

Pupil Premium Strategy Statement

December 2025

Shanklea Primary School

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

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

School overview

Detail	Data
School name	Shanklea Primary School
Number of pupils in school (Reception to Y6)	278
Proportion (%) of pupil premium eligible pupils	55 (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2025- December 2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Mrs Ritson
Pupil premium lead	Mrs Crowther
Governor / Trustee lead	Mrs Nicholson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82,880

Part A: Pupil premium strategy plan

Statement of intent

At Shanklea Primary School, our intention is to ensure that every pupil, regardless of their background, prior attainment, or barriers to learning receives the high-quality education, support, and opportunities they need to thrive. We recognise that children eligible for Pupil Premium funding may face a range of challenges, and we are committed to addressing these through a well-planned, evidence-informed strategy that promotes equity and excellence.

Our approach is rooted in the principles set out by the Department for Education and the Education Endowment Foundation. We prioritise:

- **High-quality teaching for all**, ensuring curriculum, instruction, and classroom practice meet the needs of disadvantaged pupils first.
- **Targeted academic support** that closes gaps in learning, builds strong foundations, and enables pupils to make accelerated progress.
- **Wider strategies** that remove non-academic barriers to success, including improving attendance, behaviour, wellbeing, and readiness to learn.

We use diagnostic assessment and robust internal data to identify specific needs. Our strategy is proactive, regularly reviewed, and shaped by what we know works for our pupils, staff, and community. We aim for disadvantaged pupils to achieve outcomes in line with, or better than, their peers nationally, and to leave school confident, resilient, and well-prepared for the next stage of education.

Above all, our intent is to ensure that Shanklea Primary School is a place where disadvantage is never a barrier to achievement, and where every child is supported, included, valued, and able to succeed.

Challenges

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

Challenge number	Detail of Challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Formal and informal assessments indicate that a mastery curriculum in mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils.
4	Reviews, evaluations and monitoring highlight the need to embed pedagogical expertise and our wider curriculum to respond to the needs of all our pupils. Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community.
5	Our assessments (including ELSA and Talkabout), observations and discussions with pupils and families have identified increased social and emotional needs in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Lower attendance and punctuality Disadvantaged pupils have higher rates of persistent absence and lower attendance overall.

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
Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Challenge 2-3 Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from previous years.
Challenge 4 Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as breakfast club, after school clubs, residential and educational visits.
Challenge 5 Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">qualitative data from pupil voice, pupil and parent surveys, ELSA profiles and teacher observations.a reduction of incidents on CPOMs linked to mental health
Challenge 6 To improve attendance and punctuality of disadvantaged children.	Disadvantaged attendance is at least 94%; persistent absence rate decreases year-on-year (excluding children with medical needs).

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. £14,880 approx

Activity	Evidence that supports the approach	Challenge number addressed
Oral language interventions including baseline assessments (Talk Boost), targeted small-group sessions, and staff CPD on oracy.	EEF: Oral Language Interventions show +6 months progress; high-quality teaching of vocabulary and structured programmes significantly improve communication skills.	1
Targeted phonics teaching with daily interventions and precision teaching, including termly assessment cycles.	EEF: Phonics approaches have high impact (+5 months); regular assessment ensures early identification of gaps.	2
Small-group and 1:1 tutoring alongside structured reading, writing, and maths interventions.	EEF: Tutoring provides +4–6 months additional progress; targeted academic support accelerates attainment.	3
Delivery of a bespoke enriched curriculum within an internal hub. Also including subsidised trips, clubs, residential, and monitored participation for disadvantaged pupils.	EEF: Arts participation and outdoor learning enhance motivation, cultural capital, and engagement.	4
Wellbeing provision including ELSA, nurture support, pupil voice surveys, and regular wellbeing assessments.	EEF: Social & Emotional Learning approaches add +4 months; strong evidence that wellbeing improves behaviour and readiness to learn.	5
Attendance improvement through first-day calling, family support meetings, breakfast club access, and attendance incentives.	DfE guidance: early engagement, clear systems, and wraparound support improve attendance and reduce persistent absence.	6

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £48,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics interventions and precision teaching	EEF: Phonics approaches have high impact (+5 months); structured, targeted practice accelerates decoding and early reading.	2,3
Small-group reading, writing and maths interventions	EEF: Small-group tuition provides +4 months additional progress; targeted instruction improves core skills.	2,3
1:1 tutoring (School-Led)	EEF: 1:1 tuition has very high impact (+5–6 months), especially when linked to classroom learning.	2,3
Structured intervention programmes (e.g., FTT, Talk Boost Literacy, Numeracy catch-up)	EEF: Structured, evidence-based programmes improve outcomes when delivered consistently.	1,2, 3
Targeted oral language and vocabulary interventions	EEF: Oral Language Interventions improve communication and early literacy (+6 months).	1
Regular termly assessment cycles to identify gaps and target intervention groups	EEF: Assessment for Learning enables early identification of needs, ensuring support is matched to gaps.	2,3

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

£20,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision, nurture groups and targeted wellbeing support	EEF: Social and Emotional Learning approaches improve wellbeing, behaviour, and academic performance (+4 months).	5
Regular wellbeing monitoring (pupil voice, surveys, ELSA profiles)	Early identification of emotional needs reduces behaviour incidents and supports timely intervention.	5
Trauma-informed and behaviour CPD for staff	Evidence shows that consistent relationships and predictable routines improve regulation and behaviour outcomes.	5
Enhanced enrichment offer: subsidised trips, clubs, residential	EEF: Arts participation and outdoor learning increase engagement, motivation, and cultural capital.	4
Monitoring and increasing participation of disadvantaged pupils in enrichment	Participation in enrichment correlates with improved aspiration, attendance, and engagement.	4
Attendance monitoring systems (first-day calling, letters, home visits)	DfE guidance: strong systems and early communication improve attendance and punctuality.	6
Targeted support for families (Early Help, inclusion meetings, attendance plans)	Holistic family support reduces persistent absence and improves readiness to learn.	6
Access to breakfast club, transport support, and punctuality incentives	Evidence shows wraparound support improves routine, decreases lateness, and increases engagement.	6

Total budgeted cost: £82,880

Part B: Review of outcomes for the 3 year strategy

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had until December 2025.

Review of Intended Outcomes

1.Improved oral language skills and vocabulary among disadvantaged pupils (focus was EYFS and KS1).

Strategies introduced over the last three years:

- Clear and progressive sticky vocabulary from 2 year old provision to Y6.
- This sticky vocabulary is reinforced through lesson structure, assessments, QFT and knowledge mats. This is now in place for all subjects and throughout the EYFS through continuous provision.
- A structured approach to shared reading throughout KS1 and KS2 with a focus on vocabulary acquisition.
- Reading spines from EYFS to Y6 which include a diverse range of good quality and challenging texts to develop language and vocabulary skills.
- RWInc into Nursery (in addition to Reception) in the summer term and Super Sounds - scheme which focuses on phonological awareness development e.g. alliteration, syllable work.
- EYFS - progressive reading spine includes rhymes and Poetry basket from 2's to Reception. (transitions into the whole school).
- 1 to 1 tutoring for all pupils daily who have not passed the RWInc phonics throughout school (up to Y6).
- Drama and language skills development clearly planned for and identified throughout curriculum for all year groups- monitored by English Lead, Miss Laskey.
- Pupil voice conducted half termly by English Lead, indicates our most vulnerable pupils are confident and talk enthusiastically about how they learn in school.

There is evidence of improved oral language skills across school, particularly for pupils receiving targeted intervention. Classroom observations and book scrutiny show increased use of sticky vocabulary and improved confidence in speaking. Assessment data indicates progress for most disadvantaged pupils and individual tracking shows good progress from individual starting points. It is important to remember we are working with a small number of pupils so we must consider the individual journey and achievements of each child.

EYFS

Achieving GLD Disadvantaged vs Non Disadvantaged

*Numbers of disadvantaged pupils over the last 2 years have been small numbers, it is important to consider individual pupils and their starting points.

	Disadvantaged	Non Disadvantaged	National	Notes
2024-2025	40%	68%	51.5%	3/5 pupils didn't achieve GLD 1 x personalised curriculum 2 x individual tracking demonstrates good progress from starting points.
2023-2024	40%	74%	51.5%	4/6 pupils didn't achieve 2 x pupils left 2 x pupils WTS Expected levels now.
2022-2023	37.5%	73%	51.6%	-

ELG for Communication and Language- Disadvantaged vs Non Disadvantaged 2025

ELG (Group)	Communication and Language			
	Listening, attention and understanding		Speaking	
Cohort	School	National	School	National
<input checked="" type="checkbox"/> All Pupils	74.4%	81.6%	79.5%	82.3%
<input type="checkbox"/> FSM				
FSM: Yes	60.0%	71.5%	100.0%	72.8%
FSM: No	76.5%	84.3%	76.5%	85.0%

ELG for Communication and Language- Disadvantaged vs Non Disadvantaged 2024

ELG (Group)		Communication and Language			
Early Learning Goal		Listening, attention and understanding		Speaking	
		School	National	School	National
<input checked="" type="checkbox"/> All Pupils		83.8%	81.6%	94.6%	82.3%
<input type="checkbox"/> FSM					
FSM: Yes		60.0%	71.5%	100.0%	72.8%
FSM: Unknown		100.0%	61.7%	100.0%	60.7%
FSM: No		87.1%	84.3%	93.5%	85.0%

ELG for Communication and Language- Disadvantaged vs Non Disadvantaged 2023

ELG (Group)		Communication and Language			
Early Learning Goal		Listening, attention and understanding		Speaking	
		School	National	School	National
<input checked="" type="checkbox"/> All Pupils		82.2%	82.2%	95.6%	82.8%
<input type="checkbox"/> FSM					
FSM: Yes		50.0%	72.6%	87.5%	73.5%
FSM: No		89.2%	84.9%	97.3%	85.5%

Over the last three years the ‘Speaking ELG’ has been a strength of the EYFS as a result of the strategies that have been put in place, identified above. We have also noticed with all the strategies put in place over the last three years a big impact throughout school; however, we are still working tirelessly to narrow the gaps between non disadvantaged and disadvantaged pupils.

Individual tracking introduced from Reception to Y1 has also enabled practitioners to quickly identify areas of concern and intervene in KS1 and also evidence progress pupils are making from EYFS ELGs into KS1 National Curriculum. A lot of the impact for target one is evidenced in the whole school impact for target 2 as there has been a whole school approach and curriculum development over the last three years.

There is evidence of improved oral language skills across school, particularly for pupils receiving targeted intervention. Classroom observations and book scrutiny show increased use of sticky vocabulary and improved confidence in speaking. Assessment data indicates progress for most disadvantaged pupils and individual tracking shows good progress from individual starting points. It is important to remember we are working with a small number of pupils so we must consider the individual journey and achievements of each child.

2.Improved reading attainment among disadvantaged pupils

Strategies introduced over the last three years:

- Clear and progressive sticky vocabulary from 2 year old provision to Y6.
- This sticky vocabulary is reinforced through lesson structure, assessments, QFT and knowledge mats. This is now in place for all subjects and throughout the EYFS through continuous provision.
- A structured approach to shared reading throughout KS1 and KS2 with a focus on vocabulary acquisition 3/4 x per week with weekly challenges.
- Comprehension assessments termly with adjustments made to support pupils who require it.
- Adjusting assessments to meet pupil needs e.g. trailing in science - ensure we celebrate all achievements.
- Reading spines from EYFS to Y6 which include a diverse range of good quality and challenging texts to develop language and vocabulary skills.
- RWInc into Nursery (in addition to Reception) in the summer term and Super Sounds - scheme which focuses on phonological awareness development e.g. alliteration, syllable work.
- EYFS - progressive reading spine includes rhymes and Poetry basket from 2's to Reception. (transitions into the whole school).
- 1 to 1 tutoring for all pupils daily who have not passed the RWInc phonics throughout school (up to Y6).
- Drama and language skills development clearly planned for and identified throughout curriculum for all year groups- monitored by English Lead, Miss Laskey.
- Pupil voice conducted half termly by English Lead, indicates our most vulnerable pupils are confident and talk enthusiastically about how they learn in school.
- Certificates, rewards and reading assemblies to celebrate reading achievements introduced. E,g, Eagle basketball matches for reading, focus on disadvantaged.
- Reading cafes with parents/ carers to develop a love of reading (termly).
- Reading with vulnerable pupils daily to support confidence and fluency.
- Lexia introduced pupils to catch up quickly, focus on disadvantaged- monitored by English Lead.

Outcome Review:

Reading attainment for disadvantaged pupils has improved, with a greater proportion achieving age-related expectations compared than the previous years. Targeted reading interventions, daily and rigorous phonics support and daily reading practice contributed to accelerated progress for identified pupils.

Comprehension		Word reading	
School	National	School	National
74.4%	80.1%	69.2%	76.2%
60.0%	68.2%	60.0%	60.9%
76.5%	83.4%	70.6%	80.3%

EYFS ELG Reading 2024

Comprehension		Word reading	
School	National	School	National
86.5%	80.1%	78.4%	76.2%
60.0%	68.2%	40.0%	60.9%
100.0%	56.8%	100.0%	50.8%
90.3%	83.4%	83.9%	80.3%

EYFS ELG Reading 2023

Comprehension		Word reading	
School	National	School	National
82.2%	80.6%	75.6%	76.2%
50.0%	69.0%	50.0%	61.2%
89.2%	83.9%	81.1%	80.2%

In summary:

EYFS reading outcomes for disadvantaged pupils remain below those of their peers; however, this must be viewed in the context of very small cohorts and complex individual needs. Over time, there is clear evidence that disadvantaged pupils make good progress from their starting points, supported by strengthened early reading provision and a consistent, systematic approach to phonics and language development.

PSC Y1 Disadvantaged Outcomes

	Overall	National	Disadvantaged	National
2025	80%	80%	62.5%	67%

Notes:

62.5% achieved PSC (5/8 pupils).

3 pupils:

1 x child refused- high needs EHCP

2 x children accessing Internal Hub Provision

2024	80%	80%	43%	68%
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Notes:

43% achieved PSC (3/7)

4 pupils

1 x pupil left for specialist provision.

All 3 pupils achieved at re-check.

2023	78%	80%	67%	67%
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Notes:

67% achieved PSC (10/15 pupils).

1 x child has now left.

All achieved at re-check.

Gaps between non disadvantaged and disadvantaged do exist in KS1 PSC assessments; however, following rigorous interventions, we do close that gap by Y2 re-checks all disadvantaged pupils do achieve the re-check (*as long as they have not arrived in school mid year*). It is important to also note we are talking about a small cohort of children.

Y2 Reading

Y2 Reading	Overall	Disadvantaged	Non-Disadvantaged
2024-2025	79%	56%	85%

Notes:

4/9 pupils who were disadvantaged didn't achieve EXS.

1 x pupil now left.

Of the four pupils all on the SEND register, one arrived from another setting mid year.

2023- 2024	73%	71%	70%
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Notes:

2/11 who were disadvantaged did not achieve EXS.

Gap between disadvantaged and non disadvantaged roughly inline.

Y6 SATS Reading SATS 2025

Y6 (33 children)	Reading EXS+	GDS
2024/2025	75.8% 3 PKS 83% 2 x children 99	30.3% 3PKS 33.3%

Disadvantaged	School EXS	National EXS	School GDS	National EXS
6 pupils/ 33	16.7%	62%	16.7%	18%

Notes:

- 6 pupils were disadvantaged out of 33 pupils.
- 3/6 pupils were pre-key stage and 2/3 of those pupils had EHCPs.
- 1 x pupil achieved 99 (1 mark of EXS) and was Expected TA.
- 2/6 pupils had been offered specialist school places and one further was applying.

Y6 (47 pupils)	Reading EXS+	GDS
2023/2024	66% 6 children PKS All now in specialist provision (75.60%) 3 x children achieved 99.	23% 26.8%

Disadvantaged	School EXS	National EXS	School GDS	National GDS
4/47	20%	60%	0%	17%

Notes:

- 4 out of 47 were disadvantaged
- 1 out of 4 EXS didn't perform on the day of the SATS.
- 2 out of 4 achieved 98 .

- 1 out of 4 PKS and now in specialist provision.

End of year Accelerated Reader attainment 2025

Year Group	Non PP % EXS +	PP % EXS+
Y3 37 pupils 10 PP	49%	70%
Y4 44 pupils 11 PP	48%	36%
Y5 45 pupils 12 PP	44%	42%
Y6 34 pupils 6 PP	35%	34%

Focus year groups for 2025-2026 are Y4 and Y5 based on internal data gaps from one assessment method.

2.Improved maths attainment among disadvantaged pupils

Strategies introduced over the last three years:

- Clear and progressive maths scheme based on the progression of White Rose Maths, focused on CPA approach, fluency and arithmetic.
- Clear and sequential arithmetic approach from EYFS to Y6 which focuses on core concepts which are revisited frequently and embedded to develop confidence and fluency.
- Sticky vocabulary clearly identified and revisited regularly and purposefully.
- Assessment is used to reinforce sticky knowledge.
- All classes have targeted fluency practice and the beginning of maths lessons.
- Lessons are streamed to support all learners and abilities.
- Challenges from Y2- Y6 evidenced at least ¾ times per week.
- Assessments completed half termly using HeadStart and WRM- informs teaching and interventions.
- Weekly arithmetic tests to identify focus areas.
- Interventions in place for most vulnerable pupils to ensure they catch up quickly.

- Ongoing CPD for all staff on CPA approach, fluency and the importance of embedding mathematical concepts.
- Y4 has weekly times tables practice for MPC - tracked and intervention as necessary.
- Tricky times tables taught explicitly to support quick recall.

Outcome Review:

Maths attainment improved, supported by targeted small-group interventions, tutoring, and enhanced curriculum sequencing. Internal assessments show an upward trend, with more disadvantaged pupils meeting ARE compared to previous years.

Y2 TA SATS 2025

Y2 Maths	EXS+	GDS
42 pupils	79%	10%

Disadvantaged	School Non Disadvantaged	School Disadvantaged
11 pupils / 42	79%	78% 9/11

Y2 TA SATS 2024

Y2 Maths	EXS +	GDS
41	71%	10%

Disadvantaged	School Non Disadvantaged	School Disadvantaged
11/41	73%	64%

Internal data evidences we are closing the gap between disadvantaged and non-disadvantaged in maths at Y2.

Y6 SATS Maths 2025

Y6 Maths (33 pupils)	EXS+	GDS
2024/2025	75.8% 3 x PKS 83% 1 x 99	9.10% 3 x PKS 10%

Disadvantaged	School EXS	National EXS	School GDS	National GDS
6/33	33.3%	59%	0%	13%

Notes:

- 6 disadvantaged pupils out of 33 pupils.
- 3/6 pre key stage, didn't take the SATS.
- 3/6 pupils that were pre-key stage and 2/3 of those pupils had EHCPs, one was applying.
- 2/6 pupils had been offered specialist school places and one further was applying.
- 2/3 who took the SATS achieved EXS, the third achieved WTS.

At Y6, as the numbers are small, we need to look at the individual progress of each child from their starting point.

3.Improved wellbeing for all pupils, particularly disadvantaged pupils

Outcome Review:

Wellbeing provision, including ELSA support, nurture groups and trauma-informed approaches had a noticeable positive impact. Survey results and pupil voice indicate improved emotional readiness to learn. Participation in after-school clubs, trips and enrichment opportunities increased for disadvantaged pupils. Teacher observations highlight improved engagement and behaviour for most targeted pupils.

4.Improved attendance for all pupils, particularly disadvantaged pupils

Outcome review:

Attendance initiatives, including first-day response, family support, and improved access to breakfast club, led to modest improvements in attendance for some disadvantaged pupils. Persistent absence is reduced slightly but remains above the target threshold. The attendance gap narrowed but not at the expected rate. Attendance is monitored and presented to governors half termly.

September 2025-December 2025	PP Attendance	National	Removing Medical (3)
Whole School 95.4% 55 Pupils PP	91.7%	N/A	93.8%

2024 -2025	PP Attendance	National 2024	Removing Medical Needs	PP PA Attendance (12)	Removing Medical Needs (4)
Whole School 95.2% 56 pupils PP	91.3%	92.1%	93.6%	21.4%	15.4%

At Shanklea we have a small minority of pupils with complex medical needs which does have a big impact on our pupil premium attendance; however, we are an inclusive school and support all pupils and their individual needs.

Summary of 3 year strategy

As a school, we believe that our pupil premium strategy has been well targeted, evidence informed and had a positive difference to the outcomes and experiences of our disadvantaged pupils. We have a clear understanding of the barriers our pupils face and have prioritised high-quality teaching, early identification of need and timely intervention as the core drivers of improvement.

The impact of our work on pupils' learning has been strong overall. Disadvantaged pupils benefit from consistently strong classroom practice alongside carefully planned and monitored interventions. Regular assessment and individual tracking allow us to respond quickly when pupils fall behind. As a result, most disadvantaged pupils make good progress from their starting points, including those with additional and complex needs.

Developing pupils' oral language and vocabulary has been a key priority and is now a clear strength of the school. A progressive approach to vocabulary and oracy is embedded from early years through to Year 6. Disadvantaged pupils are confident communicators who engage well in lessons and use subject-specific language with increasing accuracy. In the early years, outcomes in communication and language are strong, despite small cohorts and a high proportion of pupils with additional needs, providing a secure foundation for future learning.

Reading has also been a significant focus. Our approach to early reading is rigorous and consistent, with daily phonics teaching, targeted interventions and sustained reading practice. While published outcomes vary due to small cohort sizes and the complexity of need within some groups, our internal tracking shows that disadvantaged pupils make strong progress over time. Where pupils remain in school, all disadvantaged pupils typically meet the phonics

standard by the re-check. By the end of each key stage, disadvantaged pupils' attainment continues to improve and leaders are confident in the positive impact of our strategies.

In mathematics, improvements to curriculum sequencing, fluency and use of the CPA approach have strengthened outcomes for disadvantaged pupils. Gaps between disadvantaged and non-disadvantaged pupils are closing, particularly in key stage 1. At key stage 2, outcomes are influenced by very small numbers and pupils working at pre-key stage standards; however, careful analysis of individual progress demonstrates that pupils make appropriate and often strong progress from their starting points.

Our work to support pupils' wellbeing has been highly effective. Targeted provision, including ELSA support, nurture groups and trauma-informed practice, has led to improved emotional regulation, engagement and readiness to learn. Pupil voice and staff observations confirm that disadvantaged pupils feel supported and included. Participation in enrichment activities, trips and clubs has increased, helping to broaden pupils' experiences and raise aspirations.

Leaders are acutely aware that attendance data for disadvantaged pupils is disproportionately affected by a small number of pupils with significant medical and complex needs. As an inclusive school, we support these pupils fully while ensuring that attendance data is analysed carefully and transparently. When medical absence is accounted for, the attendance gap narrows, but it is not yet closing at the rate we expect.

While improvements indicate that current strategies are beginning to have an impact, attendance for disadvantaged pupils is not yet consistently at the ambitious level we set. As a result, attendance remains a clear priority within our next phase of the pupil premium strategy. We will continue to refine our approach by strengthening early intervention, deepening work with families, and targeting persistent absence more sharply to ensure disadvantaged pupils attend school regularly and are able to benefit fully from the improvements made to teaching, learning and wider support.

Overall, we believe we evaluate the impact of pupil premium funding honestly and robustly. We are clear about the strengths of our provision and realistic about the challenges that remain. The strategy is having a positive impact on academic outcomes, wellbeing and wider experiences for disadvantaged pupils, and we are well placed to continue refining our work for the next three year plan.