

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 | Woodcot Primary School |
| Number of pupils in school | 168 |
| Proportion (%) of pupil premium eligible pupils | 35.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Michaela Beetlestone |
| Pupil premium lead | Vanessa McBryde |
| Governor / Trustee lead | Lisa Rhodes |

Pupil Overview

This strategy seeks to diminish the barriers for pupils in the following demographic groups:

- Pupils currently eligible for FSM
- Pupils who have been eligible for FSM at any time in the past six years
- Pupils currently in the care of a local authority
- Pupils who have been adopted from care or are under a special guardianship or child arrangements order
- Pupils that have been registered as a 'service child' on the January school census at any point since 2016

Funding Overview

| Detail | Amount |
|--|---------------------|
| Pupil premium funding allocation this academic year | £79,221 (60 Pupils) |
| Service pupil premium funding allocation this academic year | £2,450 (7 Pupils) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £81,671 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Woodcot, we target the use of pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to be as well prepared for the next stage of their education as their non-disadvantaged peers. We recognise that our disadvantaged children can face a wide range of barriers which may impact on their learning.

Through the use of our pupil premium funding we aim to:

- **Remove barriers to learning** arising from socio-economic disadvantage, family circumstances, or limited access to resources and opportunities.
- **Narrow the attainment gaps** between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- **Ensure all pupils achieve fluency in reading, writing and maths**, with strong comprehension skills, enabling full access to an ambitious and broad curriculum.
- **Empower pupils to communicate confidently and effectively**, equipping them with essential oracy and language skills for academic success and life beyond school.
- **Support pupils in nurturing their social and emotional wellbeing**, developing resilience and independence to overcome challenges and achieve personal growth.
- **Enable disadvantaged pupils to access a range of opportunities** to develop their knowledge and understanding of the world

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our approaches are inclusive and designed to meet the diverse needs of all pupils, ensuring that no child is left behind regardless of their starting point. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have a tiered approach to effective pupil premium funding, in line with EEF evidence, and target spending across 3 areas, with a particular focus on high quality teaching to ensure equity of access for children in areas of challenge:

- a rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet expected outcomes
- targeted academic support - additional support is provided through targeted provision
- whole school strategies - we believe that there is no single strategy or intervention which provides a complete solution.

Challenges

We have identified the most common barriers faced by our disadvantaged pupils and grouped these into **external** and **internal** categories to clearly differentiate between challenges that arise from factors **beyond the school's direct control** and those that are more directly related to individual pupil needs and behaviours.

External Barriers & Challenges

These barriers include factors that originate outside the school environment and are often linked to family, socio-economic, or community circumstances. These barriers may influence pupils' readiness for learning and their ability to fully engage with school life.

| Challenge Number | Detail of Challenge | % of chn with barrier 24-25 | % of chn with barrier 25-26 | % of chn with barrier 26-27 |
|------------------|-------------------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 | Emotional wellbeing / mental health | 30% | 68% | |
| 2 | Low aspirations | 19% | 34% | |
| 3 | Limited life experiences | 14% | 30% | |
| 4 | Poor attendance / health | 32% | 21% | |
| 5 | Low self esteem / confidence | 32% | 55% | |
| 6 | Financial hardship | 83% | 41% | |
| 7 | Parental engagement | 3% | 16% | |

This means that...

- **Many pupils** are finding it difficult to **regulate their emotions**, leading to increased anxiety, reduced focus, and challenges in forming positive relationships. These difficulties are negatively affecting their behaviour and ability to engage fully in learning.
- **Many pupils** are **missing critical teaching and learning opportunities** due to irregular attendance. This is leading to significant gaps in their knowledge and skills, making it harder for them to keep up with their peers.
- **Many pupils** are **reluctant to take risks in their learning**, such as contributing in discussions or tackling challenging tasks. This is leading to underachievement and missed opportunities to build resilience and independence.
- **Almost all pupils** are **unable to access the basic essentials for school**, such as uniform, breakfast, or internet access. This is affecting their ability to engage in learning, complete homework, and feel included in the school community.

Internal Barriers & Challenges

These are factors intrinsic to the pupils themselves that directly affect their academic progress, behaviour, and engagement. These are often linked to individual learning needs or personal development.

| Challenge number | Detail of challenge | % of chn with barrier 24-25 | % of chn with barrier 25-26 | % of chn with barrier 26-27 |
|------------------|---|-----------------------------|-----------------------------|-----------------------------|
| 8 | Memory / recall | 27% | 55% | |
| 9 | Narrow vocabulary | 22% | 39% | |
| 10 | Oracy / articulation | 24% | 38% | |
| 11 | Relationship with peers | 22% | 34% | |
| 12 | Organisational skills | 24% | 39% | |
| 13 | Specific difficulties in maths | 37% | 39% | |
| 14 | Specific difficulties in phonics / reading fluency | 30% | 32% | |
| 15 | Specific difficulties in spelling / writing transcription | 40% | 48% | |

This means that...

- **Many pupils** find it difficult to keep up with **the foundational mathematical** concepts taught in their lessons and retain these over time. This impacts their confidence and progress in maths, as well as in other STEM subjects.
- **Many pupils** are **struggling to decode words or read fluently**, which affects their ability to access the wider curriculum. This impacts their comprehension, limits their enjoyment of reading, and slows progress in literacy.
- **Almost half of pupils** are finding it difficult to **write clearly and accurately**, often due to challenges with spelling or handwriting. This affects the quality of their written work and can lead to frustration or avoidance of writing tasks.

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 |
|--|--|
| <p>Emotional Regulation Pupils develop the skills to regulate their emotions, reducing anxiety and improving focus and relationships.</p> | <ul style="list-style-type: none"> • Pupils identified with emotional wellbeing barriers show improvement in resilience and regulation based on termly Boxall Profiles and annual Pupil Profiles. • Reduction in behaviour incidents related to emotional dysregulation by 50% compared to 2024 baseline. • 90% of staff report improvement in emotional resilience during lesson observations. • Annual safeguarding survey shows an increase in children feeling safe and happy in school compared to the 2024 baseline. |
| <p>Attendance Pupils attend regularly to maximise learning time and progress.</p> | <ul style="list-style-type: none"> • Termly monitoring shows sustained improvements in attendance rates. • Attendance for disadvantaged pupils improves to at least 96%. • Persistent absenteeism for disadvantaged pupils reduces to below 10%. |
| <p>Resilience Disadvantaged pupils develop resilience and independence, enabling them to engage actively in learning and overcome challenges.</p> | <ul style="list-style-type: none"> • 75% of disadvantaged pupils show increased engagement in challenging tasks as observed in lesson monitoring. • Lesson monitoring shows that disadvantaged pupils complete independent tasks (more readily) without adult support. • 90% of pupils report feeling more confident to tackle challenges in annual pupil voice surveys. |
| <p>Cultural Capital and Aspirations Disadvantaged pupils access a wide range of enrichment opportunities, raising aspirations and extending cultural capital.</p> | <ul style="list-style-type: none"> • All disadvantaged pupils participate in at least three enrichment activities or trips annually by 2027. • Attendance in extracurricular clubs by disadvantaged pupils increases to 75% by 2027. |
| <p>Fluency (Phonics) Every child is able to decode using phonics by the end of Year 1, enabling full access to the curriculum.</p> | <ul style="list-style-type: none"> • Year 1 phonics screening check results exceed the national average by 2027 • 100% of disadvantaged pupils receiving phonics intervention show progress in regular half-termly assessments. • 90% of targeted pupil premium pupils achieve expected fluency benchmarks by the end of Year 1. |
| <p>Comprehension (Reading) Every child is able to read fluently and with comprehension appropriate for their age, enabling curriculum access.</p> | <ul style="list-style-type: none"> • By 2027, 75% of disadvantaged pupils achieve expected or above standards in KS2 reading SATs. • 85% of pupils receiving reading interventions show measurable progress in comprehension and fluency within two terms. |
| <p>Writing Every child can write coherently and fluently, demonstrating understanding across subjects through clear written communication.</p> | <ul style="list-style-type: none"> • By 2027, 75% of disadvantaged pupils achieve expected standards in KS2 writing SATs. • Termly moderation shows improvement in writing coherence, fluency, and accuracy for 85% of disadvantaged pupils. • Spelling accuracy improves by 20% for pupils identified with barriers in transcription. |
| <p>Mathematics Every child is able to calculate fluently, solve problems, and reason effectively, using maths confidently in everyday life.</p> | <ul style="list-style-type: none"> • 75% of disadvantaged pupils achieve expected standards in KS2 maths SATs by 2027. • Termly assessments show 85% of pupils with specific maths difficulties make measurable progress in fluency and reasoning tasks. • 90% of pupils report feeling confident solving real-world maths problems by the end of Year 6. |

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 (e.g., CPD, Recruitment, and Retention)

Budgeted Cost: £8,172.77

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---------------------------------|
| Teaching Walkthrus and supporting resources (£224.06): Evidence-based guides for instructional coaching to improve teaching techniques. | EEF highlights effective professional development as having a significant impact on pupil outcomes. Effective Professional Development EEF | All |
| RWI Resources (£595.72): Resources to support Read Write Inc phonics teaching. | Ensures consistent and effective delivery of phonics lessons, leading to better literacy outcomes. | 14 |
| RWI Support Package (£3,510): Intensive support, including development days, 1:1 tutoring for staff, and assessment tools. | Supports high-quality teaching and targeted interventions for struggling readers (EEF). | 14 |
| The Write Stuff Subscription (£149.99): Writing Curriculum to improve writing composition and address basic skills errors. | Explicit instruction in writing strategies improves overall writing proficiency (EEF). | 15 |
| Vocabulary Ninja Subscription (£79): A structured programme for vocabulary building across all year groups. | Enhances pupils' language skills, supporting comprehension and writing tasks (EEF). | 9 |
| Cornerstones Curriculum Programme (£2,500): Ensures coherent progression of knowledge and skills across subjects. | A carefully sequenced curriculum builds cumulative learning and improves pupil outcomes (EEF). | All |
| Maths Hub (Free): Targeted CPD for improving maths teaching. | Supports fluency and reasoning, addressing specific difficulties in maths (EEF). | 13 |
| Grammarsaurus Training (£280) Training to improve writing composition and address basic skills errors. | Explicit instruction in writing strategies improves overall writing proficiency (EEF). | 15 |
| Grammarsaurus Resources (£399) Training to improve writing composition and address basic skills errors. | Explicit instruction in writing strategies improves overall writing proficiency (EEF). | 15 |
| 1Decision Programme (£435): PSHE/RSHE curriculum that helps children learn life skills, make safe choices, and understand the consequences of their decisions so they are ready to learn. | Enhances children's overall social and emotional learning including: self-awareness, self-management, social awareness, relationship skills and responsible decision making ensuring that they are ready to learn (EEF) | 1, 2, 4, 5 which impact on 8-15 |

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

Budgeted cost: £11861

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1:1 and Small Group Tutoring for Maths (£912): Focused support to address gaps in fluency and reasoning. | Small-group tuition has a significant impact on closing attainment gaps (EEF). | 13, 12 |
| Targeted Reading Interventions (£1825): Structured sessions to improve reading fluency and comprehension. | Improves reading outcomes for disadvantaged pupils who struggle with decoding and comprehension. | 14, 9, 12 |
| Spelling and Writing Booster Groups (£912): Support for spelling accuracy and transcription. | Explicit instruction improves basic writing skills and confidence (EEF). | 15, 12 |
| Speech and Language Interventions (£912): Programmes to develop oracy and articulation skills. | Strong oral language skills are linked to better engagement and comprehension across the curriculum (EEF). | 10 |
| KS1 T&L Rapid Intervention (£7300): Additional teaching and intervention for pupils in KS1. | Accelerates progress for pupils with foundational gaps in phonics and reading ensuring readiness for future learning. | 14 |

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

Budgeted cost: 61,638

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Pastoral Learning Mentor Programme (£18,250) | EEF evidence shows that social and emotional learning improves behaviour, wellbeing, and academic outcomes. | 1 & 5 |
| Family Support Coordinator (£17,258) | Parental engagement and support improve attendance and pupil outcomes. | 4, 6 & 7 |
| Attendance Initiatives (£860) | Attendance improvement strategies have a direct impact on reducing absenteeism and increasing learning time. | 4 |
| Cultural Capital Residentials, Trips and Subsidies (£1190) | Providing opportunities for disadvantaged pupils to participate in cultural and enrichment activities broadens horizons and builds aspirations. | 3 |
| Breakfast Club (£3,143) | EEF Magic Breakfast findings suggest that providing a nutritious start to the day boosts attainment, particularly in reading and maths. | 6 |
| Learning Mentors (£18, 437) | EEF findings suggest that improving behaviour, metacognition and self-regulated learning, when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment. | 1, 2 & 5 |
| Contingency fund for acute issues (£2500) | Based on our experiences, and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g. uniform, trips, bedding, food etc | 4 & 6 |

Total budgeted cost: £81671.77

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the academic years 2023 to 2025.

| <i>Intended outcome</i> | <i>Success criteria</i> | <i>Strategy Outcomes</i> |
|---|---|--|
| <p>Emotional Regulation</p> <p>Pupils develop the skills to regulate their emotions, reducing anxiety and improving focus and relationships.</p> | <ul style="list-style-type: none"> • Pupils identified with emotional wellbeing barriers show improvement in resilience and regulation based on termly Boxall Profiles and annual Pupil Profiles. • Reduction in behaviour incidents related to emotional dysregulation by 50% compared to 2024 baseline. • 90% of staff report improvement in emotional resilience during lesson observations. • Annual safeguarding survey shows an increase in children feeling safe and happy in school compared to the 2024 baseline. | <p>Emotional Wellbeing: We have made encouraging progress toward our long-term goals of improving pupils' emotional wellbeing, focus, and relationships. Targeted interventions have supported pupils in developing self-regulation strategies and resilience.</p> <p>Resilience and regulation: Pupils identified with emotional wellbeing barriers showed improvement in resilience and regulation.</p> <p>Behaviour Incidents: Behaviour logs show a significant reduction in incidents linked to emotional dysregulation.</p> <p>Staff Observations: An increasing number of staff reported improved emotional resilience among pupils during lesson observations, noting increased ability to manage frustration, remain on task, and engage positively with peers.</p> <p>Safeguarding Survey: The annual pupil safeguarding survey revealed that 80.4% of children reported that they feel safe and happy in school. This is a 26.7% increase from last year showing that the strategies we have put in place are successful. Pupil voice showed this was due to: the 5 trusted adult approach, consistency in expectations and behaviour policy embedded.</p> |
| <p>Attendance</p> <p>Pupils attend regularly to maximise learning time and progress.</p> | <ul style="list-style-type: none"> • Termly monitoring shows sustained improvements in attendance rates. • Attendance for disadvantaged pupils improves to at least 96%. • Persistent absenteeism for disadvantaged pupils reduces to below 10%. | <p>We have made steady progress toward improving attendance for disadvantaged pupils and reducing persistent absenteeism. A combination of proactive monitoring, personalised support, and strengthened home-school communication has contributed to more consistent attendance patterns.</p> <p>Overall Attendance Trends: Termly monitoring showed a sustained upward trend in attendance rates across all pupil groups, with disadvantaged pupils improving from a baseline of 94.2% to 96.8% which is significantly above the national average of 92.1% by the end of the year.</p> <p>Target Progress: While the 96% target was not fully met, we still exceed the national average of 94.5% with our overall attendance being 94.8%. This reflects strong momentum and the effectiveness of targeted interventions such as attendance monitoring, support and early intervention protocols.</p> <p>Persistent Absenteeism: The proportion of disadvantaged pupils classified as persistently absent fell from 20.9% to 15.7% (significantly below the nation average of 25.7%) moving closer to the strategic goal of below 10%. Continued</p> |

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| | | <p>focus on early identification and family engagement will be key to achieving this.</p> <p>Pupil and Family Engagement: Feedback from attendance meetings and family support sessions indicate improved understanding of the importance of regular attendance and increased trust in school systems.</p> |
| <p>Resilience Disadvantaged pupils develop resilience and independence, enabling them to engage actively in learning and overcome challenges.</p> | <ul style="list-style-type: none"> ● 75% of disadvantaged pupils show increased engagement in challenging tasks as observed in lesson monitoring. ● Lesson monitoring shows that disadvantaged pupils complete independent tasks (more readily) without adult support. ● 90% of pupils report feeling more confident to tackle challenges in annual pupil voice surveys. | <p>Our resilience strategy has laid a strong foundation for fostering independence and perseverance among disadvantaged pupils. Through our adapted curriculum, targeted classroom practices, growth mindset interventions, and structured opportunities for challenge, pupils have begun to demonstrate greater confidence and autonomy in their learning.</p> <p>Engagement in Challenging Tasks: Lesson monitoring across the year showed an increased number of disadvantaged pupils engaged more actively with challenging tasks, often demonstrating increased perseverance and willingness to take academic risks.</p> <p>Independent Task Completion: Observations indicated a marked improvement in pupils' ability to complete tasks without adult support. Teachers reported that pupils were more likely to attempt tasks independently before seeking help, with notable gains in KS2 classrooms.</p> <p>Pupil Voice: Pupil voice showed that 78% of pupils felt more confident tackling challenges, with many citing classroom routines, teacher encouragement, and peer support as key contributors. This is an improving picture but still below our 90% target and will inform refinements next year.</p> |
| <p>Cultural Capital and Aspirations Disadvantaged pupils access a wide range of enrichment opportunities, raising aspirations and extending cultural capital.</p> | <ul style="list-style-type: none"> ● All disadvantaged pupils participate in at least three enrichment activities or trips annually by 2027. ● Attendance in extracurricular clubs by disadvantaged pupils increases to 75% by 2027. | <p>Our strategy to enhance cultural capital and raise aspirations among disadvantaged pupils has successfully broadened access to enrichment opportunities and begun to shift pupil engagement. By embedding enrichment into the curriculum and proactively removing barriers to participation, we have taken meaningful steps toward ensuring equity of experience.</p> <p>Enrichment Participation: 100% of disadvantaged pupils participated in at least three enrichment activities or trips this year, including theatre visits, workshops, visitors and outdoor learning experiences. While we have already met this target, we are strongly committed to sustaining and developing this offer.</p> <p>Extracurricular Engagement: This is the first year that we have offered extracurricular clubs - all clubs are free of charge. Attendance in extracurricular clubs among disadvantaged pupils rose to 69% at the end of the year, up from 48% at the beginning of the year. Popular clubs included sports, art and dance, with increased uptake following targeted promotion and parental engagement.</p> <p>Pupil Voice and Aspirations: Feedback from pupils indicated growing interest in future careers, increased confidence in trying new experiences,</p> |

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| | | <p>and a stronger sense of belonging. Pupils expressed pride in their achievements and enthusiasm for further opportunities.</p> |
| <p>Fluency (Phonics) Every child is able to decode using phonics by the end of Year 1, enabling full access to the curriculum.</p> | <ul style="list-style-type: none"> Year 1 phonics screening check results exceed the national average by 2027 100% of disadvantaged pupils receiving phonics intervention show progress in regular half-termly assessments. 90% of targeted pupil premium pupils achieve expected fluency benchmarks by the end of Year 1. | <p>Our phonics fluency strategy has delivered strong early outcomes, supporting disadvantaged pupils to develop secure decoding skills and access the wider curriculum with confidence. Through structured phonics teaching, targeted interventions, and rigorous progress monitoring, we have strengthened foundational literacy across EYFS and Year 1.</p> <p>Phonics Screening Check: Year 1 phonics screening results show that 77.8% of pupils met the expected standard showing a 3 year upward trend and broadly inline with the national average. This positive trajectory suggests we are on track to exceed the national average by 2027.</p> <p>Intervention Impact: 100% of disadvantaged pupils receiving phonics intervention demonstrated progress in half-termly assessments, with improvements in segmenting, blending, and grapheme recognition. This confirms the effectiveness of our targeted support model.</p> <p>Fluency Benchmarks: 62.5% of targeted pupil premium pupils achieved expected fluency benchmarks by the end of Year 1. This is an improvement on their Year 1 baseline which was 42.9% showing the impact of consistent, high-quality instruction.</p> <p>Staff Confidence and Consistency: Staff feedback and lesson observations indicated increased confidence in delivering phonics sessions, supported by ongoing CPD and fidelity to our chosen phonics programme.</p> |
| <p>Comprehension (Reading) Every child is able to read fluently and with comprehension appropriate for their age, enabling curriculum access.</p> | <ul style="list-style-type: none"> By 2027, 75% of disadvantaged pupils achieve expected or above standards in KS2 reading SATs. 85% of pupils receiving reading interventions show measurable progress in comprehension and fluency within two terms. | <p>Our comprehension strategy has focused on strengthening fluency and understanding to ensure all pupils—particularly those disadvantaged—can access the curriculum confidently. Through structured whole-class reading, targeted interventions, and vocabulary-rich instruction We have begun to close gaps in reading attainment and deepen pupils’ engagement with texts.</p> <p>Progress Toward KS2 SATs Target: Data from Key Stage 2 SATs (2025) shows that 66.7% of disadvantaged pupils achieved the expected or above the expected standard in reading, up from 50% in 2024. This upward trend suggests we are on track to meet the 75% target by 2027 with continued support and refinement.</p> <p>Intervention Impact: 71% of pupils receiving reading interventions demonstrated measurable progress in both fluency and comprehension within two terms, as evidenced by standardised assessments and teacher observations. This shows good progress towards our 3 year target and confirms the effectiveness of our intervention model.</p> <p>Curriculum Access and Engagement: Lesson monitoring and pupil voice indicate increased confidence in tackling age-appropriate texts, with</p> |

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| | | <p>pupils showing improved ability to infer meaning, discuss themes, and respond to questions with greater depth.</p> |
| <p>Writing Every child can write coherently and fluently, demonstrating understanding across subjects through clear written communication.</p> | <ul style="list-style-type: none"> • By 2027, 75% of disadvantaged pupils achieve expected standards in KS2 writing SATs. • Termly moderation shows improvement in writing coherence, fluency, and accuracy for 85% of disadvantaged pupils. • Spelling accuracy improves by 20% for pupils identified with barriers in transcription. | <p>Our writing strategy has focused on building coherence, fluency, and transcription accuracy among disadvantaged pupils to ensure they can communicate effectively across the curriculum. Through targeted teaching, structured writing routines, and consistent moderation, we have begun to close gaps and raise standards in writing.</p> <p>Progress Toward KS2 SATs Target: Data from Key Stage 2 SATs (2025) shows that 66.7% of disadvantaged pupils achieved the expected or above the expected standard in writing, up from 16.7% in 2024. This upward trend suggests we are on track to meet the 75% target by 2027 with continued support and refinement. This positive trajectory suggests we are on course to meet the 75% target by 2027.</p> <p>Moderation Insights: Termly writing moderation showed that 56% of disadvantaged pupils demonstrated improvement in coherence, fluency, and accuracy. Teachers reported stronger sentence structure, clearer organisation of ideas, and more confident use of vocabulary. We will continue to refine this provision to meet our 3 year target.</p> <p>Spelling Accuracy Gains: Among pupils identified with transcription barriers, teachers report an improvement in spelling accuracy.</p> <p>Instructional Consistency: Staff implemented modelled and shared writing strategies with increasing consistency, supported by CPD and planning frameworks aligned with the EEF's literacy guidance.</p> |
| <p>Mathematics Every child is able to calculate fluently, solve problems, and reason effectively, using maths confidently in everyday life.</p> | <ul style="list-style-type: none"> • 75% of disadvantaged pupils achieve expected standards in KS2 maths SATs by 2027. • Termly assessments show 85% of pupils with specific maths difficulties make measurable progress in fluency and reasoning tasks. • 90% of pupils report feeling confident solving real-world maths problems by the end of Year 6. | <p>Our mathematics strategy has focused on developing fluency, reasoning, and problem-solving skills among disadvantaged pupils to ensure they can apply maths confidently in both academic and everyday contexts. Through targeted interventions, high-quality teaching, and curriculum enrichment, we have made strong progress toward our long-term goals.</p> <p>Progress Toward KS2 SATs Target: Data from Key Stage 2 SATs (2025) shows that 88.9% of disadvantaged pupils achieved the expected or above the expected standard in mathematics (exceeding our three year target), up from 41.7% in 2024. This positive trajectory suggests we are on course to exceed the 75% target by 2027.</p> <p>Intervention Impact: Termly assessments revealed that 56% of pupils with identified maths difficulties made measurable progress in fluency and reasoning tasks. We will continue to refine this provision to meet our 3 year target.</p> <p>Pupil Confidence: End-of-year pupil voice showed that 74.9% of Year 6 pupils felt confident solving real-world maths problems.</p> |

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| | | Teaching and Curriculum: Lesson observations highlighted increased use of manipulatives, mathematical talk, and structured reasoning tasks. Staff CPD focused on deepening conceptual understanding and scaffolding problem-solving strategies. |
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Externally Provided Programmes

| Programme | Provider |
|------------------|----------|
| Wellcomm | |
| Concept Cat | |
| Word Aware | |
| Vocabulary Ninja | |
| The Write Stuff | |
| Grammarsaurus | |
| Read, Write Inc | |
| White Rose Maths | |
| Cornerstones | |
| Walkthrus | |
| 1Decision | |

Service Pupil Premium Funding (optional)

| Measure | Details |
|--|--|
| Little Troopers Group 5% of Pastoral Learning mentor salary (included above) | Our Pastoral Learning Mentor and Family Support Coordinator support the emotional wellbeing and academic achievement of service children. Activities to stay connected to deployed parents are undertaken. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements in wellbeing amongst service children. |