

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.

During the 2025 to 2026 academic year, Pupil Premium money was used on the following: Rocksteady, 1-1 TA support, Educational trips, Swimming, Year 6 intervention group, Speech and language therapist for a day a week every 2 weeks.

After evaluation, drawing on feedback from staff and attainment data from Target Tracker it was seen that the following positive impact occurred:

Rocksteady

5 of 12 children who were on our Pupil Premium list in 2024-2025 carried on with lessons within 2025-2026. Out of the 12, 2 left the school as they have transitioned to Secondary School and 6 have carried on with lessons. An additional 4 children have started Rock Steady. The progress the children make in their music skills including singing, guitar, keyboard and drums is apparent from observing the sessions and seeing the finished performances at the termly concerts. The band leader is knowledgeable and makes the sessions both interesting and fun. It has also inspired 2 more of the pupils to take up singing and piano lessons which are also offered within school. From speaking to the children, they report that, 'Performing in front of people is scary but fun' (Y3) ' I really enjoy playing the keyboards. It's fun' (Y1)

TA support

All of the children had access to 1-1 TA support on a 2 -week rolling programme. The focus for the majority of children was reading as this was an area that we had identified through internal assessments as being something that needed to be worked on. In the case of the 3 children who also have an EHc. The first child's 1-1 support has so enhanced his level of independence that he is now in class full time and requires far less dedicated 1-1 support meaning the TA can support others within the class. The second child has made significant progress in reading through 1-1 and small group support and is on track to be age related in his SATS.

The third child is now using more complex language to express her emotional needs and wants.

Educational Trips

Both Year 5 and Year 6 will participate in residential trips during 2025-2026 and these will give the 11 children in those year groups access to activities that they otherwise wouldn't have been able to participate in meaning that new skills will be acquired. This will give them the opportunity to be away with their friends and from speaking with the children, it is something they are really looking forward to. It is also helped develop the cultural capital of these children.

Swimming

Although all children from Reception up have access to weekly swimming lessons throughout the first half of the Autumn term and throughout the summer term, the additional swimming lessons provided opportunities for the children to practise the skills they were developing in class lessons but in a smaller group meaning that all the children have developed their swimming ability from their own starting point.

Speech and Language

It was highlighted that the number of children starting school with little speech or speech that was significantly delayed had risen in recent years. The Speech Therapist that was employed by the school through the pupil premium funding has been integral in assessing children and producing clear plans that staff and parents can follow. This has allowed for accurate assessment of need at an earlier stage, meaning the children have longer to develop key skills.

IDL

IDL is a screening and intervention tool for English. It is used for assessing gaps in phonics acquisition, auditory memory, working memory, spelling etc. It then creates a tailored programme for the children. 7 of the children access IDL and in all cases gains have been made in both reading and spelling ages

Attendance

Attendance breakdown: Reception to Year 6 (FSM vs Not FSM)

Period: 01 Sep 2025 – 12 Jan 2026

Reception FSM: 0 pupils — N/A

Not FSM: 28 pupils — Present 93.8% — 57.1% ≥95% (16/28)

Year 1

FSM: 2 pupils — Present 97.3% — 100% ≥95% (2/2)

Not FSM: 28 pupils — Present 95.8% — 60.7% ≥95% (17/28)

Year 2

FSM: 1 pupil — Present 94.5% — 0% ≥95% (0/1)

Not FSM: 22 pupils — Present 95.4% — 63.6% ≥95% (14/22)

Year 3

FSM: 0 pupils — N/A

Not FSM: 28 pupils — Present 96.3% — 82.1% ≥95% (23/28)

Year 4

FSM: 2 pupils — Present 97.0% — 50.0% ≥95% (1/2)

Not FSM: 26 pupils — Present 95.8% — 65.4% ≥95% (17/26)

Year 5

FSM: 4 pupils — Present 88.4% — 25.0% ≥95% (1/4)

Not FSM: 22 pupils — Present 95.3% — 63.6% ≥95% (14/22)

Year 6

FSM: 7 pupils — Present 78.5% — 42.9% ≥95% (3/7)

Not FSM: 24 pupils — Present 95.2% — 66.7% ≥95% (16/24)

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Externally provided programmes

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

Programme	Provider
Specific Music and instrument teaching	Rock steady/ Singing/ Piano
Swimming lessons	Specialised swimming teachers
Speech and Language Therapy	Kasia Krempa- SALT
IDL	IDL