



This statement details our academy’s use of pupil premium (and recovery premium for the 2024 to 2025 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.

### Academy overview

Detail	Data
Academy name	Churchwood Primary Academy
Number of pupils in the academy	197
Proportion (%) of pupil premium eligible pupils	49% (96 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rob Smith (Principal)
Pupil premium lead	Rob Smith (Principal) Sarah MacKinnon (SENDCo)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,878.77
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£127,878.77

## Part A: Pupil premium strategy plan

### Statement of intent

At Churchwood Primary Academy the academy has high expectations of all pupils to achieve well academically, as well as nurturing their potential and ensuring their social and emotional needs are met, irrespective of their backgrounds or challenges they face.

Our intention is to ensure high quality provision for all pupils, including those who are disadvantaged. We identify this as any child who is not on track to reach age related expectations of fulfilling their potential or is vulnerable: pupils with behavioural or emotional difficulties, as well as those with socio-economic disadvantage.

Our pupil premium strategy is based on strong educational evidence and forms part of our broader strategic improvement and implementation cycle, which will improve provision for all pupils.

We expect all children to access or well-planned and progressive knowledge-rich curriculum and in turn receive high quality teaching and classroom learning support in order to maximise opportunities for success, with an ethos of *'every minute matters'*. Our approach is responsive and provides additional support through targeted provision where necessary to support our pupils academic, social and emotional needs.

We will identify and consider the challenges faced by more vulnerable pupils in order to ensure success; evidence suggests that this will also benefit all pupils, regardless of whether they are disadvantaged or not.

We have a tiered approach to effective pupil premium funding, in line with the Education Endowment Fund (EEF) evidence and target spending across 3 core areas:

1. A rigorous focus on high quality curriculum content, teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make strong progress and meet expected curriculum outcomes.
2. Targeted interventions that provide additional support to pupils – this could be academic or social emotional.
3. Whole school strategies – we believe that there is no single strategy or intervention which provides a complete solution.

Churchwood Primary Academy is committed to delivering the University of Brighton Academies Trust's mission to *'inspire pupils and staff to flourish and achieve their best.'* The academy recognises that it is our collective responsibility to support all pupils, including those who are disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Phonics</b></p> <p>Assessments, observations, and pupil voice indicate that some disadvantaged pupils experience greater challenges in phonics compared to their peers. Data from 2024–25 shows that disadvantaged pupils at Churchwood achieved outcomes that were 8% below the national average. While the in-school disadvantaged gap has narrowed since 2024, an 8% gap remains. This continues to impact pupils' ability to develop as fluent readers, which in turn affects their capacity to acquire knowledge across the curriculum as they progress through the academy.</p>
2	<p><b>Narrowing the attainment gap across Reading, Writing, and Mathematics</b></p> <p>Statutory assessment outcomes continue to indicate an attainment gap between disadvantaged pupils and both their non-disadvantaged peers and the national average, despite improvements over time. Academy data for 2025 demonstrates a positive trend, with the disadvantaged gap narrowing both internally and in comparison to national figures.</p> <ul style="list-style-type: none"> <li>• <b>Key Stage 2:</b> The proportion of disadvantaged pupils achieving the expected combined standard has risen to 33%, reflecting an improving trend since 2023. This narrows the gap to the national average of 46%, though a difference remains.</li> <li>• <b>Reception:</b> 50% of disadvantaged pupils achieved a Good Level of Development, broadly in line with the national average of 52%, although this represents a slight decline from 2024.</li> </ul>
3	<p><b>Mathematics</b></p> <p>Assessments, observations, and pupil voice highlight that some disadvantaged pupils face greater challenges in Mathematics compared to their peers. Academy data for 2024–25 shows that disadvantaged pupils achieved outcomes 19% below the national average. Although the in-school disadvantaged gap has narrowed since 2024, a significant gap of 20% remains between disadvantaged and non-disadvantaged pupils.</p> <p>Additionally, outcomes from the Multiplication Tables Check indicate a notable disparity, with disadvantaged pupils at Churchwood scoring an average 9.6 points lower than the national average.</p>
4	<p><b>Speech, Language and Communication Needs (SLCN)</b></p> <p>A significant proportion of disadvantaged pupils enter the academy with notable gaps in speech, language, and communication skills. These gaps affect access to all areas of the curriculum, as pupils often lack age-appropriate receptive and expressive language. Furthermore, many disadvantaged pupils demonstrate limited vocabulary, which research identifies as a strong predictor of future attainment.</p>
5	<p><b>Attendance and Punctuality issues</b></p> <p>Analysis of attendance data over the past two academic years shows that the attendance of disadvantaged pupils is consistently 2–3% lower than that of their non-disadvantaged peers. This gap results in reduced access to learning opportunities, which negatively impacts knowledge acquisition and overall attainment.</p>
6	<p><b>Cultural Capital: Broaden Access to Wider Opportunities</b></p> <p>Rising costs and the ongoing cost-of-living pressures have reduced families' ability to access broader experiences beyond school. Analysis indicates that this impacts engagement with both local free resources (such as museums and country parks) and opportunities further afield. As a result, pupils have significantly fewer experiences that enrich cultural capital and broaden horizons, which can limit their contextual understanding and aspirations.</p>

7	<p><b>Social, emotional literacy and readiness to learn</b></p> <p>Assessments, observations, and pupil voice indicate that some disadvantaged pupils require additional support to develop social and emotional literacy and positive pro-social learning behaviours. These pupils are often not fully ready to learn and need targeted intervention to build emotional regulation skills, enabling them to access the curriculum effectively.</p>
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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
<p><b>1. Phonics</b></p> <p>Disadvantaged pupils will make accelerated progress in phonics to close the attainment gap with their peers and the national average. Pupils will develop secure phonics knowledge, enabling them to become fluent readers and access the wider curriculum effectively.</p>	<p><i>Assessment, Monitoring &amp; Discussions</i></p> <ul style="list-style-type: none"> <li>Phonics Screening Check outcomes in 2026 demonstrate a sustained narrowing of the attainment gap between disadvantaged pupils and the national average, with disadvantaged pupils achieving within 3% of national benchmarks.</li> <li>Internal assessment data evidences that the majority of disadvantaged pupils are securely on track to meet age-related expectations in phonics, showing accelerated progress and a continued reduction in the gap compared to non-disadvantaged peers.</li> <li>Monitoring through observations, book scrutiny, pupil voice, and data analysis confirms improved confidence, engagement, and application of reading skills among disadvantaged pupils, enabling greater access to the wider curriculum.</li> </ul>
<p><b>2. Speech, Language and Communication Needs (SLCN)</b></p> <p>To ensure that pupils develop age-appropriate speech, language and communication skills and that speech and language difficulties do not impact on a pupil's access to the curriculum.</p>	<p><i>Assessment, Monitoring &amp; Discussions</i></p> <p>will indicate that disadvantaged pupils on the speech and language caseload will demonstrate significantly improved SLCN. Evidence of this will be seen via:</p> <ul style="list-style-type: none"> <li>Progress against management plan targets</li> <li>Language Link data</li> <li>Pupil engagement in lessons</li> <li>Provision in classrooms will support pupils with SLCN to access the aspirational curriculum and be able to communicate their needs.</li> <li>Ultimately, discharge from the caseload.</li> </ul>
<p><b>3. Narrowing the attainment gap across Reading, Writing and Mathematics.</b></p> <p>Disadvantaged pupils will make accelerated progress in Reading, Writing, and Mathematics, further narrowing the attainment gap with peers and the national average.</p>	<p><i>Assessment</i></p> <ul style="list-style-type: none"> <li>By July 2026, the proportion of disadvantaged pupils achieving age-related expectations in Reading, Writing, and Mathematics will show a percentage increase compared to 2025, reducing the gap with non-disadvantaged peers and national benchmarks.</li> <li>The gap between Key Stage 2 combined outcomes for disadvantaged pupils at Churchwood and the National Average will reduce, demonstrating sustained improvement from previous years.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reception GLD for disadvantaged pupils will meet or exceed the national average, reversing the slight decline seen in 2024.</li> <li>• Monitoring through lesson observations, book scrutiny, and pupil voice will evidence improved engagement and application of core skills across the curriculum.</li> </ul>
<p><b>4. Mathematics</b> Disadvantaged pupils will make accelerated progress in Mathematics, significantly reducing the attainment gap with non-disadvantaged peers and the national average, including improved outcomes in fluency and multiplication knowledge.</p>	<p><i>Assessment, Monitoring &amp; Discussions</i></p> <ul style="list-style-type: none"> <li>• By July 2026, the proportion of disadvantaged pupils achieving age-related expectations in Mathematics will increase compared to 2025, reducing the gap with non-disadvantaged peers.</li> <li>• Multiplication Tables Check outcomes for disadvantaged pupils will improve, narrowing the gap with the national average.</li> <li>• Monitoring through lesson observations, book scrutiny, and pupil voice will evidence improved mathematical fluency, confidence, and engagement among disadvantaged pupils.</li> </ul>
<p><b>5. Attendance and Punctuality issues</b> To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, by reducing the attendance gap with non-disadvantaged peers. This will be achieved through proactive engagement with parents to understand and overcome barriers to attendance, ensuring pupils have consistent access to learning and improved attainment.</p>	<p><i>Assessment and Outcomes</i></p> <ul style="list-style-type: none"> <li>• By July 2026, overall attendance for disadvantaged pupils is targeted to be 95%, reducing the gap with non-disadvantaged peers.</li> <li>• Persistent absence among disadvantaged pupils will be below 15%.</li> <li>• Monitoring through attendance data, parental engagement records, and pupil voice will evidence improved attitudes toward attendance and readiness to learn.</li> </ul>
<p><b>Cultural Capital: Lack of Access to Wider Opportunities</b> Disadvantaged pupils will have increased access to a wide range of enriching experiences, both within and beyond the local community, to develop cultural capital, broaden horizons, and raise aspirations. These opportunities may include contributions to offsite visits, participation in extra-curricular provision, and engagement in enrichment programmes.</p>	<p><i>Assessment, Monitoring &amp; Discussions</i></p> <ul style="list-style-type: none"> <li>• By July 2026, 100% of disadvantaged pupils will participate in at least one offsite educational visit or enrichment activity, supported by Pupil Premium funding where needed.</li> <li>• Participation rates of disadvantaged pupils in extra-curricular clubs and enrichment programmes will increase compared to 2025, as tracked through attendance registers.</li> <li>• Pupil voice will indicate significantly improved access to enrichment activities and greater engagement and enjoyment in school, with pupils able to articulate how these experiences have broadened their horizons.</li> <li>• Enrichment activities will provide meaningful contexts for learning and stimulate interest, evidenced through pupil books, lesson observations, and improved outcomes in relevant curriculum areas.</li> </ul>
<p><b>Social and Emotional Difficulties</b> Disadvantaged pupils will develop improved social and emotional literacy, including emotional regulation and</p>	<p><i>Assessments, observation and discussions</i></p> <ul style="list-style-type: none"> <li>• Incidents of emotional deregulation among disadvantaged pupils decrease significantly, with</li> </ul>

<p>positive learning behaviours, enabling them to be fully ready to learn and access the curriculum effectively.</p>	<p>pupils consistently using taught strategies for self-regulation.</p> <ul style="list-style-type: none"> <li>• Reduction in the number of fixed term suspensions compared to previous academic years.</li> <li>• Pupils demonstrate improved self-esteem, confidence, and pro-social behaviours, evidenced through positive peer interactions and increased engagement in learning.</li> <li>• Lesson observations and pupil voice confirm that pupils feel happy, safe, and ready to learn, enabling full access to the curriculum.</li> </ul>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £9,291.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to a DfE validated Systematic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>(£750)</p> <p>Purchase of targeted Little Wandle resources to support with the delivery of the Systematic Phonics programme.</p> <p>(£3,000)</p>	<p><a href="#">EEF Toolkit: Phonics</a> (+ 5 months)</p> <p><b>Evidence:</b> 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.</p>	<p>Challenges 1 &amp; 3</p>
<p>Subscription to a whole-school mastery approach for the teaching of mathematics (White Rose Mathematics) to ensure high-quality, structured learning and improved outcomes for disadvantaged pupils.</p> <p>(£513)</p>	<p><a href="#">DfE Non-Statutory Guidance</a></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><a href="#">EEF: Improving Mathematics in EYFS &amp; Key Stage 1</a> <a href="#">EEF: Improving Mathematics in Key Stages 2 &amp; 3</a></p>	<p>Challenges 3, 4 &amp; 7</p>

<p>Subscription to a proven programme for systematically developing times tables fluency (Number Sense) to strengthen mathematical foundations and support disadvantaged pupils in achieving age-related expectations.</p> <p>(£175)</p>		
<p>Provide access to high-quality CPD through the Communication, Learning, and Autism Support Service (CLASS) to ensure that evidence-based strategies are consistently embedded into everyday classroom practice, enabling disadvantaged pupils with autism to access learning effectively across the academy.</p> <p>(£2,000)</p>	<p><b>EEF Toolkit: Social and Emotional Learning</b>  <b>Evidence:</b> 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>Challenges 1, 2, 3, 5 &amp; 7</p>
<p>Provide access to high-quality CPD through the Team Around the School and Setting (TASS) initiative to strengthen inclusive, high-quality Wave 1 classroom provision, ensuring disadvantaged pupils receive effective support within mainstream teaching.</p> <p>(£1,000)</p>		<p>Challenges 1, 2, 3, 5 &amp; 7</p>
<p>Provide access to Educational Psychologist supports children's learning, wellbeing, and development to address barriers such as learning difficulties, social-emotional challenges, or complex needs, using assessment, consultation, and targeted interventions to build skills, promote inclusion, and help schools create supportive environments for all pupils.</p> <p>(£1661.40)</p>		<p>Challenges 1, 2, 3, 5 &amp; 7</p>

<p>Purchase access to the Zones of Regulation platform to deliver high-quality curriculum content and provide staff with targeted CPD, supporting the development of emotional regulation strategies for disadvantaged pupils.</p> <p>(£192)</p>	<p><a href="#">EEF Toolkit: Social and Emotional Learning</a> (+3 months)</p> <p><b>Evidence:</b> indicates that social and emotional learning approaches can improve emotional regulation and social interaction. Effective implementation combines universal classroom strategies with targeted support for pupils with specific needs, with approaches that strengthen peer relationships showing particular promise.</p>	<p>Challenges 3, 4, 6 &amp; 7</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,693.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver additional, targeted phonics sessions for disadvantaged pupils who require further support to secure phonics knowledge and improve reading fluency.</p> <p><i>(A proportion of 6 teaching assistants' salary: £5,137.51)</i></p>	<p><a href="#">EEF Toolkit: Teaching Assistant Interventions</a> (+4 months)</p> <p><a href="#">EEF Toolkit: Phonics</a> (+ 5 months)</p> <p><b>Evidence:</b> Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p>	<p>Challenges 1 &amp; 3</p>
<p>Provide targeted daily reading sessions for the lowest 20% of readers, including disadvantaged pupils, to accelerate progress and ensure they catch up quickly with age-related expectations.</p> <p><i>A proportion of 2 teaching assistant's salary: members of staff: £1,575.08)</i></p>	<p><a href="#">EEF Toolkit: Reading Comprehension activities</a> (+7 months)</p> <p><b>Evidence:</b> indicates the most effective approaches are closely aligned to pupils' reading ability, using texts that offer appropriate challenge.</p>	<p>Challenges 1 &amp; 3</p>
<p>Deliver targeted receptive language intervention for children identified through screening as having mild or moderate language difficulties.</p>	<p><a href="#">EEF Toolkit: Communication and Language Approaches</a> (+ 7 months)</p> <p><a href="#">Discover the impact: Language Link</a></p> <p><b>Evidence:</b> regular Language Link identifies hidden language needs early, enabling targeted support</p>	<p>Challenges 1, 2, 3, 4, 5 &amp; 7</p>

<i>A proportion of 7 teaching assistant's salary: members of staff: £5,502.89)</i>	that improves comprehension, oral skills, and confidence. Managing cases in-school reduces therapy waiting times, while pupils gain stronger foundations for literacy and learning.	
Provide targeted teacher-led mathematics interventions for identified Year 6 pupils, focusing on gap analysis to secure core concepts, build fluency, and accelerate progress towards age-related expectations.  <i>A proportion of 1 member of staff's salary: £8,496.29)</i>	<a href="#">EEF Toolkit: Small Group Tuition</a> (+4 months)  <a href="#">EEF: Toolkit: Feedback</a> (+6 months)  <b>Evidence:</b> targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.	Challenges 3 & 4
Provide targeted speech and language therapy for pupils with significant speech, language, and communication needs, including comprehensive assessment and implementation of personalised intervention plans to accelerate progress.  <i>(A portion of a member of staff's salary: £9,981.25)</i>	<a href="#">EEF Toolkit: Oral Language Interventions</a> (+6 months)  <b>Evidence:</b> impact of approaches that developed oracy and speaking and listening skills.  Clear evidence for the provision of Speech and Language Therapy from <a href="#">Evidence based pathways to intervention for pupils with Language Disorders accepted version 7.pdf (stir.ac.uk)</a>	Challenges 1, 2, 3, 4, 5 & 7

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

Budgeted cost: £87,894.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding to enable disadvantaged pupils to access a wide range of curriculum enrichment experiences, including off-site educational visits and enhanced cultural opportunities within the academy, to broaden horizons and develop cultural capital.  <i>(£8,028.52)</i>	Learning is contextualised in concrete experiences and language rich environments. Support pupil engagement in wider opportunities to develop cultural capital, opportunities that otherwise might not be available.  <b>Evidence:</b> Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  <a href="#">The Outdoor Education Advisers' Panel (OEAP)</a> state 'outdoor learning and off-site visits can have a profound effect on children and young people and their well-being; positively influencing	Challenges 3, 5, 6 & 7

	<p>behaviour and relationships, developing self-confidence and raising achievement.'</p> <p><b>EEF Toolkit: Physical Activity</b> (+1 month) Physical activity has important benefits in terms of health, wellbeing and physical development. Enjoying extra-curricula activities can have a positive impact on pupils perception of school.</p>	
<p>Provision of an Attendance Officer to embed the principles of the <a href="#">DfE's Working Together to Improve School Attendance</a> document.</p> <p>Ensuring the rigorous implementation of the academy's <a href="#">Attendance Policy</a> - Promoting positive attendance amongst pupils and working with families to support improve attendance of children who are vulnerable/need support to attend school.</p> <p><i>(A portion of a member of staff's salary: 12,434.06)</i></p>	<p><b>EEF Toolkit: Parental Engagement</b> (+4 months)</p> <p><b>Evidence:</b> Pupil attendance is a significant priority for us as if pupils are not in school, they are unable to learn. The Department for Education recognises the link between excellent school attendance and educational outcomes.</p> <p>Attendance data must be rigorously scrutinised to identify patterns of poor attendance to work with parents/carers to resolve them before they become entrenched.</p> <p>The DfE published research to indicate the impact of poor attendance on attainment - <a href="#">Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</a></p>	Challenges 1, 3, 4 & 5
<p>Commission external Education Welfare Officer (EWO) support to address persistent absence where internal strategies have had limited impact. The EWO will work directly with families and collaborate with the school Attendance Officer to remove barriers and implement targeted actions, ensuring improved pupil attendance and engagement.</p> <p><i>(£10,000)</i></p>	<p><b>EEF Toolkit: Parental Engagement</b> (+4 months)</p> <p><a href="#">DfE's Working Together to Improve School Attendance</a></p> <p><b>Evidence:</b> EWOs lead a support-first approach to improve attendance, working with families and schools to identify barriers and implement early help plans. They coordinate multi-agency interventions, provide strategic guidance, and, where necessary, enforce legal measures. This ensures improved attendance, safeguarding, and better educational outcomes for pupils.</p>	Challenge 5
<p>Provision of a Safeguarding Officer and Senior Mental Health Lead to coordinate external mental health support, strengthen parental engagement, and improve pupil attendance and wellbeing.</p>	<p><b>EEF Toolkit: Parental Engagement</b> (+4 months)</p> <p><b>Evidence:</b> indicates evidence that positive parental engagement impacts positively on pupil outcomes.</p> <p><a href="#">DfE Promoting Pupils' Mental Health and Wellbeing</a></p> <p><b>Evidence:</b> The Department for Education widely recognises that a child's emotional health and well-</p>	Challenges 1, 2, 3, 4, 5, 6 & 7

(A portion of a member of staff's salary: £13,189.63)	being influences their cognitive development and learning, as well as their physical and social health and their mental well-being as an adult.	
Allocate adults to run (Willows) alternative nurture provision to support disadvantaged pupils with social and emotional needs, equipping them with strategies to regulate emotions and successfully reintegrate into mainstream classrooms.  (£43,917.14)	<b>EEF Toolkit:</b> <a href="#">Social and Emotional Learning</a> (+4 months)  <a href="#">Queen's University Belfast: Impact of Nurture Groups.</a> <b>Evidence:</b> Queens University, Belfast were commissioned by the DfE to undertake an evaluation of nurture groups, their evaluation found clear evidence that Nurture provision is highly successful in its primary aim of achieving improvements in the social, emotional and behavioural skills of children from deprived areas exhibiting significant difficulties.	<b>Challenges 1, 2, 3, 4, 5, 6 &amp; 7</b>
Purchase Boxall Profile Online to assess pupils' Social, Emotional, and Mental Health (SEMH) needs.  (£325)	<b>EEF Toolkit:</b> <a href="#">Social and Emotional Learning</a> (+3 months)  <b>Evidence:</b> Boxall Profiling provides a deeper understanding of underlying SEMH needs, enabling educators to move beyond surface behaviours. It identifies skill gaps for targeted interventions, improving emotional regulation and resilience. This reduces disruptive behaviour, enhances wellbeing, and removes barriers to learning, leading to better academic attainment.	Challenges 3, 4, 6 & 7

**Total budgeted cost: £121,360**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### **Challenge 1: Phonics**

At the end of Year 1, our phonics outcome data was as follows:

	Phonics Screening Pass	National
All pupils	68%	80%
Disadvantaged pupils	50%	68%
Non-disadvantaged pupils	78%	84%

**Summary of Impact:** Investment in the DfE-validated Systematic Phonics programme, alongside targeted Little Wandle resources, has significantly strengthened the quality of phonics teaching and improved knowledge retention. This has contributed to a sustained three-year trend of improving phonics outcomes for all pupils. While outcomes for disadvantaged pupils remain broadly consistent with previous years, there has been improvement in raw scores from low starting points in September 2024. Looking ahead, the academy will maintain a strong focus on ensuring fidelity to the approach, alongside targeted interventions for the most vulnerable disadvantaged pupils to ensure further progress and continued narrowing of the attainment gap.

*Inspiring our children and staff to flourish and achieve their best*

## **Challenge 2: Speech, Language and Communication Needs (SLCN)**

### ***Contextual Information***

*During 2024–2025, the capacity of the Speech and Language Team reduced from a full-time Speech and Language Therapist (five days per week) to two days per week. In addition, staffing changed from two full-time Speech and Language Therapy Assistants (SALTAs) to one. Despite this reduction, targeted support for disadvantaged pupils remained a priority.*

The Speech and Language Therapist provided ongoing training for the new SALTA, focusing on specific therapeutic approaches. This enabled the SALTA to deliver bespoke interventions, monitor pupil progress, and complete assessments to inform intervention and referrals.

### **Caseload and Needs Profile:**

- 16 disadvantaged pupils were on the Speech and Language Therapy caseload.
- At the start of the year, 47% of the caseload presented with profound–severe speech, language, and communication needs; 40% of these were disadvantaged pupils.
- By the end of the year, following targeted intervention, the proportion of disadvantaged pupils with profound–severe needs reduced from 40% to 16%.
- 33% of disadvantaged pupils moved from profound–severe to moderate–mild needs.
- Additionally, 25% of pupils with severe–moderate needs progressed to moderate–mild needs.

### **Progress and Outcomes:**

- Two disadvantaged pupils were discharged from therapy as their speech and language skills reached age-appropriate levels.
- 31% of disadvantaged pupils achieved two or more small-step targets; 45% achieved three or more targets.
- 23 updated management plans were produced to reflect progress and set new SMART targets.

### **Assessment and Support:**

- 47% of 17 review assessments completed were for disadvantaged pupils, ensuring up-to-date profiles and classroom strategies.
- Three full initial assessments were completed for disadvantaged pupils, enabling tailored classroom support and bespoke advice.

**Summary of Impact:** disadvantaged pupils on the caseload made measurable progress. Targeted intervention led to significant reductions in the severity of speech and language needs, improved access to learning, and enhanced classroom support through updated management plans and staff guidance.

## **Challenge 3: Narrowing the Attainment Gap across Reading, Writing and Mathematics**

*(to be reviewed in conjunction with Challenge 1)*

At the end of EYFS, our outcome data was as follows:

	Good Level of Development (GLD)	National (GLD)
All pupils	52%	68%
Disadvantaged pupils	50%	52%
Non-disadvantaged pupils	55%	72%

**Summary of Impact:** School data and observations show that, alongside high-quality teaching, targeted interventions such as Speech and Language support have positively influenced disadvantaged pupils' knowledge and attainment. For the third consecutive year, outcomes for disadvantaged pupils remain broadly in line with their peers and national averages, evidencing sustained impact of embedded strategies.

**Next Steps:** the academy will increase Speech and Language support within the Reception cohort to combat low speech, language and communication needs, alongside the implementation of a new EYFS curriculum. The academy will maintain a strong focus on ensuring fidelity to agreed approaches, alongside targeted interventions for the most vulnerable disadvantaged pupils to ensure further progress and continued narrowing of the attainment gap.

At the end of Key Stage 2, our outcome data was as follows:

2024-25	Reading	Writing	Maths	RWM
All pupils	68% (74%)	61% (72%)	46% (73%)	46% (61%)
Disadvantaged pupils (National)	56% (62%)	44% (58%)	33% (59%)	33% (46%)
Non-disadvantaged pupils (National)	74% (80%)	68% (78%)	53% (79%)	53% (67%)

**Summary of Impact:** Data indicates that outcomes for disadvantaged pupils remain broadly consistent with 2024, showing a slight upward trend compared to 2023. Reading and Combined scores have improved year-on-year, and gaps in Reading, Mathematics, and Combined measures have narrowed when compared to national figures. Writing outcomes remain stable, with the disadvantaged gap unchanged from the previous year. However, progress in Mathematics has not yet met expectations and continues to represent the lowest area of attainment.

**Next Steps:** in 2025–26, the academy will prioritise Mathematics by allocating Pupil Premium funding to support the introduction of a new mathematics curriculum and the adoption of a proven approach to teaching times tables. These measures are designed to strengthen the quality of teaching, improve knowledge retention, and accelerate progress for disadvantaged pupils in mathematics.

**Challenge 4: Attendance**

**Contextual Information:** Pupil attendance remained a challenge during 2024–2025. Contributing factors included parental anxiety about sending pupils to school when slightly unwell and a notable increase in term-time holidays. Further to this, there has been an increase in children arriving to school late and the academy has seen an increase in numbers of pupils suffering with Emotionally Based School Avoidance.

Academy figures for the 2024-25 academic year:

National Average	Overall Academy Attendance	Disadvantaged	Non-disadvantaged
94%	92.4%	90.42%	93.58%

Overall academy attendance, alongside the attendance of disadvantaged pupils, shows an improving trend for a second academic year and a narrowing of the gap between disadvantaged and non-disadvantaged pupils.

**Summary of Impact:** Proactive strategies have delivered clear successes on disadvantaged pupils. The Attendance Officer has embedded robust processes and built strong relationships with families, contributing to improved engagement. Targeted interventions have had measurable impact: 13 pupils previously classed as persistently absent (PA) were removed from the PA list, and 14 pupils ended the year with attendance of 99% or higher. Individual case studies highlight significant gains, with some pupils improving attendance by over 4%. Persistent absence reduced by 2.1% compared to the previous year, demonstrating the effectiveness of consistent communication and parental support.

**Next Steps:** In the next academic year, the academy will maintain attendance as a key priority, with a particular focus on disadvantaged pupils and addressing emotional school avoidance to sustain and accelerate progress. Pupil Premium funding will be used to secure Educational Welfare Officer (EWO) support for one day per week. This targeted provision will strengthen efforts to close the attendance gap with national figures and provide intensive support for families whose children remain on the persistent absence list.

#### **Challenge 5: Cultural Capital: Broaden Access to Wider Opportunities**

The academy successfully enhanced cultural capital for disadvantaged pupils during 2024–25. A significant majority accessed enriching experiences such as offsite visits, in-school workshops, or after-school clubs, broadening their horizons beyond the classroom. Notably, 58% of disadvantaged pupils who expressed interest attended the Year 6 residential, benefiting from high-quality outdoor and adventurous activities that would have been inaccessible without Pupil Premium funding.

Pupil voice reflects overwhelmingly positive feedback, with clear evidence of impact on knowledge retention, ability to articulate learning connections, and personal development. Increased confidence, resilience, independence, and self-esteem were consistently observed, demonstrating the success of these opportunities in supporting both academic and personal growth.

**Next Steps:** the academy will continue to refine the allocation of Pupil Premium funding to ensure disadvantaged pupils have access to a wider range of life-enriching experiences. In response to pupil voice, we will expand the variety of after-school clubs available, ensuring they reflect the interests and aspirations of disadvantaged pupils. Additionally, in line with our new wider curriculum offer, we will develop a broader programme of offsite visits to enhance the curriculum and create opportunities that inspire awe and wonder, fostering curiosity and deeper engagement in learning.

#### **Challenge 6: Social and Emotional Difficulties**

Pupil Premium funding was effectively utilised to strengthen support for pupils with Social, Emotional, and Mental Health (SEMH) needs. Through partnerships with external agencies (CLASS, Mental Health Support Team, and TASS) and the establishment of a Nurture-style alternative provision, the academy significantly improved its capacity to meet the needs of disadvantaged pupils struggling in mainstream settings. This targeted approach led to a substantial reduction in suspensions—down by 48 sessions compared to the previous year—with termly data showing a decrease from 25 sessions (5 pupils) in Term 1 to just 3 sessions (1 pupil) in Term 6. Additionally, ELSA interventions delivered by the Safeguarding Officer achieved all set goals, with evidence of improved emotional regulation and resilience reflected in pupil actions, as well as positive feedback from pupils and parents. These outcomes demonstrate the strong impact of Pupil Premium investment on behaviour, wellbeing, and inclusion.

**Next Steps:** the academy will further develop its Nurture-style provision to support a wider range of pupils with SEMH needs. Strategies and approaches from this provision will be embedded into mainstream classrooms to enable pupils to successfully reintegrate and thrive in whole-class settings. All staff will be upskilled through targeted training to strengthen their capacity to support SEMH needs effectively. Alongside this, the academy will implement initiatives aimed at increasing pupil resilience, independence, and self-esteem, ensuring disadvantaged pupils are equipped with the skills and confidence to engage fully in learning.

Our evaluation of Pupil Premium spending for 2024–25 shows that while many initiatives delivered positive outcomes, the impact was not fully realised across all identified challenges. This reflection has been invaluable in shaping our approach for 2025–26. Strategic adjustments have been made to ensure funding is targeted more effectively, with a renewed focus on addressing barriers and accelerating progress for disadvantaged pupils. We are confident that these refinements will strengthen provision, enhance opportunities, and drive further improvement in narrowing the gap with national figures.

## **Externally provided programmes**

*Inspiring our children and staff to flourish and achieve their best*

*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*

<b>Programme</b>	<b>Provider</b>
Lexia Core 5	Lexia UK
Language Link	Speechlink Multimedia Ltd
Speech Link	Speechlink Multimedia Ltd

### **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A