

Pupil premium strategy statement

This statement details our school's use of Pupil Premium funding for the 2024 to 2027 academic period 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

Metric	Data
School name	Woodgate Primary Academy
Pupils in school	132 (R-Year 6) (163 incl Nursery)
Proportion of disadvantaged pupils	21.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was first published	December 2022
Date this statement was updated	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Neller, Headteacher
Pupil premium lead	Sarah Neller, Headteacher
Governor lead	Jon Brydon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,770
Recovery premium funding allocation this academic year	No longer applicable
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,720

A: Pupil premium strategy plan

Statement of intent

At Woodgate Primary Academy, we use Pupil Premium funding as part of a wider, evidence-informed approach to tackling disadvantage. We recognise that pupils who meet the criteria for the Pupil Premium Grant represent only one lens of disadvantage. Many children in our community face barriers to learning linked to poverty, housing vulnerability, adverse childhood experiences, family mental health, low income, limited access to enrichment and complex SEND needs.

Our mission is to ensure that every disadvantaged pupil — whether PP, vulnerable, or experiencing wider unmet need — receives a high-quality education that enables them to thrive academically, socially and emotionally.

Our strategy is built around the EEF's tiered model prioritising:

1. High-quality teaching: the strongest lever in closing attainment gaps is excellent teaching, we invest in teacher development, curriculum design, early reading, dialogic learning and adaptive practice.
2. Targeted academic support: We use structured, evidence-based interventions to accelerate progress in early reading, early number, language, phonics, writing, maths, and communication.
3. Wider strategies{ We tackle non-academic barriers through improved attendance, family engagement, therapeutic approaches, OPAL, Forest School, nurture support and cultural capital.

Our Early Years Commitment

A central priority of this strategy is raising Early Years attainment so that outcomes for disadvantaged and vulnerable pupils rise to at least national average for Good Level of Development (GLD).

We will:

- close early gaps rapidly in C&L, PSED, early reading and early number
- strengthen adult–child interactions
- embed a vocabulary-rich environment
- ensure targeted early intervention
- strengthen Nursery–Reception–KS1 transition
- remove barriers to attendance, readiness and wellbeing

High-quality Early Years provision is the foundation for later success, and we will monitor EYFS outcomes closely through this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: nationally, disadvantaged and vulnerable pupils have higher absence and lateness, impacting learning and wellbeing. In general our vulnerable pupils attend well, but continued focus and support in ensure this does not change.
2	Early Years Communication, vocabulary and language Observations of our reception children show that many have difficulties with speech and language as well as limited oral language skills and vocabulary gaps. Limited oral language skills and vocabulary gaps are also an area for development with many of our older children in the school.
3	Early Reading and Phonics Assessment of early reading skills and phonetic awareness have identified this a key area for development. This is true of children throughout the school.
4	Emotional Wellbeing and self regulation Observation, conversations with pupils and parents and observed behaviour demonstrates that many pupils experience anxiety, low resilience, dysregulation or sensory needs requiring therapeutic approaches. Family circumstances and engagement. Families face complex challenges including housing, SEND pressures, low income, work commitments and mental health difficulties.
5	Mathematical Fluency and number sense Observation and assessment has highlighted that fluency in recall of number facts and times tables is impacting on the rate of progress children are making in maths.
6	Learning behaviours, independence and resilience Observation of the children has shown that many lack the resilience, perseverance and independence in their learning.
7	Writing outcomes Assessment of writing has highlighted that many pupils are well below age related expectations. Pupils show weaknesses in cohesion, stamina, transcription, vocabulary depth and sentence construction.
8	Cultural Capital, enrichment and life experiences Developing relationships, supporting families and developing a school community are key to supporting progress for pupils in all areas of school life. Some children have limited access to enriching experiences, vocabulary-building contexts and community participation. Observation and assessment has highlighted the need for a curriculum that enables pupils to make connections, build knowledge, skills and life experience and foster a love of learning.
9	Early Years Evidence shows significant barriers for disadvantaged pupils in communication, PSED, early reading and number. High quality EY provision to close the gap on the number of pupils achieving a GLD, being in line with national average, and moving towards the 2028 goal of 75% GLD.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: - the overall absence rate for all pupils being no more than 5% - Reducing the attendance gap between disadvantaged pupils and their non-disadvantaged peers - the percentage of all pupils who are persistently absent decreasing
2	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. EYFS/KS1 language indicators improve over time. Pupils display growing confidence, vocabulary use and oracy. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3	Improved reading attainment among disadvantaged pupils.	Progress in phonics is monitored closely and disadvantaged children make good progress and year 1 phonics results reflect this progress and are in line with national expectations. Reading and attainment results for all children in KS1 and KS2 are in line with national expectations. Disadvantaged children make good progress and gaps between disadvantaged and non-disadvantaged achieving expectations are reduced over time. Disadvantaged pupils pass phonics at rates at least in line with national PP
4	To achieve and sustain improved well-being and behaviour for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in behaviour issues - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - greater participation in class with children demonstrating resilience - Parent, staff and pupil perceptions are that behaviour is dealt with effectively and children feel safe.
5	To improve maths attainment for all of our pupils and in particular our disadvantaged pupils.	Increased fluency in number facts; closing gaps in arithmetic and reasoning. KS1 and 2 maths outcomes are in line with national expectations. Disadvantaged children make good progress and gaps between disadvantaged and non-disadvantaged achieving expectations are reduced over time.
6	To develop more resilient, motivated and independent learners who have a better understanding of how they learn best with the result that they improve their attitude to learning and attainment in a range of subjects	High participation in clubs, OPAL, enrichment and nurture provision. Children demonstrate resilience and motivation. They can talk confidently about their learning and know what they need to work on to improve. They are aware of strategies they can use to help them become independent learners
7	To improve writing attainment for all of our pupils and in particular our disadvantaged pupils.	KS1 and 2 writing outcomes are in line with national expectations. Disadvantaged children make good progress and gaps between disadvantaged and non-disadvantaged achieving expectations

		are reduced over time. Disadvantaged pupils' writing attainment approaches national. Improved stamina, vocabulary, structure and transcription skills.
8	To build a school community that worked together for the benefit of the pupils and the school as a whole	Good relationships with parents developed Greater parent participation – supporting in school, attending events, supporting pupil learning and attendance Develop a strong and functioning PTA Take part in local community events. Support families in a variety of ways.
9	To raise Early Years attainment so that outcomes for disadvantaged and vulnerable pupils rise to at least national average for Good Level of Development (GLD).	GLD rises to at least national average by 2026, moving towards national goal of 75% Vulnerable and disadvantaged pupils make accelerated progress from starting points. Early gaps in C&L, PSED, literacy and number reduce significantly.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost £28520 (contributing towards a wide range of targeted support and provisions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching: Early Years - Strengthening quality of adult–child interaction - Vocabulary-rich environments - Drawing Club & Scribble Club - Daily story-telling, dialogic talk & shared reading - Continuous provision mapped to progression - Fine motor development programmes	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap: High-quality interactions EEF Early maths EEF Early literacy EEF Early Years Pupil Premium EEF	ALL
High Quality Teaching whole school Foci for 2025/26: - RWI fidelity - Mastering Number daily - Dialogic teaching & oracy framework - Vocabulary instruction - Adaptive teaching CPD - Writing pedagogy aligned with DfE Writing Framework - Use of QFT lesson structures Curriculum & assessment - Sequential knowledge-rich curriculum - Insight tracking - Coaching & instructional leadership - CPD driven by data, need and pedagogy	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High-quality teaching EEF	ALL

Continuous Professional Development for all staff: 2025/26 foci: • Targeted support • Oracy (HQIs and ABC) • Achievement: Closing the gap • Behaviour For learning • Precision • Tracking SEN • Using DATA to inform teaching • Using evidence informed research to improve teaching • Working memory and processing barriers • Supporting EAL pupils • Writing Framework • Personal Development	EEF report - Effective Professional Development to include Improving Behaviour in Schools EEF Special Educational Needs in Mainstream Schools EEF Using research evidence EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF	2,3,4,5,6,&7
An embedded culture based on a belief and approach that all children will succeed through high quality teaching and learning. Foci fo'025/26: • To close the attainment gap so that pupils entitled to PP funding reach age-related expectations. • Progress meetings explicitly discuss the impact of interventions and feedback on the progress being made by pupils entitled to PP funding. • Challenging targets set to help close the gap in attainment. • CPD linked to whole school priorities • Delivery of an outstanding Curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEN and/or disabilities, the knowledge and cultural capital they need to succeed in life. • Continued improvement in the quality of teaching and learning of writing/phonics A belief that all can succeed is fundamental to the success of the pupil premium strategy • Continued improvement in the quality of teaching and learning of Mathematics. • Increasingly effective use of assessment for learning (AfL) to allow staff to plan more effectively to meet the needs of all and to provide effective feedback to help pupils entitled to PP funding to make more progress. • Increased TA training to ensure all staff are able to provide 'Close The Gap' interventions and have wider understanding of the needs of all pupils • Development of Writing targets to raise profile of writing and celebrate children's success • Parental engagement through on-line platforms clear communications. Various platforms/Seesaw. and Come and See events	A belief that all can succeed is fundamental to the success of the pupil premium strategy (Blatchford, 2020). The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020) 'What makes Great Teaching' The Sutton Trust	ALL
Management of increase of NOR Prepare to move to a 6 and then 7 class structure to allow for class reorganisation to support teaching and learning	Re-structure to support curriculum sequencing and provide a lower teacher to pupil ratio to promote greater progress. Reducing class size EEF	2,3,4,5,6,7,9

Continue to use an online assessment tracking system (Insight) Develop the use of Insight particularly in relation to EYFS and SEND assessments.	Teacher Feedback to Improve Pupil Learning EEF Reducing teacher workload allowing teachers to focus on teaching and learning - DfE Improve workload and wellbeing for school staff toolkits	2,3,4,7,9
Continue to subscribe to an online behaviour/safeguarding tracking system (CPOMS)	Improved Safeguarding using the online Child Protection system; DSL meetings to analyse data. Evidences use of Therapeutic vocabulary. Supports data reports for Governors and other agencies. Features - CPOMS.	4,8
Implementing dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Application of trust wide Language Framework across the academy. Foci for 2025/26: - Development of Drawing Club (Reception) and Scribble Club (Nursery) - Use of Widget for whole school use, being used across the curriculum in all lessons, and in wider curriculum eg: working walls/ assemblies. - CPD training in ABC (Agree, Build, Challenge) to increase engagement for all. - CPD for all staff on the importance of High Quality interactions. - Continued use of QFT lesson plans that include key vocabulary, sticky knowledge, stem sentences, deepening opportunities to use and retain knowledge and develop their understanding of the world around them. - Vocabulary shared through weekly homework provision, including a spoken word focus, using Seesaw/ Tapestry to communicate with home.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child's vocabulary is the best predictor of success on future tests. Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018).	2,7,9
Develop a culture of 'reading for pleasure' across the curriculum and enabling pupils to foster a love of books and an appreciation of how reading makes a difference, being positively associated with richer general knowledge, larger vocabularies, improved spelling, higher reading comprehension, and wider school achievement Foci for 2025/26:. - RWI Development days, working closing with our link - Parent workshops - Staff CPD - Reading Assemblies - Reading systems and tracking, decodable books to match phonics phase - Showcase high quality texts and investment in books	There is much research and evidence to support the importance of reading and reading for pleasure - Reading for Pleasure.	2,3,9
Improve the quality of phonics teaching and learning through adopting Read,Write Inc ensure all staff are trained in our phonics approach.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	3,7,9

	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
To improve maths attainment for all of our pupils and in particular our disadvantaged pupils. Foci for 2025/26: - All Rec/KS1/KS2 staff trained in Mastering number (Sussex Maths Hub programme) - Purchase TTRS/Numbots membership. - Invest in Maths Manipulatives to develop class sets in every classroom. - Invest in and implement Number Stacks as an intervention to support pupils to close the gap.	Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF Improving basic number fact retrieval and understanding of strategies https://numbersensemaths.com/programmes https://www.mymaths.co.uk/	5,9
Purchase an online PSHE and RE curriculum for foundation subjects to ensure curriculum is sequential and progressive and meets the needs of the mixed age class.	Reducing teacher workload allowing teachers to focus on teaching and learning DfE Improve workload and wellbeing for school staff toolkits Raising standards in teaching and learning and supporting pupils wellbeing, developing good relationships, resilience and regulation	4,6,8
Fund subject leader release time across the curriculum	Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Effective Professional Development EEF	9
Improve the quality of social and emotional (SEL) learning. Foci for 2025/26: - SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. 'Sensory circuits' - Therapeutic Thinking training for all staff - Educational Psychologist programme of support for pupils and staff - Zones of Regulation CPD and shared with parents - Implementation of Jigsaw PSHE programme, in association with PTA, for all pupils, staff and parents. - Implementation of OPAL to improve playtime physicality and behaviour - Thought-full programme for parents and pupils	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of A year Improving Social and Emotional Learning in Primary Schools EEF Outdoor Play and Learning	1,4,6,7,9
Provide forest school provision for every child as well as intervention for named children. Foci for 2025/26: Forest School Nurture group established	Evidence from the EEF's Teaching and Learning Toolkit suggests that Outdoor adventure has some positive effects. <i>Outdoor Adventure Learning might provide</i>	1,2,4,6, 8,9

• Termly or half termly Forest school provision for all • Weekly provision for Reception.	<i>opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and</i> Learning Outdoor adventure learning EEF	
--	---	--

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

Budgeted Cost £7700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics groupings: 6 weekly phonics assessment of all pupils in Rec/KS1 and children receiving tutoring/intervention to ensure accurate groupings for next steps. 1:2:1 Phonics tutoring Small group phonics interventions Increased volunteer programme of Reading Partners	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3,7,9
Oral language intervention EYFS/year1: Nelli Oracy Curriculum prioritised for Year 1 pupils Speech and Language specialist weekly provision Introduce Drawing Club to EYFS/Y1 and Scribble club to Nursery	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF	2,9
Mastering Number whole class programme R-Y6 Interventions to support and close gaps, including Number Stacks	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5,9
Forest School Nurture group	Forest School provision for a small group of identified pupils, one afternoon a week for half term.	4, 6, 8

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

Budgeted Cost £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Therapeutic thinking approach to behaviour management- staff training, policy writing and parent meetings to share behaviour plans and explain strategies	There is strong evidence from the therapeutic thinking approach that it reduces suspension and inclusion. It raises awareness of staff of underlying causes of pupil behaviour, develops relationships and actively teaches behaviour with the effect that behaviour is changed over time Improving Behaviour in Schools EEF	4,6,8
Ensure staff are trained using Positive Handling techniques and de-escalation (Team Teach)	De-escalation is a key element to the Therapeutic Approach Improving Behaviour in Schools EEF	4,6,8
Provide access to a wider range of experiences to develop cultural capital in disadvantaged learners • ‘Culture Corner’ developing children’s experience of expressive arts • Pupil Leadership team • Now Press Play • Wider offer of clubs • Premier League Primary Stars • Mid Sussex Active • School visits, trips and visitors • West Weald Church and other faith groups • Local links with Thakeham “Ellie & Eddie” • West Weald Heroes • Phunky Foods • OPAL • Clubs and activities	Ensuring disadvantaged children have access to similar experiences and opportunities as non-disadvantaged will develop their cultural capital which will be important for their current and future success. School inspection: toolkit, operating guides and information - GOV.UK	1,2,4,5,6,7,9
Engaging families - SMT to meet and greet- get to know all families through early morning gate duty, including Nursery. Increased bank of parent volunteers Develop stronger working relationship with PTA, working together on shared initiatives (e.g: OPAL/Jigsaw) Develop a wide programme of events to invite parents to, including Half termly ‘Come & See’ events, Key assemblies: Harvest, Christmas, Easter, performances, workshops to support at home. Roll out a programme of Parenting Courses (Care For The Family) Work with Thought-full to support families	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year - Working with Parents to Support Children's Learning EEF	1,8

External Agency links: Early Help Digital Workshop for parents.		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. -Half termly meeting of DSLs to review attendance and identify actions WGPA Attendance Strategy: Meet the teacher-attendance explained to parents SMT/teachers meeting with parents Newsletter HT to write to and meet with parents when pupil's attendance falls below 95%	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,8
Provision of MFL teachers to offer wider experiences for children in KS2	Links with WPSA MFL team to support	
Supporting pupils and families in understanding the importance of healthy lifestyles including nutrition. Phunky Foods Workshops at Parents Evenings Food Ambassadors Assemblies Sports Day Curriculum delivery	Improving Social and Emotional Learning in Primary Schools EEF	
Providing support for families- in house, agency etc. Parenting Course: Parentalk Trial course with PTA members late Spring/ early Summer term proved successful; plan to roll out to wider community this academic year	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,8

Total budgeted cost: > £42 720

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Performance Review (Academic Year 2024/2025)

1. Performance of Disadvantaged Pupils (Academic Year 2024/2025)

Contextual Profile

The overall effectiveness of the strategy must be viewed through a highly specific contextual lens:

- Proportion of Disadvantaged Pupils: 21% (just below average).
- SEND Overlap: 96% of disadvantaged pupils also have an identified Special Educational Need and Disability (SEND), indicating a cohort with complex, compounded barriers to learning.
- Cohort Size: Disadvantaged cohorts are extremely small, leading to volatility in attainment data, where a single pupil's result heavily influences the headline figure:
 - Key Stage 2 (Year 6): 6 PP Pupils
 - Key Stage 1 (Year 2): 3 PP Pupils
 - EYFS/Year 1 Phonics: 5 PP Pupils

Due to the potential for individual pupils to be identifiable within our small cohort sizes, specific numerical analysis has been removed from the published strategy.

Academic Performance (Attainment and Progress)

Performance has been assessed using:

- National Assessments (2024/2025): Data from statutory assessments (EYFS GLD, Phonics Screening Check, KS1, and KS2 outcomes).
- Summative/Formative Assessments: School-based tracking, which informs the progress analysis and the reported progress rates (e.g., "sustained progress").
- National/Local Comparison: Direct comparison to National Disadvantaged (PP) and National Non-Disadvantaged (Non-PP) averages.

Table 1: Key Stage 2 Attainment (Year 6 Cohort: 6 Disadvantaged Pupils)

Attainment at the expected standard (EXS) is highly variable due to the small cohort size (6 pupils).

Subject	Key Finding
Reading	Reading is a significant strength, outperforming national PP and closing the gap to national Non-PP.
Maths	Below national PP average.
Writing	Critical weakness. Attainment is severely below the national average for disadvantaged pupils.

Table 2: Key Stage 1 and EYFS Attainment

Key Stage/Area	Cohort Size (PP)	Finding & Progress Context
EYFS GLD	5 Pupils (all SEND)	Significantly below national PP average. Crucially, all 5 pupils made strong and sustained progress from very low baselines.
Year 1 Phonics	5 Pupils	Below national PP average, but the small cohort showed strong progress from the start of the year.

Year 2 R/W/M	3 Pupils	Extremely volatile. Data must be interpreted cautiously. Outcomes are broadly in line with or above national SEND comparators.
--------------	----------	--

School-Tracked Progress (2024/2025)

Internal data on progress is strong, suggesting effective teaching and intervention, particularly when considering low starting points.

2. Wider Issues Impacting Performance (Attendance, Behaviour, Wellbeing)

Table 3: Non-Academic Outcomes

Issue	School Data (2024/2025)	Local/National Comparison	Assessment and Finding
Attendance (FSM6)	91.3%	Close to national average (92.6%)	Improved overall attendance to 92.7%. The FSM6 rate is showing a "Relative decline" trend and requires close monitoring.
Persistent Absence (FSM6)	34.6%	Above national average (24.4%)	A significant area of concern. High persistent absence is a key barrier to closing the attainment gap.
Behaviour	Reduction in SLT-assisted incidents and suspensions (Autumn to Summer 2023).	N/A	Interventions (ELSA, Forest School, Calm Zone) are highly effective, leading to improved pupil regulation and learning behaviour.
Wellbeing/Happiness	98% of parents say their child is happy; 95% feel their child is safe.	N/A	Very strong positive outcomes, demonstrating success in the therapeutic and community-building aspects of the strategy.

3. Analysis of Strategy Effectiveness

Are you on Target to Achieve the Outcomes of your Strategy?

Status: Partially On Target, with Clear Priorities Identified.

- On Target (Progress & Well-being): The school is successfully achieving its non-academic outcomes (well-being, behaviour, parental engagement) and securing strong progress rates across all subjects for its disadvantaged

cohort. The significant improvement in Year 1 and 2 Phonics outcomes suggests the reading/phonics pillar of the strategy is working exceptionally well.

- Working Towards (Attainment in Writing and EYFS/KS1): Headline attainment figures, particularly in Writing (KS2) and EYFS GLD, are currently off target compared to national disadvantaged averages. These gaps are magnified by the small cohort sizes and the high complexity of needs (96% SEND).

Analysis of What is/is Not Working Well

Aspect	Working Well	Not Working Well / Requires Adjustment
Intervention Design & Execution	Academic: Targeted reading support and the new Phonics CPD/structure are demonstrating clear impact (e.g., KS2 Reading is a strength; Phonics pass rates significantly improved). Non-Academic: The therapeutic approach (ELSA, Sensory Circuits, Calm Zone) is driving highly positive well-being and behaviour outcomes, which is prerequisite for academic success.	Writing Pedagogy: Despite CPD, KS2 Writing attainment is low. The current approach is not yet translating to statutory attainment. The school has correctly identified this as a major focus for refinement.
Staff CPD	CPD on adapting the curriculum for SEND (particularly in Maths) and the use of the Oracy Framework is leading to improved teacher understanding and better pedagogy.	While staff understanding is increasing, the gap in Writing suggests CPD needs to be followed by more rigorous, monitored application in the classroom, focusing specifically on how to scaffold writing tasks for a highly complex (96% SEND) cohort.
Wider Issues	Parental engagement and the sense of community are strong ("Parents feel 'seen'"). Behaviour management has been highly effective.	Persistent Absence (34.6% FSM6): The strategy needs a more aggressive, systems-based approach to tackling high persistent absence, moving beyond well-being interventions to direct, rapid, and structured parental support and challenge.

Conclusion and Next Steps

The strategy is clearly effective at securing high rates of progress and building a strong foundation in well-being and

reading skills for this complex cohort.

The core challenge remains translating this strong progress into statutory attainment in Writing and reducing Persistent Absence. The current focus on writing is appropriate, but the intervention needs intensification and precise monitoring to ensure rapid acceleration.

Immediate Next Steps Based on Analysis:

- Refine Writing Strategy: Deep dive into the KS2 Writing gap. Ensure all CPD on writing is specifically adapted for the 96% SEND cohort, focusing on scaffolding tools and cognitive load reduction.
- Attendance Action Plan: Implement a clear, tiered intervention plan for persistent absence, identifying the specific systemic and personal barriers faced by the 34.6% cohort.
- EYFS/KS1 Monitoring: Maintain the excellent progress focus in Early Years and Key Stage 1, using the strong progress data to track the eventual attainment of these small cohorts.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

It has been reported that nationally PP children are reported to achieve at a lower level than children from less disadvantaged backgrounds.

The school is just below average in number of PP children (21%), but 96% of these children also have additional SEND needs. Cohorts across the school are small ranging from 11-29 pupils/year group, which impacts the data as each child can account for 11%- 4%.

Yr grp	School Non PP	School PP	School gap	(PP with no SEND)	School All pupils	National All pupils	National Non PP	National PP	National gap
24/25									
EYFS GLD 5 Pupils	82%	0%	82		64%	68%	72%	52%	20
Year 1 phonics 5 Pupils	74%	40%	34		68%	80%	84%	68%	16

Year 2 Phonics	60%	67%	-7		62%				
Year 2 Reading 3 Pupils	50%	67%	-17		53%	68%	73%	54%	19
Year 2 Writing 3 Pupils	50%	67%	-17		53%	60%	65%	44%	21
Year 2 Maths 3 Pupils	50%	100%	-50		61%	70%	75%	56%	19
Year 6 Reading 6 Pupils	86%	83%	3	100%	84%	75%	79%	63%	16
Year 6 Writing 6 Pupils	71%	17%	54	33%	46%	72%	78%	59%	19
Year 6 Maths 6 Pupils	85%	50%	35	67%	77%	74%	73%	61%	12

Taken from [2025 data analysis](#)

Disadvantaged pupils progress:
 100% Reading (25% above expected)
 97% Writing (16% above expected)
 97% Maths (315 above expected)

EYFS

Cohort size 5

Of the 5 PP children, all 5 also have SEND

All 5 pupils made strong and sustained progress from baseline starting points of working below age related standards.

Phonics

PP: 40% vs 67% nationally.

Cohort size 5

All 5 pupils made strong and sustained progress from the start of Y1

KS1

PP: Reading/Writing/Maths 25% vs 44–56% nationally → below national PP outcomes.

Commentary: SEND pupils achieved broadly in line with, or above, national SEND comparators (especially in maths).

However, PP pupils underperformed across subjects, with a 100% gap in maths. The cohort is very small, so percentages represent only 3 pupils.

Planned Actions: Focus on disadvantaged pupils through small-group interventions, clear monitoring of PP provision, and parental engagement around home reading.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	62%	-	80%	-	-	Not applicable
2025	5	80%	63%	Small cohort	81%	-1	Suppressed	Low - Stability
2024	7	86%	62%	Above (non-sig)	80%	6	Positive gap	High - FSM, High - SEN, Low - Stability
2023	-	-	60%	-	78%	-	-	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	59%	-	78%	-	-	Not applicable
2025	5	0%	59%	Small cohort	78%	-78	Suppressed	Low - Stability
2024	7	29%	58%	Below (non-sig)	78%	-49	Not available	High - FSM, High - SEN, Low - Stability
2023	-	-	58%	-	77%	-	-	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	60%	-	80%	-	-	Not applicable
2025	5	40%	61%	Small cohort	80%	-40	Suppressed	Low - Stability
2024	7	14%	59%	Below (sig-)	79%	-65	Not available	High - FSM, High - SEN, Low - Stability
2023	-	-	59%	-	79%	-	-	-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	59%	-	78%	-	-	Not applicable
2025	5	40%	60%	Small cohort	79%	-39	Suppressed	Low - Stability
2024	7	43%	59%	Below (non-sig)	78%	-35	Not available	High - FSM, High - SEN, Low - Stability
2023	-	-	59%	-	78%	-	-	-

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	26	91.3%	92.6%	Close to average	Relative decline	High - SEN
2023/24	28	91.9%	92.0%	Close to average	Not available	High - SEN

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	26	34.6%	24.4%	Above (non-sig)	No sig change	High - SEN
2023/24	28	21.4%	27.1%	Close to average (non-sig)	Not available	High - SEN