



Pupil Premium Strategy Impact Report 2025-2028

Year 1

Intended outcome	Impact	End of 3yr Plan Success criteria
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Jan 2026</p> <ul style="list-style-type: none"> • Persistent Absence remains a working progress for our disadvantaged cohort however the number of children classed as PA is 14% which remains below the national average. The graduated response is followed and supported by the CFLP attendance officer. 	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 8.2% (national) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is beginning to reduce • the percentage of all pupils who are persistently absent being below national figure of 8.2% and the figure among disadvantaged pupils being more inline than their peers
	<p>April 2026</p> <ul style="list-style-type: none"> • Persistent Absence remains a working progress for our disadvantaged the number of children classed as PA is 18.2%. The graduated response is followed and supported by the CFLP attendance officer. Over all attendance for PP pupils is an improving picture since Dec, going from 88.4% to 94.5% • 	
	<p>June 2026</p> <ul style="list-style-type: none"> • 	
<p>Improved writing attainment among disadvantaged pupils at the end of KS2</p>	<p>Jan 2026</p> <ul style="list-style-type: none"> • Excellent progress for Y1 in writing during the Autumn term baseline for writing (69%), ARE attainment has increased by 16% (85%) . We have also seen an increase in PP attainment in writing across all year groups from baseline 	<p>KS2 Writing outcomes show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children</p>



	<p>April 2026</p> <ul style="list-style-type: none"> PP progress remains positive across all cohorts. Use of the graduated response has allowed staff to target pupils and accelerated progress has been made for PP pupils from baseline across all cohorts. This is reflected in the attainment in writing for PP pupils especially in Year 3 where on track attainment has increased by 10% <p>June 2026</p> <ul style="list-style-type: none"> 	
<p>Improved reading attainment among disadvantaged pupils including phonics at the end of KS1 and KS2.</p>	<p>Jan 2026</p> <ul style="list-style-type: none"> Strong progress demonstrated for Y1 and Y6 during the Autumn term with 100% PP at ARE in Y1 (above NPP) and 81% PP at ARE in Y6 (in line with NPP). <p>April 2026</p> <ul style="list-style-type: none"> Strong progress demonstrated for Y1 and Y6 during the Autumn and Spring term <p>June 2026</p> <ul style="list-style-type: none"> 	<p>Phonics Screenings data and KS2 Reading outcomes in show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children</p>
<p>Improved oral language, physical, personal and social development skills providing the platform for more formal learning in KS1</p>	<p>Jan 2026</p> <ul style="list-style-type: none"> Pupil voice demonstrates that children have strong learning behaviours which are promoted through assemblies, classroom routines and displays. In Early Years Nursery communication and language is attainment for PP strong at 75% and speaking in Reception for PP pupils is 76% <p>April 2026</p> <ul style="list-style-type: none"> In Early Years PP pupils in Reception remain strong with 83.3% PP pupils on track for speaking and 100% pupils on track for managing self. CPD in EY completed for 	<p>Assessments and observations indicate significantly improved oral language, physical, personal and social development among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, <i>Evidence me</i> moderation and ongoing formative assessment.</p>



	<p>communication and language, developing a quality learning environment to promote learning, developing effective interventions and recording quality evidence on evidence me.</p>	
<p>Regular attendance of disadvantaged parents in a wide variety of school engagement activities</p>	<p>June 2026</p> <ul style="list-style-type: none"> • <p>Jan 2026</p> <ul style="list-style-type: none"> • School continues to offer parent engagement activities each term. Surveys show that craft sessions, forest school and charity work are the most popular activities. • Good attendance at parent evenings and early years workshops. Excellent support at PTPA evening especially the Christmas Fayre. • Computing lead now overseeing promotion of school events on school media • Parental voice displays enjoyment of parental engagement opportunities on offer <p>April 2026</p> <ul style="list-style-type: none"> • Good attendance to the PTPA Easter Bingo event, decreased ticket prices allowed more families to attend. • Good attendance at LKS2 and EY Forest school parent engagement sessions, with parents stating that this is one of their favourite activities. • Parents evenings was well attended by disadvantaged parents and those parents whom did not attend received a follow up phone call or re-arranged face to face meeting • Several adverts have been on the school newsletter advertising for new volunteers on the PTPA. Several new members have been recruited. 	<p>Records show:</p> <ul style="list-style-type: none"> • An increased engagement in activities • Increased completion of parent surveys • Thriving PTFA committee • Use of social media to promote the school and parental events <p>Records show:</p>



	<ul style="list-style-type: none"> • Facebook continues to be used as a tool to increase communication with parents and is overseen by our computing lead supported by the new CFLP Digi-marketing apprentice 	
<p>Increases attendance of disadvantaged pupils on trips, residential, school run extra-curricular clubs and external local sporting membership</p>	<p>June 2026</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Increased number of disadvantaged children on registers for clubs, trip, residential • School is represented in local sporting clubs by disadvantaged pupils
	<p>Jan 2026</p> <ul style="list-style-type: none"> • This term 45% of PP children have attended an extra curricular club • School continues to provide Forest school for all children to participate in. Y1 to Y6 have participated during the Autumn term. • Through sports funding 100% of PP pupils have participated in enrichment activities such as sports sessions/ glow in the dark dodgeball/cheerleading 	
<p>April 2026</p> <ul style="list-style-type: none"> • This term 46% of PP children have attended an extra curricular club • School continues to provide Forest school for all children to participate in. Y1 to Y6 have participated during the Spr term. • Through sports funding 100% of PP pupils I selected cohorts have participated in enrichment activities such as skipping and yoga • 100% of PP pupils attended the residential to Standon bowers • 100% of PP pupils have participated in themed weeks/days such as faith and focus, science week and Roman day • 100% PP pupils in selected cohorts have completed workshops with the NSPCC and MHST 		



	<ul style="list-style-type: none"> 100% of selected PP pupils cohorts have had access external coaching – ASM/Newcastle college 	
<p>To sustain wellbeing support for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Improved levels of independence, resilience and self-regulation amongst our DA pupils</p>	<p>June 2026</p> <p>Jan 2026</p> <ul style="list-style-type: none"> Wellbeing offer refined and now includes WAVEs and Mental health support team. WAVEs currently working with x 6 pupils. MHST currently working with x 3 pupils. MHST conducted workshops for UKS2 and parental coffee morning. <p>April 2026</p> <ul style="list-style-type: none"> WAVEs currently working with x 6 pupils and time is protected weekly. MHST currently working with x 2 pupils. MHST conducted workshops for LKS2/UKS2 and parental coffee morning. <p>June 2026</p> <p>Jan 2026</p> <p>English triad conducted AUT term and SLT monitoring, pupils observed using meta-cognitive strategies and evidence of independent activities recorded in the books.</p>	<p>Sustained high levels of wellbeing from 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, parent voice/feedback, Triple A screening data <p>an increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.</p>



April 2026

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June 2026