



Pupil premium strategy statement

Netherton J&I School

2025-26

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	(EY1-Y6)
Proportion (%) of pupil premium eligible pupils	(30 Pupils)
Academic year	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	Last reviewed May 2026
Statement authorised by	G.Haley
Pupil premium lead	G.Haley
Governor / Trustee lead	J Earnshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,450

Part A: Pupil premium strategy plan

Statement of intent

At Netherton School, every child matters. Our curriculum is designed to ensure that all pupils have access to opportunities that promote enjoyment, achievement, economic well-being, good health, and personal safety. It supports pupils to make a positive contribution to both the school and the wider community. Through a rich, inclusive and engaging curriculum, all pupils are encouraged to develop a love of learning through working and learning together.

Our overarching aim is to ensure that all disadvantaged pupils make strong progress and achieve high attainment across reading, writing, mathematics and the wider curriculum. We are committed to removing barriers to learning through high-quality teaching, targeted academic support and effective pastoral provision. Particular emphasis is placed on improving early language development, phonics, reading fluency, and core skills in writing and mathematics, alongside improving attendance and engagement.

Although Netherton School has comparatively low numbers of pupils eligible for Pupil Premium funding within the Wakefield district, we recognise that an increasing number of families face significant barriers to learning. These barriers are not always linked to economic disadvantage; however, they can still result in pupils being among the most vulnerable in our school community. Our aim is to ensure that all disadvantaged and vulnerable pupils receive a high-quality, inclusive education that enables them to achieve their full potential.

High-quality teaching is central to our approach. We maintain a strong focus on identifying individual learning needs through accurate assessment and ensuring swift intervention where pupils are at risk of falling behind. Our intervention-led model provides targeted support for pupils with SEND, many of whom are also eligible for Pupil Premium funding and benefit significantly from this personalised provision.

We ensure that the needs of every disadvantaged pupil are carefully identified, reviewed and addressed when developing and updating our Pupil Premium strategy. Individual pupil attainment, progress and specific barriers to learning are systematically considered to ensure support is precisely targeted and effective.

Analysis of outcomes in 2025 has identified a continued need to prioritise the 'just below' cohort for 2025–26. This forms a key focus within Priority 1 of the School Development Plan, with a particular emphasis on strengthening foundational knowledge and skills in oracy, reading, writing and mathematics across all year groups.

Our Intentions

It is our intention that:

- All children receive a high-quality education delivered by skilled teaching and support staff, enabling them to achieve age-related expectations across the curriculum.

- Every disadvantaged pupil leaves our school well prepared for the demands of Key Stage 3, with the ambition that 100% achieve expected standards in reading, writing and mathematics.
- All children in Early Years and Key Stage 1 develop effective communication skills through bespoke speech and language support where needed.
- Through expert phonics teaching, early reading provision and effective intervention, every pupil develops secure decoding skills and reads fluently by the end of Key Stage 1.
- All pupils are appropriately challenged through high-quality teaching, supported by effective CPD, particularly for teachers early in their careers.
- More able disadvantaged pupils are challenged effectively in English and mathematics.

Our Current Plan Will

- Continue to provide high-quality CPD for teachers and teaching assistants to ensure teaching effectively meets pupils' learning needs.
- Continue to support teachers early in their careers through bespoke guidance and professional development.
- Ensure interventions are delivered by skilled practitioners so that gaps in learning are effectively addressed.
- Strengthen partnerships with parents and carers of disadvantaged and vulnerable pupils to maintain regular attendance and to support learning at home and in school.
- Continue to provide high-quality support and intervention for children with speech and language difficulties.
- Ensure the curriculum continues to provide equal opportunities and entitlement for disadvantaged and vulnerable pupils.

This is a three-year plan, updated annually.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality remain significant barriers to learning for some disadvantaged pupils, limiting their access to quality-first teaching and targeted interventions. As a result, these pupils are more likely to fall behind age-related expectations.

2	Assessments, observations and pupil discussions indicate that disadvantaged pupils generally experience greater difficulties with phonics than their peers, which has a negative impact on their reading development. In Key Stage 2, a number of pupils continue to demonstrate weaknesses in reading fluency, including accuracy, automaticity and prosody. These barriers affect their ability to read with confidence and fully comprehend age-related texts across the curriculum, limiting progress in reading and wider learning.
3	School tracking data shows that a proportion of pupils in each year group are consistently identified as 'just below' the expected standard in reading, writing and mathematics. Without targeted support, many of these pupils do not make sufficient progress to achieve the expected standard by the end of Key Stage 2. A significant proportion of these pupils are disadvantaged, and gaps in fluency, vocabulary, comprehension and core mathematical skills continue to hinder their progress across the curriculum.
4	Question-level analysis in mathematics highlights ongoing gaps in fluency and key arithmetic skills among pupils who are working just below the expected standard, many of whom are eligible for pupil premium funding.
5	Writing also remains an area of challenge for disadvantaged pupils, particularly those identified as 'just below', who often struggle to develop the stamina, accuracy and vocabulary needed to meet age-related expectations. In addition, limited control of spelling, grammar and sentence structure restricts their ability to express ideas clearly and coherently, resulting in reduced progress over time and a lower likelihood of reaching the expected standard by the end of Key Stage 2.
6	Assessments, external and internal monitoring, reading fluency checks and teacher observations indicate that a number of Key Stage 2 pupils lack the fluency skills required to read accurately, automatically and with appropriate expression. This affects their ability to access and understand age-related texts across the curriculum. Pupils who struggle with reading fluency often focus heavily on decoding individual words, which limits their comprehension, confidence and stamina when reading longer texts. As a result, these pupils are less able to engage fully in classroom learning and are at greater risk of falling behind expected standards in reading by the end of Key Stage 2. Disadvantaged pupils are disproportionately represented within this group, highlighting the need for targeted fluency intervention and additional opportunities to develop reading accuracy, pace and prosody.
7	School has an increasing number of pupils who are educationally vulnerable due to additional needs. Of our current pupils: • 8 have an EHCP requiring a high level of adult support in order to provide a highly differentiated curriculum. • A further 19 children are on the SEND register for school support • 14 pupils are open to WISENDSS (2025/26) • 18 pupils are open to SALT (2025/26) • 27 pupils are on our school programme of regular interventions

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
Consistently good and effective teaching in all classes.	Pupil targets achieved; all teaching high quality and effective.
Improved speech and communication following bespoke programme of intervention.	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.
Continued successful implementation of Little Wandle Phonics Programme.	All children will be successful in the phonics reading check due to expert teaching and a keep up programme of intervention. Children's language improved so that they meet age related expectations in phonics check at KS1.
Improved reading attainment among disadvantaged pupils with a focus on developing fluency and comprehension skills through key stages 1 and 2.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
All staff are experts in teaching reading fluency	Improved outcomes for pupils at KS2 which is closer to the national average or above. In-year progress data indicates that all pupils are making expected or better progress.
Due to expert CPD and bespoke guidance for staff, improved attainment for disadvantaged pupils at the end of KS2.	KS2 reading, writing, maths outcomes are closer to national averages for disadvantaged pupils. Improved outcomes on RWM combined for 2025/26
Pupils gain foundational knowledge in early writing (handwriting, letter formation, spelling)	In-year progress data indicates that the vast majority of pupils are making expected or better progress in EY1 and KS1.
The children identified as just below catch up to meet age related expectations through targeted interventions and quality first teaching.	Data indicates that more 'just below' children achieve age related expectations in KS2 outcomes.
Improve emotional wellbeing of targeted pupils resulting in improved attendance.	Pupils are well supported by pastoral staff and outside agencies. Pupil voice indicates that wellbeing has improved. A reduction of children requiring additional support through group and individual sessions.

	Early identification of children and families needing support. Stakeholder feedback from pupils and parents indicates good pastoral support. Pupils show good learning behaviour during lessons.
Attendance of PP pupils is carefully targeted, with effective strategies in place; case studies demonstrate impact of school's actions.	Pupil Premium attendance data is at least in line with national data for all pupils.

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: £ 25,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>SDP 25/26</u> • <u>Priority 1 – Developing Teaching and Learning</u> • Continue to embed a culture of high achievement for all pupils, developing teaching with appropriate CPD and bespoke support. • <u>Priority 2 – Reading</u> • Continue to embed a revised approach to whole school reading, ensuring that staff across school are skilled at teaching reading beyond phonics. • <u>Priority 3 – Wider Curriculum</u> • Carefully selected resources enhance the school's provision in RSHE and personal development. (CR)	EEF guide to Pupil Premium states “Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium”	2,3,4,5,6,7

• To strengthen provision in DT to ensure strong progression in skills across school. • To improve provision in Computing to reflect a greater focus on online safety, CDP and AI. (CPD involved in all 3 SDP priorities) To continue to provide a programme of high quality CPD linked to SDP priorities and to meet the professional development needs of individual staff. This is delivered through: • Subject leader network meeting provided through the LA. • Y6 assessment moderation meetings. • Wakefield School Trust programme of CPD: • Diane Stinston Writing Moderation meetings for all teachers. • Joint Trust Inclusion INSET day Nov 2025 • Inclusion for all programme for SENDco • Reading fluency programme from the English Hub.		
SDP Priority 1 Specific Intervention CPD Support staff to be trained in specific interventions to support targeted children with SEND.	EEF evidence suggests 1-1 tuition provide high impact - +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	7

	EEF evidence suggests group tuition provide moderate impact - +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	
Priority 1 SDP CPD for teachers early in their career provided through: • ECT to be registered with the Exchange teaching Hub to access a programme of professional development. • ECT to observe best practice from colleagues within our school and to have opportunities to visit other school for professional development. • ECT to access LA ECT training package. • ECT to receive coaching and mentoring from SLT.	EEF guide to Pupil Premium states “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium”	2,3,4,5,6,7
Priority 1 SDP Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3,4

• We will fund the purchase of printed maths hub pupil booklets for each curriculum unit of work for maths for each year group 1-6. • To provide further training for Maths Hub resources to ensure best use of the booklets. • We will provide training to support the use of rekenreks in EYFS and KS1 in order to develop fluency and understanding in number	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 https://mathsnoproblem.com/blog/teaching-practice/building-mathematical-fluency#:~:text=Use%20regular%20sessions%20to%20build,or%20five%20days%20a%20week.	
Priority 1 & 2 SDP Bespoke training and support for teachers provided by experienced subjects leaders for reading, writing and maths. SLT release time to support staff to improve Maths and English planning and delivery by: • Lesson observations • Book scrutiny • Model lessons and team teaching.	EEF guide to Pupil Premium states “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium”	3,4,5,6
Priority 1 & 2 SDP Release time for Senior Leaders to monitor teaching and learning in their chosen areas: Maths Lead/SENDco DHT – Phonics English Lead – Reading structure development at KS2 and writing focus across school. Assessment Lead – Continued just below focus.	EEF guide to Pupil Premium states “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium”	3,4,5,6,7
Priority 1 – Standards & Curriculum Continued purchase of Little Wandle, DFE validated systematic synthetic phonics programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2,3,7

This included access to ongoing training for Leaders, teachers and support staff to deliver phonics and reading sessions following the scheme. Additional purchase of books to deliver the scheme as required including additional sets for SEND, catch up sessions.	Phonics Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SDP – Priority 1 Standards & Curriculum: School to be continue using the LA led HfL Reading project in 25/26 This is a targeted reading fluency and comprehension programme. School to use this for identified pupils in year 3 & 5.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF evidence suggests 1-1 tuition provide high impact - +5 months. EEF evidence suggests group tuition provide moderate impact - +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
To continue to purchase a service level agreement again this academic year, for a NHS speech and language therapist work with targeted children across school.	EEF evidence suggests oral language interventions have a very high impact - +6months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early	7,2

- Plan and deliver group and individual speech and language support. - Train staff to deliver follow up interventions with the children.	language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	
Purchase of resources in order to deliver 1-1/group interventions such as: Sensory equipment and resources for disadvantaged high needs children with ASD across school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF evidence suggests 1-1 tuition provide high impact - +5 months. EEF evidence suggests group tuition provide moderate impact - +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	3,6,7
To provide additional TSA support for supporting our disadvantaged/ most vulnerable children with dysregulated behaviours. SDP – Priority 1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF evidence suggest that behaviour interventions have a moderate impact - +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction EEF evidence suggests individualised instruction have a moderate impact - +4 months. Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. For	7

	example, technology may enable more immediate feedback on the individualised tasks.	
Priority 1 & 2 To provide specific interventions for English and Maths for 'just below' disadvantaged /educationally vulnerable pupils across school.	EEF evidence suggests 1-1 tuition provide high impact - +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. EEF evidence suggests group tuition provide moderate impact - +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	3,4,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SDP Priority 1 Standards & Curriculum. Improve emotional wellbeing/attendance of targeted pupils through the following: HLTA/Headteacher working on a 1-1 basis with targeted pupils. The effective use of CPOMS software to record and identify	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1

children and families in need to support. To continue to work effectively with outside agencies to support pupil and families. These include: • Early Help Hub • Social care • Police • Educational welfare officer • Wakefield special needs services • CAMHs • Future in Minds	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	
SDP Priority 1 Standards & Curriculum. To improve attendance of disadvantaged pupils by: Working with EWO to support families to improve attendance by home visits, letters and support as required. Admin officer to continue to complete daily attendance first response procedures and attendance tracking with a focus on the disadvantaged pupils. Continue to reward and praise for regular attendance through:	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Improving school attendance: support for schools and local authorities DfE publication <u>Leadership and management</u> • Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. • Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance. • Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. • Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Themes that support our attendance strategy are identified by EEF as best practice; 1. Building a holistic understanding of pupils & families, and diagnose specific needs 2. Build a culture of community & belonging for pupils	1

Half termly rewards for 100% attendance (Badges, pencils) Letters to parents Newsletter reminders	3.Communicate effectively with families Working Together to Improve School Attendance (Revised Aug 2024)	
Priority 1 – Standards & Curriculum To ensure that the pupil premium children have full access to the wider enrichment activities including: - School trips - Residential visits - Peripatetic music lessons	EEF toolkit states that this intervention has moderate impact of +3 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF evidence indicates: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.	1
To ensure that the disadvantaged pupils are ready to learn when arriving at school by providing the following if required: - Access to breakfast and after school club wrap around care. - Food parcels to support the family - Purchase of school uniform, clothing and footwear as required. - Access to pre-owned	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1

school clothing • Facilitating wider school activities such as after school curriculum clubs and wider community clubs.		
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Total budgeted cost: £ 45,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil outcomes 2025

Disadvantaged pupils achieved mixed outcomes across the school, with some notable strengths alongside areas requiring further focus. In the Early Years, the only pupil eligible for FSM did not achieve a Good Level of Development; however, overall provision remains strong, and outcomes in key literacy areas such as word reading are significantly above national averages, providing a positive foundation for future learning.

In Year 1 phonics, one of the two disadvantaged pupils met the expected threshold. Leaders identified that pupils who did not meet the standard generally had additional SEND needs and were accessing the programme at an adapted pace. At KS1, disadvantaged pupils achieved positively overall, with all three pupils meeting the expected standard in reading and mathematics and two out of three meeting the standard in writing. This demonstrates that disadvantaged pupils at KS1 generally performed in line with, or better than, national expectations.

At KS2, outcomes for disadvantaged pupils were more variable. In reading, 4 of 9 disadvantaged pupils achieved the expected standard, which was below the national comparator for disadvantaged pupils. Leaders identified reading as a key area for development, particularly in relation to the impact of reading fluency strategies and outcomes for disadvantaged girls. In writing and mathematics, however, disadvantaged pupils performed more positively, with 6 of 9 pupils meeting the expected standard in both subjects, exceeding national disadvantaged comparators by 8 percentage points. Despite this improvement in mathematics, disadvantaged pupils' average scaled score remained below 100 for the fifth consecutive year, although the attainment gap is beginning to narrow.

Attendance remains a significant barrier for disadvantaged pupils. Absence and persistent absence rates for disadvantaged pupils are well above national figures, with 13 out of 30 disadvantaged pupils classified as persistently absent and one pupil recorded as severely absent. Leaders know that attendance concerns are often linked to complex SEND and medical needs within families and closely supports these families in reducing barriers to attendance.

Leaders recognise the importance of maintaining a sharp focus on disadvantaged pupils, particularly disadvantaged girls, to ensure that attainment gaps continue to close. Current school priorities around strengthening reading provision, embedding high expectations for all pupils, and providing bespoke support are intended to improve outcomes and ensure disadvantaged pupils achieve consistently well across the curriculum.

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
Grammarsaurus	Grammarsaurus
Spelling Shed	Edshed
Little Wandle SSP	Little Wandle
CPOMS	CPOMS
HFL reading intervention	LA
Diane Stinston Spelling Programme	Diane Stinston

Service pupil premium funding (optional)

<i>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</i>
Small group support for English and maths sessions. Pastoral support.
The impact of that spending on service pupil premium eligible pupils
1 targeted child achieved expected standards in reading, writing and maths.

Further information (optional)

Additional activity

In addition to the provision funded through pupil premium, the school continues to invest in a range of wider strategies designed to improve outcomes, wellbeing and engagement for disadvantaged and vulnerable pupils. This includes offering a broad programme of high-quality extracurricular activities aimed at developing pupils' confidence, sense of belonging and personal development. Disadvantaged pupils are actively encouraged and supported to participate in after-school clubs and enrichment opportunities, including activities such as craft, choir, scooter club and rounders, helping to strengthen engagement with school and enhance social and emotional wellbeing.

The school's approach to improving outcomes for disadvantaged pupils is fully integrated within the School Development Plan for 2025/26. Leaders ensure that strategies to raise attainment, improve attendance, strengthen teaching and enhance personal development are closely aligned with the needs of disadvantaged and vulnerable learners.

Leaders have a strong understanding of the school's context and the barriers faced by disadvantaged pupils. Historical benchmarking identified that staffing expenditure, particularly within teaching support provision, was significantly higher than in comparable schools. Leaders recognised that this increase was driven by the substantial level of intervention and pastoral support required following the pandemic, alongside a rise in the number of pupils with high levels of need, including a proportion who are disadvantaged. To ensure pupils continue to receive appropriate support, the school supplements pupil premium funding through the main school budget.

Following a careful evaluation of provision and in response to ongoing financial pressures, leaders implemented a staffing restructure in Summer 2022. This shifted the deployment of support staff away from predominantly one-to-one support towards a more intervention-led model designed to maximise impact across groups of pupils. Leaders are now in the fourth year of implementing this approach and continue to adapt staffing flexibly to meet the needs of pupils with the highest levels of need, including disadvantaged and educationally vulnerable pupils who require substantial adult support.

Leaders also reviewed the impact of mixed-age classes and moved to single-age classes from September 2024 in order to strengthen curriculum delivery, improve consistency in teaching and better meet pupils' learning needs. In addition, the school employs a HLTA to provide class cover for professional development, leadership release time and management responsibilities, while also delivering targeted one-to-one pastoral support for vulnerable pupils. This contributes positively to pupils' wellbeing, readiness to learn and engagement in school life.