Pupil Premium Strategy Review 2025-26 and Planned Expenditure 2026-27

Review of Outcomes for 2025-26

Intended Outcome 1: Disadvantaged pupils will access high-quality teaching that enables them to achieve well across the curriculum.

Impact

- Teachers consistently use adaptive teaching strategies to ensure disadvantaged pupils access the same ambitious curriculum as their peers.
- Targeted support within lessons has reduced barriers to learning and increased participation.
- Staff CPD has strengthened understanding of effective inclusion, scaffolding and adaptive practice.
- Most disadvantaged pupils are making progress from their individual starting points.
- Curriculum leaders report increasing engagement and confidence among disadvantaged learners across subjects.

Intended Outcome 2: Disadvantaged pupils will receive timely intervention to address gaps in learning.

Impact

- Pupils identified through assessment received targeted academic support in phonics, reading, writing and mathematics.
- Intervention programmes were regularly reviewed and adapted according to need.
- Pupils receiving support demonstrated improved confidence and greater independence in class.
- Progress monitoring indicated that many pupils closed identified gaps and improved attainment outcomes.

Intended Outcome 3: Attendance of disadvantaged pupils will improve.

Impact

- Individual attendance action plans were implemented for pupils at risk of persistent absence.
- Strong relationships with families supported improved engagement with school.
- Attendance improved for several disadvantaged pupils through early intervention and pastoral support.
- A small number of pupils with complex medical, emotional or family circumstances continue to present attendance concerns.
- Attendance remains a key school priority due to its direct relationship with achievement and wellbeing.

Intended Outcome 4: Disadvantaged pupils will develop positive wellbeing, behaviour and readiness for learning.

Impact

- Pastoral support, nurture approaches and targeted emotional wellbeing interventions enabled pupils to access learning more successfully.
- Pupils demonstrated increased resilience, self-regulation and confidence.
- Behaviour incidents involving disadvantaged pupils remained low and pupils reported feeling safe and supported.
- Staff effectively used relational approaches to promote positive engagement in learning.

Intended Outcome 5: Disadvantaged pupils will have access to a wide range of enrichment opportunities and cultural experiences.

Impact

- Disadvantaged pupils participated in educational visits, sporting events, music opportunities and extracurricular clubs.
- Financial barriers were removed to ensure equitable access.
- Pupils benefited from experiences designed to enhance cultural capital and broaden aspirations.
- Participation rates for disadvantaged pupils remained high across school activities.

Overall Impact of Pupil Premium Funding

Pupil Premium funding has enabled the school to provide a balanced package of academic, pastoral and enrichment support. The most significant impact has been seen where high-quality teaching, targeted intervention and strong family engagement have worked together. Disadvantaged pupils are fully included within school life and access the same ambitious curriculum as their peers. Leaders continue to evaluate provision carefully to ensure resources are directed where they have the greatest impact.

Pupil Premium Priorities for 2026-27

Priority 1: Further strengthen high-quality adaptive teaching

Actions

- Deliver CPD focused on adaptive teaching and inclusive classroom practice.
- Embed effective use of scaffolds and learning supports.
- Develop teachers' understanding of cognitive load, retrieval practice and vocabulary instruction.
- Monitor the implementation of adaptive teaching through lesson visits and curriculum reviews.

Success Criteria

- Disadvantaged pupils access learning successfully in all classes.
- Learning is adapted without reducing ambition.
- Gaps between disadvantaged and non-disadvantaged pupils continue to narrow.

Priority 2: Improve attendance and reduce persistent absence

Actions

- Implement earlier identification of attendance concerns.
- Strengthen family engagement through regular meetings and support plans.
- Continue use of individual attendance action plans.
- Work collaboratively with external agencies where appropriate.

Success Criteria

- Improved attendance for disadvantaged pupils.
- Reduction in persistent absence rates.
- Increased participation in learning and school activities.

Priority 3: Provide targeted academic support

Actions

- Deliver evidence-informed interventions in reading, writing and mathematics.
- Use assessment information to identify pupils requiring additional support.
- Evaluate intervention impact termly.
- Ensure interventions complement classroom learning.

Success Criteria

- Accelerated progress for identified pupils.
- Improved attainment in core subjects.
- Increased pupil confidence and independence.

Priority 4: Strengthen emotional wellbeing and readiness to learn

Actions

- Continue access to pastoral and nurture support.
- Deliver therapeutic and wellbeing interventions where required.
- Support pupils with emotional regulation strategies.
- Provide staff training on trauma-informed practice.

Success Criteria

- Improved engagement in learning.
- High levels of wellbeing and belonging.
- Reduced barriers to learning.

Priority 5: Increase participation in enrichment and leadership opportunities

Actions

- Subsidise educational visits and residential experiences.
- Ensure access to clubs, sports and cultural opportunities.
- Encourage disadvantaged pupils to take on leadership roles.
- Promote participation in pupil voice activities.

Success Criteria

- High participation rates in enrichment activities.
- Increased confidence, aspiration and cultural awareness.
- Pupils demonstrate leadership skills and positive attitudes towards learning.

Monitoring and Evaluation

Leaders and governors will evaluate impact through:

- Attendance data.
- Attainment and progress outcomes.
- Participation rates in enrichment activities.
- Pupil voice.
- Parent feedback.
- Behaviour and wellbeing indicators.
- Termly review of spending and impact measures.