

The William Hogarth School



Pupil Premium Strategy Statement

2025-2028

&

Annual Impact Review

Reviewed: Annually
Next impact review due by: July 2026
Next strategy statement due by: October 2028

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Reception – Year 6)	138
Proportion (%) of pupil premium eligible pupils	34.1% (47)
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Full Governing Board
Pupil premium lead	Avril Stockley
Governor / Trustee lead	Peter Harpley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52,015

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Close gaps in attainment and progress between disadvantaged pupils (PPG) and their peers so that disadvantaged pupils achieve outcomes in line with, or better than, national disadvantaged benchmarks by the end of each key stage (with particular focus on Early Years GLD, KS1 phonics, Key Stage 2 maths) whilst maintaining strong reading & writing outcomes.
- Ensure disadvantaged pupils have regular attendance and stability in school so they access high-quality teaching and pastoral support (reduce persistent absence and reduce the negative impact of mobility).
- Secure strong early language, reading and number foundations for disadvantaged pupils (especially those with EAL and / or with low prior attainment), so learning is cumulative and misconceptions are addressed promptly.
- Strengthen pupils' social, emotional and mental health (SEMH) and family engagement so pupils are ready to learn, resilient and benefit from enrichment opportunities that broaden life chances.

Strategy overview in working towards achievement of these objectives

- Use the DfE / EEF "Menu of Approaches" (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies) as the organising framework for all spending and activity; prioritise sustained investment in high-quality teaching while combining targeted interventions and wider pastoral supports where the diagnosis shows need. (See evidence base linked in activity tables.)
- Target the main barriers identified in our school diagnostic (phonics volatility, disadvantaged maths dips, persistent absence and high mobility, high SEN support including SEMH) with evidence-based approaches that are adapted for our context (small 1-form entry school with rising roll, 35.2% PPG, 48.6% EAL, 26.05% SEN support, low stability).
- Combine whole-school curriculum and assessment improvements (Number Mastery introduction in EYFS, KS1 and KS2; phonics fidelity in EY/KS1; stronger sequencing in Science & D&T; reinvigorated writing curriculum and cooking provision) with targeted tuition, early language programmes and attendance/SEMH work to remove non-academic barriers.
- Monitor implementation and outcomes termly using clear success criteria and the EEF implementation principles (diagnose → select → plan → deliver → evaluate). Publish annual review of impact and adapt the three-year strategy as needed.

Key principles of the strategic plan

- Place high-quality classroom teaching (Tier 1) at the heart of the strategy; targeted support supplements, not replaces, excellent classroom instruction.
- Use evidence from the EEF and DfE when selecting approaches; adapt with professional judgement to our school context (small cohorts, high EAL and mobility).

- Prioritise Early Years and Key Stage 1 foundational learning (language, phonics, number) to prevent gaps becoming entrenched and ensure secure beginnings at each Key Stage transition point.
- Be explicit about monitoring: interventions will have clear entry/exit criteria, session plans, training for deliverers and pre/post assessment.
- Maintain safeguarding and wellbeing as first priorities given our context (residential refuges, asylum-seeking pupils).
- Ensure cost-effectiveness and sustainability: build staff capacity so successful approaches are embedded and are not reliant on external providers.

Framework note:

This strategy is written to align with the DfE Menu of Approaches and the EEF tiered model. The school follows the OFSTED inspection framework; the strategy contributes to the school improvement priorities (Quality of Education, Behaviour & Attitudes, Personal Development, Leadership & Management) identified in our 5-year plan.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistent phonics outcomes in Early Years / Year 1 (3-year average 72% vs national 80%) with volatility in specific cohorts — compounded by high EAL and high SEN in some Year 1 cohorts and low cohort stability.
2	Inconsistent attainment and progress for disadvantaged pupils in mathematics (notable dips and volatility in higher standards for maths across recent years; disadvantaged maths attainment/progress irregular).
3	Persistent absence and low stability/mobility: historical spike in persistent absence (2022/23) and current daily data show high persistent absence in Year 1, Year 3, Year 5 and Year 6; low stability (66.67%) disrupts curriculum continuity
4	High proportion of pupils with SEN support (26.05%) including SEMH needs (17 pupils) without parallel increases in EHC plans — risk that complex needs are not always matched with formal provision and that SEMH affects learning and attendance.
5	Volatility in higher attainment (reading & maths) for higher-attaining pupils — inconsistent stretch to greater depth and inconsistent opportunities for deepening understanding.
6	Curriculum coherence and sequencing gaps in Science and Design & Technology leading to misconceptions not being addressed consistently

	(OFSTED noted that in some subjects key knowledge is not revisited effectively).
7	Parental engagement, early language and home learning barriers (many EAL households; families from refuges/asylum contexts) limiting pupils' readiness for learning and parental support for home reading/attendance routines.

(Challenge mapping is based on the school diagnostic and IDSR data: high PPG (35.2%), 48.6% EAL, 26.05% SEN support, low stability and phonics volatility in Year 1. Activities below reference the EEF/DfE evidence base.)

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
A. All Reception/KS1 pupils (and late arrivals) receive consistently high-quality, systematic phonics so Year 1 phonics outcomes are at or above national average and phonics volatility is eliminated.	<ul style="list-style-type: none"> Year 1 Phonics Screening Check (2026) \geq national average (target 85%+). - Less than 5 pp year-to-year fluctuation in phonics pass rate. 100% of staff delivering phonics trained in chosen SSP and fidelity checks show $>90\%$ adherence.
B. Disadvantaged pupils' maths attainment and progress improve so that disadvantaged % at expected standard in KS2 maths is at least in line with national disadvantaged and progress indicators show narrowing gaps.	<ul style="list-style-type: none"> KS2 maths expected standard for disadvantaged pupils in 2027 \geq national disadvantaged benchmark. Internal termly maths diagnostic shows closing of gaps (average termly scaled attainment growth for disadvantaged pupils \geq cohort average). Targeted small-group tuition participants make +3 months progress above comparison peers over a year.
C. Persistent absence (PA) among disadvantaged pupils reduces to below national average and targeted year groups (Y1, Y3, Y5, Y6) show measurable PA reductions.	<ul style="list-style-type: none"> Whole-school PA falls to $<10\%$ within 12 months and disadvantaged PA $<$ national disadvantaged average. Year groups Y1, Y3, Y5, Y6 show a termly reduction trend (measure: % pupils with PA down by ≥ 5 percentage points in 12 months).

	<ul style="list-style-type: none"> • Reduced unauthorised absence incidents and improved punctuality data.
D. Pupils with SEN support (including SEMH) have timely, evidence-based interventions and clear pathways; EHC referrals when criteria met; SEMH incidents/events reduce and readiness to learn improves.	<ul style="list-style-type: none"> • All pupils with identified SEMH needs have an agreed provision map and termly review. • Number of pupils requiring repeated suspension reduces; behaviour incident severity metrics decline by 20% in 12 months. • Where criteria met, EHC referrals completed within LA timelines; • Staff trained in SEMH strategies.
E. High prior and higher-attaining pupils are consistently challenged in reading and maths (greater depth) so volatility in higher standards is reduced.	<ul style="list-style-type: none"> • % pupils achieving higher standard in reading and maths stabilises (year-to-year variation ≤ 8 pp) and trends upward. • Planning and evidence of stretch tasks for greater depth in lesson sequences in monitoring cycles.
F. Curriculum sequencing in Science and D&T is coherent and revisited; misconceptions are rapidly identified and addressed.	<ul style="list-style-type: none"> • Curriculum deep dives show coherent progression documents and monitoring shows misconceptions identified and remediated within two weeks of assessment. • Staff CPD and subject leader monitoring evidence improved sequencing and retrieval practice strategies.
G. Parental engagement for EAL/disadvantaged families improves (home reading, attendance understanding, access to school supports).	<ul style="list-style-type: none"> • Increased parental attendance at targeted workshops (target 40% of invited families) and higher uptake of home-reading logs/strategies. • Multilingual attendance communications delivered and translations used; • parents report improved understanding in surveys.

Success criteria will be monitored termly by the Headteacher, Pupil Premium lead, SENCo and governors; progress reviewed half-termly for implementation fidelity and termly for outcome measures.

Activity in this academic year

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

- Each activity is mapped to the DfE/EEF Menu of Approaches tier (Teaching = Tier 1; Targeted Academic Support = Tier 2; Wider Strategies = Tier 3).
- Evidence entries link to high-quality research/guidance (EEF / DfE). Click the source name to view the guidance.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Review high fidelity implementation of RWI (a validated Systemic Synthetic Phonics (SSP) programme across Reception → Year 2; full training for all early years/KS1 staff; weekly fidelity checks and termly external phonics review.	EEF – Phonics: systematic phonics has positive impact (+5 months); features of effective implementation and training required. EEF: Phonics ; DfE Menu of Approaches guidance endorses SSPs and PD. DfE: Using Pupil Premium – Menu	1
2. Whole-school professional development programme on high-quality teaching elements: cognitive science principles (retrieval practice, spaced practice), explicit instruction, feedback and formative assessment; coaching cycles and lesson-study for class teachers (weekly collegial coaching).	EEF – Guide to the Pupil Premium / Effective Professional Development: high-quality PD and coaching increase teacher effectiveness; EEF guidance on cognitive science. EEF: Develop your strategy / Effective Professional Development	1, 5, 6
3. Implement Number Mastery (timetabled curriculum change) with CPD package and	DfE Menu & EEF guidance on high-quality teaching and maths hubs: mastery approaches and CPD supported as evidence-informed. DfE:	2, 5, 6

cross-phase maths progression documents; invest in diagnostic maths assessment tools to identify gaps and plan small-group support.	Using Pupil Premium – Menu ; EEF guidance on teaching maths (Selecting Interventions / Toolkit). EEF: Targeted academic support (maths guidance)	
4. Strengthen Science & D&T curriculum sequencing: subject leader release time, planning time to map progression, retrieval practice built into units and CPD on addressing misconceptions.	EEF – Guide to the Pupil Premium and EEF guidance on curriculum sequencing and implementation (A School’s Guide to Implementation). EEF: A School’s Guide to Implementation (see implementation tools)	6
5. Revise marking and feedback policy in line with EEF guidance; CPD sessions on effective feedback and on structuring lessons to include retrieval and practice for deeper learning (including stretch tasks for greater depth).	EEF Teaching & Learning Toolkit (feedback and metacognition). [EEF: Effective Professional Development / Toolkit guidance reports] (see EEF evidence brief)	5, 6

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

Budgeted cost: £19,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Targeted phonics catch-up groups (small group 1:3 or 1:4) delivered 4–5x weekly by trained adults (TAs or teachers) for Reception/KS1 pupils identified by assessment; structured programme with entry/exit criteria	EEF – Phonics: targeted, intensive small-group/1:1 phonics shows high impact; targeted programmes should be frequent and sustained. EEF: Phonics ; EEF – Making Best Use of Teaching Assistants (structure & training). EEF: Making Best Use of TAs	1

and progress monitoring.		
7. Early language programme in Reception (select evidence-based model such as NELI or structured language small groups) for children identified via screening (EAL/low language) delivered by trained TAs/LSAs.	EEF – Nuffield Early Language Intervention (NELI) evidence and Early Years guidance: targeted oral language interventions produce measurable benefits. EEF: NELI / Early Language evidence ; EEF Preparing for Literacy guidance. EEF: Preparing for Literacy (Early years)	1,7
8. Small-group maths interventions for disadvantaged pupils (KS2 focus): 10–12 week structured small groups (1:3) delivered by trained teachers using diagnostic assessments and linked to Number Mastery curriculum.	EEF – Small Group Tuition: average impact +4 months; Tutor Trust trial shows low-cost models can be effective when tutors are trained and linked to classroom content. EEF: Small Group Tuition ; EEF evaluation: low-cost tutoring trial. EEF: Tutoring evaluation & guidance	2
9. One-to-one or very small group interventions for pupils with significant gaps (phonics/maths) with weekly reviews and clear exit criteria (priority given to disadvantaged & low prior attainers).	EEF – One to One Tuition (Toolkit): high impact when aligned with classroom. EEF: One to one tuition / small group tuition guidance	1,2
10. Structured programme for TA deployment: training for TAs delivering targeted interventions (phonics, NELI, maths), weekly planning time with class teacher and monitoring of fidelity.	EEF – Making Best Use of Teaching Assistants: structured deployment and training increases impact. EEF: Making Best Use of TAs	1, 2, 4
11. Targeted SEND interventions (explicit instruction, scaffolding, small group work, adapted resources) overseen	EEF – Special Educational Needs in Mainstream Schools guidance: explicit instruction, scaffolding and teacher strategies for SEND. EEF: SEND guidance report	4

by SENCo and linked to classroom strategies (wave model); ensure timely referrals for EHCP where evidence indicates need.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
12. Attendance strategy overhaul: personalised communications to parents (nudge letters / days missed messages), targeted casework for at-risk families, termly multi-agency attendance meetings, and translation of communications for EAL families; designate attendance lead and fund targeted home-visits / family support where needed.	EEF – Rapid Evidence Review of Attendance: parental communication and targeted, responsive approaches show promise; EEF guidance on attendance planning. EEF: Rapid Evidence Review – Attendance interventions summary & Supporting attendance resources ; DfE Pupil Premium Menu (attendance guidance). DfE: Using Pupil Premium – Menu	3, 7
13. Breakfast provision + targeted support for vulnerable pupils (universal breakfast club for vulnerable pupils on PPG list, ensuring punctual start and improved readiness to learn).	EEF – Magic Breakfast evaluation: breakfast clubs can support readiness to learn and attendance for disadvantaged pupils; EEF attendance evidence notes meal provision has some promise. EEF: Magic Breakfast evaluation / breakfast club evidence referenced in attendance review (see EEF attendance resources)	3
14. Whole-school Social & Emotional Learning (SEL) programme with universal classroom	EEF – Improving Social & Emotional Learning in Primary Schools: SEL approaches have average impact +4 months and support wellbeing/attitudes; targeted SEMH	4, 3, 7

<p>SEL teaching, targeted small-group SEMH support and staff training (link to 'Learning to Lead' programme), plus pastoral mentoring for pupils from refuges/asylum/referral contexts.</p>	<p>work supports readiness to learn. EEF: Improving Social and Emotional Learning in Primary Schools</p>	
<p>15. Reinvigorate the Cooking Curriculum and embed financial literacy at KS2 through planned sequences and enrichment; fund ingredients, trips and parental workshops to boost engagement and healthy choices/financial capability.</p>	<p>DfE Pupil Premium menu emphasises enrichment, extracurriculars and personal development; EEF evidence highlights extracurricular and life-skills work can increase engagement (translate to improved attendance and personal development). DfE: Using Pupil Premium – Menu ; EEF: Arts/Extracurricular evidence summaries. EEF: Extracurricular & Arts participation (Toolkit)</p>	<p>5, 7</p>
<p>16. Targeted parental engagement programme for EAL families: multilingual workshops on phonics, reading at home, attendance messaging and school induction; use community translation, family liaison and drop-in sessions.</p>	<p>EEF – Working with Parents to Support Children’s Learning: parental engagement that shows parents how to read and talk with children is effective; attendance review highlights parental communications. EEF: Working with Parents to Support Children’s Learning</p>	<p>7, 3</p>
<p>17. Rapid integration / induction for mid-year arrivals: accelerated assessment of prior learning (phonics, reading, maths), buddy system, extra catch-up sessions in first 6 weeks and pastoral check-ins.</p>	<p>EEF – Guide to using pupil premium and Early Years guidance emphasise rapid assessment and targeted catch up for late arrivals; implementation guidance. DfE: Using Pupil Premium – Menu ; EEF: A School's Guide to Implementation.</p>	<p>6, 3</p>
<p>18. Invest in pupil diagnostic assessment tools and a simple data dashboard (termly phonics, reading,</p>	<p>EEF – Use of diagnostic assessment & monitoring in early years and KS1 literacy guidance; EEF implementation guidance emphasises measurement and evaluation. EEF:</p>	<p>1, 2, 6</p>

<p>maths diagnostics) to identify gaps quickly and evaluate interventions.</p>	<p>Preparing for Literacy / A School's Guide to Implementation</p>	
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Total budgeted cost: £52,832

Monitoring, Evaluation & Governance

- Implementation lead: Headteacher + Pupil Premium Lead (termly reports) + SENCo (for SEND/SEMH); governor link for disadvantaged pupils to review termly.
- Data & monitoring: termly assessment cycles (phonics checks, termly reading/maths diagnostics), half-termly attendance and PA reports, behaviour logs and SEMH provision mapping.
- Intervention reviews: each targeted programme has clearly defined entry/exit, pre/post measures, and a named lead; after 12 weeks a short impact review is completed and shared with SLT and governors.
- Budgeting & sustainability: the school will prioritise building internal capacity (training existing staff) alongside selective external provision (e.g., accredited SSP training, NELI resources, tutoring partnerships) to ensure long-term sustainability.
- Publication: a clear annual Pupil Premium statement will be published on the school website by 31st December each year in line with DfE requirements.

Evidence & Sources (selected, primary references used across activities)

- EEF – Phonics (Teaching & Learning Toolkit): evidence and guidance on effective phonics teaching and interventions. [EEF: Phonics](#)
- EEF – Small group tuition & One-to-One tuition (Teaching & Learning Toolkit). [EEF: Small Group Tuition](#)
- EEF – Nuffield Early Language Intervention (NELI) and Early Years literacy guidance. [EEF: NELI / Early Years guidance](#) ; [EEF: Preparing for Literacy \(Early years\)](#)
- EEF – Making Best Use of Teaching Assistants (guidance report). [EEF: Making Best Use of TAs](#)
- EEF – Improving Social & Emotional Learning in Primary Schools (guidance report). [EEF: Improving Social and Emotional Learning in Primary Schools](#)
- EEF – Rapid Evidence Review and resources on Attendance interventions; Supporting school attendance planning tools. [EEF: Attendance interventions & support resources](#) ; [EEF: Supporting school attendance resource page](#)
- DfE – Using Pupil Premium: guidance for school leaders and the Menu of Approaches (updated guidance supporting schools in following the menu). [DfE: Using Pupil Premium – Menu of Approaches](#)
- EEF – A School's Guide to Implementation & Effective Professional Development (implementation and PD design). [EEF: A School's Guide to Implementation](#) ; [EEF: Effective Professional Development resources](#)

(Each activity's Evidence cell includes direct links to the specific relevant EEF/DfE guidance referenced above.)

This strategy is designed to be delivered across the coming academic year as the first year of a three-year plan. The priorities listed map directly to the school improvement priorities (Number Mastery rollout; phonics consistency; Science & D&T sequencing; writing engagement; attendance & punctuality; financial literacy & cooking curriculum; CPD for staff). Termly monitoring will identify successful activities for scale-up and those requiring modification or discontinuation. The school leadership team will report on implementation fidelity and outcomes to governors and publish an annual Pupil Premium impact statement on the school website in line with DfE requirements.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of the previous pupil premium strategy plan. This review sets out the school's assessment of how successfully the intended outcomes of that plan were met.

Performance of Disadvantaged Pupils

Assessment of disadvantaged pupils' performance has been informed through:

- statutory assessment outcomes
- internal summative and formative assessment
- PiXL assessments and pupil progress tracking
- attendance and behaviour analysis
- pupil voice and wellbeing monitoring
- Local Authority Raise on a Page data
- Inspection Data Summary Report (IDSR) analysis

The school continues to serve a cohort with significant levels of need. The proportion of pupils eligible for FSM6 is above national averages, alongside high levels of SEND and EAL. School stability is also significantly below average, indicating high pupil mobility, which has impacted continuity of learning.

Attainment and Progress

Outcomes for disadvantaged pupils were strongest in reading and writing.

At Key Stage 2:

- 63% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths combined in 2025, above the national disadvantaged average of 47%.
- Reading outcomes for disadvantaged pupils were particularly strong, with 88% achieving the expected standard compared to 63% nationally.
- Writing outcomes were broadly in line with or above national disadvantaged averages across the three-year period.
- Writing progress for disadvantaged pupils was a significant strength, with a two-year average progress score of +2.2 compared to the national disadvantaged average of -0.7.

Whole-school outcomes also remained strong:

- Reading attainment was above national averages over time.
- Writing greater depth outcomes were significantly above national averages across all three years.

- Overall progress in writing and mathematics was significantly above national averages.

However, mathematics remained less consistent for disadvantaged pupils:

- In 2025, disadvantaged pupils achieved below non-disadvantaged national comparators in mathematics.
- Maths progress for disadvantaged pupils showed variability across cohorts.
- Attainment at greater depth in mathematics and reading fluctuated considerably between cohorts, reflecting the small cohort sizes and changing pupil mobility within the school.

Phonics outcomes also showed inconsistency over time, although there was improvement in 2024 and 2025 following the implementation of more systematic phonics provision.

Attendance, Behaviour and Wellbeing

Attendance has improved significantly since the post-pandemic period.

In 2024–25:

- Overall attendance improved to 95.5%, above national averages.
- Persistent absence reduced substantially from 26.5% in 2022–23 to 8.1% in 2024–25.
- Attendance for disadvantaged pupils and pupils with SEND compared favourably with national figures.

The school's pastoral systems, attendance support and wider wellbeing strategies have had a positive impact on pupil engagement and readiness to learn.

The school continues to have:

- high levels of SEND need
- increasing SEMH needs
- high pupil mobility
- a significant proportion of pupils requiring additional pastoral support

Despite this context:

- suspensions remain low
- there have been no permanent exclusions
- persistent absence for pupils with SEND is significantly below national averages.

Pupil voice, enrichment participation and wider curriculum opportunities indicate that disadvantaged pupils increasingly access a broader range of cultural, sporting and enrichment experiences.

Evaluation of the Previous Pupil Premium Strategy (2021–2024)

The previous strategy identified six key barriers:

1. Vocabulary and language acquisition
2. Mathematics attainment
3. Attendance
4. Greater depth attainment
5. Social, emotional and mental health needs
6. Limited life experiences and cultural capital

Successes of the Strategy

Vocabulary, Reading and Writing

The strategy was highly successful in improving reading and writing outcomes for disadvantaged pupils.

The introduction of:

- Read Write Inc
- structured vocabulary development
- Writer's Toolbox
- reading-for-pleasure initiatives
- oral language approaches

contributed to strong attainment in reading and writing across the school. Disadvantaged pupils performed particularly well in reading compared with national disadvantaged pupils, and writing progress was significantly above national averages.

Attendance and Wellbeing

The strategy had a positive impact on attendance and pastoral outcomes.

Targeted attendance support, pastoral intervention and wider wellbeing provision contributed to:

- improved overall attendance
- significant reductions in persistent absence
- strong attendance for disadvantaged and SEND pupils compared with national averages
- low suspension and exclusion rates.

Enrichment and Cultural Capital

The school successfully broadened pupils' experiences through:

- enrichment curriculum opportunities

- singing and music provision
- extracurricular clubs
- wider curriculum experiences
- breakfast provision and pastoral support

Pupil participation and engagement increased, particularly for vulnerable pupils, supporting confidence, belonging and engagement in learning.

Quality First Teaching

Investment in evidence-informed teaching approaches, including Maths Mastery, PiXL interventions and staff training, contributed to strong overall progress outcomes in writing and mathematics.

Areas Where Intended Outcomes Were Only Partially Met

Mathematics Outcomes for Disadvantaged Pupils

Although there were some strong cohort outcomes, mathematics attainment and progress for disadvantaged pupils remained inconsistent over time.

Differences between disadvantaged pupils and national non-disadvantaged comparators remain evident in some cohorts, particularly in mathematics progress and higher standards attainment. Further work is required to ensure consistent challenge, fluency and reasoning development for disadvantaged pupils in mathematics.

Greater Depth Attainment

While writing greater depth outcomes were exceptionally strong overall, attainment at higher standards in reading and mathematics fluctuated significantly between cohorts. Small cohort sizes and high pupil mobility contributed to this variability, but further work is needed to secure consistently high outcomes for the most able disadvantaged pupils.

Phonics

Phonics outcomes improved considerably in recent years but were inconsistent across the three-year period. Continued refinement of early reading provision remains a priority, particularly for pupils with SEND, EAL and those joining the school mid-year.

Overall Evaluation

Overall, the previous Pupil Premium strategy was successful in improving outcomes for disadvantaged pupils, particularly in:

- reading attainment
- writing progress
- attendance
- wellbeing

- engagement with wider curriculum opportunities

The strategy also strengthened whole-school inclusive practice and improved support for vulnerable pupils.

However, the school recognises that further work is needed to:

- improve consistency in mathematics outcomes for disadvantaged pupils
- secure stronger phonics outcomes across all cohorts
- increase the proportion of disadvantaged pupils achieving greater depth in reading and mathematics
- sustain strong attendance for all vulnerable groups despite increasing levels of need and pupil mobility.