St Hilary School

Primary Disadvantage Strategy

Academic Year 2025-2028







Truro & Penwith Academy Trust

Pupil Premium Strategy Statement

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

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

School overview

Detail	25/26	26/27	27/28
School name	St Hilary School		
Number of pupils in school	205	189	
Proportion (%) of pupil premium eligible pupils	19%	20.6%	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	25/26 – 27/28		
Date this statement was published	December 2025	November 2026	
Date on which it will be reviewed	September 2026	September 2027	
Statement authorised by	R Hamshar	R Hamshar	
Pupil premium lead	L Rowe	L Rowe	
Governor / Trustee lead	N Waters	N Waters	

Funding overview

Detail	Amount 2025-26	Amount 2026-27	Amount 2027-28
Pupil premium funding allocation this academic year	£50,866	£48,399	
Recovery premium funding allocation this academic year	£0	£0	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£50,866	£48,399	

TPAT approach to supporting disadvantaged pupils:

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community). As a trust we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF

research, the DFE approach to pupil premium and OFSTED. The DFE highlights a 3-tier approach which our trust strategy is based on. All the initiatives that we suggest supporting schools are based on research which is evidenced below.

Part A: Pupil premium strategy plan

Statement of intent

At St Hilary School, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil Premium strategy is to provide targeted support for disadvantaged pupils, helping them to achieve this goal, while also ensuring that even our highest achievers continue to make progress.

We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- close the attainment gap between pupil premium and their peers.
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.
- Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

	Detail of challenge
1	**Attainment** **Data:** **2026:** ➢ KS2 Data: Combined Expected Standard 50% - Pupil Premium 3/6 ➢ KS2 Data: Combined meeting Greater Depth Standard 0% – Pupil Premium 0/7 Our KS2 data combined for PP children has fluctuated over the last 3 years, but outcomes for PP children have been lower than non-pp PP 2025 - 42.9% - Pupil Premium 3/7 PP 2024 – 25% - 2 out of 8 pupils ➢ Phonics data 2026: 80% = Pupil Premium 4/5 PP 2025 - 60% - 3 out of 5 pupils PP 2024 – 66.7% - 2 out of 3 pupils Our phonics data for children who are in receipt of Pupil Premium funding has been consistent over the last 3 years. Our whole school phonics data has steadily been improving from 76-96% in the last four years. Current data for 2027 is extremely positive with 60% of PP on track. Early identification of gaps in knowledge allows for individualised intervention lead by TA and Teacher. The impact of long waiting lists for speech and language therapy has had a significant impact on children in receipt of Pupil Premium funding.
2	**Attendance and Punctuality** 2025-2026 ➢ Attendance for all: **94.28%** ➢ Attendance for children who in receipt of Pupil Premium funding: **92.7%** ➢ Attendance for children who are not in receipt of Pupil Premium funding: **94.28%** ➢ % of children who are in receipt of Pupil Premium funding who are persistently absent: **23%** 2024-2025 ➢ Attendance for all: **94.93%** ➢ Attendance for children who in receipt of Pupil Premium funding: **93.53%** ➢ Attendance for children who are not in receipt of Pupil Premium funding: **95.27%** ➢ % of children who are in receipt of Pupil Premium funding who are persistently absent: **20.59%** Attendance for all children is good, with the attendance for children who are receipt of Pupil Premium funding just behind their non-PP peers. The TPAT attendance policy and tracking approach with EWO support helps early identification of families where attendance is becoming a challenge and the school works hard with individual families and specific circumstances.
3	**Parental engagement and support** ➢ Staff work hard to ensure strong parental engagement. ➢ Most parents of children in receipt of Pupil Premium funding attend termly Parent Consultations / progress meetings and where relevant SEND meetings. ➢ 2026: Spring Term data = 89% engagement (4/38) ➢ 2026: Autumn Term data = 100% engagement (0/35)

	➢ % of parents of children who are in receipt of Pupil Premium funding attended the phonics workshops - these also all had additional needs. Teaching staff contact all parents who have not made a meeting appointment. Alternative times and dates are offered to ensure that as many parents as possible attend in support of their child. This approach ensures high parental engagement. Parents are often met on a more regular basis to support in a range of ways.

Intended outcomes

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

Intended outcome	Success criteria
Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: ➢ By the end of 2025/2026, at least 50% of KS2 PP will achieve RWM PP: 3/6 ➢ By the end of 2026/2027, at least 55% of KS2 PP will achieve RWM PP: 3-4/6 ➢ By the end of 2027/2028, at least 60% of KS2 PP will achieve RWM PP: 4-5/8 ➢ By the end of 2025/2026, at least 66 % of Year 1 PP will achieve in phonics 2/3 (increased to 4/5) ➢ By the end of 2026/2027, at least 75 % of Year 1 PP will achieve in phonics 3/4 ➢ By the end of 2027/2028, at least 100 % of Year 1 PP will achieve in phonics ***add in 2026*** *Monitored by LMC, SLT, PP leader in half termly progress meetings*
Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	➢ By the end of 2025/2026, attendance for PP children will be above 94% and the number of children who are Pupil Premium who are persistently absent is less than 20% ➢ By the end of 2026/2027, attendance for PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 18% ➢ By the end of 2027/2028, attendance for PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 15% ➢ There will be fewer pupils eligible for PP at Tier 1 of the Attendance Strategy. *Monitored by Attendance Officer and SLT in fortnightly meetings*
Challenge 3 **Support from home** Parents of children who are PP are involved in the school community and attend events	➢ From Spring 2026 - All parents of children who are in receipt of Pupil Premium Funding will attend progress meetings with class teachers and where there is need, with SENDCo also. o School staff will contact parents of children who are in receipt of Pupil Premium to ensure they are well informed of their child's learning progress and needs on a termly basis. ➢ Barriers will be addressed by school to enable the staff to be easier to reach. *Monitored by SLT / PP lead*

Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach Challenge number(s) addressed	
Targeted Pupil Support	To support our disadvantaged pupils in achieving stronger KS2 attainment and progress outcomes, class teachers are released to provide bespoke support and interventions. Disadvantaged pupils receive additional 1:1 or small group support each week, focused on key aspects of learning – reading, writing, mathematics. **Evidence:** ➢ **EEF Evidence on Targeted Academic Support** ➢ Read the guidance [educatione...ion.org.uk] ➢ **EEF Teaching & Learning Toolkit – Small Group Tuition** ➢ Small Group Tuition Evidence [educatione...ion.org.uk]	1, 2
Incremental coaching	To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building. The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term. STEPLAB TPAT pedagogy project ***Evidence:*** **- Rosenshine's Principles of Instruction** https://www.aft.org/sites/default/files/Rosenshine.pdf - **EEF: Teaching & Learning Toolkit** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,
Primary Assessment Strategy	➢ Termly NfER Reading, SPaG assessments and maths.co.uk are used, analysed and inform future learning. ➢ Use of Insight Tracking for assessment and intervention analysis – Pupil Progress Meetings. ➢ Trust aligned Pupil Progress Meetings to review pupil premium progress and provide intervention. ➢ Accurate assessment which identifies areas of strengths and areas where pupils need additional support ➢ Assessment is robust and provides quantitate measures and accurate indicative prediction of KS2 SATS outcomes. ➢ Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others ➢ Assessments allow progress to be tracked over time ➢ Assessments are used to measure the impact of interventions ➢ Writing clinics – 1:1 feedback to feed forward ***Evidence:*** **-EEF : making use of diagnostic assessment** https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	1
Accelerated Reader	➢ Implementation of Accelerated Reader, a structured reading programme designed to foster independent reading and improve literacy outcomes. The programme provides pupils with personalised reading recommendations and tracks comprehension through regular quizzes, helping staff monitor progress and tailor support.	1

	➢ For our disadvantaged learners, Accelerated Reader provides a consistent and motivating framework that encourages regular reading practice, supports comprehension development, and helps close the attainment gap in literacy. ***Evidence:*** **EEF Research:** https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	
Digital pedagogy for the Advantage Project	➢ iPad use in digital pedagogy impacts positively on attainment. o It focuses on: ▪ equity (reducing barriers for children), ▪ engagement (boosting motivation and retention), ▪ personalised learning (supporting diverse learning needs), ▪ creativity (encouraging innovative thinking and expression), ▪ parental Involvement (strengthens home-school connection). ***Evidence:*** **EEF: Harnessing the potential of EdTech:** https://educationendowmentfoundation.org.uk/news/effectiveness-of-edtech-reflections-from-new-review **EEF: Using Technology to improve learning** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1
Access to NPQs and ECT support programme & professional development programme for support staff	➢ Having well trained teachers will affect the attainment of all children. ➢ CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. [epi.org.uk]. ➢ Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. [epi.org.uk]. ➢ Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice. [researchsc...ool.org.uk] ***Evidence:*** About us – The National Institute of Teaching **Educational Policy Institute - The effects of high quality professional development on teachers and students** https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ **EEF: SEN In Mainstream Schools** Special Educational Needs in Mainstream Schools | EEF	1, 2
Mastering number / Maths Hub training programmes	➢ Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports language development, which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that is closes the gap. ***Evidence:*** **Mastering Number: Building Strong Foundations in Early Years** [www.ncetm.org.uk]	1, 2
ShREC to support EYFS	ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect ***Evidence:*** https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 2
Agenda in PPA time /	Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers.	1,2, 3

Staff training / SLT	This shows visible leadership and commitment, as well as a culture of high expectations. ***Evidence*** **DFE** https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf **EEF**: https://educationendowmentfoundation.org.uk/using-pupil-premium **Hampshire services:** https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf	

Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions))

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group nurture and SEMH interventions e.g. TIS, Thrive, outdoor learning / forest school	These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance. ***Evidence:*** Trauma Informed Schools UK https://www.thriveapproach.com/ **Early child developmental and care: forest schools** https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430 **EEF Outdoor Learning Experiences** https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning **Mentoring** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring **SEMH Interventions including Emotional Literacy Support Assistant (ELSA)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3
Targeted deployment of teaching assistants	Deployment of TAs in the classroom improves: ➢ academic progress (especially in literacy and early years), ➢ support emotional regulation, inclusion and engagement and ➢ reduces teacher workload and improves classroom management ***Evidence:*** -**EEF: Deployment of teaching assistants** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants **DfE: Deployment of Teaching assistants** https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf	1
Deployment of iPads to support home learning	➢ There is growing evidence to support using iPads to support home learning. ➢ There are academic gains, higher levels of engagement, equity and pedagogical support. ***Evidence:*** Teaching and Learning Toolkit | EEF	1

	Apple Education support https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf	
Use of key apps & online programme– keynote / TTRS / Spelling Shed	There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children / There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform ***Evidence:*** **TTRS** https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf **Spelling Shed** https://blog.edshed.com/spelling-shed-wins-a-bett-award/	1, 2,
Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy,	These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication. ***Evidence*** **EEF: Oral language interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions **Reach out and read** https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/ **Nuffield Early Intervention (NELI)** https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention **Talk Boost** https://ican.org.uk/training-licensing/talk-boost-ks1/	1
Targeted English and Maths interventions e.g. RWI / Little Wandle, Mastering number, Third Space Learning, Improving Working memory	Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths. ***Evidence:*** **Literacy Trust** https://literacytrust.org.uk/programmes/interventions/ **Parliament** https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html **Third Space Learning** https://thirdspacelearning.com/blog/primary-school-interventions/ **Small Group Phonics** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1
Revision support programme (KS2)	School based revision support programme, responsive to individual targets and QLA ***Evidence*** **EEF: Building Study habits** https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines **EEF: 7 steps programme** https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	1
Attendance support	Attendance monitoring systems and implement targeted interventions aimed at improving pupil attendance. TPAT Attendance Policy and the Tiered approach supports individual families with attendance: ➢ Daily attendance tracking and analysis ➢ Early identification of pupils at risk of persistent absence ➢ Family engagement and support ➢ Pastoral care	1, 2

	➢ Collaboration with external agencies where needed ***Evidence*** **DFE** https://www.gov.uk/government/publications/link-between-attendance-and-attainment **Attendance works** https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf **Attendance Interventions** https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Music Hub	Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) ***Evidence:*** **EEF: Arts participation** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation **Cambridge University Press** https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB	1

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residentials, trips and visit	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. ***Evidence:*** **- EFF: Closing the Attainment Gap** https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap	1,2, 3
Extracurricular clubs (employing provider/ TA for dance, gardening etc)	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. ***Evidence:*** **- EFF: Closing the Attainment Gap** https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap **Nuffield: After school clubs** https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment	1, 2
TPAT attendance strategy	The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously, and it supported by the TPAT inclusion team. ***Evidence:***	1, 2,

	Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Funding children for breakfast club	Where Breakfast clubs are a part of wrap around care, children who are PP may get offered a place free of charge. This sets the children up for the day with a calm sense of belong and needs met. ***Evidence:*** **Benefits of Breakfast Club** https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs	1, 3
Tracking of Personal development	Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions. ***Evidence:*** **NGA: Widening the Lens toolkit** https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf **NFER tracking: supporting disadvantaged pupils** https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	1, 2, 3
Music Hub	Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) ***Evidence:*** **EEF: Arts participation** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation **Cambridge University Press** https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB	1, 2
Parental Engagement	There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth. ***Evidence:*** **EEF: Parental Engagement** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement **NFER: Narrowing the Gap** https://www.nfer.ac.uk/media/pwajjzq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement | EE	1, 3

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 year.

Intended outcome	Success criteria	25-26	26-27	27-28
Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: ➢ By the end of 2025/2026, at least 50% of KS2 PP will achieve RWM PP: 14 / 28 ➢ By the end of 2026/2027, at least 55% of KS2 PP will achieve RWM PP: 13 / 22 ➢ By the end of 2027/2028, at least 60% of KS2 PP will achieve RWM PP: 13 / 21 ➢ By the end of 2025/2026, at least 66 % of Year 1 PP will achieve in phonics 2/3 ➢ By the end of 2026/2027, at least 75 % of Year 1 PP will achieve in phonics 3/4 ➢ By the end of 2027/2028, at least 100 % of Year 1 PP will achieve in phonics *add in 2026* *Monitored by LMC, SLT, Data leader in half termly progress meetings*			
Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	➢ By the end of 2025/2026, attendance for PP children will be above 94% and the number of children who are Pupil Premium who are persistently absent is less than 20% ➢ By the end of 2026/2027, attendance for PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 18% ➢ By the end of 2027/2028, attendance for PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 15% ➢ There will be fewer pupils eligible for PP at Tier 1 of the Attendance Strategy. *Monitored by Attendance Officer and SLT in fortnightly meetings*			
Challenge 3 Support from home Parents of children who are PP are involved in the school community and attend events	➢ From Spring 2026 - All parents of children who are in receipt of Pupil Premium Funding will attend progress meetings with class teachers and where there is need, with SENDCo also. o School staff will contact parents of children who are in receipt of Pupil Premium to ensure they are well informed of their child's learning progress and needs on a termly basis. ➢ Barriers will be addressed by school to enable the staff to be easier to reach. *Monitored by SLT / PP lead*			

DATA:

Good Level of Development	2025	2026	2027	2028
All children	75%	76%		
PP	50%	75%		
Non PP	77%	77%		

Phonics	2025	2026	2027	2028
All children	76%	96%		
PP	33%	80% (1 child)		
Non PP	95%	100%		

MTC	2025			2026			2027			2028		
	25/25	20/25+	ave	25/25	20/25+	ave	25/25	20/25+	ave	25/25	20/25+	ave
All children	45%	66%	21.2	30%	66%	21.6						
PP	0	50%	19.3	25%	63%	19.4						
Non PP	52%	68%	21.5	33%	70%	22.9						

KS2 reading	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	86%	45%	85%	41%				
PP	71%	0%	67%	33%				
Non PP	91%	59%	89%	43%				
KS2 writing	**2025**		**2026**		**2027**		**2028**	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	66%	14%	76%	12%				
PP	43%	0%	50%	0				
Non PP	73%	18%	82%	14%				
KS2 Maths	**2025**		**2026**		**2027**		**2028**	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	69%	31%	79%	26%				
PP	57%	0%	50%	33%				
Non PP	73%	41%	86%	25%				
KS2 COMBINED	**2025**		**2026**		**2027**		**2028**	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	62%	14%	74%	9%				
PP			50%	0%				
Non PP			79%	11%				

Externally provided programmes - n/a

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Unlocking Letters and Sounds	**Unlocking Excellence English Hub**, which partners with Ransom Publishing
EdShed	EdShed LTD
TT Rockstars	Maths Circle
White Rose	White Rose
Literacy Tree	
Insight	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was put together with the total PP finding
What was the impact of that spending on service pupil premium eligible pupils?	