

Pupil Premium Impact Review 2025–2026

Part B Review of the previous academic year 2025–2026

Outcomes for disadvantaged pupils

Challenge 1

Overall attainment and progress is lower for disadvantaged pupils than for non-disadvantaged pupils in most subjects.

Intended outcome: Progress and attainment is at least in line with national averages

Review of 2025–2026

- 64% of EYFS PP children who met GLDs (25% in 24-25)
- 50% of Y1s who passed Phonics screener (44% in 24-25)
- 40% of Y2s who were EXP+ in Maths SATs (50% in 24-25)
- 40% of Y2s who were EXP+ in Reading SATs (60% in 24-25)
- 30% of Y2s who were EXP+ in Writing SATs (50% in 24-25)
- 18% of Y4s who scored 20+ on the MTCs (54% in 24-25)
- 42% of Y6s who were EXP+ in Maths SATs (67% in 24-25)
- 42% of Y6s who were EXP+ in Reading SATs (75% in 24-25)
- 83% of Y6s who were EXP+ in Writing SATs (75% in 24-25)

Outcomes for pupils eligible for Pupil Premium in 2025–2026 show a mixed picture, with improvements in EYFS, Year 1 phonics and Year 6 writing, alongside declines in Year 2 attainment, Year 4 multiplication fluency and Year 6 reading and mathematics.

In EYFS, 64% of PP pupils achieved a Good Level of Development, compared with 25% in the previous year—an increase of 39 percentage points. Year 1 phonics outcomes also improved, with 50% passing the screening check compared with 44% previously. These improvements provide a positive foundation, although further work is needed to increase the proportion achieving these milestones.

In Year 2, the proportion achieving the expected standard or above declined across all three subjects. Mathematics fell from 50% to 40%, reading from 60% to 40%, and writing from 50% to 30%. The school considers that the additional needs of PP pupils who also have SEND are likely to have contributed to these lower outcomes. Evaluation should therefore consider their individual starting points and progress towards personalised targets alongside age-related expectations. Strengthening foundational skills, particularly in writing, remains a priority through teaching and support matched to pupils' needs.

In Year 4, 18% of PP pupils scored 20 or above in the Multiplication Tables Check, compared with 54% in the previous year. Changes in staffing during the year affected continuity of teaching and are considered a contributing factor. Strengthening multiplication fluency remains a clear priority, supported by consistent teaching, regular practice and targeted support for pupils with gaps in their knowledge.

At the end of Key Stage 2, 42% of PP pupils achieved the expected standard or above in mathematics, compared with 67% previously, while reading declined from 75% to 42%. Writing was a relative strength, with 83% achieving the expected standard or above compared with 75% last year.

These comparisons should be considered alongside changes in cohort size and composition.

Based on July pupil numbers, the proportion eligible for PP decreased from 47% to 33% in Year 2, increased from 17% to 38% in Year 4, and increased from 33% to 43% in Year 6.

These changes provide context but do not, in themselves, explain changes in attainment.

Small PP cohorts mean that individual outcomes can substantially affect percentages, and July pupil numbers may differ from assessment cohort numbers because of pupils joining or leaving.

The priorities arising from this review are to improve reading and mathematics outcomes, strengthen multiplication fluency and address writing attainment in Year 2, while building on improvements in EYFS, phonics and Year 6 writing. Provision for pupils eligible for PP who also have SEND should address their specific barriers to learning, maintain high expectations and be evaluated through both attainment and progress from individual starting points.

Challenge 2

Attendance is lower for disadvantaged pupils than for non-disadvantaged pupils.

Intended outcome: Attendance is at least in line with national averages and punctuality improves by 100%

Review of 2025–2026

- Average attendance of PP pupils across the school: 90%
- Average attendance of non-PP pupils across the school: 95.6%
- Average attendance of PP pupils in 2024–2025: 89.6%
- Average attendance of PP pupils in 2023–2024: 89.7%
- Is the attendance of PP pupils increasing over time? Very slightly
- PP pupils who arrived late at school in 2025–2026: 5% (12% last year)
- Non-PP pupils who arrived late at school in 2025–2026: 5% (7% last year)

Attendance for pupils eligible for Pupil Premium improved slightly to 90% in 2025–2026, compared with 89.6% in 2024–2025 and 89.7% in 2023–2024. However, there is no sustained upward trend across the three years, and attendance remains 5.6 percentage points below that of non-PP pupils, whose attendance was 95.6%. Improving attendance for disadvantaged pupils therefore remains a key priority.

Punctuality improved more substantially. The proportion of PP pupils arriving late decreased from 12% to 5%, a reduction of seven percentage points. This brings PP punctuality in line with that of non-PP pupils, for whom the proportion arriving late also fell, from 7% to 5%. Although the intended 100% improvement has not been achieved, the reduction represents positive progress.

Overall, progress towards the intended outcome has been stronger in punctuality than attendance. Continued work with families to identify and address barriers to regular attendance, alongside close monitoring and targeted support, remains a priority. Comparison with the relevant national attendance figures is needed to establish whether that element of the intended outcome has been met.

Challenge 3

Disadvantaged pupils lack frequent and regular life experiences which mean their social confidence is not in line with their peers.

Intended outcome: Disadvantaged pupils are socially confident in a range of situations, can explain their aspirations and goals, can talk about a variety of extra-curricular experiences using context related vocabulary and seek out personal growth.

Review of 2025–2026

- 72% of PP pupils who took part in at least one extra-curricular activity (69% last year)
- 100% of PP pupils who took part in trips and workshops, regardless of cost
- 30% of PP pupils who had leadership roles in school and their views were gathered (26% last year)

Participation in enrichment opportunities increased for pupils eligible for Pupil Premium in 2025–2026. Overall, 72% took part in at least one extra-curricular activity, compared with 69% last year.

All PP pupils participated in school trips and workshops, regardless of cost, ensuring that financial barriers did not prevent access to these experiences.

The proportion of PP pupils holding leadership roles and having their views gathered also increased, from 26% to 30%. These opportunities provide pupils with experiences of responsibility, expressing their views and contributing to school life, supporting the development of confidence and independence.

The increased participation demonstrates positive progress in widening access to experiences that provide opportunities for disadvantaged pupils to build social confidence, explore their aspirations and develop vocabulary in meaningful contexts. Pupil voice and staff observations will help capture these achievements and inform further opportunities for personal growth.

Priorities include engaging the 28% of PP pupils who did not participate in an extra-curricular activity, extending access to leadership opportunities and providing regular opportunities for pupils to discuss their experiences, aspirations and personal goals.

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
None	

Service pupil premium funding optional

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

___ N/A _____

The impact of that spending on service pupil premium eligible pupils

___ N/A _____

Further information optional

The Pupil Premium Strategy runs from 2024 to 2027 and progress made towards the intended outcomes will be reviewed annually.