George Grenville Academy: 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	162 (N-Y6)
Proportion (%) of pupil premium eligible pupils	58.2% (N-Y6)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027 Year 3 of 3 **Current year 2026 - 27**
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Lucy Berry (Executive Headteacher)
Pupil premium lead	Sarah Harrison (Head of School)
Trustee lead	Interim Education Standards Trustee Tanya Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 120,955
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£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*	£ 120,955

Part A: Pupil premium strategy plan

Statement of intent

At George Grenville Academy, every child counts. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive a high-quality education to enable them to become confident, aspiring and respectful citizens. We aim for our children to reflect our school values so they can successfully contribute to the wider world and be the best they can be.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Improve outcomes for disadvantaged pupils both within school, locally and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts and as part of a team
- Enable pupils to look after their social, emotional and mental health, developing resilience and improved mental health

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching, informed appropriately by accurate assessment and inclusive practice
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of:
  - small group work, 1:1 tuition
  - targeted funding to ensure that all pupils have access to trips, residential and firsthand learning experiences
  - exposure to a wide range of opportunities for all pupils to participate in, including enrichment activities such as sport and the performing arts
  - appropriate nurture support, from trained adults, to enable pupils to access learning within and beyond the classroom

Challenges

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

Challenge number	Detail of challenge
1	The following challenges have been identified through analysis of school, pupil premium, attendance, assessment and pastoral data. They represent the key barriers currently affecting the outcomes of disadvantaged pupils and therefore inform the priorities and approaches within the 2026–27 Pupil Premium Strategy. **Challenge 1 – Social, Emotional and Mental Health, behaviour and readiness to learn** A proportion of disadvantaged pupils experience social, emotional and mental health needs which can affect their behaviour, emotional regulation, attendance, engagement and readiness to learn. The school has strengthened its provision considerably. Weekly pastoral meetings prioritise disadvantaged pupils and identify emerging needs, with bespoke pastoral support plans developed where required. **31 of 94 disadvantaged pupils (33%)** currently have access to identified therapeutic or pastoral support, including Lego Therapy, Reflection Time, one-to-one support and journalling, according to individual need. The school has also been accepted as an **Early Adopter of the My Happy Mind programme**, providing an additional whole-school approach to emotional wellbeing, resilience and mental health. However, the continued level of identified SEMH need means that this remains a barrier for some disadvantaged pupils. The next stage is therefore to evaluate the **impact** of SEMH provision rather than simply establishing provision, ensuring that targeted support improves pupils' emotional regulation, engagement, attendance and readiness to learn. The school's SEND profile also demonstrates a significant level of need, with SEMH representing an important area of need for pupils with SEND. This reinforces the importance of a coordinated approach for disadvantaged pupils who may experience overlapping barriers

2	**Challenge 2 – Attendance and persistent absence** Attendance remains a significant barrier to learning for a proportion of disadvantaged pupils. In 2025–26, attendance for disadvantaged pupils was **92.2%**, an improvement from **91.4% in 2024–25**, but below the school's 94% target and below the national figure of 94.7%. More positively, persistent absence among disadvantaged pupils reduced from **26.8% in 2024–25 to 21.4% in 2025–26**, representing a reduction of **5.4 percentage points**. The school has strengthened its systems for identifying and responding to attendance concerns. The appointment of an Operations Manager has increased capacity for attendance monitoring, and the school is making increased use of attendance escalation procedures. Despite this improvement, attendance remains below the desired level and persistent absence continues to affect a significant proportion of disadvantaged pupils. Individual barriers to attendance therefore need to be identified and addressed through a coordinated approach involving attendance, pastoral, SEND and family support.
3	**Challenge 3 – Attainment and progress, particularly mathematics and combined KS2 outcomes** The school has made significant progress in improving outcomes for disadvantaged pupils, with disadvantaged pupils achieving outcomes above national performance in several areas. In 2025–26, disadvantaged pupils achieved **77% in KS2 reading**, compared with 63% nationally, and **62% in writing**, compared with 60% nationally. Year 4 multiplication outcomes were also strong, with **67% of disadvantaged pupils achieving the expected standard**, compared with 44% nationally. However, outcomes are not yet consistently strong across all subjects. The most significant current attainment gap is in **KS2 mathematics**, where **46% of disadvantaged pupils achieved the expected standard compared with 62% nationally and 79% of non-disadvantaged pupils**. The **combined KS2 reading, writing and mathematics outcome was 46% for disadvantaged pupils**, compared with 49% nationally. Although the national gap is relatively small, the internal gap between disadvantaged and non-disadvantaged pupils remains significant. The key challenge is therefore to sustain the strong outcomes already achieved in reading, writing, phonics and multiplication while improving mathematics and ensuring that disadvantaged pupils achieve consistently strong combined outcomes.

4	**Challenge 4 – Early Years attainment, communication and language** The school continues to face a significant challenge in reducing the attainment gap in Good Level of Development (GLD) between disadvantaged and non-disadvantaged children. In 2025–26, **50% of disadvantaged children achieved GLD**, exceeding the school's previous target of 37%. However, **100% of non-disadvantaged children achieved GLD**, resulting in a **50 percentage-point gap**. The school has strengthened its identification of communication and language needs through **Little Link and Speech and Language Link assessments**, with targeted interventions implemented where needs have been identified. The planned Oracy work linked to the Voice 21 project was not implemented and should therefore not be considered an achieved action. The next stage is to evaluate the impact of the communication and language interventions already in place and ensure that disadvantaged children receive timely support from the earliest point possible. The challenge is to increase the proportion of disadvantaged children achieving GLD while reducing the attainment gap through high-quality Early Years provision, early identification, targeted communication and language support and effective use of Early Years Pupil Premium funding.

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
1. Improve pupil behaviour and create a culture where the school is calm enabling effective teaching and learning to take place.	**By July 2027:** The school will have a consistent, graduated SEMH offer in place, combining whole-school approaches with targeted support for disadvantaged pupils. The impact of SEMH and pastoral interventions for disadvantaged pupils will be routinely monitored through pastoral meetings, individual support plans, pupil voice and appropriate outcome measures. Disadvantaged pupils receiving targeted SEMH support will demonstrate improved engagement, emotional regulation, readiness to learn and/or attendance, evidenced through individual support plans and school monitoring information. The My Happy Mind programme will be embedded as part of the school's wider approach to promoting emotional wellbeing, resilience and positive mental health. Weekly pastoral meetings will continue to prioritise disadvantaged pupils and ensure that emerging needs are identified and responded to promptly. Pupils requiring additional support will have a bespoke pastoral or SEMH support plan, with provision reviewed regularly and adapted according to need. The school will evaluate the effectiveness of targeted provision, including Lego Therapy, Reflection Time, one-to-one support and journalling, to determine which approaches have the greatest impact for disadvantaged pupils.
2. To achieve and sustain improved attendance for our disadvantaged pupils	**By July 2027:** • The attendance rate for disadvantaged pupils will increase to **at least 94%**, narrowing the gap with national attendance. • The proportion of disadvantaged pupils who are persistently absent will continue to reduce from the **2025–26 baseline of 21.4%**. • Persistent absence among disadvantaged pupils will be identified at an early stage, with appropriate pastoral, attendance and family support put in place promptly. • Attendance concerns will be reviewed systematically through the school's attendance monitoring and escalation processes, with disadvantaged pupils prioritised where appropriate. • Individual barriers to attendance will be identified and addressed through appropriate support, including pastoral support plans where required. • The school will evaluate the impact of attendance interventions on individual disadvantaged pupils and use this evidence to refine provision. • The school will sustain the strengthened attendance systems introduced through the Operations Manager's role and ensure that attendance information is accurate, timely and used effectively to inform action. • The school will aim to increase whole-school attendance towards the school's target of **96.5%**, recognising that improved attendance for disadvantaged pupils is an important contributor to overall school attendance.

	Success will be evidenced through: • disadvantaged pupil attendance data; • persistent absence data; • comparison with national and, where available, similar-school data; • numbers of disadvantaged pupils identified as persistently absent; • evidence of timely intervention and escalation; • attendance case reviews; • individual pupil attendance trajectories; • evidence of improved attendance following intervention.
3. Improve attainment and reduce attainment gaps for disadvantaged pupils, with a particular focus on mathematics and combined KS2 outcomes, while sustaining strong outcomes in reading, writing and phonics.	**By July 2027:** • The attainment of disadvantaged pupils will continue to improve from their individual starting points, with a particular focus on closing the attainment gap in mathematics. • The proportion of disadvantaged pupils achieving the expected standard in **KS2 mathematics** will increase from the 2025–26 baseline of **46%**, with the gap with national performance reduced. • The proportion of disadvantaged pupils achieving the **combined KS2 expected standard** will increase from the 2025–26 baseline of **46%**, with the gap with national performance reduced and the proportion of pupils achieving combined outcomes increased. • Strong outcomes for disadvantaged pupils in **reading and writing** will be sustained, with performance remaining at or above national where possible. • The strong performance of disadvantaged pupils in **Year 1 phonics and Year 4 multiplication** will be sustained, ensuring that early and middle-primary attainment provides a secure foundation for later outcomes. • The school will identify disadvantaged pupils at risk of falling behind at an early stage and provide timely, evidence-informed support through high-quality teaching and targeted intervention. • Progress and attainment of disadvantaged pupils will be reviewed systematically through pupil progress meetings, assessment information and analysis of gaps between disadvantaged and non-disadvantaged pupils. • Particular attention will be given to disadvantaged pupils who are also vulnerable because of SEND, attendance, SEMH or other barriers to learning, ensuring that support is coordinated around individual need. **Success will be evidenced through:** • KS2 reading, writing and mathematics attainment data. • Combined KS2 reading, writing and mathematics outcomes. • Year 1 phonics outcomes. • Year 4 multiplication outcomes. • Internal assessment and progress data. • Pupil progress information from disadvantaged pupil groups. • Reduction in the attainment gap between disadvantaged and non-disadvantaged pupils. • Comparison with national outcomes. • Evidence of the impact of targeted academic support and high-quality adaptive teaching.

4. Diminish the Good Level of Development (GLD) gap in Early Years between disadvantaged and non-disadvantaged children	**2025–26 baseline:** • **50% of disadvantaged children achieved GLD.** • **100% of non-disadvantaged children achieved GLD.** • This represents a **50 percentage-point attainment gap**. **By July 2027:** • The proportion of disadvantaged children achieving GLD will increase from the 2025–26 baseline of **50%**. • The GLD attainment gap between disadvantaged and non-disadvantaged children will reduce from the **2025–26 baseline of 50 percentage points**. • Disadvantaged children will be identified early where there are barriers to their learning and development, with targeted support implemented promptly. • Communication and language needs will be identified through appropriate assessment, including the continued use of **Little Link and Speech and Language Link**, where appropriate. • Targeted communication and language interventions will be implemented and their impact monitored through children's individual progress and assessment information. • The school will strengthen the Early Years provision for disadvantaged children, ensuring that teaching and targeted support address identified gaps in communication, language, social and emotional development and other areas of learning. • The school will use assessment information to identify disadvantaged children at risk of not achieving GLD and provide timely intervention throughout the year rather than relying on end-of-year outcomes. • The school will evaluate the impact of Early Years Pupil Premium expenditure on the progress and outcomes of disadvantaged children. **Success will be evidenced through:** • GLD outcomes for disadvantaged children. • GLD outcomes for non-disadvantaged children. • The size of the disadvantaged attainment gap. • Individual progress from children's starting points. • Communication and language assessment information. • Impact of targeted interventions. • Evidence from pupil progress and moderation. • Evaluation of Early Years Pupil Premium expenditure and provision.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 39,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen the use and impact of The Nest as part of a graduated approach to behaviour and SEMH support. The Nest will provide an adapted environment for identified pupils while maintaining a clear focus on successful reintegration, classroom participation and readiness to learn.	EEF, *Improving Behaviour in Schools*: targeted approaches should be adapted to meet the needs of individual pupils. For pupils experiencing more challenging behaviour, approaches should be responsive to individual need and staff should be supported to develop effective strategies.	1
Provide targeted professional development in SEMH, behaviour, adaptive teaching and SEND, drawing on specialist support where appropriate, including the Local Authority Specialist Inclusion Teacher, Educational Psychology and other relevant external agencies. CPD will be linked to identified pupil need and evaluated for its impact on classroom practice and pupil outcomes.	EEF guidance highlights the importance of professional development which develops staff knowledge, motivates staff, improves teaching techniques and is implemented carefully in response to the context and needs of the school.	1,3 & 4
Strengthen the consistency and quality of adaptive teaching and inclusive classroom practice, ensuring that disadvantaged pupils, including those with SEND, can access high-quality teaching and the full curriculum.	EEF research *Monitoring the impact of approaches* Monitoring the effectiveness of an approach will help you understand whether it is being delivered with high quality and success, or whether (and how) it might need to be changed to improve processes and outcomes. To support effective monitoring, you should think about the outcomes you want to achieve and develop an appropriate set of measures. Data collection processes need to fit with school routines and be sustainable for staff to use in a busy working environment.	3 & 4
Oracy George Grenville Academy has embarked on a three-year oracy project called Voice 21. This work will strengthen pupils' ability to articulate their ideas confidently and develop a deeper	Voice 21's whole-school approach supports the development of oracy through curriculum, teaching and wider school culture. Its sustained model focuses on developing teachers' expertise and embedding oracy over time. Evidence from Voice 21's impact reporting indicates improvements in pupils' oracy skills over sustained implementation.	1, 3, & 4

understanding of their learning.		
Implement a clear monitoring and evaluation cycle for Pupil Premium provision, with identified success measures, review points and actions arising from pupil progress, attendance, behaviour and pastoral data	EEF guidance emphasises the importance of monitoring implementation and impact against clearly identified intended outcomes, using sustainable measures which enable leaders to understand what is working and where approaches need to change.	1,2,3&4

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

Budgeted cost: £ 30,920.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support for disadvantaged pupils identified through assessment and pupil progress information, with a particular focus on mathematics and pupils at risk of not achieving the expected standard at the end of KS2	EEF research - Phonics EEF evidence supports targeted academic support when it is closely linked to classroom teaching, based on accurate assessment of pupil need and regularly reviewed for impact.	3

Protect and strengthen early reading and phonics outcomes through targeted Little Wandle support, including additional support for pupils who do not meet expected phonics milestones	EEF evidence identifies systematic phonics as an effective approach for developing early reading, particularly when additional targeted support is provided for pupils who are at risk of falling behind.	3&4
Use structured mathematics intervention and precision support for identified disadvantaged pupils, particularly where assessment identifies gaps in number, calculation, mathematical fluency or reasoning. Provision will be linked directly to classroom teaching and reviewed through pupil progress information.	Targeted academic support is most effective when it is informed by diagnostic assessment, focused on identified gaps and integrated with high-quality classroom teaching.	3 &4
Strengthen the monitoring and impact evaluation of SEN Support Plans for disadvantaged pupils, ensuring that provision, classroom adaptations and interventions are reviewed through the graduated approach of assess, plan, do and review	The SEND Code of Practice promotes a graduated approach in which provision is regularly assessed, reviewed and refined in response to pupil progress and changing need	1 & 3

Provide targeted SEMH and pastoral interventions for identified disadvantaged pupils, including appropriate use of Lego Therapy, Reflection Time, journalling and individual support where these form part of a pupil's support plan. Impact will be evaluated through agreed measures of engagement, behaviour, attendance and readiness to learn	EEF evidence indicates that effective social and emotional learning can improve behaviour, wellbeing and academic outcomes. Targeted approaches should be selected according to individual need and evaluated for impact.	1 & 2
Provide structured support for pupils with EHCPs and other significant additional needs, including predictable routines, key adult relationships and carefully planned access to learning..	The development of positive relationships and carefully matched support can reduce barriers to engagement and enable pupils with additional needs to participate more successfully in learning.	1 & 3

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

Budgeted cost: £ 48,930.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a systematic attendance strategy for disadvantaged pupils, with early identification of emerging absence, clear attendance monitoring and appropriate use of the school's attendance escalation procedures.	EEF, Supporting School Attendance: schools should develop a holistic understanding of pupils and families, identify individual barriers to attendance and use targeted approaches matched to need.	2
Provide individualised attendance support for disadvantaged pupils at risk of persistent absence, identifying the underlying barriers and coordinating support between attendance, pastoral, SEND and safeguarding systems where appropriate.	Effective attendance work requires schools to understand the specific causes of absence and provide targeted support rather than relying on a one-size-fits-all approach.	2

Use weekly pastoral and attendance monitoring to identify disadvantaged pupils requiring additional support, ensuring that emerging concerns are acted upon promptly and reviewed through an agreed cycle.	Regular monitoring enables earlier identification of barriers and supports timely intervention before difficulties become entrenched.	1 &2
Continue to embed the school's behaviour policy and strengthen consistency in its application, with particular attention to disadvantaged pupils whose behaviour, emotional regulation or SEMH needs affect their readiness to learn	EEF guidance on improving behaviour emphasises clear, consistently applied behaviour systems alongside targeted approaches for pupils requiring additional support.	1
Maintain and evaluate the school's pastoral and therapeutic offer, ensuring that disadvantaged pupils requiring additional SEMH support have access to appropriate provision and that impact is evidenced through agreed measures.	Social and emotional learning and targeted pastoral approaches can contribute to improved behaviour, wellbeing, engagement and academic outcomes when matched to pupil need.	1 & 2
Use specialist assessment and advice strategically for disadvantaged pupils with identified SEND, including Educational Psychology and other specialist services where assessment is likely to improve understanding of need and inform provision.	The graduated approach requires schools to develop an ongoing understanding of pupils' needs and use specialist expertise where appropriate to refine support and improve outcomes.	1, 3 &4

Strengthen parental engagement around attendance, learning and individual support plans, ensuring that parents and carers are partners in identifying barriers and reviewing the impact of support.	Evidence-informed approaches to attendance and SEND support emphasise understanding family circumstances and working collaboratively with parents and carers.	1, 2 &3

Total budgeted cost: £ £ 117,386.96

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Pupil premium strategy outcomes for 2026

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended Outcome 1: Improve pupil behaviour and create a culture where the school is calm enabling effective teaching and learning to take place.

Review of outcome 2025–26:

Overall evaluation: Substantially achieved, with further work required in relation to Social, Emotional and Mental Health (SEMH).

The intended outcomes for 2025–26 have been substantially achieved. The school has developed a more proactive and structured approach to identifying and supporting disadvantaged pupils who experience behavioural, social and emotional barriers to learning.

- Earlier identification of pupils requiring additional support has been strengthened. There are currently **40.5%** of the Early Years identified as EYPP children. This has enabled the school to identify need earlier and consider appropriate pastoral and SEMH support.
- **Weekly pastoral meetings** take place, with disadvantaged pupils prioritised within the school's review and identification processes. Where pupils require additional pastoral support, a **bespoke pastoral support plan** is developed to identify individual needs, strategies and appropriate provision.
- The school has strengthened its targeted SEMH offer. **33.0%** currently have access to identified therapeutic or pastoral support, including **Lego Therapy, Reflection Time, one-to-one support and journalling**. These approaches are incorporated into pupils' individual support plans where appropriate.
- The school has developed a clearer and more individualised approach to supporting pupils' emotional wellbeing and behaviour, with provision matched more closely to identified need.
- The school has also been accepted as an **Early Adopter of the My Happy Mind programme**, providing a further whole-school approach to developing pupils' emotional wellbeing, resilience and understanding of their mental health.

While significant progress has been made in establishing a clear and increasingly proactive SEMH offer, **SEMH remains an important barrier for a proportion of disadvantaged pupils**. The next stage of development will therefore focus on strengthening the consistency, quality and impact of SEMH provision, ensuring that pupils receive timely support and that the impact of interventions is monitored systematically.

The school will continue to prioritise disadvantaged pupils within its pastoral systems and will use the introduction of My Happy Mind alongside existing targeted provision to strengthen universal and targeted support.

Intended Outcome 2: Develop a staffing structure which meets the needs of our disadvantaged pupils, community context and increased levels of safeguarding.

Overall evaluation: Achieved. This is no longer a priority Pupil Premium outcome for 2026–27.

The intended outcome has been achieved. The school has established a staffing and leadership structure that provides increased capacity to meet the needs of disadvantaged pupils, particularly in relation to SEND, pastoral support, attendance and operational oversight.

An Assistant Headteacher who is also the school's SENCO is now in post, providing increased leadership capacity for SEND and inclusion. This represents an increase in SENCO leadership capacity compared with the previous arrangement, where the SENCO was available for 2.5 days per week. The combined leadership role provides greater continuity and enables SEND, inclusion and wider pupil needs to be considered more strategically within the school's leadership structure.

A Pastoral team is in place, strengthening the school's capacity to identify and respond to the social, emotional and pastoral needs of disadvantaged pupils. This links directly to the school's weekly pastoral review process and the development of bespoke support plans for pupils requiring additional support.

A newly appointed Operations Manager has streamlined key administrative and operational systems. This has resulted in more accurate identification of pupils eligible for Pupil Premium, enabling the school to have greater confidence that disadvantaged pupils are correctly identified and therefore appropriately prioritised for support and funding.

The Operations Manager has also strengthened attendance monitoring and follow-up. This has resulted in increased use of the school's attendance escalation procedures where appropriate, enabling the school to respond more systematically to persistent and concerning absence.

The school has established clearer roles and responsibilities across leadership and operational functions, providing greater capacity for safeguarding, SEND, pastoral support, attendance and the effective deployment of resources for disadvantaged pupils.

As a result, the staffing and operational structures required to support disadvantaged pupils are now established. This area should therefore not remain as a separate Pupil Premium priority for 2026–27. The capacity created through these structural changes will, however, continue to underpin the school's work on attendance, SEND, SEMH and disadvantaged pupil outcomes.

Next step: The staffing and operational structure will no longer be monitored as a separate Pupil Premium outcome. The increased capacity will instead support the school's priorities for disadvantaged pupils, particularly attendance, SEND, SEMH and academic outcomes. The impact of this capacity will be evaluated through the relevant outcomes within the 2026–27 Pupil Premium strategy. **This outcome has now been achieved and is therefore not carried forward as a separate priority in the 2026–27 strategy.**

Intended Outcome 3: To achieve and sustain improved attendance for our disadvantaged pupils

Overall evaluation: Partially achieved – significant progress has been made, but attendance remains a priority.

There has been measurable improvement in attendance for disadvantaged pupils during 2025–26, although the intended attendance targets have not yet been fully achieved.

The attendance rate for disadvantaged pupils in Years R–6 increased from **91.4% in 2024–25 to 92.2% in 2025–26**, representing an improvement of **0.8 percentage points**. However, this remains below the original target of 94%, below the school's overall attendance of **93.1%**, and below the national figure of **94.7%**.

There has been stronger progress in relation to persistent absence. The proportion of disadvantaged pupils identified as persistently absent reduced from **26.8% in 2024–25 to 21.4% in 2025–26**, a reduction of **5.4 percentage points**. This represents positive progress in reducing the number of disadvantaged pupils experiencing significant levels of absence.

The school has also strengthened its systems for identifying and responding to attendance concerns. The appointment of the Operations Manager has increased capacity for attendance monitoring and has resulted in more systematic use of the school's attendance escalation procedures. Disadvantaged

pupils are prioritised within attendance monitoring, enabling emerging concerns to be identified and followed up more consistently.

The attendance data demonstrates that the strengthened systems are beginning to have a positive impact, particularly in reducing persistent absence. However, the overall attendance rate for disadvantaged pupils remains below both the school's and national levels. Consequently, attendance continues to represent a significant barrier to learning for a proportion of disadvantaged pupils and requires further strategic action.

Key evidence of progress:

- Disadvantaged attendance increased from **91.4% to 92.2%**.
- Persistent absence among disadvantaged pupils reduced from **26.8% to 21.4%**.
- The school has strengthened identification and monitoring of attendance concerns.
- There has been increased use of attendance escalation procedures.
- Disadvantaged pupils continue to be prioritised within attendance monitoring and pastoral processes.

Evaluation of the original success criteria:

Original success criterion	2025–26 outcome	Evaluation
Disadvantaged attendance of at least 94%	**92.2%**	**Not achieved**
Disadvantaged attendance above national average	**92.2% compared with national 94.7%**	**Not achieved**
Attendance comparable with similar schools	Comparator data not provided in the current evidence	**To be evaluated**
Reduction in persistent absence	**26.8% → 21.4%**	**Significant progress**
Persistently absent pupils identified and supported	Strengthened monitoring, pastoral prioritisation and increased escalation	**Achieved**
Whole-school attendance of at least 96.5%	**93.1%**	**Not achieved**

Conclusion:

The attendance strategy has resulted in improved attendance outcomes and a substantial reduction in persistent absence among disadvantaged pupils. However, the overall attendance rate remains below the intended level and disadvantaged pupils continue to experience an attendance gap when compared with the national picture. Attendance will therefore remain a priority within the 2026–27 Pupil Premium Strategy, with a greater emphasis on reducing persistent absence and addressing the individual barriers contributing to absence.

Intended Outcome 4. **Ensure all end of key stage performance results are in line or above National with a focus on disadvantaged pupils**.

Overall evaluation: Partially achieved – strong progress has been made, with some outcomes exceeding national performance; however, significant gaps remain in KS2 mathematics and combined outcomes.

	National	School Disadvantaged	School Non-Disadvantaged	Disadvantaged gap
EYFS Good Level of Development		50%	100%	-50pp
Y1 Phonics	*80%*	75%	69%	+6pp
Y4 Multiplication Times Table Check	*44%*	67%	64%	+3pp
Y6 Combined (Meeting expected standard in all Reading, Writing *and* Maths)	*49%* *(SEND National =26%)*	46%	68%	-22pp
Y6 Reading	*63%*	77%	74%	+3pp
Y6 Writing	*60%*	62%	74%	-12pp
Y6 Maths	*62%*	46%	79%	-33pp

The school has made strong progress in improving outcomes for disadvantaged pupils during 2025–26. A number of the school's specific disadvantaged pupil targets were exceeded, and disadvantaged pupils achieved outcomes above national performance in several key areas.

At KS2, disadvantaged pupils achieved **77% in reading**, compared with 63% nationally and 74% for non-disadvantaged pupils. This represents a strong outcome, with disadvantaged pupils performing above both the national figure and the school's non-disadvantaged pupils.

In writing, disadvantaged pupils achieved **62%**, compared with 60% nationally. This indicates that the attainment of disadvantaged pupils is now broadly in line with national performance in this subject.

There was also particularly strong performance in **Year 4 multiplication**, where 67% of disadvantaged pupils achieved the expected standard, compared with 44% nationally and 64% of non-disadvantaged pupils.

In **Year 1 phonics**, 75% of disadvantaged pupils achieved the expected standard. This was below the national figure of 80%, but above the school's non-disadvantaged outcome of 69%, demonstrating strong performance for disadvantaged pupils within the school.

However, outcomes remain less secure in some areas. At KS2, disadvantaged pupils achieved **46% in mathematics**, compared with 62% nationally and 79% of non-disadvantaged pupils. Mathematics therefore remains the most significant attainment gap and should be a particular focus of the next phase of the Pupil Premium strategy.

The combined KS2 outcome was **46% for disadvantaged pupils**, compared with 49% nationally and 68% for non-disadvantaged pupils. Although the gap with national performance is relatively small at 3 percentage points, the internal gap remains significant. This indicates that a proportion of disadvantaged pupils are achieving well in individual subjects but are not yet consistently achieving the combined expected standard across reading, writing and mathematics.

In EYFS, **50% of disadvantaged pupils achieved the Good Level of Development**. While this represents a significant area for continued development, the school has established targeted provision and will continue to monitor the progress of disadvantaged children from their individual starting points.

The school's own 2026 disadvantaged pupil targets were exceeded in several areas. At KS2, disadvantaged pupils exceeded the planned goals in reading, writing, mathematics and combined attainment. This demonstrates that the school has made substantial progress in raising attainment from the identified starting points.

Key strengths identified through the 2025–26 outcomes are:

- Strong KS2 reading outcomes for disadvantaged pupils.
- KS2 writing outcomes broadly in line with national performance.
- Strong Year 4 multiplication outcomes.
- Year 1 phonics outcomes for disadvantaged pupils exceeding the school's non-disadvantaged outcome.
- Disadvantaged pupils exceeding several of the school's individual 2026 attainment goals.
- A relatively small gap between disadvantaged pupils and national performance in combined KS2 outcomes.

Key areas requiring further development are:

- KS2 mathematics, where the disadvantaged attainment gap remains significant.
- The proportion of disadvantaged pupils achieving the combined KS2 expected standard.
- EYFS outcomes for disadvantaged pupils.
- Ensuring that strong performance in reading and writing is translated into consistently strong combined outcomes.

Conclusion:

The intended outcome has been **partially achieved**. There is clear evidence of significant improvement and strong performance in several areas, with disadvantaged pupils exceeding national outcomes in reading and writing and performing strongly in Year 4 multiplication. However, the overarching ambition for all end-of-key-stage outcomes to be in line with or above national has not yet been achieved. The next phase of the strategy should therefore build on the successful approaches already in place while focusing additional attention on mathematics, combined KS2 outcomes and the early identification and support of disadvantaged pupils from EYFS onwards.

Intended Outcome 5: Diminish the Good Level of Development (GLD) gap in early years between our disadvantaged and not disadvantaged groups (excluding those pupils who are disadvantaged with special educational needs).

Overall evaluation: Partially achieved – the disadvantaged GLD target was exceeded, but the attainment gap remains significant and requires further action.

The school has made progress in developing its approach to identifying and addressing barriers to learning for disadvantaged children in the Early Years. The intended target for the proportion of disadvantaged children achieving a Good Level of Development in 2026 was exceeded. The target was **37%**, while the 2025–26 outcome for disadvantaged pupils was **50%**.

However, the gap between disadvantaged and non-disadvantaged pupils remains significant. In 2025–26, **50% of disadvantaged pupils achieved GLD compared with 100% of non-disadvantaged pupils**, resulting in a **50 percentage-point attainment gap**.

The school has strengthened its assessment and identification of children's communication and language needs. Although the planned Oracy training linked to the Voice 21 project was not implemented, the school did undertake **Little Link and Speech and Language Link assessments**, with identified interventions subsequently put in place. These approaches have strengthened the school's understanding of individual communication and language needs and enabled targeted support to be provided.

The school has also continued to develop its wider SEMH and communication and language offer. This work is particularly important given the relationship between children's communication, language, social and emotional development and their readiness to access learning.

Evidence of progress:

- **50% of disadvantaged children achieved GLD**, exceeding the 2026 target of 37%.
- Assessment processes have been strengthened through the use of **Little Link and Speech and Language Link**.
- Identified communication and language needs have resulted in targeted interventions.
- The school has developed a clearer understanding of individual children's barriers to learning and the support required.
- Targeted provision has been used to address identified needs.

Areas requiring further development:

- The GLD gap between disadvantaged and non-disadvantaged pupils remains significant at **50 percentage points**.
- The intended year-on-year reduction in the GLD gap has therefore not yet been secured.
- The planned Oracy/Voice 21 training was not implemented and should therefore not be recorded as an achieved action.
- The impact of communication and language interventions needs to be evaluated more systematically to establish which approaches have the greatest impact on disadvantaged children's outcomes.
- Further work is required to ensure that disadvantaged children make strong progress across the Early Years curriculum and are increasingly able to achieve GLD.

Conclusion:

The intended outcome was **partially achieved**. The school exceeded its specific target for disadvantaged pupils achieving GLD, with 50% achieving the expected standard against a target of 37%. However, the substantial gap between disadvantaged and non-disadvantaged pupils remains a significant concern. The school should therefore retain Early Years attainment as a priority within the 2026–27 Pupil Premium Strategy, with a sharper focus on reducing the GLD gap through early identification, high-quality provision and targeted communication, language and wider developmental support.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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