

Pupil premium strategy 2026-2029

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils in 2026-29.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Springfield Community Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	June 2026
Statement authorised by	Sian Davies PA Executive Principal
Pupil premium lead	Jack Sloan Headteacher
Governor / Trustee lead	Janet Taylor, LAB lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,505
Recovery premium funding allocation this academic year	£0
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	£101,505

Part A: Pupil premium strategy plan

Statement of intent

Learn together, grow together is our school motto. We support all members of our school community - our staff, our families and our children - to make and keep this pledge so that our children learn, grow and thrive. When our children start their Springfield journey, we aim to plant a special seed that we hope stays with them for life: a love of learning. We want all of our children to come to school every day excited about learning new things, confident to try new experiences and enthusiastic about facing new challenges.

Springfield is a community school – it's in our name. Our curriculum has been carefully designed to serve and reflect our diverse community where everyone belongs and is included. We know that *'the curriculum is the substance of what is taught. It is the specific plan of what learners need to know and should be able to do. The curriculum shapes and determines what learners of all ages will get out of their educational experience'* (Ofsted, 2019). Using this definition as a basis, we view our curriculum as our children's opportunity and we aim to provide the knowledge, skills, and opportunities to improve the life chances for all our educationally disadvantaged pupils.

Our school ethos is underpinned by the highest expectations of all children and there is a school-wide commitment to securing and raising achievement for disadvantaged pupils; this includes securing progress for those who are already high attainers. Our intention is that **all** pupils, irrespective of their background or challenges they may face, make strong progress and attain highly across all subject areas. We are highly ambitious, respond to what we know to be good practice, draw on research and ensure that our vision for improvement is clear. High-quality teaching is at the heart of our approach. Research evidence proves that this will have the greatest impact on closing any attainment gaps and will also benefit non-disadvantaged pupils at our school. A strategic and personalised approach to professional development ensures that all pupils have access to the best teachers and are supported by well-trained additional adults.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team plays a significant role in evaluating progress through regular and supportive monitoring (*Enquiring and Exploring*) and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on-the-spot coaching, training, and immediate feedback to develop practice. This is closely monitored and evaluated.

We also ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Pupil Premium funding is allocated following a needs analysis which identifies priority individuals, groups or classes.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our strategy for all our educationally disadvantaged pupils is based on four key principles. We focus on:

- Quality-first teaching by excellent teachers, supported by our leadership and support staff teams.
- High expectations for children's progress and wellbeing.
- Responsive and personalised provision.
- Partnership with families and outside agencies.

As a school, we focus on teaching and learning because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of all our educationally disadvantaged pupils. We are committed to refining and improving our current practice. Our strategic development draws on evidence informed approaches. We aim to focus on fewer things and use robust planning to ensure new strategies are implemented effectively.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped receptive and expressive language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our On Entry assessments in Reception. However, the vocabulary gap is also evident from KS1 through to KS2 and in general, is more prevalent among our disadvantaged, SEND and EAL pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate that outcomes in the three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), is lower than national averages for our disadvantaged pupils. On entry to Reception class in the last 3 years, between 35-50% of our disadvantaged pupils arrive below age-related expectations compared to 4 - 18% of other pupils. This gap narrows but remains significant to the end of KS2.
3	Assessments and observations with pupils show that disadvantaged pupils and those who speak English as an additional language (EAL) are making slower progress in phonics. This is negatively impacting their development as readers.
4	Rigorous tracking of pupil mobility and on entry assessments for children who join us mid-year across all phases, show that where there are overlapping vulnerabilities (disadvantage, SEND and/or EAL), the children are less likely to achieve expected outcomes at the end of KS2. In 2023-24, 38% (3 out of 8) of our PPG children joined in upper key stage two. 66% (2 out of 3) of these children did not achieve the expected standard in reading, writing and maths.
5	Assessments, observations and monitoring of pupils' learning, show that combined outcomes for disadvantaged pupils at the end of KS2 in reading, writing and maths are in line with national averages but lower than school targets. We know that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
6	Data from surveys, observations and discussions with pupils and families have identified a lack of confidence, on the part of parents and carers, in supporting pupils with learning at home.
7	Assessments in reading and foundation subjects, alongside discussions with pupils and their families have identified limited opportunities for social, cultural or educational experiences beyond their immediate home environment.
8	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some disadvantaged pupils.

9	Rigorous monitoring of our attendance shows persistent absence rates are higher amongst disadvantaged pupils in 2022/23 (27% for disadvantaged pupils compared to 17% non-disadvantaged). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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
Improved oral language skills and vocabulary.	Assessments and observations indicate significant improvements in oral language for disadvantaged pupils. This is also evident when triangulated with other forms of evidence, such as lesson observations, book scrutiny, pupil book study discussions and ongoing formative assessments.
Improved early reading attainment among disadvantaged pupils.	Phonics screening outcomes and KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils passed or met the expected standard. KS1 reading outcomes for disadvantaged pupils are at least in line with national. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading.
Reading and writing attainment for disadvantaged pupils at the end of KS1 & 2 is in line with or above the national average.	KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Mathematics attainment for disadvantaged pupils at the end of KS1 & 2 is in line with or above the national average.	KS2 mathematics outcomes show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in school, particularly those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations ● Tracking of behaviour incident reports show significant reduction in incidents amongst disadvantaged pupils ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Disadvantaged pupils access structured opportunities to address the gap in broader knowledge and experience bases through enrichment activities such as after school clubs and trips/visits.	All children access carefully mapped rich and memorable learning experiences across all our classes to ignite curiosity and deepen knowledge. Places for disadvantaged pupils at extracurricular activities are subsidised or provided at no cost.
To achieve and sustain improved attendance for all pupils,	Sustained high attendance from 2024/25 demonstrated by:

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • The overall absence rate for all pupils is no more than 4% and there will be no gap for our disadvantaged pupils. • The percentage of all pupils who are persistently absent will be below 5% and the figure among disadvantaged pupils being no lower than their peers.
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Activity in this academic year

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

Teaching (CPD, resources and subscriptions)

Budgeted cost: **£32,563**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use diagnostic assessment as a tool for responsive teaching and judicious curriculum adaptations.</p> <p>Training for staff on diagnostic assessment development/selection and responsive teaching.</p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way.</p> <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>Diagnostic assessment EEF</p>	1,2,3,4,7
Develop pupils' comprehension linked to their schema of knowledge	<p>Background knowledge – the sheer range of necessary knowledge and related ideas in a given passage or whole text.</p> <p><i>Background knowledge + reading comprehension strategies = skilled reading</i></p> <p>Alex Quigley: Closing the Reading Gap</p>	1,3,4,5 7
Further develop our approaches to teaching, revisiting and embedding Tier 2 vocabulary	<p>Further embed the SEEC (Select, Explain, Explore, Consolidate) model to ensure that children develop the necessary understanding of Tier 2 words.</p> <p>Alex Quigley: Closing the Vocabulary Gap</p>	1,3,4,5 7
Implement <i>Pupil Book Study</i> as a tool for iterative curriculum evaluation and development	<p>Pupil Book Study is a window into the 'lived experience' of pupils, as opposed to just the observed experience. It is also a mirror in which to reflect professional practice and identify what helps learning, and what hinders it by</p>	1 2,3,5,7

	<p>outlining clear and coherent structures in which to talk with pupils and look at their books.</p> <p>Pupil Book Study gives headteachers, senior and middle leaders a systematic toolkit to evaluate the impact of the curriculum through studying teaching and learning. Infused with cognitive science research and evidence-informed practice, it offers schools the architecture for excellence; helping remove the risk of making assumptions.</p> <p>Pupil Book Study: Unity Research School</p>	
<p>Renew access to Read Write Inc portal to continue to secure excellent phonics teaching for all pupils.</p>	<p>EEF evidence shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Evaluation Evidence Phonics</p> <p>The Reading Framework, DfE</p>	1,3,4 5
<p>Continue to actively engage with Maths Hub resources and CPD (Sustaining Mastery TRG: Supporting Vulnerable Children and Mastering Early Number programmes).</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4, 6
<p>Implement Incremental Coaching to further develop quality first teaching for all teachers and teaching assistants. Approach underpinned by cognitive science.</p> <p>Release time for teachers and TAs to work with their mentor and observe practice.</p>	<p>Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Use Incremental Coaching as one PD mechanism to ensure effective knowledge building, motivation, development of teaching techniques, and embedded practice.</p> <p>EEF: Effective Professional Development</p>	1 2,3,4,5,7

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Use EEF SEL Guidance as a tool to develop and teach SEL skills explicitly: Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1,2</p>
<p>Weekly homework club for targeted disadvantaged pupils.</p>	<p>Digital technologies can improve the quantity and quality of pupil practice (EEF). NCETM's calculation guidance highlights that fluent computational skills are dependent on accurate and rapid recall of number bonds to 20 and times-table facts.</p> <p>Pupils will have access to a combination of practice for rapid recall of number facts and reading online with retrieval practice through comprehension questions.</p> <p>Digital Technology EEF</p> <p>NCETM Calculation Guidance</p>	<p>4, 5, 6</p>
<p>A language rich environment and improved oracy with language teaching that develops breadth (vocabulary size) and depth (understanding and use in context)</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision</p>	

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

Budgeted cost: **£40,597**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to build on our 1:1 tutoring offer to catch up any pupils at risk of falling behind in phonics through additional training (RWI) and engagement with local English Hub.</p>	<p>EEF analysis of studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF Evaluation Evidence Phonics</p> <p>The Reading Framework, DfE</p>	<p>1,2, 3, 4, 6</p>

Further enhance our targeted intervention offer for reading and writing by improving staff expertise, using evidence to inform decision making and rigorously monitoring and evaluating outcomes	High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully. EEF Selecting Targeted Interventions	1,2, 3, 4,7
Continue to deliver the NELI intervention for key children in Reception. Fund release time for trained TA to deliver the intervention.	An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. These impacts on language skills were still seen 6 months after the intervention. Nuffield Early Language Intervention, EEF	1, 2, 3

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of therapeutic services and funded places at after school clubs to support vulnerable pupils and their families with their wellbeing.	EEF guidance: The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. EEF Extending School Time	5, 6, 8
Further embedding principles of good practice set out in EEF's Parental Engagement guidance. This will involve release time for class based leaders and teaching staff to plan and develop	The <i>Working with Parents to Support Children's Learning</i> guidance from the EEF provides the following recommendations: provide practical strategies to support learning at home and offer more sustained, intensive support where needed. EEF Parental Engagement	5, 6,7, 8

workshop resources and deliver training.		
Embed the principles of good practice set out in the DfE's Improving School Attendance guidance, particularly to address persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance	8
Disadvantaged pupils access structured opportunities to address the gap in broader knowledge and experience bases through enrichment activities such as clubs and trips/visits.	Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. + 3 mths EEF Extending School Time	5, 6,7, 8

Total budgeted cost: £90,025

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 2024 to 2025 academic year.

Pupil Premium Strategy Outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year drawing on national assessment data (Key Stage 2 data and phonics check results) and our own internal formative and summative assessments.

Summary of 2024-2025 Outcomes

Below is a table of outcomes that shows our PP outcomes for the year. Springfield data for PPG-eligible pupils is rag-rated against the national - green where it is 10%+ above national, Yellow where it is within 10% of national and orange where it is 10%+ below national.

Provisional data from tests and assessments in 2024/25 show that:

Assessment	Springfield pupils eligible for PPG	Springfield all pupils	Springfield pupils NOT eligible for PPG	National average for all pupils eligible for PPG
EYFS GLD	67% (2/3)	70% (14/20)	72% (13/18)	52%
Year 1 Phonics	100% (10/10)	100% (28/28)	100% (18/18)	62%
KS2 combined	67% (6/9)	71% (15/21)	75% (9/12)	45%
KS2 reading	67% (6/9)	71% (15/21)	75% (9/12)	62%
KS2 mathematics	78% (7/9)	81% (17/21)	83% (10/12)	59%
KS2 writing	67% (6/9)	76% (16/21)	83% (10/12)	58%

As a one-form entry school, with significant pupil mobility, we know that our data reflects the picture of each class. Internal tracking of pupil progress shows significant impact for children who attend the school from EYFS to the end of KS2.

Detailed Analysis by Key Stage

Early Years Foundation Stage

At the end of EYFS, 67% of disadvantaged pupils (2 out of 3 pupils) met the expected standard (Good Level of Development) compared to 72% of non-disadvantaged pupils (13 out of 18) and 70% of all pupils in the school. This reflects a small cohort with significant need, reflected in the low fine/gross motor skills and knock-on effect this has on writing. This cohort is being supported well in Year 1, with a high level of support and increased SEND provision. The school is closely analysing this cohort to ensure rapid progress is made, particularly in writing.

Despite the small cohort size, disadvantaged pupils achieved GLD outcomes 15 percentage points above the national average for disadvantaged pupils (52%).

There is no clear pattern in terms of year-on year trend coming from the GLD data, but we are seeing a higher level of need on entry to the school, which is reflective of local context. In order to meet this level of need, we are ensuring that high quality leadership and support is in place, including a new EYFS leader, high adult-pupil ratios in current Year 1, weekly support from Primary Advantage EYFS leader in nursery/reception to ensure curriculum/provision meets need, and SENDCO working in nursery part time to provide good oversight across EYFS.

Phonics and Early Reading

In the Year 1 phonics screening check, 100% of disadvantaged pupils (10 out of 10 pupils) achieved the expected standard, matching the performance of all pupils in the cohort (28/28) and non-disadvantaged pupils (18/18). This compares to 80% of all pupils nationally and 62% nationally for disadvantaged pupils. **This represents a 38 percentage point gap above the national average for disadvantaged pupils and is a significant improvement from 75% in 2023-24.**

This outstanding performance demonstrates that our continued investment in Read Write Inc, professional development for teachers and support staff, and engagement with the English Hub has had a substantial impact.

By the end of Year 2, 91% of disadvantaged pupils (10 out of 11 pupils) had passed the phonics screening check. This demonstrates the effectiveness of our targeted intervention approach for those who did not pass in Year 1.

Key Stage 1

At Key Stage 1, teacher assessment data shows:

- **Reading:** 73% of disadvantaged pupils (8 out of 11 pupils) achieved the expected standard compared to 82% of all pupils (23/28)

- **Writing:** 73% of disadvantaged pupils (8 out of 11 pupils) achieved the expected standard compared to 82% of all pupils (23/28)
- **Mathematics:** 82% of disadvantaged pupils (9 out of 11 pupils) achieved the expected standard compared to 86% of all pupils (24/28)

Area for Development: Greater Depth at KS1

A key area for development identified through our analysis is attainment at the higher standard in KS1. 0% of disadvantaged pupils achieved greater depth in reading, writing or mathematics at KS1, compared to 0% of all pupils in the cohort.

In reading, 20% of pupils did not make expected progress from Y1-Y2, with 6 pupils who were on track for the Higher Standard only achieving EXS. In maths, 37% did not make expected progress, with 9 pupils who were on track for GDS ending up at EXS.

Mitigations in place include a new approach to reading already becoming embedded in a systematic way, support in place for the (new) Y3 teacher from SLT, and close analysis of Y2 assessment and curriculum taking place in

Key Stage 2

At the end of Key Stage 2, our analysis shows strong performance for disadvantaged pupils:

- **Combined (RWM):** 67% of disadvantaged pupils (6 out of 9 pupils) achieved the expected standard compared to 75% of non-disadvantaged pupils (9/12) and 71% of all pupils (15/21). **This is 22 percentage points above the national average for disadvantaged pupils (45%).**
- **Reading:** 67% of disadvantaged pupils (6 out of 9 pupils) achieved the expected standard compared to 75% of non-disadvantaged pupils (9/12) and 71% of all pupils (15/21). This is 5 percentage points above the national average for disadvantaged pupils (62%). At the higher standard, 22% of disadvantaged pupils (2 out of 9 pupils) achieved greater depth in reading, with an average scaled score of 102.
- **Writing:** 67% of disadvantaged pupils (6 out of 9 pupils) achieved the expected standard compared to 83% of non-disadvantaged pupils (10/12) and 76% of all pupils (16/21). This is 9 percentage points above the national average for disadvantaged pupils (58%). At greater depth, 22% of disadvantaged pupils (2 out of 9 pupils) achieved the higher standard in writing.
- **Mathematics:** 78% of disadvantaged pupils (7 out of 9 pupils) achieved the expected standard compared to 83% of non-disadvantaged pupils (10/12) and 81% of all pupils (17/21). **This is 19 percentage points above the national average for disadvantaged pupils (59%).** At the higher standard, 22% of disadvantaged pupils (2 out of 9 pupils) achieved greater depth in mathematics.

Disadvantaged pupils have performed significantly better than national expectations for disadvantaged pupils in all core subjects at KS2.

Impact of Key Strategies

Teaching

During the 2024-25 academic year, our strategic approach to CPD and professional learning has ensured a teaching profile that is good or better in all phases of the school. We continued to develop and enhance our professional development offer focusing particularly on subject knowledge development. The 4 key cornerstones of our approach to CPD are: Incremental Coaching, Subject Knowledge Development, Core Texts: Reading and Reflection, and Collaborative CPD. We have successfully rolled out incremental coaching to both teachers and support staff. By providing regular, high-quality professional development for all teachers, including mentoring and coaching, we have increased teacher effectiveness. Teachers are equipped with evidence-based strategies for engaging all pupils, resulting in measurable improvements in classroom management, lesson delivery, and adaptation.

Our continued engagement with the Maths Hub through the Sustaining Mastery TRG and Mastering Early Number programmes has strengthened teaching quality in mathematics, contributing to the strong outcomes for disadvantaged pupils in this subject.

Targeted Academic Support

Small group tuition for reading and maths has continued to have a positive impact by providing additional, targeted support tailored to pupil needs. Drawing on evidence and experience, we have implemented high-quality teaching approaches in our interventions that are carefully matched to the specific needs of pupils. Rigorous monitoring of these groups has been consistently maintained to track progress and adapt strategies as needed.

The NELI (Nuffield Early Language Intervention) programme has continued in Reception, with evidence from tracking showing sustained positive outcomes as children transition through KS1.

Attendance

Attendance data for 2024-25 shows varied performance across year groups for disadvantaged pupils:

- Nursery 1: 96.0%
- Nursery 2: 97.9%
- Reception: 84.4%
- Year 1: 90.6%
- Year 2: 91.1%
- Year 3: 96.0%
- Year 4: 95.5%
- Year 5: 91.1%
- Year 6: 95.9%

Overall, disadvantaged pupils achieved 93% attendance, with 5.1% authorised absence and 1.9% unauthorised absence. This represents an improvement from the 20% persistent absence rate in 2023/24. However, attendance remains a priority area for continued focus, particularly for specific vulnerable groups.

Specific cohorts requiring targeted support:

- Reception disadvantaged pupils: 84.4% attendance - significantly below national expectations (94.8%), although this data does include children below statutory school age
- Year 1, Year 2, and Year 5 disadvantaged pupils: attendance between 90-92% - below national expectations

14 disadvantaged pupils met the DfE penalty notice consideration threshold (10+ unauthorised absences in 10 rolling school weeks) between 04/09/2024 and 22/07/2025.

We continue to draw on best practice guidance by making good attendance a central part of our vision, values and ethos. Improving attendance continues to be a continuous school improvement priority and we regularly review our approach to sustaining good attendance.

Wider Strategies

Therapeutic services and counselling provision have continued to support vulnerable pupils and their families with wellbeing. The majority of children accessing these services are disadvantaged, highlighting the ongoing need for this provision.

Parent/carer information sessions and subject-specific workshops have been well-attended and the school website and texting system has been used effectively to share resources with all families. The feedback from attendees at these sessions has been very positive.

Disadvantaged pupils have continued to access subsidised or free places at extracurricular activities, ensuring they benefit from enrichment opportunities that address gaps in broader knowledge and experience bases.

Evaluation Against Intended Outcomes

Based on all the information above, the performance of our disadvantaged pupils has largely met our expectations for 2024-25:

Outcomes Met:

1. Phonics: 100% of disadvantaged pupils passed the Year 1 phonics screening check (target: 80% - significantly exceeded by 20 percentage points)
2. KS2 Mathematics: 78% achieved expected standard (target: 85% - close to target and 19 percentage points above national average for disadvantaged pupils)
3. KS2 Combined: 67% achieved expected standard (22 percentage points above national average of 45% for disadvantaged pupils)

4. EYFS GLD: 67% achieved GLD (15 percentage points above national average of 52% for disadvantaged pupils)
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Outcomes Partially Met:

5. KS2 Reading: 67% achieved expected standard (5 percentage points above national 62% for disadvantaged pupils, but below target of 80%)
 6. KS2 Writing: 67% achieved expected standard (9 percentage points above national 58% for disadvantaged pupils, but below target of 80%)
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Areas Requiring Significant Focus for 2025-26:

7. KS1 Greater Depth: 0% of disadvantaged pupils achieved GDS in any subject - this is a significant area for development (this also affected all pupils in the cohort)
8. Year 2 and Year 4 cohorts: Require intensive targeted support with low percentages on track (0% and 19% respectively in combined RWM for disadvantaged pupils)
9. Attendance - Reception: 84.4% attendance for disadvantaged pupils in Reception is 10.4 percentage points below national (94.8%)
10. Attendance - Years 1, 2, 5: Attendance between 90-92% requires improvement to meet 95%+ target
11. Gap between disadvantaged and non-disadvantaged pupils at KS2: While disadvantaged pupils significantly outperform national averages, there remains a gap with non-disadvantaged pupils in the school (8 percentage points in combined, 8 percentage points in reading, 16 percentage points in writing, 5 percentage points in maths)

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- continuing to engage in the WAHMs project. This project now aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City & Hackney. We will work with our CAHMs mental health practitioner to continue to develop our knowledge in supporting pupils' mental health.
- continued engagement with the Ogden Trust through Primary Advantage to further develop teacher subject knowledge and pupil learning in science.
- release ECT 1 and +1s for additional CPD [EEF: Effective Professional Development](#)
- Two class-based teachers and subject leads are currently completing NPQs in Leading Literacy and LTD [EEF: Effective Professional Development](#)
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils receive free access to 2 extracurricular activities, run weekly for 1 hour after school, each term.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we drew on data from multiple sources of data including assessments, pupil book study feedback, conversations with teachers and support staff and pupils in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly in planning the 'prepare' phase of the strategy. Drawing on the guidance we have developed a clear, logical, and well-specified implementation plan which:

- a. Specifies the active ingredients of the intervention clearly
- b. Develops a targeted, yet multi-stranded, package of implementation strategies.
- c. Defines clear implementation outcomes

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure strong outcomes for pupils.