



Pupil Premium Strategy Impact Report 2025-2028

Year 1

Intended outcome	Impact	End of 3yr Plan Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Jan 2026 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.	Sustained high attendance from 2025/26 demonstrated by: - 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
	April 2026 - 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%	
	Jul 2026 Attendance for disadvantaged pupils remained above the national figure at 93.8%, with overall school attendance at 94.7%. Persistent absence for disadvantaged pupils reduced from 18.2% in February to 14.2% in May, demonstrating the positive impact of targeted attendance support, family engagement and the graduated response process. The school continues to perform below the national persistent absence figure of 15.2%.	
Improved writing attainment among disadvantaged pupils at the end of KS2	Jan 2026 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	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
	April 2026 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%	
	Jul 2026 Internal assessment shows disadvantaged pupils have made positive progress in writing across the year. Moderation activities confirmed teacher assessments are secure and pupils are demonstrating increasing independence and control in writing. Targeted support through the graduated response and adaptive teaching has enabled disadvantaged pupils to make accelerated progress and close gaps from baseline.	
Improved reading attainment among disadvantaged pupils including phonics at the end of KS1 and KS2.	Jan 2026 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).	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
	April 2026 Strong progress demonstrated for Y1 and Y6 during the Autumn and Spring term	
	Jul 2026 Reading attainment for disadvantaged pupils has remained strong across the school. In Year 1, 100% of PP pupils were working at age-related expectations in reading, while in Year 6 81% of PP pupils were working at age-related expectations, in line with their non-disadvantaged peers. Consistent implementation of Little Wandle, targeted reading interventions and assessment-informed support have accelerated progress for pupils at risk of falling behind. A review of the school's reading offer confirmed consistent use of phonics, guided reading and reading for pleasure across all phases.	
Improved oral language, physical, personal and social development skills providing the platform for more formal learning in KS1	Jan 2026 Pupil voice demonstrates that children have strong learning behaviours which are promoted through assemblies, classroom routines and displays. In Early Years Nursery communication and	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



	language is attainment for PP strong at 75% and speaking in Reception for PP pupils is 76%	engagement in lessons, Evidence me moderation and ongoing formative assessment.
	April 2026 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 communication and language, developing a quality learning environment to promote learning, developing effective interventions and recording quality evidence on evidence me.	
	Jul 2026 PP pupils in EYFS demonstrate strong readiness for Key Stage 1, with 83.3% on track in speaking and 100% on track in managing self. Monitoring and triad evidence show increased confidence, independence, engagement and positive learning behaviours, supporting successful transition into more formal learning..	
Regular attendance of disadvantaged parents in a wide variety of school engagement activities	Jan 2026 - 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	Records show: - An increased engagement in activities - Increased completion of parent surveys - Thriving PTFA committee - Use of social media to promote the school and parental events Records show:
	April 2026 - 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. • 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	
	Jul 2026 • Disadvantaged families continued to engage well with school events including Sports Day, Year 6 productions, transition activities, Stafford Castle visits, parental workshops and PTA events. The school has maintained a wide programme of community and parental engagement activities, including weekly drop-ins, community hub sessions, breakfast provision and Mental Health Support Team family support.	
Increases attendance of disadvantaged pupils on trips, residential, school run extra-curricular clubs and external local sporting membership	Jan 2026 • 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 April 2026 • 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 • 100% of selected PP pupils cohorts have had access external coaching – ASM/Newcastle college	• Increased number of disadvantaged children on registers for clubs, trip, residential • School is represented in local sporting clubs by disadvantaged pupils



	Jul 2026 53% of disadvantaged pupils attended at least one extra-curricular club, narrowing the gap with non-disadvantaged pupils (55%). In total, 155 pupils (55%) accessed extra-curricular clubs this term. 100% disadvantaged pupils also participated in Health and Sports Week, Forest School, educational visits, athletics events and enrichment activities across the year. - Participation gap between disadvantaged and non-disadvantaged pupils has continued to reduce.	
To sustain wellbeing support for all pupils in our school, particularly our disadvantaged pupils.	Jan 2026 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.	Sustained high levels of wellbeing from 2025/2026 demonstrated by: qualitative data from pupil voice, parent voice/feedback, Triple A screening data an increase in participation in enrichment activities, particularly among disadvantaged pupils
	April 2026 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.	
	Jul 2026 - Wellbeing support remains embedded through WAVes and MHST provision. Six pupils are currently receiving WAVes support and one pupil is receiving direct MHST intervention, with additional workshops delivered to Key Stage 2 pupils focused on managing emotions, positive thinking and transition. - Mental Health Awareness Week activities, Mood Bears and targeted pastoral support have strengthened wellbeing provision across the school. 100% of pupils whom accessed WAVes and MHST support found it useful and felt strategies could be used in school and beyond.	
	Jan 2026	



Improved levels of independence, resilience and self-regulation amongst our DA pupils	English triad conducted AUT term and SLT monitoring, pupils observed using meta-cognitive strategies and evidence of independent activities recorded in the books.	Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.
	April 2026 SEN triad conducted AUT term and SLT monitoring, pupils observed using meta-cognitive strategies and evidence of independent activities recorded in the books.	
	Jul 2026 Monitoring, pupil voice and curriculum reviews indicate disadvantaged pupils are demonstrating increased independence, resilience and self-regulation. Leaders report that pupils are confidently applying metacognitive approaches within lessons, while EYFS and non-core triad reviews identified pupils as increasingly engaged, independent and confident learners. Health and Sports Week, Forest School and pupil leadership opportunities have further strengthened confidence, responsibility and resilience across the school.	