

Pupil premium strategy statement – Mason Moor Primary School, Nursery and SEN units

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

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	58.97%
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)	2025-2028
Date this statement was published	January 2026
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Daniel Constable-Phelps
Pupil premium lead	Faye Bauck
Governor lead	Maria Smyth

Funding overview

Detail	Amount
Pupil premium funding allocation (2024-25)	£90,696
Pupil premium funding allocation (2025-26)	£115,097
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£115,097

Part A: Pupil premium strategy plan

Statement of intent

At Mason Moor, we are relentless in our commitment to improving the life chances, achievement and personal development of disadvantaged pupils. We believe that background should never determine outcomes. Every child deserves a rich curriculum, expert teaching and the confidence to flourish.

Our strategy is rooted in evidence, shaped by the Education Endowment Foundation and embedded through the St Mary's Partnership implementation framework. We prioritise high-quality teaching first, because the greatest lever for improving outcomes for disadvantaged pupils is consistently strong classroom practice

We use a disciplined cycle of diagnosis, therapy, testing and revisit (DTTR) to turn data into wisdom. Teachers identify precise gaps through diagnostic assessment and question level analysis, respond with targeted teaching and therapies, then check learning through testing and revisiting. This ensures that support is timely, responsive and woven into everyday teaching rather than removed from it

We equip teachers as curriculum experts. Through secure subject knowledge, careful sequencing and explicit modelling, staff build strong foundations so pupils know more, remember more and apply learning with independence. Our practice is aligned to the Partnership's Great Teacher Rubric, which emphasises expert explanation, purposeful questioning, meaningful feedback and planned opportunities to embed learning

For disadvantaged pupils we act with precision and urgency. We:

- prioritise them in planning, grouping and conferencing
- use high-quality whole class teaching as the core entitlement
- deploy targeted academic support and therapies where gaps are identified
- provide wider strategies that remove barriers to attendance, wellbeing and engagement
- ensure every child is known personally, not reduced to a number

We place equal importance on language, oracy and literacy, knowing that vocabulary and communication unlock the wider curriculum. We strengthen mathematical fluency and reasoning through structured practice and talk. In the Early Years, we invest heavily in communication, language and irresistible environments to secure strong starts. Across all phases, we nurture emotional wellbeing and belonging so that pupils feel safe to take risks and succeed.

Implementation is systematic and disciplined. Leaders use clear routines for monitoring, coaching and review. Data conferences, book scrutiny and pupil voice inform next steps. Staff development is ongoing, practical and research-led. This ensures that improvement is sustained and that funding decisions are both evidence-informed and evaluated for impact.

Ultimately, our intent is simple and ambitious:

- disadvantaged pupils achieve at least in line with their peers nationally
- gaps close quickly through expert teaching and timely support
- pupils develop confidence, resilience and aspiration
- every child leaves Mason Moor ready for the next stage of education and life

- We do not seek quick fixes. We build capability, consistency and culture. Through high expectations, no excuses and whatever it takes, we ensure that disadvantage is never destiny.



Achieving success for children in difficult circumstances

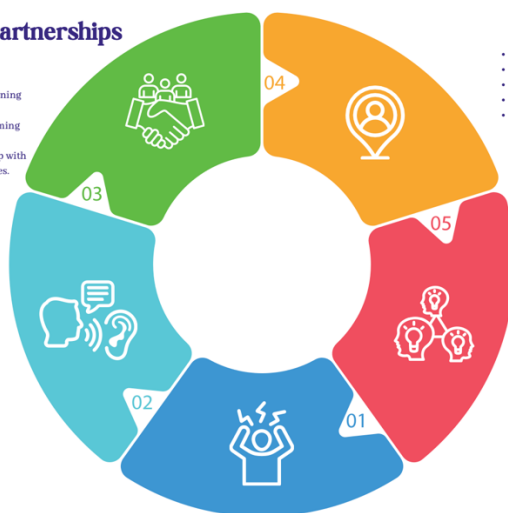
Going the extra mile

● Providing and valuing partnerships

- Parents and carers are regularly notified of school information via a weekly newsletter. Delivered in a predictable, accessible format. It details celebration, learning and news
- Raising parental aspirations and support parents in becoming learners themselves
- Supporting our parental community in times of hardship with all available means to aid their challenging circumstances.
- Partnerships are crucial to broadening horizons, such as through charity - like Communicare.

● Focusing on speaking and listening

- A strong curriculum is only life-changing when all children learn to speak and articulate what they know and understand because of it. Vocabulary development drives every subject.
- Learning environments promote literacy for all subjects to ensure that ideas are reinforced to support learning.
- Outdoor learning and experiences outside of the classroom help children to explore and stimulate thinking.
- Poor language comprehension and language use is assessed carefully by our team.



● Broadening pupils' horizons

- Focusing on teaching and learning
- Opportunities to provide a wide range of stimulating activities
- Encouraging pupils to take risks, enjoy learning and to 'give it a go'
- Personalised learning approaches tailored to children and need
- Strong, dynamic leaders who lead from the front, set the tone and establish a culture of 'we can achieve'

● Engagement in learning

- Developing interest through pupil-led feedback.
- Making relevant links between learning and the lives pupils' lead. Building 'future' into the teaching
- Regular paired and group work: exploring ideas, feedback and discussion
- Acting quickly to overcome pupils' difficulties and potential barriers to learning - teachers pivot to engage: role play, rethinking delivery of information
- Technology - planned well - to underpin, enthuse and promote engagement (VR, laptops)

● Managing emotions and feelings

- Recognising that children have low self-esteem and talking openly about how this impact them as a learner
- Ensuring that no excuses are made for children - we know when we do this, the child then learns to make excuses for themselves
- Maintaining high expectations of behaviour and relationships. Identifying ways to support the child to manage emotion in an environment that tuned to supporting.

"Where you find yourself now, does not dictate your future life chances"

Challenges

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

Challenge number	Detail of challenge
1	Legacy of historically weak teaching and curriculum design Prior to joining the St Mary's Partnership in 2023, inconsistent teaching quality and a poorly sequenced curriculum did not prioritise foundational knowledge and skills. As a result, many disadvantaged pupils carry significant gaps in learning that continue to affect attainment despite rapid recent improvements.
2	Limited opportunities for consolidation beyond the classroom Many pupils do not receive consistent, high-quality home learning or academic support. This restricts opportunities to practise, extend and embed new knowledge, reducing fluency, automaticity and long-term retention.
3	Inconsistent pedagogical practice and classroom tools Previously, teachers lacked shared evidence-informed strategies, diagnostic

	assessment tools and structured approaches to scaffold learning. This limited pupils' ability to secure concepts deeply and apply learning independently.
4	Weak foundations in English and Mathematics Early reading, language development, number fluency and core mathematical understanding were not systematically taught through evidence-based methods. Disadvantaged pupils, particularly those with additional needs, therefore struggle with the essential building blocks required for wider curriculum success.
5	Low confidence, resilience and aspiration A significant number of pupils experience low self-esteem and limited support networks. This impacts motivation, independence and their belief in their own success, reducing engagement and their capacity to sustain effort when learning becomes challenging.

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
<p>Closing historical gaps from legacy weak provision</p> <p>Disadvantaged pupils rapidly close foundational knowledge gaps caused by previously inconsistent teaching and curriculum sequencing</p>	<p>Assessment shows accelerated progress from individual starting points. Gaps identified through diagnostics are addressed within the term. Outcomes for disadvantaged pupils move in line with or above national</p> <p>How? PiXL diagnostics, QLA and therapies. DTTR cycle. Curriculum sequencing. Teacher rubric and coaching to strengthen expert instruction</p>
<p>Consolidation and practice beyond lessons</p> <p>Pupils routinely practise and embed new learning, leading to greater fluency and confidence</p>	<p>Increased completion and quality of practice tasks. Improved retention in revisit tests. Pupils demonstrate automaticity in core skills and explain learning with confidence</p> <p>How? IXL tutor-led practice and targeted pathways used consistently across all year groups. Planned revisit and retrieval routines. Home learning aligned to class priorities</p>
<p>Consistent, high-quality classroom pedagogy</p> <p>Teaching is consistently ambitious, explicit and scaffolded so that all pupils, particularly disadvantaged, secure and apply new concepts</p>	<p>Learning walks and book scrutiny show strong modelling, questioning, feedback and practice. Pupils apply knowledge independently. Reduced variation between classes</p> <p>How? Partnership pedagogical model. Great Teacher Rubric. Coaching and CPD. Shared routines for explanation, questioning, scaffolding and embedding</p>
<p>Strong foundations in English and Mathematics</p>	<p>Improved phonics, spelling, handwriting and fluency outcomes. Increased maths automaticity and reasoning. Fewer pupils requiring intensive catch-up</p>

Pupils develop secure literacy and numeracy foundations that enable access to the full curriculum	How? LetterJoin for consistent handwriting development. Pip and Pap for spelling and SPaG. PiXL therapies and tests. IXL structured maths and English skill practice, NumberSense for mathematic improvement and strong sense of number understanding.
Confidence, resilience and aspiration Pupils show improved self-belief, independence and engagement in learning	Pupil voice indicates greater confidence. Increased participation and sustained effort. Reduction in avoidance behaviours. Attendance and outcomes improve How? PiXL assessments to build test familiarity and reduce anxiety. IXL personalised success pathways. Oracy, feedback and relational practice embedded across classrooms

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.

Teaching

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL membership – diagnostics, QLA, therapies and summative testing £2,500 per year	EEF guidance highlights diagnostic assessment and targeted academic support as high impact when embedded in whole class teaching. PiXL enables forensic gap analysis, therapy-based re-teaching and consistent assessment aligned to the national curriculum. The Partnership DTTR model ensures swift diagnosis, teaching and revisit to secure learning. Improves familiarity with tests and pupil confidence	1, 3, 4, 5
IXL whole-school licence – personalised practice and tutor-led pathways (English and Maths) £4,500 per year (Year 1 of 3) £3,000 per year (Year 2 of 3) £3,000 per year (Year 3 of 3)	EEF evidence supports structured practice, feedback and small group or targeted academic support to build fluency. IXL provides immediate feedback, scaffolded progression and teacher monitoring. Supports self-led consolidation and guided intervention, increasing practice time and confidence. Consistent use across all year groups ensures equity of access and sustained skill development	2, 4, 5
LetterJoin handwriting and transcription site licence £1,000 per year	Research shows that automatic transcription frees cognitive load for composition and improves writing quality. Structured, explicit modelling and daily practice improves fluency and stamina. Consistent whole-school handwriting approach reduces barriers for disadvantaged pupils. LetterJoin provides progression, modelling and repetition that align with evidence on deliberate practice	4

Pip and Pap spelling and SPaG programme across KS1 and KS2 £1000 (embedded curriculum resource)	Systematic phonics and spelling instruction are strongly evidenced in EEF literacy guidance. Explicit teaching of spelling rules, morphology and grammar supports long-term retention and writing accuracy. Builds foundational literacy knowledge that disadvantaged pupils often lack	4
NumberSense programme for early maths fluency £900 per year	Oxford University Press NumberSense uses structured, small-step teaching and frequent retrieval to build number sense and automaticity. Aligns with EEF maths guidance which prioritises fluency, multiple representations and systematic practice. Particularly effective for pupils with gaps in foundational understanding	4
Mathematics consultant – targeted training and coaching for staff £1000 per year	EEF implementation guidance shows that high-quality professional development and coaching have greater impact than standalone resources. Builds teacher expertise in modelling, scaffolding, manipulatives and responsive teaching. Strengthens consistency of pedagogy across classrooms	1, 3, 4
Whole-school pedagogical model and teacher rubric – coaching, monitoring and CPD £0 direct cost (staff development time)	EEF identifies high-quality teaching as the most impactful lever for disadvantaged outcomes. A shared instructional model improves explanation, questioning, feedback and practice. Reduces variability between classes and ensures disadvantaged pupils receive consistently strong teaching	1, 3, 4, 5
Structured retrieval, revisit weeks and planned consolidation routines £0 direct cost	Cognitive science (Early Career Framework) and EEF evidence show spaced practice and retrieval improve long-term memory and retention. Ensures learning sticks rather than fades. Particularly important where home learning support is limited	2, 4
Oracy, relational practice and confidence-building approaches embedded in classrooms £0 direct cost	EEF research links oracy and social emotional learning to improved attainment and engagement. Builds vocabulary, self-belief and resilience. Supports pupils to articulate thinking and take academic risks	5

Targeted academic support - Removing barriers first, to enable learning

Budgeted cost: £ 69,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school SEND leadership coaching and specialist support (weekly across the year). Executive Headteacher and SEND leaders access structured coaching, networks and evidence-informed guidance to strengthen provision design, adaptive teaching, intervention	The EEF highlights that high-quality teaching and effective SEND leadership have the greatest impact on disadvantaged pupils. Coaching and sustained professional development are shown to improve teacher practice more effectively than one-off training. Regular expert coaching supports leaders to implement the graduated response, deploy support staff effectively, and use assessment to target need, leading to improved academic progress, attendance and engagement for pupils with additional needs. Building leadership capacity also	1 – Low attainment in reading, writing and maths for disadvantaged pupils with SEND; 2 – High levels of SEMH and complex need; 3 – Inconsistent adaptive teaching; 4 – Attendance and engagement barriers; 5 – Staff confidence

planning and staff capability. (£3,500)	ensures consistency and sustainability across the school.	expertise in meeting complex needs
Targeted multi-strand support through Saints Foundation: (1) Respect, relationships and misogyny prevention programme for boys; (2) Maths and reading intervention groups using multi-modal and practical approaches for SEND learners; (3) Enrichment sports and physical activity programme for disadvantaged pupils to increase engagement and attendance. (£5,000)	Research from the EEF and Public Health England shows that social and emotional learning, physical activity and targeted small-group academic support positively impact attainment, behaviour and wellbeing. Explicit teaching around relationships, respect and positive masculinity supports safer behaviours, improved mental health and readiness to learn, particularly in communities affected by domestic violence. Structured maths/reading interventions using multi-sensory approaches improve outcomes for pupils with SEND. Enrichment sport improves attendance, self-regulation, belonging and motivation, all of which correlate with improved academic progress.	2 – SEMH needs and behaviour; 3 – Low reading/maths attainment for SEND and disadvantaged pupils; 4 – Attendance and engagement; 5 – Wellbeing and safeguarding-related barriers
Peace of Mind wellbeing, yoga and mindfulness specialist (weekly 3.5-hour provision including targeted pupil groups and staff decompression/coaching time). Identifies pupils with emerging mental health needs and provides preventative, therapeutic and regulation-based approaches to enable learning readiness. (£4,433)	Evidence from the EEF and NHS mental health guidance indicates that social and emotional wellbeing, self-regulation and reduced anxiety directly support improved academic outcomes, particularly for disadvantaged and trauma-affected pupils. Mindfulness, movement and therapeutic approaches improve focus, behaviour, attendance and resilience. Early identification of wellbeing needs prevents escalation to exclusion or persistent absence. Staff wellbeing support also improves classroom consistency and quality of teaching.	2 – SEMH and mental health needs; 4 – Attendance and engagement; 5 – Wellbeing and safeguarding barriers to learning
Individual weekly counselling and therapy sessions for identified vulnerable pupils. (£6,000)	Targeted counselling is associated with improvements in emotional regulation, attendance and learning behaviours. Removing mental health barriers enables pupils to engage more effectively in lessons. Early intervention reduces safeguarding concerns and persistent absence.	2, 4, 5
Play Therapy (weekly sessions for 5 pupils). (£5,000)	Play-based therapeutic approaches are recognised as effective for younger children experiencing trauma, attachment difficulties or adverse childhood experiences. Supports communication, emotional expression and behaviour, improving classroom engagement and attainment over time.	2, 4, 5
Specialist Speech and Language Therapy for double-disadvantaged pupils, including direct therapy and staff training. (£17,000 SLA)	Oral language interventions have very high impact for low cost (EEF +6 months). Speech and language competence underpins reading, writing and comprehension. On-site provision ensures consistent access for pupils who do not attend NHS appointments and builds staff capacity to embed strategies daily.	1, 3, 4, 5
SEND teacher each afternoon delivering targeted teaching in units and supporting internal alternative provision	EEF SEND guidance highlights that teacher-led targeted instruction has greater impact than TA-only interventions. Specialist teaching ensures precise diagnosis, scaffolded learning and faster closing of	1, 3, 4

(Stepping Stones) (£25,000)	gaps. Provides high-quality support for pupils with additional and complex needs to prevent widening attainment gaps	
Therapy dogs (Dave and Bryn) to support emotional regulation and responsibility through structured interaction (£0 as belong to DHT)	EEF Social and Emotional Learning evidence shows that regulation, belonging and emotional stability directly influence readiness to learn. Animal-assisted approaches are linked to reduced anxiety, improved behaviour and increased engagement. Teaching pupils to train and support the dogs builds agency, empathy and problem solving	5
Breakfast for every child, every day during registration (cereal, milk, bagels, toast) (Grant funded)	EEF and public health research show that nutrition and readiness to learn are strongly linked to cognitive performance, attention and behaviour. Universal provision removes stigma and ensures no child starts the day hungry. Particularly important where poverty and food insecurity are present. Improves concentration and learning time	5
'Field of Dreams' Monday soft-start sport provision (golf, hockey, gymnastics) (£0 as run by staff)	Attendance data shows Mondays present a risk for absence. EEF attendance and behaviour research shows that belonging, enjoyment and positive starts improve attendance and engagement. Physical activity improves focus, wellbeing and readiness for learning. Team activities strengthen relationships and school connection	5
Free extra-curricular clubs for every child (sport, cooking, art, reading and enrichment) (£0 as run by staff)	EEF enrichment and SEL evidence shows participation in structured activities improves motivation, self-esteem and social skills. Removing cost barriers ensures disadvantaged pupils access the same cultural capital and experiences as peers. Extends learning beyond the classroom and builds aspiration	2, 5
Curriculum trips and visits for every child, every year including London, theatre and fieldwork (£25,000)	Cultural capital and experiential learning are associated with improved vocabulary, background knowledge and engagement. Ofsted and EEF emphasise rich experiences to broaden horizons. Trips linked to curriculum strengthen memory and deepen understanding. Ensures equity of opportunity regardless of family income	1, 2, 5
ELSA-trained teaching assistant providing daily emotional literacy and early intervention support	EEF Social and Emotional Learning guidance demonstrates moderate impact for structured emotional support. Early intervention reduces escalation and lost learning time. Supports pupils returning from weekends or experiencing difficulty to regulate quickly and re-engage with learning	5

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGA governor training and annual subscription – tackling disadvantage, poverty and vulnerability (in-person training plus subscription)	EEF implementation guidance highlights that strong governance and informed leadership are critical to effective strategy and spending decisions. Training increases governors' understanding of poverty, trauma and mental health so that challenge, scrutiny and funding decisions are sharper and better targeted. Regular revisiting keeps disadvantaged pupils at the centre of strategic planning	1, 5
Attendance incentives and rewards, including 'be in it to win it' termly prizes (e.g. bikes) £2,000 per year	EEF attendance research shows that improving engagement and belonging, alongside clear expectations and positive reinforcement, increases attendance. Incentives motivate families and create a culture where attendance is celebrated. Supports early intervention before persistent absence becomes entrenched	5
'I Belong Here' attendance and belonging project for pupils at risk of severe absence	Evidence shows that relational approaches and a sense of belonging improve attendance and engagement. EEF social and emotional learning guidance demonstrates that connection, identity and peer relationships increase motivation and school commitment. Personalised mentoring reduces barriers and strengthens ties to school	5
Joined-up support for travelling families, including expectation-setting, liaison with other schools and education provision when travelling £1,000 per year (staff time and resources)	EEF parental engagement research highlights that clarity of expectations and strong home-school communication improve attendance and outcomes. Coordinated approaches reduce gaps in learning and maintain continuity of education. Prevents pupils from becoming off-roll or severely absent	2, 5
Community events and parent workshops to explain school systems and learning tools (e.g. IXL information sessions)	EEF parental engagement evidence shows that structured support to help parents understand learning approaches has positive impact. Increasing parental confidence with tools such as IXL improves practice at home and extends learning time. Builds partnership and shared responsibility	2, 5
Internal alternative provision – Pathways class for SEMH and high-need pupils £30,000 per year (staffing and resourcing contribution)	EEF behaviour and SEL guidance shows that targeted support, smaller groups and relational practice reduce exclusions and improve outcomes for vulnerable pupils. A calm, structured environment supports regulation, engagement and reintegration. Prevents lost learning time and promotes inclusion	3, 5

Total budgeted cost: £ 134,933

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview

In 2024–25, outcomes for disadvantaged pupils dipped compared with the improved performance seen in 2023 (from taking the school over at this point) and particularly 2024. While this is disappointing at headline level, analysis shows this reflects cohort-specific complexity and mobility, rather than a decline in the quality of provision or the effectiveness of the school's curriculum.

Pupils included in the performance measures have also experienced varying levels of disruption earlier in their schooling due to Covid-19, which continues to affect schools and cohorts differently. This remains an important contextual factor when interpreting trends over time.

National Assessment Outcomes (2025)

Key Stage 2 (Disadvantaged)

Measure	Mason Moor 2025	National Disadvantaged (approx.)	Commentary
Reading	61%	63%	Broadly in line with national
Writing	39%	59%	Below national, cohort impacted by late arrivals
Maths	17%	61%	Significantly affected by Pathways and mobility
R/W/M Combined	17%	47%	Suppressed by small cohort and high SEND complexity

Context behind the 2025 KS2 disadvantaged data

- 68% of the cohort were disadvantaged.
- 4 pupils (all disadvantaged) joined the Pathways SEMH provision in January 2025, having been out of education for extended periods (up to two years). These pupils were assessed at pre-key stage standards and were unable to access the full statutory tests.
- One third of disadvantaged pupils joined the school in Upper KS2.
- Only two thirds were continuously educated at Mason Moor.

When these pupils are removed for internal analysis, attainment rises substantially and sits closer to 2023 levels, suggesting the core offer remains effective.

Comparison with Previous Years

KS2 Disadvantaged Combined Outcomes

- **2023:** 42% (broadly in line with national)

- **2024:** 59% (strongest on record, above national)
- **2025:** 17% (cohort-specific dip)

The three-year picture shows:

- Clear improvement trajectory through 2023–24
- A single-year fall in 2025 linked to mobility and SEND complexity rather than teaching quality

Other National Measures

Phonics (Year 1)

- Headline: 45% expected
- **Adjusted (excluding ARK/EHCP pupils working on Engagement Model): ~70%**
- Year 2 retakes: **67% pass**, above national

This demonstrates:

- Effective early reading teaching
- Strong catch-up intervention for disadvantaged pupils
- Improving foundations for future cohorts

Early Years (GLD)

- GLD: **79%**, above local and national
- Disadvantaged pupils perform in line with peers

This shows:

- Strong early language, phonics and self-regulation foundations
- Positive trajectory feeding into KS1/KS2 over time

Wider Barriers and School Data

Attendance

- Disadvantaged persistent absence remains higher than peers
- Pathways and SEMH pupils show historically disrupted attendance patterns
- Intensive family support and early help now in place

Behaviour and Wellbeing

- SEMH needs increased in 2025 cohort
- Pathways provision improving engagement and readiness to learn
- Fewer exclusions and improved regulation compared with previous years

Engagement

- Strong participation in enrichment, breakfast provision and mentoring
- Improved pupil voice and belonging measures

Evaluation of Strategy Impact

The previous pupil premium strategy successfully:

- Raised GLD outcomes
- Improved phonics outcomes
- Increased KS2 combined from 44% (2023) to 57% (2024)
- Narrowed gaps for disadvantaged pupils

The 2025 dip reflects:

- Late admissions – due to high mobility and volatility of schools admissions
- High SEND/SEMH complexity
- Pupils with extended periods out of education

What is working well?	What needs further refinement through this strategy?
<ul style="list-style-type: none"> ✓ Early Years outcomes ✓ Phonics and early reading ✓ Reading progress for continuously enrolled pupils ✓ Inclusion and SEMH support ✓ Targeted catch-up interventions (evidenced by Year 2 phonics retakes) 	<ul style="list-style-type: none"> ⚠ Mobility in Upper KS2 limits long-term curriculum impact. This will continue as the SEN unit has been changed (by the LA to just Y5/6 and more children join at risk of PEX in the Spring term with only weeks to SATs tests) ⚠ Maths reasoning at KS2 ⚠ Attendance and persistent absence for disadvantaged pupils ⚠ Writing attainment at expected standard

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
<p>Leading Together Programme (3-year school improvement and leadership coaching model focused on improving outcomes in disadvantaged communities and schools previously judged Requires Improvement)</p> <p>The Teach First <i>Leading Together Programme</i> supports leadership capacity, coaching and implementation of evidence-informed improvement strategies, strengthening teaching quality and outcomes for disadvantaged pupils across the school.</p>	Teach First
<p>Outdoor Learning and Gardening Curriculum Development (whole-staff training, curriculum planning support and practical horticulture education using lodge, forest school and polytunnel)</p>	Hampshire County Council

<p>spaces to enhance wellbeing, engagement and experiential learning)</p> <p>The Hampshire outdoor learning and gardening programme improves pupil engagement, attendance, wellbeing and oracy, while providing practical, real-world learning experiences that particularly benefit disadvantaged and SEMH pupils.</p>	
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Further information

Our pupil premium strategy is rooted in the belief that improving outcomes for disadvantaged pupils is not a separate strand of work, but integral to whole-school improvement. The majority of our disadvantaged pupils also experience additional barriers including SEND, SEMH needs, attendance challenges, mobility and language development needs. As a result, our approach focuses first on strengthening universal provision and teaching quality, then layering targeted and specialist support where required.

Strategy planning and implementation

The strategy is informed by:

- the EEF Guide to the Pupil Premium
- national assessment outcomes and internal tracking
- attendance, behaviour and safeguarding data
- SEND and SEMH profiling
- professional dialogue with staff, pupils and families

Priorities are reviewed termly by the Executive Headteacher, SENCo and senior leaders, with regular monitoring through pupil progress meetings, learning walks, book looks and intervention reviews. Funding decisions are based on evidence-informed practice and evaluated for impact and sustainability.

We place particular emphasis on:

- high-quality teaching and adaptive practice for all pupils
- early identification of need through assessment and graduated response
- removing barriers linked to wellbeing, attendance and engagement
- building staff expertise through coaching and professional development

Evaluation

Impact is evaluated through:

- termly attainment and progress data
- phonics and reading diagnostics
- attendance and persistent absence trends
- behaviour and exclusion data
- pupil voice and wellbeing measures
- case studies for pupils accessing targeted provision

Where provision does not demonstrate impact, it is refined or ceased. This ensures funding remains tightly focused on approaches that improve outcomes.

Wider activity not dependent on pupil premium funding

Support for disadvantaged pupils is also strengthened through a number of whole-school initiatives funded through core budgets or partnership working, including:

- strengthened curriculum design with a focus on reading, oracy and vocabulary development
- structured phonics and early reading approaches embedded from EYFS
- whole-school behaviour and relational practice training
- leadership development through Teach First's Leading Together programme
- inclusive SEND provision, including Pathways and The Ark specialist environments
- enrichment opportunities, trips and experiences to broaden cultural capital
- close multi-agency working with health, social care and community services

These approaches ensure that disadvantaged pupils benefit from strong universal provision, with targeted funding used to enhance and accelerate progress rather than replace core entitlement.

Summary

Although outcomes for disadvantaged pupils in 2025 dipped at KS2 due to an atypical cohort with high mobility and complex SEMH need, trends in earlier phases (EYFS, phonics and reading) show improving foundations. We remain confident that our strategy is addressing the right barriers and that sustained implementation will continue to raise attainment and narrow gaps over time.