consistent homework routines. Incentives were closely linked to effort, completion and perseverance rather than ability, ensuring all pupils could succeed.	£250
Uniform £500	<p>This support reduced financial barriers for families, promoted equality and inclusion, and helped pupils feel a sense of belonging and pride in their school. By removing practical barriers, pupils were better able to focus on learning and participate fully in school life.</p> <p>Impact:</p> <ul style="list-style-type: none"> Reduced financial pressure on families Improved attendance and punctuality Increased pupil confidence, wellbeing and sense of belonging Consistent presentation supporting positive behaviour and readiness to learn 	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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