

School Overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers.	2025-2026
Date this statement was published	Nov 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Giovanna Phelan, Headteacher FGB
Pupil premium lead	Rob Madle, Deputy Headteacher
Governor lead	Lea Shea/Sally Gentle

Part A: Pupil premium strategy plan

Statement of intent

The strategy outlined in this statement is intended to support children's needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, our choice of topics and learning objects are relevant to the children and engages their interests. Educational visits, workshops and extra-curricular experiences enhance their subject knowledge.

Through regular monitoring and assessment and termly Pupil Progress meetings, we are responsive to the challenges and needs of individual children.

For our strategy to be effective we will provide an adapted curriculum for all our pupils to ensure they make the best progress and whenever possible reach or exceed National Expectations.

Challenges

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

Challenge number	Detail of challenge
1	We have a Resourced Provision for Autism which means our SEN pupil numbers are well above national average. We have over 45% (95) EAL pupils and over 70% (150) pupils from minority ethnic groups This means that our PPG outcomes are impacted by a combination of different factors.
2	As ASD is predominately diagnosed in boys, we have an imbalance of boys to girls. Pupils impacted by Autism are more likely to under attain in language based subjects. As we have more boys than girls who are Autistic, boys tend to do less well in these areas of learning
3	Baseline assessments demonstrate that children are 'low on entry' in Nursery and the Reception class. The outcomes of these assessments are impacted by pupils with a diagnosis of Autism and additional needs.
4	We have a small number of families eligible for PPG that do not attend school regularly. These pupils have gaps in their learning.
5	We have a significant number of pupils with and without EHCPs who require modified timetables and sensory circuits, who find school attendance difficult, following instructions and accessing learning.

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
To improve outcomes in RWM for pupils that also have EHCPs or SEN+ and CLA	From their starting points, pupils to make progress, where possible meet or exceed age related expectations in RWM in line with national results
To improve the progress of boys in Writing and Maths	For boys to make good progress and where possible to meet or exceed age related expectations in writing and Maths
To ensure that pupils in EYFS make progress and achieve the expected outcomes in Early Learning Goals	For all pupils to make good progress and where possible achieve the expected outcomes in all or maximum number of the Early Learning Goals.
To reduce the level of persistent absence across the school	PPG pupils to be tracked and supported to achieve 96% or above attendance and decrease persistent absence
To review strategies around sensory breaks to improve engagement with learning	For pupils to respond to the strategies and take part in lessons with adapted teaching

Budget - £98,475

Activity in this academic year – Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued to use Read, Write Inc scheme across all keys stages to support the teaching of phonics, spelling, reading comprehension and writing. Including the use of Colourful Semantics Supplemented with small group work and individual tutoring.	Our data show that since we have adopted RWI we have seen an improvement in our phonic screening scores and reading. We have also seen improvements in Reading with Accelerated Reader as well as improved writing with CS https://educationendowmentfoundation.org.uk/e-education-evidence/teaching-learningtoolkit/phonics	1-3
To continue tracking all pupils ensure that adaptations and interventions provided to pupils at risk of under attaining. Maths will be tracked in detail to look at areas for improvement	This approach has enabled the school to really target cohorts and get better outcomes for pupils. Even when National expectation is not reached we are able to target improvement in PPG pupils. https://educationendowmentfoundation.org.uk/e-education-evidence/teaching-learningtoolkit/small-group-tuition	1-3

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of interventions such as sensory breaks, Big PE and DEN time	We have been using sensory break based on advice from the IAT and we are looking into which elements are impactful in keeping the pupils in school and on task.	5
Attendance Plan	The attendance plan to improve attendance in line with new legislation. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.