Pupil premium strategy statement – St Cleopas CofE Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	**251**
Proportion (%) of pupil premium eligible pupils	**144 pupils (57%)**
Academic year/years that our current pupil premium strategy plan covers	**2026-2027**
Date this statement was published	**September 2026**
Date on which it will be reviewed	**September 2027**
Statement authorised by	**S Williams**
Pupil premium lead	**S Williams**
Governor / Trustee lead	**L. Reid**

Funding overview

Detail	Amount
Predicted pupil premium funding allocation this academic year based on last years funding. (Financial year is April to April)	**£223,200**
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*	**£223,200**

Part A: Pupil premium strategy plan

Statement of intent

St Cleopas is a vibrant and happy school with hardworking, enthusiastic, and dedicated staff. Our senior leadership team is very well established and experienced. Our school is popular and well supported by parents.

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

At St Cleopas, 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 during progress meetings and we take steps to support this through interventions as a result of the data.

At St Cleopas, our intention is to ensure that any barriers to learning for all pupils are removed so that all pupils can reach their full potential in all areas of the curriculum.

We aim to ensure that all pupils have the opportunity to thrive academically through a rich curriculum and to grow as a person. That we will provide guidance and support in order for pupils to be confident, resilient, independent, motivated learners and to offer an active and positive contribution to school life, the diverse community they live in and beyond.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and those looked after by others. We have outlined in this statement our intention to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and high attainers will continue to progress well.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they're set throughout the curriculum, act in a timely manner to intervene at the point need is identified, adopt a whole

school approach: staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We endeavour to incorporate our Christian values of; friendship, respect, joy, compassion, forgiveness and courage into our everyday teaching and learning.

Challenges

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

Challenge number	Barriers to Learning
1	**Socio-economic challenges:** Many of our children will experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. Post pandemic, the effects are still evident and children are impacted in terms of; fitness, health and wellbeing and confidence in being around their peers and engaging in school life. Assessments, observations and discussions that have taken place with pupils, parents and teachers suggest the lack of positive experience over this period is still hampering their engagement, progress and achievement in school.
2	**Attendance and punctuality:** The pupils who experience these challenges may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their own lives over time. There is a noticeable trend of higher absenteeism and lateness among Pupil Premium pupils, which impacts their learning continuity and academic progress. Because of the support and approach that we take for Pupil Premium pupils around attendance, the gap is minimal. But we acknowledge there is a 0.8% difference between Pupil Premium (PP) and non Pupil Premium. The percentage gap between PP and non PP is 0.9% for persistent absenteeism. We will continue to monitor and work hard to narrow those gaps.
3	**Emotional and social well-being:** A significant number of Pupil Premium pupils face emotional and social challenges, including low self-esteem, anxiety, and difficulties in forming positive relationships with peers. Pupils and their families have a range of needs and challenges to be supported including: social and emotional difficulties and medical and mental health issues. These can impact on or cause adverse childhood experiences for our pupils. These challenges affect disadvantaged pupils in a range of ways, including their attainment and aspirations.
4	**Language, communication and parental engagement:** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and writing ability among many disadvantaged pupils. These are evident on entry into Nursery/ Reception and often carried through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. We believe that with continued support from parents and carers at home in tandem with our support will enhance their child's educational experience. School has opened up a range of opportunities to allow parents to engage in and support their children's education such as stay and play, massage and literacy and numeracy courses, cookery courses and parent phonic workshops

5	**Literacy and numeracy skills:** Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning. This is why we work to provide opportunities for all of our children with high quality, expert practitioners daily. They are at risk underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and our job is to focus on the most important thing – ensuring high quality effective early intervention and high-quality classroom practise for all – so that every child can experience success in the classroom. Statistically many Pupil Premium pupils start school with below-average attainment in literacy and numeracy, which can hinder their progress across the curriculum. School context shows that the percentage of disadvantaged children is well above national average. There is an attainment gap between PP and non/PP pupils.

Intended outcomes

Planned Expenditure

To address these barriers, we have allocated our Pupil Premium funding as follows:

Intended outcome	Success criteria
Quality of teaching for all through: **Professional Development** Investing in continuous professional development for teachers to enhance their pedagogical skills, particularly in differentiation and inclusive practices. This includes training on evidence-based strategies to support disadvantaged pupils and improve their outcomes. **Curriculum Enrichment** Developing a rich and engaging curriculum that includes diverse texts, real-world problem-solving activities, and opportunities for critical thinking.	**Professional Development** • Targeted CPD participation, improved staff knowledge, measured impact on pupil outcomes, sustainable implementation and monitoring and evaluation. **Curriculum Enrichment:** • Increased participation, reduce barriers to engagement, enhanced cultural capital, positive impact on learning and wellbeing, sustained and inclusive provision.
Diminishing Gaps To diminish the gap between our Pupil Premium children and national Pupil Premium children when working at the expected and higher standard at the end of KS2. This will be done by: • Quality first teaching • The use of ongoing formative	**Intervention Programs:** • Assessments inform: the implementing and delivering of targeted intervention programs in literacy and numeracy, such as small group tuition, phonics catch-up sessions, and math booster classes. • Individual support for pupils who require additional support in specific areas. This personalized approach helps to address individual learning needs and accelerate progress.

assessments throughout the year to inform planning • Attainment will be measured in reception by baseline assessment (RBA) Y1, Y2, Y3, Y4, Y5 by teacher assessments, Year 6 standardised assessments • Establishing effective monitoring practices across school Deployment of robust interventions	**Specialist Support:** • Children accessing specialist staff, such as speech and language therapists, educational psychologists, and HLTAs, to work with pupils who have specific barriers to learning. This ensures that pupils receive the tailored support they need to succeed. • The percentage of Pupil Premium children achieving the higher standard at the end of KS2 to continue to be in-line with or above national. • At the end of KS2 the gaps in attainment between PP and NPP children have narrowed.
Improve Attendance and Punctuality To diminish the gap in attendance rates between pupils eligible for Pupil Premium and non Pupil Premium pupils.	**Attendance Initiatives implemented:** • Introducing initiatives to improve attendance and punctuality, including reward systems, attendance focus days/weeks, displays/days breakfast clubs, and parental engagement programs. • School works closely with the Education Welfare Officer to address persistent absenteeism. The Attendance action plan targets PP children. • The attendance rates of pupils eligible for Pupil Premium in line with none Pupil Premium pupils.
To offer a range of experiences, emotional and social support. Life experiences for Pupil Premium pupils widened due to increased cultural, sporting and social experiences. This will be done by; Offering a range of emotional and social support frameworks, including access to extracurricular and experiential visits to enhance wellbeing and emotional resilience of Pupil Premium children.	**Emotional and Social Support:** • School has engaged with support services to promote pupils' emotional and social well-being. This includes counselling services, social skills workshops, and mentoring programs. • A whole-school approach to mental health and well-being supports this further. **Extracurricular Activities:** • Extracurricular activities, such as sports clubs, music lessons, and educational trips, are booked in half termly to ensure all pupils have access to a broad and balanced curriculum. These activities also help to develop pupils' talents, interests, and social skills. • Pupil Premium children have a range of experiences that ensure increased

	cultural, sporting and social experiences and have emotional support.
Monitoring and Evaluation Staff professional development and teaching and learning is regularly monitored and evaluated to ensure it leads to improved teaching practises that meet the needs of disadvantaged pupils. Evaluation processes including lesson observations, learning walks and pupil progress reviews demonstrate that CPD is having a measureable impact on outcomes for pupil premium pupils.	**Effective Monitoring Framework** • Clear and systematic approach to tracking of PP progress and attainment. **Regular and Timely Interventions** • Monitoring activities (data analysis, learning walks, pupil voice) are carried out throughout the year. **Evidence of Improved Outcome** • Evaluation shows that strategies are contributing to improved progress, attainment and engagement of PP pupils. **Accountability & Reporting** • Senior leaders and governors receive regular data informed updates on PP impact and hold staff to account. **Strategy Adaption** • Findings from monitoring lead to timely refinements in provision to better meet the needs of 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: £110,000

Activity	Evidence that supports this approach	Challenge number(s)
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across the school. Impact of each event to be recorded and monitored. We have invested into the NFER assessment scheme for reading and	A major review of professional development by Ofsted when developing the Education Inspection Framework (EIF) highlighted that the quality and quantity of professional development are directly related to a school or colleges effectiveness and improvement.	4

maths which enables teaching staff to accurately assess children and see progress throughout the year. Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. We have invested in Literacy Counts for English and 'White rose' for maths programs to support the teaching and learning and to improve outcomes. Budget allocation: £21,000 (£5,000 staff training; £6,000 RWI/Literacy Counts; £10,000 Big Cat/Read to Write texts).	https://thenationalcollege.co.uk/news/how-do-ofsted-inspect-cpd	
Purchase of a DfE validated Systematic Synthetic Phonics programme (Read, Write Inc) to secure stronger phonics teaching for all pupils. We have bought into the Read, Write Inc home reading scheme to support the teaching of synthetic teaching and to improve the early reading of the PP children and beyond. Budget allocation: included within the £6,000 RWI/Literacy Counts allocation above.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4, 5
Funding for full time TA's to support pupils in EYFS & KS1. TA will support all pupils to develop language and communication skills and self-help skills so that they are ready for the next stage of their academic career. TA will provide teachers with opportunities to deliver intervention to those pupils who are eligible for FSM. Teachers will use assessment data to inform their interventions to	Use of TAs to add value to what teachers do, not replace them. Use TAs to help pupils develop independent learning skills and manage their own learning https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit/teaching-assistant interventions	4

ensure that pupils make progress quickly. Budget allocation: £87,000 for supply and one-to-one support.		
Language and Communication training and resources for EYFS staff. Ensuring that pupils provided with support to quickly develop their communication skills.	EYFS sets the standards for learning, growth, development and care of children from birth to five years old. Proper development of these areas are essential for healthy growth and to have a better future learning. The changes to the EYFS statutory framework (Sept 21) have been made to: improve outcomes at age 5, particularly in early language and literacy. https://www.gov.uk/government/publications/changes-to-the-early-years-foundation-stage-eyfs-framework/changes-to-the-early-years-foundation-stage-eyfs-framework	5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, Consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time e.g. in LA vocabulary Project and Subject Lead briefings to support vocabulary enhancement in all curriculum subjects.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4,5
Improve the quality of social and emotional (SEL) learning by implementing The Zones of Regulation across all key stages. SEL approaches will be embedded into routine educational practices and supported by Professional development and training for staff. Budget allocation: £2,000 for Zones of Regulation.	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 2, 5
Pupils provided with the opportunity to have a breadth of experiences that enable them to contextualise their learning. School will deliver an	Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example helping	2,4,5

engaging, broad and varied curriculum.	with the cost of educational trips or visits, is recommended by the government. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	

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

Budgeted cost: £51,048

Activity	Evidence that supports this approach	Challenge number(s)
HLTA utilised to release class teachers for interventions. Class teachers will provide their own intervention in reading, writing and maths basic skills. Budget allocation: £41,281 for one day per week HLTA capacity.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5
Teachers will use data analysis and teacher assessment to target and focus intervention and use relevant strategies in order to close gaps. Resources will be purchased for use by teachers to close attainment and progress gaps. Teachers will record intervention strategies and their impact on attainment and progress for all pupils. Boosters/After school clubs offered to 'close the gaps' and to help to prepare the children for the Year 6 SATs tests.	We know that small group interventions can prove useful in providing extra support. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. We want to combine this additional provision with some further interventions delivered by HLTAs. Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	4.5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Read, Write	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	4,5

Inc for EYFS/KS1 and Fresh Start Phonics for KS2.	particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Teaching assistants will provide further intervention with a focus on Pupil Premium children. Resources and training will be provided to ensure that high-quality intervention reduces gaps in progress. Budget allocation: £9,767 for one-to-one teaching assistant support.	https://educationendowmentfoundation.org.uk/projects-and evaluation/projects/maximising-the-impact-of-teaching-assistants	4,5

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

Budgeted cost: £62,152

Activity	Evidence that supports this approach	Challenge number(s)
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. Support offered in four strands through our provision map; from universal to higher level support through e.g. social services. We offer stay and play sessions for most areas in the curriculum throughout the school to support parents who then in turn can support their children.	Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including domestic violence. Parental abandonment through separation or divorce, a parent with a mental health condition. being the victim of abuse (physical, sexual and/or emotional). Research has shown that early intervention is key to reducing the impact ACES can have on later life. https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/	1,2, 3

Budget allocation: £11,580 for Family Education Officer support.		
Higher Level Teaching Assistants provide mental health and well- being strategies. Budget allocation: £2,500	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, sense of self, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 2
Vulnerable children are identified and supported through a variety of therapy strategies. Staff are trained in delivering sessions and resources purchased for: Lego Seedlings Think yourself great Budget allocation: £6,875 for Seedlings provision.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 2
SENDCo, Family Support Worker, Inclusion and Safeguarding Teams identify and support families and children and work to alleviate barriers. Budget allocation: £2,000	Families with identified social, emotional or health needs are proven to need more support and time in a school setting. Pupils are supported by school staff so that the needs are removed or alleviated – families are also supported.	1, 2, 3
Headteacher and Attendance Lead to ensure that all parents are aware of expectations in regards to good attendance. Parents receive 3 reports per year including information on their child's attendance. Budget allocation: £2,500	We can't improve attainment for PP children if they aren't attending as much as NPP children. Missing school for just a few days a year can damage pupils' chances of achieving well. Published by the Department for Education today (24 March 2016). Attendance officer follow escalation procedures to ensure better attendance and punctuality to improve outcomes. https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	2

Provide an engaging, stimulating outdoor learning environment which encourages children to be active. Invested in redesign of EYFS outdoor area. Budget allocation: £20,000 for the EYFS environment upgrade.	Most education professionals recognise the value of learning outside the classroom in broadening the horizons of young people, raising self esteem and making learning more memorable. More and more schools are making regular use of their school grounds, local community and opportunities further afield to enrich the curriculum and provide pupils with more hands on learning experiences and we aim to do the same.	1,2,3
We offer additional music lessons to all children in the school which in enriching to our PP children who may not otherwise have the opportunities outside of school. We work with a company called Reson8 who provide the opportunity to play musical instruments. Budget allocation: £2,000	Extra-curricular activity is so important for young people, and can be especially advantageous in helping to improve the life-chances of those from disadvantaged backgrounds. Report about huge disparities in participation of extra curricular activities depending on children's social background. https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility	1,2
School trips are partly funded to ensure that all pupils have access to Curriculum enrichment which will enhance their learning experiences and allow their knowledge to develop. We subsidise school trips, by paying for transport and paying entry fees for many PP children whose parents are unable to pay. We also offer a discount for the Year 6 residential trip for PP children. Budget allocation: £3,000	Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example helping with the cost of educational trips or visits, is recommended by the government. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	1
Improve outdoor learning areas to encourage physical exercise and increase motivation and concentration. Forest School provision will support disadvantaged pupils through structured outdoor learning and wider personal-development opportunities. Budget allocation: £2,000 for Forest School.	Pupil premium children given regular opportunities to access a range of equipment and physical activities to enhance their mental health and well being and many other benefits. All pupils leave physically literate and with key skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.	1, 3, 5

	https://www.afpe.org.uk/physical-education/physical_activity_within_physical_education/	
Daily Fruit and Milk is offered to Pupil Premium children to support healthy lifestyles, concentration and readiness to learn. This helps ensure that disadvantaged pupils have access to additional nutrients that may not otherwise be available. Budget allocation: £2,000	Research highlights the link between nutrition and educational outcomes. Access to healthy food can improve pupils' concentration, energy levels, wellbeing and engagement in learning. Providing fruit and milk supports the school's wider approach to reducing barriers associated with disadvantage and promoting positive physical and mental health.	1, 3
Bikeability for children and Balanceability (offered to EYFS children), providing key life skills and experiences that some disadvantaged pupils may not access outside school. Budget allocation: £1,500	Bikeability develops independence, confidence, resilience, risk awareness and physical wellbeing. Balanceability supports the development of balance, coordination and gross motor skills, which contribute to children's physical development and readiness for learning. These opportunities also enhance pupils' cultural capital and personal development.	1, 3
Providing science enrichment opportunities for disadvantaged pupils and the wider school population through experiences such as observing chicks and ducks hatch and studying life cycles first hand. Budget allocation: £1,000	Practical science experiences increase engagement, curiosity and motivation whilst developing scientific knowledge and understanding. Hands-on learning opportunities help pupils make meaningful connections between classroom learning and the wider world, supporting language development, communication skills and cultural capital.	1, 4, 5
Best Day Ever - providing every child with a memorable enrichment experience regardless of background, financial circumstance or prior opportunity. Budget allocation: £5,197	Research shows that enrichment activities can positively impact pupils' engagement, wellbeing, aspirations and educational outcomes. Many disadvantaged pupils have fewer opportunities to access cultural, sporting and recreational experiences outside school. Best Day Ever ensures that every pupil participates in high-quality experiences that broaden horizons, develop confidence, strengthen relationships and enhance cultural capital. These experiences contribute to pupils' personal development and help remove barriers associated with social and economic disadvantage.	1, 3, 4

Total budgeted cost: £223,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025-26, pupil premium funding was used to address the barriers identified in the school's strategy through high-quality teaching, targeted academic support and wider provision. The outcomes evidence shows particular strengths for disadvantaged pupils in Reception and Year 1 phonics, alongside positive whole-cohort outcomes in writing, mathematics and combined reading, writing and mathematics at Key Stage 2. The review also identifies reading, multiplication fluency and attendance as continuing priorities.

Early Years

Reception outcomes were positive overall, with 68% of pupils achieving a good level of development, in line with the national figure of 68%. Disadvantaged pupils achieved particularly well: 73% achieved a good level of development, above the overall cohort outcome. Disadvantaged pupils also achieved 82% in both reading and mathematics. This provides evidence that the targeted support and provision for disadvantaged children in Reception had a positive impact.

Writing remained the comparatively weaker area across Reception, and outcomes for pupils with SEND showed that writing was a significant barrier. The school will continue to strengthen early writing, communication and language, fine-motor development, purposeful mark-making and carefully adapted provision.

Phonics

In Year 1, 79% of pupils met the expected standard in phonics, broadly in line with the national figure of 80%. Disadvantaged pupils achieved 81%, compared with 77% for non-disadvantaged pupils. This four-percentage-point difference indicates that targeted phonics support and early intervention were effective for disadvantaged pupils.

The school will build on this strength through the implementation of Read Write Inc., supported by consistent delivery, staff training and coaching, accurate grouping, regular assessment and rapid keep-up support.

Multiplication tables check

Across Year 4, 36% of pupils achieved 25 out of 25, slightly below the national figure of 37%. The cohort average score was 21.36 out of 25, above the national average of 21.0. However, a disadvantage gap remained: 32% of disadvantaged pupils achieved full marks, compared with 43% of non-disadvantaged pupils, while their average scores were 20.75 and 22.57 respectively.
In 2026-27, the school will maintain short, regular multiplication-fact practice and use question-level analysis to identify precisely which facts require further teaching or rehearsal.

Key Stage 2 attainment

The Year 6 cohort included 29 disadvantaged pupils, representing 74% of the cohort. Whole-cohort outcomes were above national averages in writing, mathematics and combined reading, writing and mathematics at both the expected standard and greater depth. Writing outcomes were 77% at the expected standard and 18% at greater depth, compared with national figures of 72% and 13%. Mathematics outcomes were 77% and 28%, compared with 74% and 24% nationally. Combined outcomes were 64% and 15%, compared with 62% and 8% nationally.

Reading remained the principal area for development. Seventy-two per cent achieved the expected standard, compared with 75% nationally, and 23% achieved greater depth, compared with 29% nationally. The strategy will retain a strong focus on reading fluency, vocabulary, comprehension and challenge.

Monitoring, implementation and impact

Monitoring and tracking supported pupil progress discussions, moderation and the deployment of additional support. Targeted intervention, booster provision and additional adult capacity were used in Year 6.

The review found that information was spread across Arbor, Perspective and handwritten documents, creating a fragmented picture. In 2026-27, Perspective will be used as the single system for assessment, monitoring and pupil progress information so that leaders can identify underperformance earlier and evaluate impact more consistently.

Overall evaluation and priorities for 2026-27

The evidence indicates that the strategy was most successful in supporting strong outcomes for disadvantaged pupils in Reception and phonics, while whole-cohort Key Stage 2 outcomes were strong in writing, mathematics and combined attainment despite the high level of disadvantage in the cohort.

- Improve reading attainment and progress, particularly at expected standard and greater depth.
- Embed Read Write Inc. consistently and provide rapid keep-up support.
- Increase multiplication fluency, particularly for disadvantaged pupils.
- Use responsive assessment to identify and address gaps promptly.
- Secure early identification of SEND and timely, well-matched provision.
- Sustain strong writing, mathematics and combined outcomes.
- Improve attendance and reduce the impact of absence.
- Strengthen evaluation through consistent assessment, attendance, intervention and participation information.

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin Training
Literacy Counts	Confirm provider name
White Rose Maths	White Rose Education
Seedlings	Confirm the commissioned provider
Music provision	Reson8