

Pupil Premium Strategy

End of Term 2 Evaluation

Progress against intended outcomes

Outcome 1

Improved oral language skills and vocabulary, reading and phonics and ability to self-regulate emotions among disadvantaged pupils

The following strategies are in place for the children eligible for funding in EYFS:

- Three minute tracked conversations with staff happening three times a term
- Structured daily talk sessions focusing on vocabulary and language development
- Language Link focus group
- Oracy framework/strong foundations impacting on quality first teaching

Impact (x2 children only in this group)

The following strategies are in place for children eligible for funding in Year 1:

- Three minute tracked conversations with staff happening three times a term
- Oracy framework has been implemented with assessment trackers
- Strong Foundations Tracking the Foundation Stage Early Learning Goal in Communication and Language.
- Language Link focus group

Impact:

- At the end of term 2, all pupils are at the expected standard in speaking, listening and understanding.

Outcome 2

Improved phonics screening passes for disadvantaged pupils at the end of year 1 and children reaching the expected standard in reading at the end of year 2.

Impact:

Year 1: At the end of term 2, 80% of the year group (all 60) are already passing the phonics screen. This compares to 82% at the end of last academic year in July. All children eligible for funding have passed the screening.

Year 2: At the end of year 1, 5 children eligible for funding did not pass the phonics screen in year 1. At the end of term 2, strong progress is being seen for four of these children with two now passing the screen. Of the twenty-one red/yellow readers in Year 2, nine are in receipt of the Pupil Premium so have additional intervention 1:1 with an adult daily. The 5 children who did not pass the screen also have additional daily phonics.

Year 3: Of the 8 children in receipt of funding, 3 children are red/yellow readers and are having additional intervention 1:1 with an adult daily as well as additional small group phonics. In reading 68% of children eligible for funding are at expected across the year group.

Outcome 3

Improved reading, writing and maths standards for disadvantaged children across years 3 to 6 with a particular focus on Spelling, Punctuation and Grammar in writing. Adaptive teaching methods in all core subjects will support children with SEND and AEN.

Writing

End of term 2 data for children eligible for the funding shows that across the school more children are reaching the expected standards in writing. Highlights include:

- Year 5 – 8 of 12 children eligible for funding are at the expected standard in writing – 68%
- Year 6 – 8 of 13 children eligible for funding are at the expected standard in writing – 62%
- Last year, at the end of key stage 2, 83% of children eligible for funding reached the expected standard compared to 59% Nationally. This is significantly above the national standards.
- Three year trend for end of key stage 2 writing for pupils eligible for funding:

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	27	85%	59%	Above (sig+)
2025	12	83%	59%	Above (non-sig)
2024	11	91%	58%	Above (sig+)
2023	4	75%	58%	Small cohort

- End of Term 2 mock sats in year 6 show that for eligible children: 67% are at the expected standard in Spelling, Punctuation and Grammar compared to 46% at this time last year.

Reading

End of term 2 data for children eligible for funding shows that across the school more children are reaching the expected standard in reading. Highlights include:

- Year 3 – 6 of 8 children eligible for funding are at the expected standard in reading – 75%. This is an increase from 62%.
- Year 3 – children in the daily phonics groups have closed all phase 3-5 gaps in their phonological knowledge
- Year 4 – This time last year 38% were at the expected standard in Reading, now it is 54%. Year 4 continues to be a focus year group for children eligible for funding. Recruitment of a full time TA has been undertaken in this year group.
- Year 5 – 75% of the year group (9 out of 12) children are at the expected standard in reading.
- Year 6 – 69% of the year group (eligible for funding) are at the expected standard in reading.
- Three year trend for end of key stage 2 reading for pupils eligible for funding:

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	27	81%	62%	Above (sig+)
2025	12	58%	63%	Close to average (non-sig)
2024	11	100%	62%	Above (sig+)
2023	4	100%	60%	Small cohort

- A focus on reading mileage across the school has seen a significant improvement on the amount being read by children across the school particularly those eligible for funding.
- End of term 2 mock sats results in year 6 show that: 60% of the children eligible for funding are at the expected standard already compared to 45% last year. 41% of children eligible for funding are achieving a high score/greater depth compared to 0% at this point last year.

Maths

End of term 2 data for eligible children shows that slightly more children are reaching the expected standard in maths. Highlights include:

- In Year 3, 75% of children eligible for funding are at the expected standard. This has remained static from this point last year.
- In Year 5, 83% of children eligible for funding are at the expected standard. This has remained static.
- In Year 6, 85% (an increase from 69%) are at the expected standard.

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	27	85%	60%	Above (sig+)
2025	12	67%	61%	Close to average (non-sig)
2024	11	100%	59%	Above (sig+)
2023	4	100%	59%	Small cohort

Outcome 4

To achieve and sustain improved outcomes in all non-core subjects for pupils who are eligible for funding.

The table below shows the percentage of children eligible for funding at the expected standard in each subject. The brackets show how many children this applies to.

Subject 62 children in total	Autumn 24/25 % at expected	Autumn 25/26 % at expected	Difference
Art	88.7% (55)	90.3% (56)	+1.6% (1)
Computing	79% (49)	93.5% (58)	+14.5% (9)
DT	90.3% (56)	88.7% (55)	-1.6% (1)
Science	83.9% (52)	82.3% (51)	-1.6% (1)
Geography	74.2% (46)	75.8% (47)	+1.6% (1)
History	85.5% (53)	80.6% (50)	-4.9% (3)
RE	83.9% (52)	80.6% (50)	-3.3% (2)
Languages	82.3% (51)	83.9% (52)	+1.6% (1)
Music	71% (44)	79% (49)	+8% (5)
PE	85.5% (53)	93.5% (58)	+8% (5)
PSHE	87.1% (54)	95.2% (59)	+8% (5)

Outcome 5

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance data as of 25th January, 2026:

All – 96.6%

All children eligible for funding: 94.6%

All children eligible for free school meals: 93.2%

Year	Cohort	School	National	National distribution banding
2024/25 (2 term)	56	93.9%	92.4%	Above
2023/24 (3 term)	49	94.7%	92.0%	Above
2022/23 (3 term)	41	93.9%	91.6%	Above