



Pupil premium strategy statement for Westfield Primary School 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Westfield Primary
Number of pupils in school	303 (plus 31 Nursery)
Proportion (%) of pupil premium eligible pupils	31.0
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2024/2026 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Simon Mills
Pupil premium lead	Simon Mills
Governor / Trustee lead	Colin Cattanach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,500
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	£154,500

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Our ambition is for all children to become good readers and to develop high quality oracy skills with a rapidly growing vocabulary. Across the country, there is a reading deficit (DfE 2017: only 31% of children read daily at home.) We therefore prioritise reading across the school - both as a skill and as a pleasurable activity. So, oracy and reading are whole-school priorities.
- Every interaction matters! If children feel safe, valued and liked they are ready to learn. We therefore aim to develop strong relationships across the school (adult to pupil; pupil to pupil and adult to adult.) Our whole school therapeutic approach to dealing with behaviour (through “Essex Steps”) aims to provide a consistent approach when adults deal with behaviour incidents. All staff receive regular training and updates on this approach
- At Westfield, we believe that good pastoral care, together with inclusive teaching and learning, this is the best lever for tackling disadvantage. Given the needs of our pupils, we provide CPD, coaching and support to all staff in order to achieve this. In classrooms from EYFS to Year 6, there is explicit teaching of reading as well as celebrating the enjoyment of it. We are also introducing strategies to develop oracy and vocabulary in teaching.
- In class, we strive to have high expectations for all - no traditional differentiation, which can cap learning - instead, we scaffold up. We are also introducing threshold concepts across our curriculum. Teaching and learning opportunities aim to meet the needs of all pupils through:
 - scaffolds,
 - adult support,
 - modelling,
 - questioning,
 - peer collaboration and discussions,
 - retrieval practice,
 - development of subject-specific vocabulary

- live marking and feedback,
- meta-cognitive strategies,
- building strong relationships (SEMH)

Ultimately, the approaches we have adopted complement each other to help ALL of our pupils excel, irrespective of socio-economic disadvantage.

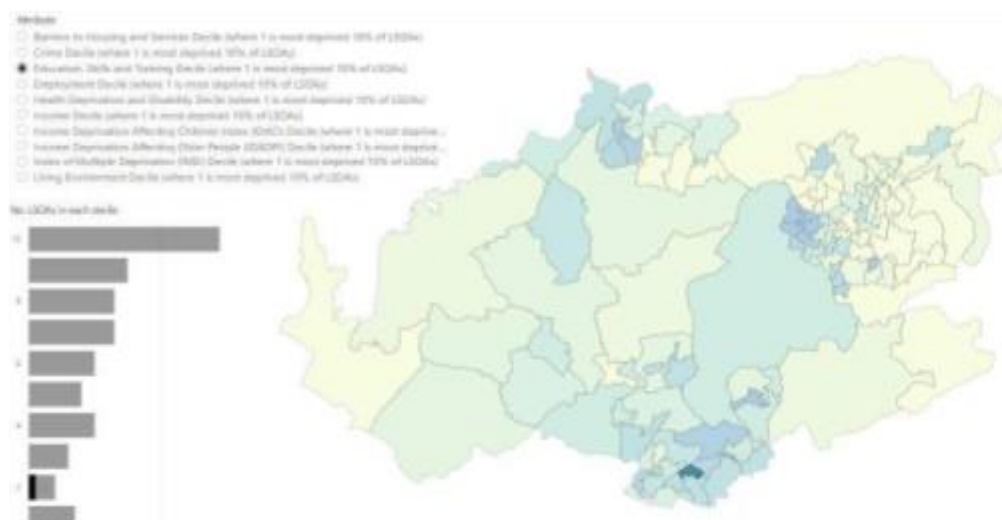
We have developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every one can achieve.

Demography and School Context

Westfield Primary and Nursery is a community school located to the southeast of Radstock. All of the year groups are 2-form entry.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings).

In November 2020¹, education, skills and learning were ranked as one of the 20% most deprived indices in England (IMD rankings).



The health and employment deprivation indicators are all relatively high, 20% and 40% respectively.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To allocate a 'Reactive Intervention' Teacher to Key Stage 2 and Year 2 - providing small group work with an experienced teacher/HLTA focused on overcoming misconceptions in learning support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children

to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Subsidise activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Westfield's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge letter	Detail of challenge
A	Reading attainment – efficient decoding earlier and comprehension skills explicitly taught – (linked to poor writing in KS1 and low number of higher levels at KS1 reading test)
B	Language and communication difficulties a. Managing behaviour and learning disengagement b. Low self-esteem/Lack of self confidence
C	Writing stamina
D	Attachment difficulties
E	Issues arising from long term low level neglect
F	Parental engagement with learning
G	Absence from school/Lateness to school

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 among disadvantaged pupils	- Reading/writing/maths attainment and progress improve to at least target levels, including disadvantaged pupils - The attainment gap is reduced between those pupils who are eligible for pupil premium grant and those that are not, in Reading, Writing and Maths - Where attainment of disadvantaged pupils is low overall, it is improving at a faster rate than nationally, over a sustained period - Assessments and observations indicate significantly improved oral language and subject-specific vocabulary among disadvantaged pupils. - PP children will develop a love of reading. - Increase in reading ages. Sustained high levels of wellbeing demonstrated by: - qualitative data from pupil voice reporting that they feel happy, safe and valued in school - teacher observations - monitoring of ELSA and FLAPS support to identify impact
Improved reading attainment among disadvantaged pupils	
Providing additional support for those disadvantaged pupils who are at risk of underachieving in English and maths	
Accelerating the progress of disadvantaged pupils and diminishing the difference in outcomes between disadvantaged and non-disadvantaged	
Increasing attendance rates of disadvantaged pupils so they are at least in line with all pupils.	
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils	

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 56 496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle EY / KS1 Reading Books to ensure the books link to Little Wandle – Letters and Sounds and accelerate reading	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	Barriers: A, B, C
EYFS resourcing EY Resourcing to meet the need of the new EY Curriculum	The Sutton Trust suggests that additional resources especially for reading can significantly increase children's progress in reading.	Barriers: A, B, C
Pupil Premium Champion - Pupil Premium Champion to track progress of children and instigate action where progress is not good. - To monitor and track progress of disadvantaged groups and their participation in extra-curricular activities. - Improved parental engagement both with the school and their child's learning. - To promote Pupil Premium children throughout the school and ensure that they remain a top focus within the school - To offer support and advice to staff regarding ways in which to support these pupils - To have oversight of the PP allocation and ensure that needs are identified and addressed using this funding	Feedback to redirect or refocus either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome Support for teachers can have a positive impact on the teacher level outcomes thus having a positive impact on children's learning and outcomes	Barriers: A, D, E

Intensive reactive teaching • Attainment in reading and maths is increased to at least 80% in both areas • Disadvantaged pupils attain in line with peers • In-school and national gap is closed • To expand proven classroom approaches – providing effective feedback on pupils' performance, encouraging pupils to think about their own learning strategies, and getting pupils to learn from each other. • To increase the level of TA support, initially for one year, but in the spirit of Achievement for All, with the emphasis on what can be sustained. • To provide focused support to ensure positive attitudes, behaviour and learning. To overcome barriers to learning. • Feedback is given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning.	Intensive reactive teaching to provide additional support to help close the gap in the performance of PP pupils and other groups Research – Small group tuition + 4 months • A qualified teacher is more likely to achieve greater progress and raise attainment. • Intensive tuition in small groups is highly effective • Pupils are grouped according to current levels of attainment or specific needs Research – Feedback + 8 months • Feedback to redirect or refocus either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome Research – Teaching Assistants + 1 month • Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher. • The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	Barriers: A, B, D Barriers: B, D Barriers: A, B, D, E
Investment in professional development including training and support for ECT as well	• EEF acknowledges that CPD can improve teacher practice and can have a significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes. Every teacher is supported to keep improving the quality of their pedagogical content knowledge through CPD sessions.	Barriers: A, B, D

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

Budgeted cost: £ 70 547

Activity	Evidence that supports this approach	Challenge number(s) addressed
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HLTA Intervention, 1:1 support and targeted interventions • To enable children to be taught in smaller groups for core subjects at timetabled points across targeted year groups. • Learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. • Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. • Targeted interventions matched to specific students with particular needs or behavioural issues. • Improved outcomes in Reading, Writing and Maths (greater proportion meeting AREs). • Pupils gaining confidence with key concepts. • Pupils feel equipped to tackle higher-level work	Research - Collaborative Learning + 5 months • A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Research - Behaviour Interventions + 3 months • Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Research - 1:1 Tuition + 5 months • One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching • The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. • Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	Barriers: A, B, C, F
Homework Club To provide qualified support in an atmosphere conducive to learning/study in order to raise standards in literacy and numeracy. To develop children's self-esteem and confidence, this will impact on all areas of learning.	Research Homework +2 months • There is a relatively consistent picture that pupils in schools which give more homework perform better, although for primary age pupils the difference is small	Barriers: A, B, D, E
Writing Intensive reactive teaching to provide additional support to help close the gap in the performance of PP pupils and other groups	Research – Small group tuition + 4 months • A qualified teacher is more likely to achieve greater progress and raise attainment. • Intensive tuition in small groups is highly effective • Pupils are grouped according to current levels of attainment or specific needs	Barriers: A, B, D

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

Budgeted cost: £ 27 457

Activity	Evidence that supports this approach	Challenge number(s) addressed
A coached review of SEND practice Teachers to identify good practice, strengths and any barriers to effective SEND practice.	Research – Individualised Instruction + 3 months Individualised instruction involves different tasks for each learner and support at the individual level.	Barriers: B, C, D, E
Attendance Awards/Initiatives - To improve attendance across school and reduce the incidence of persistent absenteeism - Attendance improves in all year groups to over 96% - Attendance of key groups (e.g. PP, SEND etc.) improves to at least 95%.	Research Initiatives + 3 months Fewer pupils achieve ARE in reading and mathematics tests and writing TA at Key Stage 2 as overall absences increases	Barriers: B, D, F, G
Residential Trips - The existing qualitative evidence is more consistent than the quantitative findings, showing that in most cases young people perceive adventure learning interventions to have had a positive impact on their lives and attitudes. - Residential trips are effective because of their impact on non-cognitive skills, explicitly encouraging students to actively apply these skills in the classroom which in turn is likely to increase effectiveness. - Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential.	Outdoor Learning Experiences Research +3 months Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils. The average impact of engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits.	Barriers: B, D
Subsidised Breakfast Club Places and staffing - To improve the attendance of targeted pupils and reduce persistent lateness - Attendance improves for targeted pupils by 3% - To improve the attendance of targeted pupils and reduce persistent absence and lateness - To extend breakfast club to KS1 & Early Year pupils	Research +2 months - Fewer pupils achieve ARE in reading and mathematics tests and writing TA at Key Stage 2 as overall absences increases. Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their peers - developing life and social skills. Offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment.	Barriers: D, E, F

Social and emotional learning • Focus on the ways in which students work with (and alongside) their peers, teachers, family or community. • Target students with particular social or emotional problems • Promote a positive ethos which also supports greater engagement in learning. • Targeted interventions matched to specific students with particular needs or behavioural issues.	Research + 4months • Target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning • The EEF says that interventions which target social and emotional learning can add 4 months progress. They can have a valuable impact on attitudes to learning and social relationships in school.	Barriers: A, B, C, E, F
Parental involvement • Simple, practical ways that parents can support their children in ways that do not require a high level of ability • Make school welcoming for parents whose own experience of school may not have been positive • Provide a flexible approach to allow parental involvement to fit around their schedule	Research +3 months • Parental Involvement covers the active engagement of parents in supporting their children's learning at school. Stay and sessions ... will encourage parents to support their children to read or do mathematics. • Effective communication with parents will play a vital part in linking the school to the home, particularly in relation to any future localised lock downs. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement. Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures • The EEF states that parental engagement can add four months of progress to a child's learning. They also suggest that the biggest impact is when the children are in EYFS and will be closely associated with children's subsequent academic success.	Barriers: E, F, G
Mentoring and ELSA Pupils are identified and targeted for support with Mentoring Plus Mentoring aims to build confidence, develop resilience and character, or raise aspirations Increased parental support for pupils eligible for pupil premium Increased attendance rates for pupils eligible for pupil premium Assistant (ELSA.) providing bespoke support and developing positive relationships with vulnerable and disadvantaged pupils who require social, emotional and mental health support.	Research Mentoring +0 months • Positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour Social and emotional learning Research + 4months • Target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning • Target students with particular social or emotional problems	Barriers: D, E, F

Behaviour Support Behaviour Support Worker will work with vulnerable pupils to ensure they can access learning Families aware that there is a designated person within the school that they can talk to and ask advice of regarding challenging home behaviours Work with parents to identify and overcome barriers to their child's learning. To promote good attendance and punctuality. Supporting the personal and social needs of vulnerable children.	Years 4 have some challenging behaviours which means PP pupils are more likely to be impacted on their academic progress. Behaviour incidents will be monitored in relation to percentage of PP children involved with the aim to reduce numbers. Research Behaviour Interventions +3 months - Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects Research Parental Involvement +3 months - Parental Involvement covers the active engagement of parents in supporting their children's learning at school.	Barriers: A, B, C, F Barriers: E
Book in a Box To develop reading experiences for your disadvantaged children	Research Parental Involvement +3 months Parental Involvement covers the active engagement of parents in supporting their children's learning at school.	Barriers: A, B, F

Total budgeted cost: £ 154 500

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2025–26

Outcomes for disadvantaged pupils in 2025–26 were more mixed than in the previous year and, while there remain clear attainment gaps to address, the data demonstrates that a significant proportion of disadvantaged pupils continued to achieve successfully across the curriculum.

At the end of Year 6, 19 pupils were identified as disadvantaged. Teacher assessment showed 58% achieving the expected standard in mathematics, 58% in reading and 58% in writing, with 53% achieving the expected standard across the combined measures. Test outcomes were slightly stronger in reading, where 63% of disadvantaged pupils achieved the expected standard, compared with 58% in mathematics.

Across other year groups, outcomes varied, reflecting the differing needs and starting points of each cohort. There were nevertheless positive indicators: disadvantaged pupils' teacher-assessed outcomes included 75% in reading in Year 2, 71% in reading in Year 3, 68% in mathematics in Year 5 and 67% in mathematics in Year 2. The data also shows

disadvantaged pupils achieving at the higher standard in a number of year groups, demonstrating that disadvantage is not viewed as a barrier to ambition.

The school recognises that the attainment gap for disadvantaged pupils remains too wide. In Year 6, 52.6% of disadvantaged pupils achieved the combined expected standard, compared with 64.5% for the cohort overall. This provides an important baseline for the next phase of the school's Pupil Premium strategy and has led to a sharper focus on identifying individual barriers, evaluating the impact of provision and intervening rapidly where pupils are not keeping pace.

The strategic use of the Pupil Premium Grant (PPG) continued to provide a broad package of academic, pastoral and enrichment support during 2025–26. The strategy recognised that disadvantaged pupils do not form a homogeneous group and that barriers to achievement may include gaps in prior learning, SEND, attendance, social and emotional needs, family circumstances and reduced access to wider opportunities. Consequently, provision was deliberately responsive to individual need rather than based solely upon pupil premium status.

A key element remained a strong emphasis on high-quality classroom teaching, supported by additional adults, targeted intervention and small-group teaching. Assessment information and professional knowledge of pupils were used to identify gaps and adapt teaching. Where additional intervention was required, pupils benefited from focused support designed to strengthen prerequisite knowledge and enable them to access ambitious, age-related curriculum content.

Reading and early reading continued to be important strengths. The school's established approach to phonics, ongoing assessment and rapid catch-up remained central to ensuring that vulnerable pupils developed the foundations necessary for future learning. The school's current improvement planning recognises the importance of maintaining the established three-year strength in phonics while ensuring that disadvantaged and other vulnerable pupils keep pace through rapid identification and intervention.

In mathematics, provision continued to focus on identifying and addressing gaps in prerequisite knowledge through targeted teaching, retrieval and intervention. Outcomes demonstrate success for a proportion of disadvantaged pupils, although the variation between cohorts reinforces the need to sharpen the impact of intervention further. This will be supported through an increased emphasis on mathematical fluency, reasoning and problem-solving and the systematic identification of gaps before they become embedded.

Writing remains a particular area for development. Although many disadvantaged pupils achieved successfully, outcomes across the school indicate that writing requires continued whole-school attention, including the development of independence and greater depth. This is therefore reflected explicitly within the 2026–27 School Improvement Plan, alongside the continued development of oracy, vocabulary and high-quality adaptive teaching.

The overlap between disadvantage and SEND remains particularly significant when evaluating outcomes. Westfield has a higher-than-average proportion of pupils receiving

SEN support, and the school recognises that some disadvantaged pupils experience multiple barriers to learning. The strategy therefore cannot be evaluated solely through headline academic measures. Attainment and progress need to be considered alongside attendance, behaviour, participation, emotional wellbeing and engagement with school. The school's next phase of improvement consequently places greater emphasis on tracking these measures together and evaluating whether provision is producing demonstrable improvement.

Attendance was a significant barrier for some disadvantaged pupils during 2025–26. DfE similar-schools data to 25 May 2026 showed overall school attendance at 94.7%, equal to the similar-schools median, while attendance for pupils eligible for FSM was 90.6%. School year-group information similarly identifies lower attendance among PP pupils in particular cohorts, most notably Year 6. This contextualises some of the attainment outcomes and reinforces the importance of addressing attendance and achievement together rather than viewing them as separate priorities.

The work of the school's pastoral team and external partners continued to be an important element of the Pupil Premium offer. Vulnerable pupils were able to access a flexible range of support according to need, including school-based pastoral provision and wider therapeutic or engagement support. The school's established provision includes Thrive, MHST, Mentoring Plus, Headstand PE, outdoor learning and alternative provision where appropriate. These approaches support emotional regulation, relationships, confidence and engagement, helping pupils to be ready to learn and to remain connected with education during periods of difficulty.

Support for disadvantaged pupils also extended beyond direct academic intervention. Removing practical and financial barriers to participation remained important so that pupils could access the wider life of the school. Enrichment, sporting opportunities, clubs, trips and wider personal-development experiences contribute to building confidence, relationships, aspiration and cultural capital. The school's approach remains firmly based on the principle that disadvantaged pupils should experience full participation and belonging, rather than simply receiving additional academic intervention. This principle is explicitly carried forward within the 2026–27 improvement priorities.

The school continued to recognise the importance of family support in securing successful outcomes. Work with parents and carers, alongside targeted attendance and pastoral support, helped leaders identify barriers that could not be addressed through classroom intervention alone. This remains particularly important for pupils whose disadvantage overlaps with SEND, social care involvement, emotional needs or persistent absence.

Regular Pupil Progress Meetings and senior-leader oversight enabled teachers and leaders to identify pupils at risk of falling behind and consider appropriate adaptations, intervention and pastoral support. The experience of 2025–26 has, however, highlighted the need to move beyond measuring whether an intervention has been delivered towards evaluating precisely what difference it has made for individual pupils.

For this reason, the evaluation of 2025–26 has directly informed the school's priorities for 2026–27. The Pupil Premium strategy will be refreshed using current school evidence, with disadvantaged pupils tracked systematically across attainment, attendance, behaviour, enrichment and wellbeing, including the significant overlap with SEND and social care. Selected strategies will be evaluated through pupil voice, work scrutiny and outcome data, with impact reported to governors.

Overall, the 2025–26 outcomes demonstrate that the school's Pupil Premium provision continued to make an important difference to the educational experience of disadvantaged pupils, with many pupils achieving successfully despite significant and sometimes complex barriers. At the same time, the school recognises that outcomes were not consistently strong enough across all cohorts and that the attainment and attendance gaps require continued attention.

Rather than narrowing provision in response, the evaluation has strengthened the school's focus on precision and impact: identifying each pupil's barriers accurately, maintaining ambitious expectations, providing high-quality adaptive teaching, intervening early, addressing attendance and wellbeing alongside attainment, and evaluating rigorously whether additional provision is making the intended difference. The 2026–27 strategy therefore builds upon the considerable range of support already available while sharpening accountability for its impact, with the clear aim of narrowing gaps from the 2026 baseline and enabling disadvantaged pupils to attend, engage, achieve and participate fully in school life.

Externally provided programmes

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

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	