

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils is variable and cohort dependent, and we are, at present working hard to achieve the outcomes we set out to achieve by 2025/28, as stated in the Intended Outcomes section in our Pupil premium Strategy document.

Our evaluation of the approaches delivered last academic year indicates that spending time on building relationships with families to understand barriers to attendance was effective as was our relentless focus on Quality first teaching and adaptations.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Utilising funding to have a Child and Family Support Worker who is also a Thrive Practitioner. The training we selected focused on the training analysis needs we have identified: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Rolling out of Forest School to all children from Y1-6 so that every child experiences a weekly session for a half each year and in different seasons
- To establish a high quality nursery provision to meet the needs of the local community, to ensure the sustainability of our school as a 2 form entry with falling rolls and to ensure that the needs of children are met age and stage appropriate so that they are school ready. To ensure we build positive relationships with families that may need additional support at an earlier stage

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Attendance 2025-2026

Demographic Group	Attendance	Authorised Absences	Unauthorised Absence	Gap 24-25	Gap 24-25
Female	95.6%	3.37%	1.04%		
Male	95.69%	3.13%	1.19%	+0.09%	0.10%
EAL	91.75%	5.48%	2.77%		
Not EAL	95.73%	3.2%	1.08%	3.98%	0.60%
SEN	93.04%	5.72%	1.25%		
Not SEN	96.33%	2.59%	1.08%	3.29%	0.70%
Ever 6 FSM	93.35%	4.88%	1.77%		
Not Ever 6 FSM	96.18%	2.86%	0.96%	2.83%	3.30%
Ever 6 Service Child	96.91%	2.95%	0.14%		
Not Ever 6 Service Child	95.64%	3.25%	1.12%	+1.27%	0.70%
FSM	93.35%	4.88%	1.77%		
Not FSM	96.18%	2.86%	0.96%	2.83%	3.30%
Pupil Premium Eligible	93.96%	4.48%	1.56%		
Not Pupil Premium Eligible	96.11%	2.9%	0.99%	2.15%	2.90%
Pupil Premium Recipient	94.21%	4.11%	1.68%		
Not Pupil Premium Recipient	95.92%	3.08%	1.0%	1.71%	0.20%

Attendance was a focus in 2023 - 2025 and continues to be. Whilst the attendance of all pupils improved last year, there is still a gap between non Pupil Premium and Pupil Premium, children with SEND and this year for children who are EAL (small cohort but needs close monitoring due to language barriers). In 2024-2025 all the data showed an improvement (highlighted in green) with the exception of Service Children (not statistically relevant as small cohort size).

Attainment 2025-2026**Year R 2025-2026 with 8 PP children**

	Non PP	PP	Gap 2025	Gap 2025	Gap 2024
Achieved GLD	76.7%	75%	No gap	-54.9% (6 children)	-26% (2 children)

Year 1 2024-2025 with 13 PP children

	Non PP	PP	Gap 2026	Gap 2025	Gap 2024
Achieved Phonics 32	95.2%	61.5%	33.7% (4 children)	17.4% (3 children)	+2%

Year 6 with 6 PP children

	Non PP	PP	Gap 2026	Gap 2025	Gap 2024
Reading				10-% (2 children)	-56% (8 children)
Writing	83.3%	86.5%	Less than 1 child	-8% (1 child)	-27% (4 children)
Maths				N/A	-33% (4 children)
Combined Reading/Writing/Maths				N/A	42.5% (children)
GPS				+5.9% (1 child)	-38% (6 children)

Y6 data delayed as results will not be available until 16/07/26

In house attainment 2025-2026

Year Group	No. of PP children	No. with SEND	No. achieving ARE Reading	No. achieving ARE Writing	No. achieving ARE Maths
R	8	1	7	6	8
1	13	3	10	5	11
2	18	3	15	10	12
3	14	7	10	6	7
4	8	4	5	3	2
5	14	4	13	7	10
6 (TA)	6	1	5	5	4
Total	81	23	65 (80%)	42 (52%)	54 (67%)

In house attainment 2024-2025 for comparison

Year Group	No. of PP children	No. with SEND	No. achieving ARE Reading	No. achieving ARE Writing	No. achieving ARE Maths
R	11	1	6	4	8
1	15	2	14	9	13
2	13	8	9	6	9
3	7	3	5	2	3
4	13	2	13	7	13
5	5	1	4	4	4
6	13	4	9	9	9
Total	77	21	60	41	59
			78% (65%)	53% (48%)	77% (70%)

Whilst attainment in Reading for PP has improved over the year, we have not made any impact in terms of writing and dropped in Maths from 77% last year. The gap with non PP children continues but is hugely cohort specific and will be impacted by SEND. Also, there is work to be done focusing on Writing (whole school challenge)

Children in receipt of PP are tracked and discussed with year groups at half termly Pupil Progress meetings. They are a focus for Phase Leaders monitoring to ensure that work is adapted and meets needs. Where issues are identified these are followed up robustly.

Attendance at teacher led clubs 2025-2026

Total number of children who attended at least one club for a half term increased from last year with 436 out of 774 attendees across the year (as some attended more than one) – 90% (379 children on roll)

70 PP children attended at least one club compared with 64 last year and 12 in the previous year

Attendance at music externally provided 2025-2026

Attendance at weekly peripatetic music sessions involved 39 children as 8 also attend orchestra (an increase of 4 children). Of the 65 children who attended Rock Steady, 3 were PP (same as previous year). This totals 114 children who received music tuition last year.

School trips and residential trips

We offer 50% funding and ensured all children could attend all day and residential trips

Day trips	£873
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Residential trips

Stubbington Y4	£750
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Tile Barn Y6	£2050
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Parents

We have trained a group of parents as reading buddies for targeted children who attend for one or two sessions each week and work with the same children.