



### Pupil Premium Strategy Review

Intended outcome	Jan 2026 Update	April 2026 Update	End of 3yr Plan Success criteria
<p>To achieve and sustain improved attendance, for our disadvantaged pupils who are persistently absent.</p>	<p>Attendance for DA pupils is currently 94.4% Attendance for Non-DA is 96.6% therefore the attendance gap between DA and Non-DA is greater than 1%. Attendance for DA nationally is 94.5% which demonstrates our school DA attendance is in line with the national percentage. Our school target is 96.4%.</p> <p>School will promote attendance via the graduated response with the aim of reducing the gap to less than 1% and aiming to be in line with the school target for DA pupils.</p> <p>The percentage of DA pupils who are persistently absent is currently at 9.1%. The percentage of Non-DA PA is currently at 6.1% therefore, persistent absence of DA pupils is not in line with their peers. The school is performing better than the national picture for persistent absence for DA pupils since this is 15.2%.</p> <p>School will continue to deploy the strategies outlined in the PP plan and work with our Attendance Officer and relevant external</p>		<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· the attendance gap between disadvantaged pupils and all non-disadvantaged pupils being less than 1%.</li> </ul> <p>Improved attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>· the percentage of all disadvantaged pupils who are persistently absent is in line with their peers.</li> </ul> <p>Barriers to attendance will have been identified and clear strategies in place will evidence a positive impact.</p>

	<p>agencies to improve the persistent absence of our DA pupils.</p>																																																														
<p>Improved attainment amongst disadvantaged pupils across all phases.</p> <p>Increased percentage of PP pupils working above ARE.</p> <p>Pupils with SEND consistently build on prior learning and make sustained progress.</p>	<p>Attainment and progress data of DA pupils working at or above ARE in the Autumn Term is as follows:</p> <table border="1" data-bbox="421 456 1021 900"> <thead> <tr> <th colspan="5">READING</th> </tr> <tr> <th></th> <th>Baseline Sept 25 % ARE</th> <th>Nov 2025 % ARE</th> <th>Nov 2025% Above ARE</th> <th>Progress Grade Score</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Year 2 (SEND)</td> <td>0%</td> <td>33%</td> <td>0%</td> <td>1.6</td> </tr> <tr> <td>Year 3</td> <td>100%</td> <td>100%</td> <td>0%</td> <td>2</td> </tr> <tr> <td>Year 4 (SEND)</td> <td>100%</td> <td>100%</td> <td>14.3%</td> <td>2</td> </tr> </tbody> </table> <table border="1" data-bbox="421 991 1021 1431"> <thead> <tr> <th colspan="5">WRITING</th> </tr> <tr> <th></th> <th>Baseline Sept 25% ARE</th> <th>Nov 2025 % ARE</th> <th>Nov 2025% Above ARE</th> <th>Progress Grade Score</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Year 2 (SEND)</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>1</td> </tr> <tr> <td>Year 3</td> <td>100%</td> <td>100%</td> <td>0%</td> <td>2</td> </tr> <tr> <td>Year 4 (SEND)</td> <td>86%</td> <td>86%</td> <td>0%</td> <td>1.8</td> </tr> </tbody> </table>	READING						Baseline Sept 25 % ARE	Nov 2025 % ARE	Nov 2025% Above ARE	Progress Grade Score	Year 1	NA	NA	NA	NA	Year 2 (SEND)	0%	33%	0%	1.6	Year 3	100%	100%	0%	2	Year 4 (SEND)	100%	100%	14.3%	2	WRITING						Baseline Sept 25% ARE	Nov 2025 % ARE	Nov 2025% Above ARE	Progress Grade Score	Year 1	NA	NA	NA	NA	Year 2 (SEND)	0%	0%	0%	1	Year 3	100%	100%	0%	2	Year 4 (SEND)	86%	86%	0%	1.8		<p>Reading, writing and maths outcomes in July 2026 exceed 80% ARE for disadvantaged pupils.</p> <p>14% of disadvantaged pupils will be working above ARE in R, W and M at the end KS2 (Y4) by July 2026.</p> <p>Standardised tests including Salford, YARC and BPVS will indicate higher levels of attainment in reading comprehension and use of language/vocabulary.</p> <p>The progress of disadvantaged pupils with SEND is consistent and sustained. PLPs and standardised tests including Salford, YARC and BPVS will demonstrate gains made from pupils' relevant starting points.</p>
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MATHS				
	Baseline Sept 25% ARE	Nov 2025 %	Nov 2025 %	Progress Grade Score
		ARE	Above ARE	
Year 1	NA	NA	NA	NA
Year 2 (SEND)	33%	66%	0%	2.4
Year 3	100%	100%	0%	2
Year 4 (SEND)	86%	86%	0%	2

National attainment percentages for DA and Non-DA pupils in core areas are as follows:

National % for Reading for DA = 63% (Non-DA National average for reading 75%)

National % for Writing for DA= 59% (Non-DA National average for writing 72%)

National % for Maths for DA = 61% (Non-DA National average for maths 74%)

On this basis, all KS2 DA pupils (Year 3 and Year 4) are in line with the intended outcome of

<p>exceeding 80% in R,W,M at ARE as well as outperforming both their DA and non-DA peers nationally in all three core areas. This includes where SEND is present.</p> <p>In KS1, DA pupils are currently below the intended outcome of 80% at ARE in R, W, M. However, progress indicates in M and R that there will be an uplift in the Spring attainment towards the 80% target. In Maths, DA pupils are outperforming their DA pupils nationally by 5%, including where SEND is present. Although reading and writing percentages are currently below national DA percentages.</p> <p>In Reading DA pupils are on track to achieve 14% above ARE by end of Y4, however, this is not the case in W and M. Therefore, targeted intervention planned during pupil progress meetings aims to facilitate accelerated progress for identified 1 x DA pupil in W and M towards achieving ARE+ by the summer term.</p> <p>100% of DA pupils with SEND, who had an established PLP at the start of this academic year, have met their PLP targets in the Autumn Term. Smart targets have been set, building upon prior knowledge, for the Spring Term to enable sustained progress at their level.</p>		
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	<p>Standardised baseline tests have been complete (BPVS) to identify starting points and as a result reasonable adjustments have been included in all teaching resources and lesson non negotiables. E.g. sharing vocabulary, adding images and visuals etc. We aim for an uplift in scores at the end of the Spring Term.</p> <p>PLP targets remain ongoing for 1 X DA pupil who was added to the SEND register in the second half of the Autumn Term to ensure a full cycle of the APDR is complete.</p>		
<p>Improved oral language skills and vocabulary amongst disadvantaged pupils in Nursery and Reception.</p>	<p>Current attainment data (Autumn Term-Nov 25) for EYFS DA pupils in the areas of communication and language are as follows:</p> <p>Nursery: Listening and attention: 100% Speaking: 100%</p> <p>The DA pupil not on track at baseline (Sept 25) has made accelerated progress over the autumn term and is now ARE – 100% on track.</p> <p>Reception: Listening and attention: 66.7% Speaking: 33.3%</p>		<p>Assessment data including Wellcomm demonstrate significantly improved oracy skills from starting points amongst our Early Years disadvantaged pupils.</p>

	<p>SALT support is underway for identified EYFS DA pupil following a successful referral and significant progress has been noted by involved professionals from baseline with the support of daily intervention in school.</p> <p>Wellcomm screening has taken place for DA pupils who are not yet working at ARE with a follow-up programme of targeted intervention.</p> <p>Opportunities for EYFS DA pupils to engage in a language-rich environment are provided on a daily basis through high-quality continuous provision with targeted adult facilitation for targeted pupils. This is accompanied by visitors in school over the Autumn Term, including Farm on Wheels which have provided new experiences and developed vocabulary.</p>		
<p>To sustain wellbeing support for all pupils in our school, particularly our disadvantaged pupils with improved levels of independence, confidence, self-regulation and resilience.</p>	<p>Analysis of Triple A screens for DA pupils indicates an uplift in the following areas from their starting points:</p> <p>Healthy Mind &amp; Body – 45%</p> <p>Pastoral Profile – 36%</p> <p>Mental Health Support Team (MHST) referrals, Lego Therapy, ‘Drawing and Talking’, well-being champion pupil leadership programme and pastoral support via Epep (Emotion Coaching) are currently being facilitated for identified pupils.</p>		<p>Pupil voice, observations and Triple A data demonstrate PP pupils are independent, resilient and confident in their approach to learning and the wider curriculum. They have a range of supportive strategies and show motivation and purpose within all lessons.</p> <p>Observations demonstrate EEF research is evident in forming classroom best practice –</p>

	<p>A free workshop has been held during the Autumn term for parents/carers, 'Understanding Your Child's Emotions' led by the Mental Health Support Team to support families help their children manage emotions and develop strategies to support self-regulation.</p> <p>The Positive Behaviour Policy has been refreshed in light of staff and pupil voice. There is now greater clarity with the behaviour ladder and resources used in class and Zones of Regulation have been introduced in all classrooms to support pupils with identifying their emotions and developing self-regulation strategies. As a result, DA pupil voice indicates that children feel safe and happy in school and strong adult-pupil relationships are formed. Pupils state the school rules are embedded and fair, as are the rewards and procedures to discuss and sanction behaviours that do not meet high expectations. This enables them to feel motivated, resilient and gain confidence in both their general and learning behaviour choices.</p> <p>Personalised risk assessments and management plans have been created for specific pupils to support regulation. Significantly fewer distress behaviours have been recorded for DA pupils as a result, over the Autumn Term. Referral for ongoing support from additional agencies, including Entrust behaviour services have been actioned over the Autumn Term to continue this positive trajectory.</p> <p>All of the above should result in an increased % in TRIPLE A scores in the spring / summer in the Healthy Mind and Body and Pastoral Profiles.</p>		<p>metacognition, effective feedback, retrieval of and building upon knowledge and skills.</p> <p>Agencies and support is well utilised to support development of pupils' confidence, resilience and independence.</p>
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<p>To ensure all disadvantaged pupils have access to a full and wide-ranging curriculum offer.</p>	<p>The school's offer is that all DA pupils will attend at least one club over the academic year but during the Autumn term, this may not yet be appropriate for EYFS pupils due to their age phase.</p> <p>Over the Autumn term, 91% of KS1 and KS2 DA pupils have attended at least 1 club. 27% have accessed 2 or more clubs to date. Through TADAC meetings, targets have been set to aim for DA pupils currently not attending a club to enjoy active participation in one.</p> <p>One LAC pupil has football training and Emotion Coaching funded by the Virtual School.</p> <p>Over the Autumn term 1 x KS2 and 2 x KS1 classes have accessed Forest School. The remainder of the classes are timetabled to access this provision.</p> <p>All DA Year 4 pupils have had the opportunity to learn to play the ukulele. Two free bursaries to attend Rocksteady provision have been brokered for PP pupils. School have worked alongside Entrust Music services to provided funded music tuition (drums, keyboard) for 2 DA pupils.</p> <p>PP funding has been used to support families to attend educational visits including to Manchester Airport.</p> <p>In addition, all DA pupils have been awarded a leadership role, appropriate to their age phase and level of need and understanding. These roles include:</p> <p>Eco-warrior, Librarian, House Captain, Locker Leader, school councillor, Line leader, Back Soldier, Fruit Monitor, Table Monitor.</p>		<p>100% of disadvantaged pupils access wider curriculum learning opportunities such as clubs, music lessons, forest school, pupil leadership roles, careers curriculum, inter-school events (MAT and local community) residentials and visits.</p> <p>100% of DA pupil feedback indicates pupils have the resources and support to complete home learning activities.</p>
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	<p>60% of DA children regularly engage with home learning activities and have the necessary resources and support to complete home learning. Where needed, children are given the opportunity to complete additional reading with an adult in school.</p>		
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