



Pupil Premium Strategy Statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stanton School
Number of pupils in school	307 (Sept 2025) 269 (Sept 2026)
Proportion (%) of pupil premium eligible pupils	46% 47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026 July 2027
Statement authorised by	Helen Nicholson
Pupil premium lead	Helen Nicholson
Governor lead	Anne Slee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,710 (2025/2026) £204,600 (2026/2027)
Pupil premium funding carried forward from previous years	£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	£172,710 £204,600



Part A: Pupil Premium Strategy Plan

Statement of intent

Stanton School is a three-form entry 7-11 Foundation School, located in Bradville in the north of Milton Keynes, where rates of Free School Meal (FSM) eligibility are considerably higher than national, and more than a third of children receive Pupil Premium funding and are officially identified as 'Disadvantaged'; The school also has many children who live across the neighbouring districts, or further south in the central districts of Milton Keynes, as well as some who live on the suburban outskirts of the city but most of the children attending Stanton School live in the areas of higher deprivation.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for children in receipt of free school meals can be weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Milton Keynes has a thriving local economy, but despite the fact that parts of the city enjoy high levels of affluence, there are other districts which suffer from significant levels of deprivation. The area in which our school is located is among the 20% most deprived areas in England and 'The Index of Multiple Deprivation' (IMD) provides a much wider measure of deprivation, which is constructed from data relating to seven different 'domains': income deprivation, employment deprivation, health and disability deprivation, education and training deprivation, barriers to services, the living environment and crime.

- 33% of pupils live in LSOAs which are amongst the 20% for '**Education**' deprivation. This domain measure has the 2nd highest 'average rank' (34th).
- 33% of pupils live in LSOAs which are amongst the 20% for '**Income**' deprivation.
- 21% of pupils live in LSOAs which are amongst the 20% for '**Employment**' deprivation.
- 20% of pupils live in LSOAs which are amongst the 20% for '**Crime**' deprivation.
- Only 8% of pupils live in areas which are amongst the 20% for '**Health**' deprivation.
- A third of pupils at Stanton live in areas that have **very high** levels of income-deprivation affecting children (1st & 2nd decile LSOAs).
- Four fifths of pupils live in areas that have **above average** levels of income deprivation affecting children (1st - 4th decile LSOAs).
- Only 40% of the current pupil population is of white British heritage compared to 63% nationally.
- Many parents struggle to support their children's learning due to their own limited educational experience or due to limited English language skills.
- Only a small number of families are likely to be living in housing which is officially categorised as 'substandard', but some homes could nevertheless be in poor condition while other families could be struggling to afford to pay for their heating.
- Overcrowding is an issue for many families.



- 'Inward mobility' is very high, with an average of 9 joining each cohort each year. higher than average, as well as being more likely to be eligible for FSM (21% compared to 10% overall) to come from BME backgrounds (80% compared to 57% overall) and to have English as an additional language (45% compared to 33% overall).

Due to these factors our pupils face the following challenges:

Legacy of underachievement within the community leading to low aspirations

- Speech and Language development and delay on entry
- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living
- Poor parental mental health evidenced by increased referrals to support services
- Poverty due to unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis which means that children's needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform.

Our pupil premium strategy is rooted in a quality first teaching whole school culture which the progress and attainment to ensure that all children are high attaining and ambassadors of our curriculum intent: Our children will positively influence their world around them and their future success through becoming articulate, passionate and persuasive individuals. The importance of Reading, Writing, Number and Spoken Language (Oracy) skills runs through the core of the Stanton School Curriculum.

We have high aspirations and ambitions for our children, and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We passionately believe that any one of us is capable of anything we set our mind to!

Key Principles

- Our school motto 'Building the Foundation for Success' reflects our high expectations of the whole school community.
- Our expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- We know and are aware that not all socially disadvantaged pupils qualify, or are registered for, FSM. We, therefore, focus on the needs and levels of progress of all pupils.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support, we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.
- We are engaged in and committed to partnerships, working with a wide range of organisations which strongly enhances our provision and supports our local community.



Recent Initiatives / Improvements:

- The school is determined to create a positive culture in which everyone can reach their full potential; staff model and promote key behaviours of respect, perseverance, tolerance, courage and kindness
- Cohesive leadership team at all levels to continue to improve quality of teaching, ensure greater consistency in practice and increase the percentage of outstanding teaching across the school
- Families and pupils in early need of support identified and early intervention in place

As a school, we are continually developing our provision to ensure that all pupils make secure progress. Since the 2020 lockdown, the attainment gap between Pupil Premium (PP) and non-Pupil Premium (NPP) pupils has widened. In response, we have reviewed, modified, and strengthened our approach to ensure sustained progress for all learners and to raise overall attainment. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related or above expectations and as they move through the school. We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, the EEF documents publication and other research based literature from current specialist to inform our decision making.

Challenges

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

Challenge number	Detail of challenge
1.	<u>Legacy of underachievement within the community</u> Analysis of the IMD data, internal teacher assessment and observations and discussions with the school community show that there is a legacy of underachievement within the community leading to low aspirations amongst the disadvantaged pupils in comparison to those who are non-disadvantaged. This negatively effects pupils learning behaviours, approach to learning and education and also their self-esteem.
2.	<u>Low attainment on entry</u> Analysis of entry data over time shows that the disadvantaged pupils and those from vulnerable families enter EYFS at Pepper Hill (federation infant school) with lower starting points in speech and language skills compared to their peers and nationally.
3.	<u>Poor physical and emotional wellbeing</u> Analysis of the IMD data, internal teacher assessment and observations and discussions with the school community indicate that our disadvantaged pupils suffer with poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living.



4.	<u>Poverty</u> Evidence from the IMD Data shows that disadvantaged pupils are within the highest levels of poverty in the country. This is due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis and therefore as a result this means that children's needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform. To increase opportunities for experiences and learning through residential and day visits and extra-curricular opportunities
5.	<u>Attendance and punctuality</u> Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations show that some disadvantaged pupils persistent absence is negatively impacting their progress.
6.	<u>Increase Inward Mobility</u> Over the last few years, we have had an increase of pupils joining Stanton within the academic year from local and international locations. Analysis of assessments of these pupils on arrival at Stanton show that most pupils who have joined on roll have starting points that are lower than expected for their year group and/or limited English.

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Maths
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Ensure attendance of disadvantaged pupils is above our Attendance Baseline Improvement Expectation (ABIE) of 94.6%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations



	• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	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, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 66,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
ReadWriteInc training for support staff and teachers Development Day for RWInc Leaders	RWInc baseline identified levels in phonics and reading Increase number of RWInc practitioners and train new staff to the school to enable daily intervention groups in Year 3 and Year 4	1,2,4,6
Assessment materials (NFER)	The EEF guidance <i>states' gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.'</i> At Stanton we have a triangular approach to assessment and feedback - We use data analysis from key assessment points in order to plan and implement intervention and future learning and as a result, facilitate optimum	1,2,3,6



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	individual pupil progress particularly for disadvantaged pupils. Assessment materials provide teachers with diagnostic tools to complete rigorous data analysis in order to identify strengths and weaknesses and personalise learning plans accordingly. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	
Focus of ensuring successful inward transition is part of CT practise. Monitored by SLT and curriculum leaders.	Due to a continuing increase of pupils joining Stanton within the academic year, we have implemented a provision in order to build initial links and relationships as well as analysis of pupil academic need to aid transition. This sits in line with the supportive evidence based around effective mentoring and developing positive relationships to promote and ensure pupil progress. At Stanton this includes Individual profiles developed for pupils via a rigorous assessment process to support transition into school. This will to be led and monitored by the inward mobility leader alongside new class teachers in order for academic/ social and emotional needs to be identified and addressed to ensure continued/ accelerated progress. ○ Reaching The Unseen Children (Jean Ross) ○ The Updated guide to Pupil Premium (Marc Rowland) ○ The Inclusive Classroom (Daniel Sobel & Sara Laston) Mentoring EEF (educationendowmentfoundation.org.uk) Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6
'Excellence for All' leader release time for monitoring curriculum standards, coaching, modelling and support for all staff and pupils.	As stated in the government guidance it is essential to conduct ongoing monitoring in order to review and adapt the pupil premium strategy to ensure that it meets the needs of the children and therefore continues to focus on and facilitate pupil progress: ● measure success based on outcomes for disadvantaged and vulnerable pupils ● implement a robust and transparent evaluation framework and report outcomes against this	1,2,3,4,5,6



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	ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk) The Updated guide to Pupil Premium (Marc Rowland)	
Lesson planning devised, monitored, implemented and evaluated	In order to ensure an individual focus for those disadvantaged and multi vulnerable pupils, teachers use a rigorous approach of data analysis and SMART targets setting to inform actions and plan and deliver targeted intervention. As a result, pupil's individual gaps are addressed, and progress is made. Assessment and feedback EEF (educationendowmentfoundation.org.uk) - The Updated guide to Pupil Premium (Marc Rowland) - The Inclusive Classroom (Daniel Sobel & Sara Laston)	1,2,3,4,5,6
Professional development for teachers focussed on QFT Professional development for middle leaders focused on: Leadership within a subject so that all pupils achieve Professional development for support staff focused on: Subject knowledge development of specific subject area	Professional development for teachers focussed on QFT. As stated in a wide range of research and pedagogical literature, QFT is the most effective way in order to ensure rapid pupil progress and for disadvantaged pupils – it is the most effective way of closing the gap. Our approach at Stanton is to use research and professional study in order to inform and deliver high quality CPD to all staff. The current focus of CPD for the following staff are follows: Teachers 1) Questioning to link learning to books, family and the wider world. 2) Focus on spelling; identifying gaps and developing phonics in a whole school wide approach 3) Feedback at point of learning 4) Use of data analysis to inform daily and weekly planning Middle Leaders 1) Progression of knowledge and skills within subjects	1,2,4,8 1,2,3,4,5,6 1,2,



	2) Use of modelling for good outcomes for both staff and pupils Support Staff 1) Data analysis to plug gaps and plan targeted interventions 2) Feedback at the point of learning 3) Questioning to link learning across subjects Aims, as a result of this CPD, are to accelerate the progress of pupils who demonstrate challenges in overcoming barriers to learning through the use of techniques including pre teaching, over teaching i.e. repetition of less secure concepts and precision teaching. Support children to become increasingly secure in basic skills, and have the confidence to apply them, to accelerate progress and close the gap in Age Related Expectations. Effective Professional Development EEF (educationendowmentfoundation.org.uk) ○ The Updated guide to Pupil Premium (Marc Rowland) ○ - The Inclusive Classroom/ (Daniel Sobel & Sara Laston)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £56,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Programmes Support Staff	Evidence from a variety of pedagogical literature and research shows tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. At Stanton, we aim to accelerate the progress of pupils facing barriers to learning through targeted interventions. Strategies such as pre-teaching, over-teaching (revisiting less secure concepts), and precision teaching are used to provide focused support and close gaps in understanding. We support children in becoming increasingly secure in their basic skills and developing the confidence to apply them independently, in	1,2,5



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	order to accelerate progress and close the gap in Age-Related Expectations. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Three team teaching model	Evidence from a variety of pedagogical literature and research shows that targeted academic approach through use of: explicit instruction, flexible groupings and scaffolding supports and facilitates progress for pupils across the curriculum. The EEF Schools planning guide 2022- 2023 states 'These evidence-informed strategies support all learners, including those with SEND, particularly when underpinned by strong teacher-pupil relationships. They can help best mediate the curriculum, and maximise time on learning, so that all pupils can receive a broad and balanced curriculum.' School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net) At Stanton, by introducing new 3 teacher model to year teams, allows the following researched strategies to be implemented 1. Explicit instruction: can ensure that all pupils have a secure understanding of previously learned content upon which to then build new knowledge. 2. Flexible groups: temporarily bring together pupils with a specific knowledge or skill gap—such as the ability to structure extended writing—to receive additional support. 3. Scaffolding homework: tasks— by providing, for example, apt worked examples or recording supporting guidance to be accessed via technology—can support pupils who may be struggling to learn independently at home	
One to One tuition in Year 6 in maths or English	A wide range of pedagogical research and educational literature highlights the positive impact of one-to-one support and targeted feedback on pupil learning and progress. At Stanton, tutors deliver a personalised six-week 1:1 tutoring programme in either maths or reading, tailored to address individual gaps in understanding. These sessions are designed not only to accelerate academic progress and raise attainment, but also to build pupils' self-	1,2,3,6



	esteem and confidence in their own abilities as learners. One to one tuition EEF educationendowmentfoundation.org.uk Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Year 6 Moving On Up Club	Mock SATs data is used to establish a baseline and conduct detailed gap analysis, helping to identify target pupils and inform the next steps in teaching and intervention. This analysis enables the planning of focused, engaging, and purposeful activities across reading, writing, and maths, tailored to pupils' individual needs. The aim is not only to address academic gaps but also to foster a love of reading, build confidence in their own abilities, and enhance self-esteem. This approach is designed to raise attainment and accelerate the progress of all pupils, ensuring they are better prepared for end-of-key-stage assessments and beyond. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Small targeted groups for teaching writing and maths	A targeted intervention programme will be delivered to small groups of children in each year group, including pupils with SEND and EAL needs who are working significantly below age-related expectations. Mathematics Focus: The aim is to develop essential life-related mathematical skills, with a focus on core numeracy to support pupils in functioning independently in everyday situations. Sessions will help children build confidence in using basic number skills in practical, real-life contexts (e.g. telling the time, handling money, understanding measurements). Writing Focus: In parallel, a small-group writing intervention will support pupils in developing foundational writing skills, including sentence construction, punctuation, and structured writing for real-life purposes (e.g. writing notes, completing forms, or writing short messages). This is tailored to meet the specific needs of pupils with SEND and EAL backgrounds. Improved engagement and self-efficacy in maths, leading to increased participation in the wider curriculum.	



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

Budgeted cost: £49,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance focus including weekly monitoring, SAM meetings (Special Attendance Meetings), home visits and liaison with other agencies. Positive messages about school and achievement are shared within the community focuses on a broad and balance curriculum.	As indicated in the government guidance – clear, consistent and a rigorous approach in order maintain and improve pupil attendance is fundamental. Building clear, positive relationships with parents and families which then supports intervention where needed. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1,2,5,
The 'Power Of' Well-being Programme	The EEF wider strategies guidance states: <i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</i> Research conducted by the EEF stresses that teaching SEL 'is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.' At Stanton, we provide targeted support for pupils experiencing social and emotional difficulties to prepare them for learning and help them develop self-awareness of their mental health and well-being. Through interactive workshops that introduce well-being concepts using movement, mindfulness, and reflection, pupils engage actively in their emotional development. We integrate practical well-being activities, offering hands-on tools and strategies that empower pupils to support themselves effectively. In addition, targeted small-group sessions focus on deeper emotional and social development, providing tailored support where it is most needed. To reinforce learning and sustain long-term impact, well-	3,4,5,6



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	being tools are embedded into daily classroom routines, fostering a positive and supportive environment for all pupils. Wider strategies EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	
Dedicated Learning Mentor based in school, working closely with identified pupils weekly and help families break through barriers to learning	The EEF wider strategies guidance states: 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.' Research conducted by the EEF stresses that teaching SEL 'is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.' At Stanton we provide support for vulnerable pupils with social and emotional difficulties to prepare them for learning and help them develop strategies in order to identify their state of mental health and wellbeing and develop strategies in order to support themselves. 3. Wider strategies EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3,4,5,6
General Financial Support	Subsidy for educational visits the provide curriculum enrichments and develop pupil's cultural capital.	1,2,3,4,5
Funding for essential daily items in order to thrive	Breakfast, personal hygiene products e.g. toothbrushes and uniform provided for identified pupils in order to ensure they are ready to learn when coming into school.	4,6
Explosion club to support pupils social and emotional wellbeing at break and lunchtimes.	The EEF guidance on effective behaviour and learning strategies states that 'Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs.' At Stanton, identified pupils develop skills of perseverance and teamwork through playing a variety of	1,3,5



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	physical activities during PIP sessions during the day and Explosion club recreation times. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	
Physical Intervention Programme (PIP) to support pupils social and emotional wellbeing so children are ready to learn	The Physical Intervention Programme (PIP) is designed to support the social and emotional wellbeing of targeted pupils, helping them become emotionally regulated and ready to learn. Delivered through 1:1 or small group sessions, the programme provides pupils with opportunities to release physical energy, talk about their feelings, and rehearse key learning concepts such as number facts or spelling. These sessions aim to prepare pupils to reintegrate calmly and confidently into the classroom and engage positively with their peers. PIP sessions are timetabled weekly for selected pupils based on need. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
'Books for Breakfast'	Books for Breakfast is a termly event that offers parents and carers the opportunity to come into school and enjoy quality time reading with their child in a calm and welcoming environment. Families are invited to share books together while enjoying a coffee and croissant in a quiet, relaxed space, helping to foster a love of reading and strengthen the home-school partnership.	1,2,3,4,5
Family Challenge Homework	Once every term, we invite all children and their families to take part in our Family Challenge – a fun and inspiring project designed to spark creativity and bring families together! Each child will be given a small everyday object (e.g. a button, a feather, a pebble) as a starting point. The challenge? Work as a family to incorporate this item into a creative collage or 3D model at home. Once completed, children bring their creations into school to share and celebrate. We display all entries in a special showcase and select three winning entries each term. Winners receive certificates and one family takes home the Family Challenge Cup. This challenge is a simple, inclusive way to build stronger home-school connections, celebrate creativity, and have fun as a family.	1,2,3,4,5

Total budgeted cost: £172,710

Total budgeted cost: £204,600



Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2025 to 2028

REVIEW JULY 2026:

At the beginning of the academic year, data analysis was used to identify individual, cohort and subject target areas ensured pupils premium funding was allocated in order to implement targeted actions which are stated in this Pupil Premium Strategy. These strategies addressed specific pupil needs alongside the typical identified needs for pupils at Stanton including those identified through the IMD (Index of Multiple Deprivation) report.

	Percentage achieving ARE	National percentage achieving ARE (2026)	Percentage achieving GD	National percentage achieving GD (2026)	Percentage of PP achieving ARE+	National percentage of PP achieving ARE+ (2025)
Reading	* %	75%	22%	31%	* %	63%
Writing	84%	73%	20%	13%	88%	59%
SPaG	74%	74%	26%	30%	61%	60%
Maths	71%	75%	22%	27%	65%	60%
Combined	* %	63%	12%	9%	* %	47%

* Awaiting remarking of papers

As a result of the implementation of the strategies set out in the Pupil Premium statement, the end of KS2 pupil outcomes in July 2026 show Pupil Premium pupils have made strong progress from their starting points and, by the end of Year 6, outcomes were broadly in line with national expectations. This represents a significant achievement given the cohort's starting points and demonstrates the impact of the school's targeted support and sustained focus on pupils' individual needs. The cohort's profile was not typical of the school, with outcomes in the preceding year above national in key areas.

Although the attendance of disadvantaged pupils was 92.1% which is below Attendance Baseline Improvement Expectation (ABIE) 94.6%. The school will continue to implement and strengthen targeted attendance strategies for disadvantaged pupils, with a focus on early identification of persistent absence, timely communication with families, and appropriate pastoral support to address barriers to regular attendance.

With the implementation of our new three-year Pupil Premium strategy plan 2025 - 2028, we aim to provide targeted support that addresses both academic and wider barriers to learning. This strategy is designed to close the attainment gap, enhance engagement, and improve outcomes for disadvantaged pupils through evidence-based interventions and sustained, high-impact provision.



Externally provided programmes N/A

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

Programme	Provider
White Rose Maths	White Rose
TT Rockstars	Maths Circle
My Maths	Oxford University Press
Spelling Shed	Literacy Shed
Literacy Shed	Literacy Shed
Read Write Inc Phonics	Ruth Miskin