



## Pupil premium strategy statement 2025-2028

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bishop Winnington Ingram Primary School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025/26 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Rachel Blake, Executive Headteacher
Pupil premium lead	Clare Rodenas, Head of School
Governor / Trustee lead	Danny Gallup, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62130
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£62130</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At BWI, everything we do is shaped by our vision where we aim to: give each child an outstanding spiritual, academic and practical education; instil an awareness of the **overflowing** joy, love and peace that comes from God's love for us, so that they are able to achieve their potential and truly experience 'life in all its fulness' (John 10:10). Our pupil premium strategy reflects this commitment. We want every disadvantaged child to feel known, valued and supported, and to have access to the same rich learning experiences and opportunities as their peers.

I want our disadvantaged pupils to feel a deep sense of belonging in our school community. Through our Christian values of Koinonia, Perseverance, Wisdom, Thankfulness, Compassion, Forgiveness and Friendship, we aim to create an environment where every child feels safe, confident and ready to learn. These values guide the way we teach, the way we support children and the way we work with families.

Our focus is on ensuring that all children become fluent and confident readers, that they develop strong language and communication skills, and that they have access to a broad education filled with meaningful experiences. Reading sits at the heart of our curriculum because it opens the door to learning across every subject, and we want our pupils to develop a love of reading that lasts well beyond their primary years.

We are committed to using the pupil premium grant in a purposeful and strategic way. We identify the barriers that hold children back and allocate funding where it will make the most difference. This means blending whole school approaches with targeted support and focusing on the needs of specific pupils, groups or year teams. Our strategy combines quality first teaching, targeted academic intervention and wider pastoral and enrichment support.

Our priorities are clear. We want to secure strong attendance so that disadvantaged children are in school and benefitting from the consistent teaching they need. We want to continue developing high quality teaching across the school, with a strong focus on adaptive teaching, oracy, reading and writing. We want to close attainment gaps in key subjects and ensure that every child makes strong progress from their starting point. We also want pupils to build confidence, resilience and self-belief so that they can look ahead to their future with ambition.

By the end of this three-year strategy, our aim is that all children, including those who face the greatest challenges, leave BWI with the skills, knowledge and character to thrive. They will be then have fully overflowing cups and be ready to share and develop these further in the wider world.

## Challenges

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

Challenge number	Detail of challenge																																																			
1	<p><b>FSM6 - Attendance</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Sch trend vs Nat trend</th> <th>School context</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>31</td> <td>88.6%</td> <td>92.6%</td> <td>Below</td> <td>In line</td> <td>-</td> </tr> <tr> <td>2023/24</td> <td>38</td> <td>88.0%</td> <td>92.0%</td> <td>Below</td> <td>Relative decline</td> <td>-</td> </tr> <tr> <td>2022/23</td> <td>43</td> <td>88.2%</td> <td>91.6%</td> <td>Below</td> <td>Relative improvement</td> <td>-</td> </tr> <tr> <td>2018/19</td> <td>46</td> <td>87.9%</td> <td>94.4%</td> <td>Below</td> <td>Not available</td> <td>-</td> </tr> </tbody> </table> <p>Some of our children entitled to the pupil premium have concerning <b>attendance and punctuality</b> and this has a negative impact on their learning. Attendance of children in receipt of PP funding is consistently below that of peers across all year groups especially where this is combined with SEND. Specific targeting is required and has been implemented to ensure that these children are in school and receiving quality-first teaching.</p>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25	31	88.6%	92.6%	Below	In line	-	2023/24	38	88.0%	92.0%	Below	Relative decline	-	2022/23	43	88.2%	91.6%	Below	Relative improvement	-	2018/19	46	87.9%	94.4%	Below	Not available	-																
Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context																																														
2024/25	31	88.6%	92.6%	Below	In line	-																																														
2023/24	38	88.0%	92.0%	Below	Relative decline	-																																														
2022/23	43	88.2%	91.6%	Below	Relative improvement	-																																														
2018/19	46	87.9%	94.4%	Below	Not available	-																																														
2	<p><b>KS2 attainment for disadvantaged pupils 2025</b></p> <p>Average Scaled Score (Re, Ma) <span style="color: blue;">✓</span></p> <table border="1"> <caption>Disadvantaged pupils - Mathematics expected standard</caption> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> <th colspan="3">School disadvantaged compared to national non-disadvantaged</th> <th rowspan="2">Year group context</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>National (non dis)</th> <th>Gap</th> <th>Gap Trend</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>20</td> <td>55%</td> <td>60%</td> <td>Close to average (non-sig)</td> <td>80%</td> <td>-25</td> <td>Not applicable</td> <td>Not applicable</td> </tr> <tr> <td>2025</td> <td>3</td> <td>33%</td> <td>61%</td> <td>Small cohort</td> <td>80%</td> <td>-47</td> <td>Suppressed</td> <td>-</td> </tr> <tr> <td>2024</td> <td>9</td> <td>44%</td> <td>59%</td> <td>Below (non-sig)</td> <td>79%</td> <td>-35</td> <td>Widening</td> <td>-</td> </tr> <tr> <td>2023</td> <td>8</td> <td>75%</td> <td>59%</td> <td>Above (non-sig)</td> <td>79%</td> <td>-4</td> <td>Not available</td> <td>Low - Stability</td> </tr> </tbody> </table>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	20	55%	60%	Close to average (non-sig)	80%	-25	Not applicable	Not applicable	2025	3	33%	61%	Small cohort	80%	-47	Suppressed	-	2024	9	44%	59%	Below (non-sig)	79%	-35	Widening	-	2023	8	75%	59%	Above (non-sig)	79%	-4	Not available	Low - Stability
Year	Cohort			School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged				Year group context																																									
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend																																													
3-year	20	55%	60%	Close to average (non-sig)	80%	-25	Not applicable	Not applicable																																												
2025	3	33%	61%	Small cohort	80%	-47	Suppressed	-																																												
2024	9	44%	59%	Below (non-sig)	79%	-35	Widening	-																																												
2023	8	75%	59%	Above (non-sig)	79%	-4	Not available	Low - Stability																																												

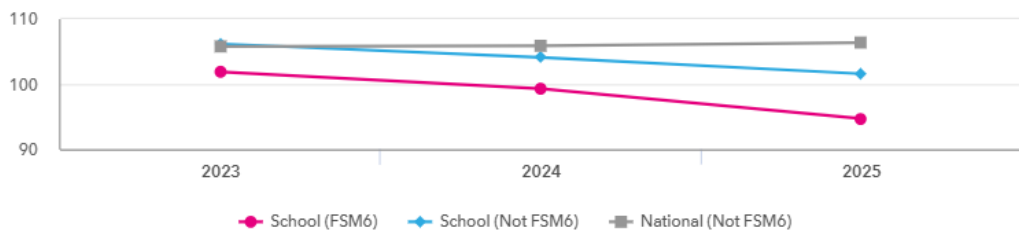
Internal tracking data, including FFT benchmarks, demonstrates that Pupil Premium pupils consistently attain below age-related expectations in mathematics when compared to their non-disadvantaged peers. This attainment gap is evident across teacher assessment, standardised tests, and termly tracking points, with a lower proportion of PP pupils achieving age-related standards and greater depth outcomes.

Analysis of pupil outcomes indicates that key barriers include insecure number sense, limited fluency with basic facts, and gaps in conceptual understanding, particularly in number, calculation, and problem-solving. PP pupils often demonstrate reduced confidence when applying mathematical strategies independently, alongside difficulties in reasoning, explaining methods, and making connections between concepts. Limited exposure to mathematical vocabulary and structured reasoning opportunities further restrict pupils' ability to solve multi-step problems with accuracy, efficiency, and resilience.

3

### KS2 attainment for disadvantaged pupils 2025

#### Average Scaled Score (Re, Ma) v



#### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	20	50%	62%	Below (non-sig)	80%	-30	Not applicable	Not applicable
2025	3	0%	63%	Small cohort	81%	-81	Suppressed	-
2024	9	56%	62%	Close to average (non-sig)	80%	-24	Widening	-
2023	8	63%	60%	Close to average (non-sig)	78%	-16	Not available	Low - Stability

Internal tracking data, including FFT benchmarks, indicates that Pupil Premium pupils are consistently attaining below their non-disadvantaged peers in **reading** across most year groups. Analysis of progress and attainment trends demonstrates that, despite individual success stories, the overall gap remains persistent, with a higher proportion of PP pupils working below age-related expectations at statutory and internal assessment points.

4	Results from 2024/25, Observations and Progress Meetings have shown under-developed <b>oral language skills</b> and language gaps in disadvantaged pupils, particularly in our EYFS/KS1 classes. Some of our children entitled to pupil premium funding also enter school with spoken levels of language that are below the expected level for their age. These children may not have experienced a language rich environment at home. As a result, they often have limited vocabulary; a lesser ability to express themselves and often it is difficult for adult support to be provided in the family.
5	A high proportion of our disadvantaged children are impacted by <b>difficult living situations</b> and many have been affected by cost of living, safeguarding concerns and/or are on a CIN or CP plan. This has resulted in many of these pupils requiring support in social and emotional skills and opportunities to engage with enrichment activities.

### 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 achieve and sustain improved attendance for all pupils and particularly our disadvantaged pupils	<ul style="list-style-type: none"> <li>• End of Year 1: Pupil Premium attendance increases from 88% to 91%+ and PA reduces by 10%</li> <li>• End of Year 2: Attendance reaches 93%+, gap with non-PP reduced by at least 3 percentage points</li> <li>• End of Year 3: Attendance meets or exceeds national average for all pupils, and PA continues to reduce year on year</li> </ul>
Improved writing outcomes for disadvantaged children	<ul style="list-style-type: none"> <li>• End of Year 1: PP writing attainment increases, % of children at ARE improves, gap begins to narrow; clear evidence of progress in books</li> <li>• End of Year 2: Gap between PP and non-PP reduced substantially (e.g., by 5%+); sustained progress with fewer PP pupils working below</li> <li>• End of Year 3: PP pupils achieve at least in line with national average for ARE in writing or gap is minimal (&lt;3%); accelerated progress sustained</li> </ul>

<p>Improved reading attainment for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• End of Year 1: PP reading attainment improves; gap begins to narrow; clear improvement in fluency and comprehension. Engagement with local library and author visits.</li> <li>• End of Year 2: Attainment gap reduced substantially (e.g., 5%+); fewer PP pupils working below expected; strong progress from baseline. Embed outcomes from Libraries for Primaries course.</li> <li>• End of Year 3: PP reading outcomes in line with national average or school gap is minimal (&lt;3%), with sustained progress and improved reading culture</li> </ul>
<p>Improved Oracy skills with improved outcomes in the Communication and Literacy Early Learning Goals</p>	<ul style="list-style-type: none"> <li>• End of Year 1: Clear improvement from baseline in communication and language for PP pupils; high-quality oracy approaches embedded in EYFS/KS1</li> <li>• End of Year 2: Gap between PP and non-PP significantly reduced in speaking and listening; fewer pupils require targeted SALT intervention</li> <li>• End of Year 3: PP pupils achieve in line with peers in oracy, with strong confidence, vocabulary use and articulation demonstrated across the curriculum</li> </ul>

## 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: £ 35,188.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing high quality teaching, assessment and curriculum using an adaptive teaching approach</b></p>	<p>Ensuring there is an adaptive teaching approach in all the classrooms provides opportunities for all pupils to experience success by:</p> <ul style="list-style-type: none"> <li>• Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</li> <li>• Balancing input of new content so that pupils master important concepts.</li> <li>• Making effective use of teaching assistants.</li> </ul> <p>(<a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a>)</p>	<p>1,2,3,4,5</p>
<p><b>Enhance the embedded oracy skills across the whole school curriculum. Supporting pupils to articulate themselves and furthering their use of vocabulary and language through targeted quality first teaching.</b></p>	<p>Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:</p> <ul style="list-style-type: none"> <li>• collaborative learning activities where pupils can share their thought processes;</li> <li>• reading books aloud and discussing them, including use of structured questioning;</li> <li>• and pupils articulating their ideas verbally before writing.</li> </ul> <p>We will promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>We will extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>(<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>)</p>	<p>2, 3, 4</p>
<p><b>Support pupils to develop fluent reading capabilities through making</b></p>	<p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. We will develop pupils' fluency through:</p>	<p>2,3,4</p>

<p><b>improvements to the school library</b></p>	<ul style="list-style-type: none"> <li>• guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and</li> <li>• repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.</li> <li>• Be read aloud to: This allows them to hear fluent reading (<a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>)</li> </ul>	
<p><b>Continue to fully resource our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils with extended teacher training.</b></p>	<p>“In the early years, there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.” (<a href="https://educationendowmentfoundation.org.uk/early-years/literacy/the-importance-of-reading-in-early-years-education">https://educationendowmentfoundation.org.uk/early-years/literacy/the-importance-of-reading-in-early-years-education</a>)</p> <p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Twinkl Phonics is the accredited scheme that is used. Extended training to include all KS2 staff has been organised to support older EAL pupils arriving at the school and to ensure strategies outlined in the DfE Reading Framework in regards to helping KS2 children with spelling and decoding are adhered to.</p>	<p>2,3,4</p>
<p><b>Enhancement of our writing curriculum in line with DfE and EEF guidance through continued review of curriculum and assessment procedures</b></p>	<p>In conjunction with phonics, oracy and reading, writing will continue to be developed across the curriculum using The Write Stuff.</p> <p>Staff will be leading shared training to ensure the high-quality of delivery is consistently achieved and to improve their own skill-levels in delivering this. We will also look to staff to review assessment procedures to ensure that we are receiving accurate assessments at each point in a child’s journey with us. (<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>)</p>	<p>2</p>

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

Budgeted cost: £ 8797.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional reading sessions targeted at disadvantaged pupils (1:1) who require further support in reading</b></p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>3</p>
<p><b>Effective small group tuition to be implemented where needed based on identified needs</b></p>	<p>Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3, 4</p>
<p><b>Additional phonics sessions targeted at disadvantaged and non-disadvantaged pupils who require further phonics support.</b></p>	<p>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 up to 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 3, 4</p>
<p><b>Technology easily accessible in each classroom</b></p>	<p>'If we are very wise in the way that AI is applied. It will solve the enduring problems that the third factory model of education never solved for example social mobility, which has been static or declining, it could massively help social mobility'. (<i>Westminster Education Forum February 2024</i>)</p> <p>We will work with focus groups and implement strategies, particularly with the use of AI, to empower pupils to overcome learning barriers.</p>	<p>2, 3, 4</p>
<p><b>Research informed training for support staff</b></p>	<p>The evidence shows that teaching assistants can support pupils effectively through structured interventions. However, these need to be carefully</p>	<p>2,3,4</p>

<p><b>throughout the academic year</b></p>	<p>considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.</p> <p>We will deliver research-driven, high quality CPD for our support staff to allow them to support teachers in closing gaps for pupils.</p> <p>(<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>)</p>	
--	---	--

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

Budgeted cost: £18144.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Provide integrated and systematic pastoral support and develop Social and Emotional Learning skills of our Pupil Premium pupils through dedicated pastoral support manager</b></p>	<p>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.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>)</p>	<p>1, 5</p>
<p><b>Provide in-depth learning mentoring for disadvantaged children which is tracked over time through the implementation of ‘Transforming Lives’ process</b></p>	<p>Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils.</p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months’ additional progress).</p> <p>(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>)</p>	<p>1, 5</p>

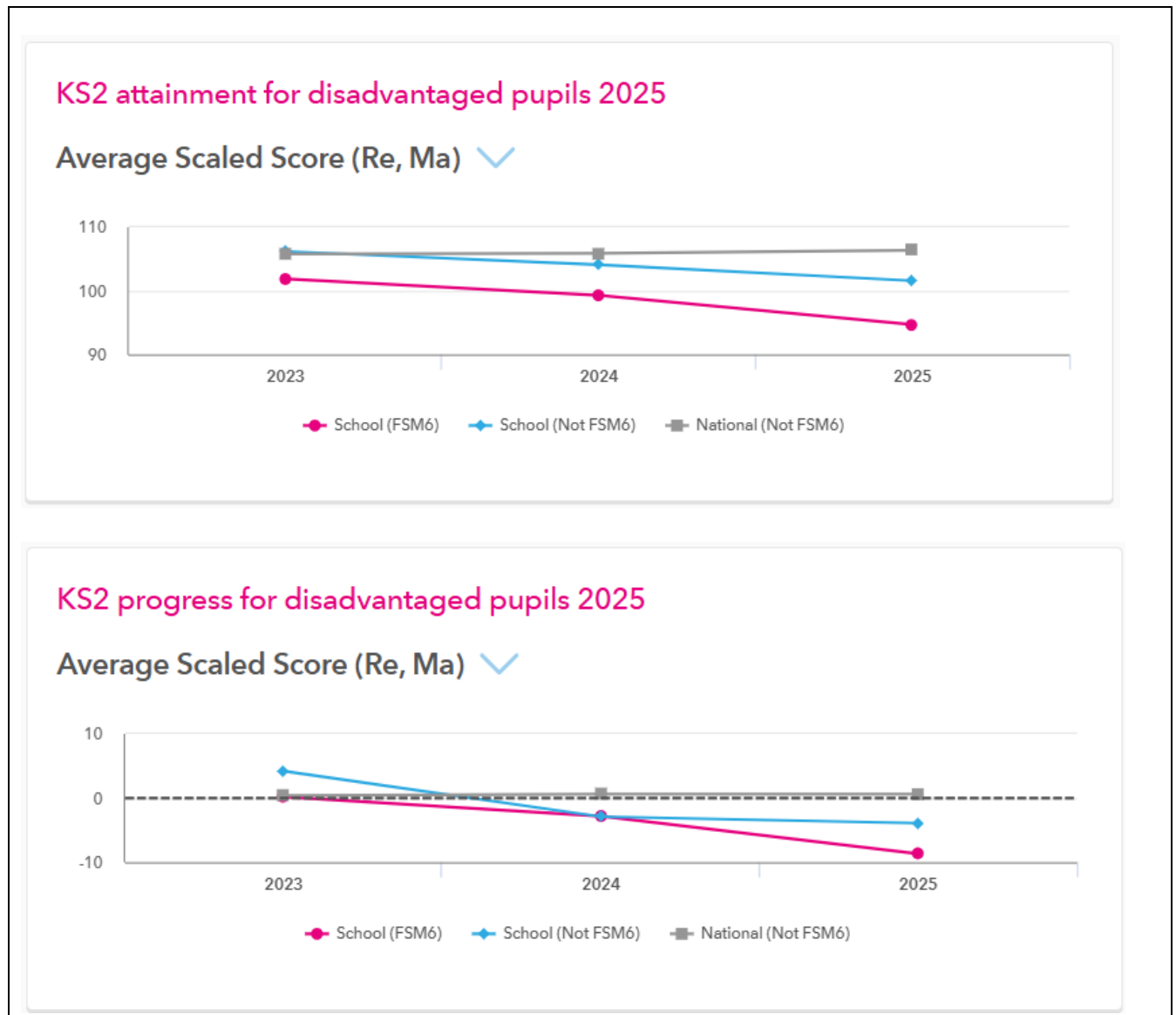
<p><b>Evaluation and Embedding principles of good practice for attendance from across the partnership of schools</b></p>	<p>We will continue to improve attendance in school using the EEF guidance. Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>)</a></p> <p>This will involve release time for identified staff to develop and implement any new procedures to improve attendance.</p>	<p>5</p>
<p><b>Whole staff training on behaviour management and self-regulation approaches with the aim of developing our school ethos and improving behaviour across school.</b></p>	<p>Both targeted interventions and universal approaches have positive overall effects. We will use a combination of behaviour approaches to reduce low-level disruption and provide tailored support where required.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>)</a></p>	<p>1,5</p>
<p><b>Contingency fund for acute issues.</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £62,130**

## 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 2024 to 2025 academic year.



## Attainment & progress

Pupils		Attainment					Progress		
		FSM6		Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	3	24	94.7	101.6	-6.9	-8.7	-3.9	-4.8
Gender	Male	3	9	94.7	100.9	-6.2	-8.7	-3.9	-4.8
	Female	-	15	-	102.1	-	-	-3.9	-
DFE Prior Attainment	Higher attainers	1	11	91.5	107.1	-15.6	-15.4	-2.5	-12.9
	Middle attainers	1	7	99	97.9	1.1	-7.3	-7.3	0
	Lower attainers	1	5	93.5	97.1	-3.6	-3.3	-2.3	-1
SEN Group	SEN Support	1	4	93.5	94.5	-1	-3.3	-4.5	1.2
	No SEN	2	20	95.3	103.1	-7.8	-11.3	-3.8	-7.5
Ethnic Group	White	2	15	92.5	100.6	-8.1	-9.4	-5	-4.4
	Not White	1	9	99	103.3	-4.3	-7.3	-1.8	-5.5

## 2025 Outcomes

### Area

Low attainment in Reading & Maths

RWM Combined significantly below national

Persistent Absence – major risk  
FSM6 attendance

Suspensions for SEN pupils

Disadvantaged attainment gaps

### Evidence

2025 Reading and Maths EXS significantly below national.

41% vs 62% national.

Whole-school PA 22%, FSM6 PA 48%.

FSM6 attendance 88.6% vs 92.6% national.

SEN suspensions 11.1% (national 4.4%).

Significant gaps in Reading and RWM.

## Service pupil premium funding

*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?	<ul style="list-style-type: none"><li>• Training for staff on the difficulties faced by service children.</li><li>• Time spent with children moving into and out of the school due to re-deployment</li><li>• Improved communication with parents</li><li>• Developing links with local bases and service organisations</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"><li>• Staff are more understanding and able to empathise with service children and the difficulties they face.</li><li>• Children were able to settle well to school and when leaving the school time was able to be given to help them transition and prepare them for their new school. Children were then able to leave happily knowing where they were going.</li><li>• Parents are better able to help their child settle into the school as they have improved communication and contact with Parent Support Worker</li><li>• Improved training opportunities and access to additional funding for the families from better contacts within the services.</li></ul>

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising available CPD to support the development of our Mental Health provision. The training will focus on the needs identified by discussion with professionals: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.