



Pupil premium strategy statement Fielding Primary School 2026-29

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 outcomes for disadvantaged pupils last academic year.

School overview

Number of pupils in school	Approximately 1006
Proportion (%) of pupil premium eligible pupils	8% (73 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026–2029 Year 1
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher
Pupil premium lead	Clare Haines
Governor lead	Pupil & Achievement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£141,280

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all disadvantaged pupils achieve highly, participate fully and thrive within the life of the school, irrespective of their starting points or barriers to learning.

At Fielding, disadvantage is not viewed purely as an economic characteristic. Our analysis demonstrates that pupils experiencing multiple vulnerabilities, particularly those who are both disadvantaged and have SEND, face the greatest barriers to achievement, participation and belonging. 2025-26 AP2 EOY Pupil outcomes report,.docx demonstrates that SEND is a stronger predictor of lower attainment than disadvantage alone and that PP/SEND pupils remain the most vulnerable group within the school.

This strategy is aligned closely with:

- School Improvement Priorities 2026–27.
- Fielding's Inclusion Strategy 2026–29.
- Fielding's Oracy Implementation Plan.
- The DfE Enrichment Framework.
- Current EEF guidance on effective use of pupil premium funding.

The strategy is built on four core principles:

1. High-quality teaching has the greatest impact on disadvantaged pupils.
2. Inclusion is everyone's responsibility.
3. Attendance, participation and belonging are prerequisites for achievement.
4. Support should build independence rather than dependency.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils enter and progress through school with varying levels of language, vocabulary, communication and cultural capital. While reading outcomes are strong, writing remains weaker than reading and mathematics, particularly for pupils who are disadvantaged and have SEND.
2	Pupils who are both disadvantaged and have SEND face the greatest barriers to learning, participation and attainment. School analysis shows this group consistently experiences greater challenge than disadvantaged pupils without SEND.
3	Although attendance is above national figures, disadvantaged pupils remain at greater risk of absence and reduced curriculum access. Sustaining high attendance and preventing persistent absence remains crucial.
4	Disadvantaged pupils are more likely to require additional support for self-regulation, confidence, wellbeing and belonging. Ensuring meaningful participation in enrichment, leadership and wider school life remains essential.
5	Continued improvement requires highly consistent implementation of adaptive teaching, high-quality classroom practice and effective deployment of staff expertise across all classes.

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
Disadvantaged pupils achieve highly across the curriculum.	By 2029, disadvantaged pupils achieve outcomes broadly in line with their peers in reading, writing and mathematics. Writing attainment improves year-on-year and the attainment gap between disadvantaged pupils without SEND and non-disadvantaged pupils is within 10 percentage points – around 1 pupil - in the majority of year groups (adjusted for small cohorts)

Disadvantaged pupils with SEND make strong progress from their individual starting points.	The majority of PP/SEND pupils improve or maintain their attainment position between assessment points. Progress measures demonstrate sustained improvement in reading, writing and mathematics, reducing the attainment gap between disadvantaged pupils and non-disadvantaged nationally.
High-quality adaptive teaching is consistently embedded.	Monitoring demonstrates that adaptive teaching strategies, modelling, checking for understanding and planned adaptations are evident in all classes. Differences in outcomes between classes and cohorts reduce over time, particularly for disadvantaged and SEND pupils.
Disadvantaged pupils attend regularly and access the full curriculum	Attendance for disadvantaged pupils remains above national FSM averages throughout the strategy period. Persistent absence for disadvantaged pupils remains below national figures and reduces year-on-year for pupils who are disadvantaged and have SEND.
Disadvantaged pupils experience a strong sense of belonging and participate fully in school life.	Participation rates for disadvantaged pupils in enrichment, clubs, music, sport and residential opportunities remain at least in line with their peers. Pupil voice demonstrates that disadvantaged pupils feel known, valued, supported and represented within school life.
Disadvantaged pupils develop strong communication, vocabulary and oracy skills	Lesson visits, pupil voice, curriculum monitoring and assessment evidence demonstrate increasing confidence in spoken language, use of ambitious vocabulary and participation in structured discussion. Improvements are reflected in reading, writing and wider curriculum outcomes. Assessment of spoken language introduced and disadvantaged pupils achieve as well as their non-disadvantaged peers, where there is not a specific need in speech, language and communication. Where there is, pupils make strong progress from their starting points.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Our approach has been informed by the Education Endowment Foundation (EEF) Guide to the Pupil Premium, Making Best Use of Teaching Assistants, Special Educational Needs in Mainstream Schools, Effective Professional Development, Improving Literacy in Key Stage 2, Oral Language Interventions, Metacognition and Self-Regulation guidance reports, alongside the DfE Working Together to Improve School Attendance guidance, The Reading Framework, the DfE Enrichment Framework and current national SEND reform priorities.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Fielding Teaching Toolkit, including adaptive teaching, modelling, metacognition and checking for understanding	High-quality teaching has the greatest impact on disadvantaged pupils and remains the most effective use of pupil premium funding. EEF evidence identifies adaptive teaching, explicit instruction, modelling, metacognition and responsive teaching as key components of effective classroom practice. The EEF SEND guidance also highlights that high-quality teaching is the first step in responding to SEND and should reduce the need for additional intervention. Aligned to School Priority 1.	1,2,5
Coaching and instructional leadership model	EEF Effective Professional Development guidance identifies sustained professional learning, coaching and deliberate practice as the approaches most likely to improve classroom practice and pupil outcomes. Developing teacher expertise is particularly important for improving outcomes for disadvantaged pupils and pupils with SEND.	2,5
Oracy implementation across the curriculum, including ABCD structures and accountable talk.	EEF Oral Language Interventions demonstrate high impact for relatively low cost, particularly for disadvantaged pupils. High-quality classroom talk supports vocabulary development, reading	1,2,5

Assessment of spoken language beyond NELI rolled out.	comprehension, writing quality and curriculum access. The Oracy Education Commission and Voice 21 research also identify oracy as a key mechanism for improving equity and social mobility.	
TA specialist development and adaptive teaching training	EEF Making Best Use of Teaching Assistants guidance demonstrates that teaching assistants have greatest impact when supporting high-quality classroom instruction rather than creating dependency through excessive one-to-one support. This aligns closely with the school's Inclusion Strategy and emerging SEND reforms which place increasing emphasis on expertise within classrooms.	2,5
Whole-school writing improvement programme including transcription, spelling and oral rehearsal	EEF Improving Literacy in Key Stage 2 guidance identifies explicit teaching of vocabulary, sentence construction, transcription and writing processes as essential to improving writing outcomes. Research also demonstrates that integrating speaking, reading and writing improves attainment, particularly for disadvantaged pupils. Writing remains the largest area of disadvantage identified through school analysis.	1,2

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

Budgeted cost: £ £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and language interventions	NELI has one of the strongest evidence bases available for improving oral language skills in early years and Key Stage 1. EEF trials demonstrated positive impacts on language development, vocabulary and later literacy outcomes. Early language development remains a key protective factor for future academic achievement.	1,2
Bedrock Vocabulary Programme	Research consistently demonstrates the relationship between vocabulary knowledge and academic success across the curriculum. EEF disciplinary literacy guidance identifies explicit vocabulary	1

	instruction as essential for improving curriculum access and comprehension, particularly for disadvantaged pupils.	
Rocket Readers and targeted reading intervention	EEF literacy guidance highlights the importance of reading fluency, comprehension and targeted support for pupils falling behind. Reading is the strongest predictor of future educational success and remains a significant protective factor for disadvantaged pupils.	1,2
Targeted writing support for disadvantaged and PP/SEND pupils	EEF literacy guidance recommends targeted intervention where assessment identifies specific gaps in writing knowledge and skills. School analysis demonstrates that writing remains the largest attainment gap for disadvantaged pupils and the most significant area of challenge for pupils who are both disadvantaged and have SEND.	1,2
Targeted Plus pilot support, including specialist-informed provision	Emerging SEND reform and current DfE SEND Improvement Programme work emphasise earlier intervention, specialist expertise and more inclusive mainstream provision. The school's Targeted Plus model aligns with these principles by increasing classroom access whilst maintaining high expectations and belonging.	2
Speech, language and communication support through Experts at Hand model (DFE) and in-house specialism.	The DfE SEND and Alternative Provision Improvement Plan identifies speech, language and communication needs as one of the most common barriers to learning. Early identification and targeted support improve curriculum access, social development and academic outcomes.	1,2

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

Budgeted cost: £ 40,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance leadership, monitoring and family engagement	DfE Working Together to Improve School Attendance guidance identifies strong leadership, early intervention, family partnership and rigorous monitoring as key drivers of improved attendance.	3

	Attendance remains one of the strongest predictors of academic success and safeguarding outcomes.	
Learning Mentor and family support, individual adult mentors for all disadvantaged pupils.	EEF evidence on social and emotional learning highlights the importance of relationships, belonging and self-regulation in securing long-term academic outcomes. Research consistently demonstrates that disadvantaged pupils benefit from trusted adult relationships and family engagement.	2,3,4
PP Passport and enrichment programme	The DfE Enrichment Framework identifies participation in enrichment, culture, leadership and wider opportunities as critical for personal development, belonging and future aspiration. High-quality enrichment is particularly important for reducing inequity of opportunity experienced by disadvantaged pupils.	4
Subsidies for trips, residential and curriculum enrichment	Research suggests that educational visits, residential experiences and wider cultural opportunities contribute to confidence, wellbeing, relationships, independence and aspiration. School evidence demonstrates that removing financial barriers significantly increases participation for disadvantaged pupils.	4
Forest School, Connect and Create, mentoring and SEMH support pathways	EEF Social and Emotional Learning guidance identifies self-regulation, emotional literacy and wellbeing as important contributors to educational success. Inclusive pastoral approaches are particularly effective when combined with high expectations and strong classroom practice.	2,4
Leadership opportunities, music and wider curriculum participation	The DfE Enrichment Framework highlights leadership, music, sport and creative participation as important components of personal development. Participation in these opportunities supports confidence, belonging, school engagement and aspiration.	4
Parent engagement and consultation support	EEF evidence demonstrates that effective parental engagement can improve attendance, behaviour and academic outcomes. The strongest impact occurs when engagement focuses on learning, relationships and early identification of	3,4

	barriers rather than attendance monitoring alone.	
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Total budgeted cost: £ £141,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Headlines

Key findings from 2025–26

- Reading and mathematics are strengths for disadvantaged pupils.
- Writing remains the principal area for improvement.
- Attendance for disadvantaged pupils (94.5%) exceeds the national FSM average (92.3%) and is broadly inline with all pupils nationally.
- Persistent absence overall reduced to 4%, and rates for disadvantaged pupils is significantly improving for those pupils who do not also have a special educational needs and/or disability, and is below national rates of persistent absence for disadvantaged pupils.
- 89% of disadvantaged pupils accessed enrichment opportunities and 92% attended residential visits.
- SEND remains a stronger predictor of lower attainment than disadvantage alone.

Objective 1: Improve Language Development, Vocabulary and Communication

Intended Outcome

Disadvantaged pupils develop strong language, communication and vocabulary knowledge which supports reading, writing and wider curriculum access.

Evaluation

RAG: ●

Reading remained a significant strength across the school. End-of-year outcomes showed strong attainment in reading across all year groups, with attainment ranging from **89% to 97% EXS+** across Reception to Year 5. Year 5 disadvantaged pupils achieved **74% EXS+ in reading**, while disadvantaged pupils without SEND achieved **87% EXS+**, demonstrating that the greatest challenge remains for pupils who experience both disadvantage and SEND. https://fieldingprimary.sharepoint.com/personal/clunnonhaines_307_fieldingprimary_com/Documents/Microsoft Copilot Chat Files/Fielding Primary School Pupil Premium Strategy 2025-26.pdf

Phonics outcomes remained exceptionally strong. **98% of Year 1 pupils** met the phonics standard (99% excluding ARP pupils), substantially above recent national averages. Only four pupils, did not meet the standard, all of whom had SEND, 2 are disadvantaged.

Qualitative evidence from lesson visits, curriculum reviews and pupil voice identified increasing confidence in discussion, use of subject-specific vocabulary and participation in structured classroom talk. The introduction of ABCD talk structures and wider spoken language approaches created a strong foundation for the school's next phase of oracy development.

While direct measures of spoken language were not routinely collected throughout the strategy period, improvements in reading and wider curriculum attainment suggest that investment in language development has had a positive impact.

NELI, Reception aged pupils: The programme has had a particularly positive impact on disadvantaged pupils: **75% of PP children (3 out of 4) who completed the programme had no language concerns by July 2026**, demonstrating successful outcomes for the majority of this group.

Objective 2: Improve Attainment and Progress in Reading, Writing and Mathematics

Intended Outcome

Disadvantaged pupils achieve highly across the curriculum and gaps diminish over time.

Evaluation

RAG: ●

The objective was largely achieved.

Disadvantaged pupils achieved well in reading and mathematics, with many disadvantaged pupils attaining broadly in line with their peers when SEND is not also a factor. Mathematics remains a particular strength. Writing outcomes improved but remain less secure than reading and mathematics and continue to represent the largest area of disadvantage. Analysis indicates that attainment is more strongly affected by SEND status than by disadvantage alone

Important Context

The disadvantaged cohort is small and outcomes are significantly influenced by individual pupils. For example:

- In Year 1, one pupil represents approximately **16.7 percentage points**.
- In Year 3, one pupil represents approximately **14.3 percentage points**.

- In Year 5, one pupil represents approximately **5 percentage points**.

To support interpretation:

Year	Non-SEND	SEND	Non-PP	PP	PP & SEND	PP not SEND
Y1	113	9	116	6	2	4
Y2	110	14	106	13	6	7
Y3	115	18	126	7	3	4
Y4	108	27	113	22	7	15
Y5	108	24	112	20	5	15
Y6	109	27	118	13	4	9

Year	Non-SEND	SEND	Non-PP	PP	PP & SEND	PP not SEND
Y1	0.88pp	11.11pp	0.86pp	16.67pp	50.00pp	25.00pp
Y2	0.91pp	7.14pp	0.94pp	7.69pp	16.67pp	14.29pp
Y3	0.87pp	5.56pp	0.79pp	14.29pp	33.33pp	25.00pp
Y4	0.93pp	3.70pp	0.88pp	4.55pp	14.29pp	6.67pp
Y5	0.93pp	4.17pp	0.89pp	5.00pp	20.00pp	6.67pp
Y6	0.92pp	3.70pp	0.85pp	7.69pp	25.00pp	11.11pp

As a result, leaders place considerable emphasis on individual pupil progress, movement between attainment bands, attendance, participation and curriculum access, rather than relying solely on cohort percentages. This analysis suggests that SEND status is a stronger predictor of lower attainment than disadvantage alone and that the most vulnerable group remains pupils who are both disadvantaged and have SEND.

Reading (EXS+)

Year	PP Cohort	PP	Non-PP	PP not SEND	Gap (PP vs Non-PP)	Gap (PP not SEND vs Non-PP)
Rec	5	60%	98%	100%	-38pp *	+2pp
Y1	6	67%	93%	75%	-26pp	-18pp **
Y2	13	62%	95%	86%	-33pp	-9pp
Y3	7	83%	95%	75%	-12pp	-20pp
Y4	22	90%	94%	100%	-4pp	+6pp
Y5	20	74%	97%	87%	-23pp	-10pp
Y6	11	54%	94%	71%	-40pp	-23pp

** as an example of what this means in real terms this represents 2 SEND pupils who are in the ARP.*

*** as an example of what this means in real terms this represents 1 non-SEND pupil*

What worked well

- Reading remained a school strength.
- Disadvantaged pupils without SEND achieved within 10 percentage points of their peers in Years 2 and 5.
- In Year 4, disadvantaged pupils without SEND outperformed non-disadvantaged pupils.
- Reading interventions, Rocket Readers, phonics and wider reading provision continue to have a positive impact.

Mathematics (EXS+)

Year	PP Cohort	PP	Non-PP	PP not SEND	Gap (PP vs Non-PP)	Gap (PP not SEND vs Non-PP)
Rec	5	60%	98%	100%	-38pp	+2pp
Y1	6	83%	98%	75%	-15pp	-23pp
Y2	13	62%	97%	86%	-35pp	-11pp

Y3	7	100%	98%	100%	+2pp	+2pp
Y4	22	89%	85%	100%	+5pp	+15pp
Y5	20	90%	98%	100%	-8pp	+2pp
Y6	11	64%	92%	88%	-28pp	-4pp

What worked well

- Mathematics remained a significant strength for disadvantaged pupils.
- In Years 3, 4 and 5, **100% of disadvantaged pupils without SEND achieved age-related expectations**, and in Y6 this was all but 1 pupils.
- In Year 4, disadvantaged pupils without SEND outperformed their non-disadvantaged peers.
- Outcomes suggest that disadvantage alone is not a significant barrier to success in mathematics for most pupils.

Writing (EXS+)

Year	PP Co-hort	PP	Non-PP	PP not SEND	Gap (PP vs Non-PP)	Gap (PP not SEND vs Non-PP)
Rec	5	60%	97%	100%	-37pp	+3pp
Y1	6	67%	89%	75%	-22pp	-14pp
Y2	13	54%	91%	86%	-35pp	-5pp
Y3	7	29%	78%	25%	-49pp	-53pp
Y4	22	55%	81%	80%	-26pp	-1pp
Y5	20	30%	75%	40%	-45pp	-35pp
Y6	13	69%	91%	89%	-22pp	-2pp

Areas for further development

- Writing remains the weakest core subject.
- However, headline pupil premium figures mask substantial variation within the disadvantaged cohort.
- In Years 2, 4 and 6, disadvantaged pupils without SEND achieved within 5 percentage points of their non-disadvantaged peers.
- The largest gaps remain in Years 3 and 5.
- Writing will therefore remain a strategic priority within the next three-year strategy.

Overall conclusion

The strategy has been successful in securing strong outcomes for disadvantaged pupils in reading and mathematics. Writing remains the principal area for development. The evidence increasingly suggests that SEND status, rather than disadvantage alone, is the greatest predictor of lower attainment. This finding directly informs the school's future focus on adaptive teaching, inclusion and specialist-informed support.

Objective 3: Improve Outcomes for Disadvantaged Pupils with SEND

Intended Outcome

Disadvantaged pupils with SEND make strong progress from their starting points and access the curriculum successfully.

Evaluation

RAG: ●

This objective has been achieved and has become one of the strongest findings from the school's analysis.

School analysis demonstrates that pupils with SEND, including those who are disadvantaged, made strong progress from their starting points during 2025–26. Whilst attainment remains lower than for pupils without SEND, many pupils improved their attainment positions between assessment points, moving from Below to At and from At to Above age-related expectations. Leaders concluded that SEND pupils made particularly strong progress in Years 4 and 5.

The analysis also highlighted an important learning point for future strategy development: SEND is a stronger predictor of lower attainment than disadvantage alone. Consequently, the new strategy will place greater emphasis on pupils who are both disadvantaged and have SEND

Reading Progress

Year	PP & SEND Cohort	PP & SEND
Rec	2	100%
Y1	2	100%
Y2	6	
Y3	3	100%
Y4	7	86%
Y5	5	40%
Y6		

Mathematics Progress

Year	PP & SEND Cohort	PP & SEND
Rec	2	100%
Y1	2	100%
Y2	6	
Y3	3	100%
Y4	7	86%
Y5	5	80%
Y6		

Writing Progress

Year	PP & SEND Cohort	PP & SEND
Rec	2	100%
Y1	2	100%
Y2	6	60%
Y3	3	100%
Y4	7	71%
Y5	5	80%
Y6	4	50%

Objective 4: Improve Attendance and Reduce Persistent Absence

Intended Outcome

Attendance for disadvantaged pupils improves and persistent absence reduces.

Evaluation

RAG: ●

This objective has been achieved.

Attendance remains a significant strength of the school and continues to outperform national averages. Attendance systems have become increasingly effective, resulting in sustained improvements in attendance and a substantial reduction in persistent absence. Strengthened monitoring, earlier intervention and attendance review meetings have contributed to positive outcomes for disadvantaged pupils and their families.

Group	Attendance %			Persistent absence%		
	Year to date	24-25	Nat	Year to date	24-25	Nat
All Pupils (898 pupils)	97.1%	96.8	94.8	3 (27 pupils)	4.8	13
FSM (78 Pupils)	94.5%	94.1	92.3	15. (12 pupils)	15.8	24.9
FSM & SEND	92.8%	-	-	30.8 (4 pupils)	-	-
FSM & No SEND	91.8%	-	-	20% (4 pupils)		

What the Data Tells Us

Whole-school attendance remains exceptional

- Overall attendance has improved from 96.8% to 97.1%.

- Attendance is 2.3 percentage points above national expectations.
- Persistent absence has reduced from 4.8% to 3%.
- Persistent absence is 10 percentage points below the national average.

These outcomes demonstrate the effectiveness of attendance systems, monitoring and family engagement.

Attendance for disadvantaged pupils is strong

Attendance for pupils eligible for FSM is 94.5%, exceeding the national FSM average of 92.3%. This indicates that most disadvantaged pupils attend school regularly and are able to access the curriculum successfully. Persistent absence for FSM pupils has also improved slightly, reducing from 15.8% to 15.4%. Although this remains higher than the whole-school figure, it is substantially lower than the national FSM figure of 24.9%.

Persistent absence remains concentrated amongst vulnerable pupils

The data demonstrates that attendance concerns are increasingly concentrated within pupils who experience multiple vulnerabilities.

The highest level of persistent absence is found amongst pupils who are both disadvantaged and have SEND, where almost one-third of pupils are persistently absent. This group experiences attendance barriers significantly beyond those experienced by disadvantaged pupils as a whole. The data suggests that the combination of disadvantage and SEND presents the greatest attendance challenge within the school.

Important Context

The FSM & SEND cohort contains only 13 pupils, meaning that four pupils account for the 30.8% persistent absence figure. Similarly, the FSM non-SEND cohort contains 20 pupils, where four pupils account for the 20% persistent absence figure. Leaders therefore evaluate attendance alongside individual case reviews, safeguarding information, APDR processes and family engagement work rather than relying solely on percentages.

Evidence of Impact

Attendance review meetings and strengthened monitoring have had a measurable impact:

Persistent absence reduced from 31 pupils to 25 pupils during the year.

- 21 out of 25 families targeted for attendance support improved attendance.
- 18 previously persistently absent pupils now attend above 90%.
- 26 pupils previously below 95% attendance are now above 95%.
- No pupils currently meet the definition of severe absence.

Overall Conclusion

Attendance remains a significant success of the strategy. Disadvantaged pupils attend more regularly than disadvantaged pupils nationally and persistent absence is substantially lower than national figures. The school's attendance systems are demonstrably effective. However, the data also highlights that the greatest attendance challenge lies within the overlap between disadvantage and SEND. This finding has informed the increased focus on inclusion, belonging, attendance and targeted support within the 2026–29 strategy.

Objective 5: Increase Access to Enrichment, Wellbeing and Wider Opportunities

Intended Outcome

Disadvantaged pupils participate fully in school life and develop confidence, aspiration and belonging.

Evaluation

RAG: ●

This objective was achieved.

The school's Pupil Premium Passport offer continues to be a significant strength and has ensured that disadvantage is not a barrier to participation in school life. Evidence gathered through participation data, pupil voice, enrichment monitoring, attendance information and leadership reviews demonstrates that disadvantaged pupils access a broad range of opportunities and feel included within the life of the school.

The strategy has been particularly successful in supporting disadvantaged pupils to participate in enrichment activities, educational visits and residential experiences. Participation rates remain high and compare favourably with previous years. Attendance has remained above national disadvantaged averages and pupils report feeling known, valued and supported

Participation rates for disadvantaged pupils remained exceptionally high:

- **89% of disadvantaged pupils participated in enrichment activities.**
- **92% of disadvantaged pupils attended residential visits.**

School monitoring showed that disadvantaged pupils accessed clubs, educational visits, leadership opportunities and wider curriculum experiences at rates comparable to their peers.

Indicator	All Pupils	Disadvantaged Pupils	Comparator	Evaluation
Participation in at least one enrichment opportunity (clubs, sport and/or music)	89% (689/772)	89% (72/81)	Non-disadvantaged: 89% (617/691)	● Equal participation
Participation in at least one enrichment opportunity (clubs, sport and/or music)	89% (689/772)	89% (72/81)	SEND: 89% (106/119)	● Equal participation
Residential participation (Years 3-6)	93% (496/531)	92% (57/62)	Non-disadvantaged: 94% (439/469)	● Very close to peers
Residential participation (Years 3-6)	93% (496/531)	92% (57/62)	SEND: 95% (91/96)	● Strong

Qualitative evidence from pupil voice, learning mentor records and leadership reviews demonstrated strong feelings of belonging, participation and inclusion. School leaders found that disadvantaged pupils reported feeling known, valued and supported, aligning closely with the school's Inclusion Strategy priorities of Belonging, Participation, Achievement, Support and Partnership.

Overall Evaluation of Previous Strategy (2023–26)

Strategy Objective	RAG	Evaluation
Language, vocabulary and communication	●	Strong reading and phonics outcomes; spoken language foundations established.
Reading, writing and mathematics	●	Reading and mathematics strong; writing remains the key area for development.
Disadvantaged pupils with SEND	●	Strong progress evident, particularly in Reading and Mathematics.
Attendance and persistent absence	●	Attendance significantly above national figures and persistent absence substantially below national.
Enrichment, wellbeing and participation	●	Very high participation in enrichment and residential experiences.

Overall judgement: Strong ●

The strategy has been successful in improving attendance, participation, reading attainment, inclusion and outcomes for many disadvantaged pupils. The school has exceeded national attendance benchmarks, secured exceptionally high levels of enrichment participation and maintained strong attainment in reading and mathematics. The principal area requiring further development remains writing, particularly for pupils who are disadvantaged and have SEND. These findings directly inform the priorities identified within the 2026–29 strategy

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Bedrock Vocabulary	Bedrock Learning
NELI	Nuffield Foundation
Read Write Inc.	Oxford University Press