

Pupil premium strategy statement

School overview

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 effect that last year's spending of pupil premium had within our school.

Pupil Premium funding was initially launched in 2011/12 by the then coalition government, and is money is given to schools based on the numbers of pupils who are eligible for Free School Meals (FSM). At Manor Leas Junior Academy, we are completely committed to enhancing pupil achievement and wellbeing for all pupils, irrespective of their personal circumstances. We hold the same high ambitions for all pupils in our school and strive to use our pupil premium funding to remove any barriers to high attainment and engagement.

We seek to meet the needs of all of our pupils through careful analysis of progress data on a termly basis. We then follow the EEF's tiered approach to pupil premium funding (April 2022) to firstly ensure quality first teaching for all, and design structured, targeted academic or pastoral interventions as appropriate.

We ensure wider initiatives are in place to support families with wider aspects of school life. Please see below for a detailed analysis of the three-year strategy.

Detail	Data
School name	Manor Leas Junior Academy
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	72 children (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 – 2026/2027 - 2027/2028
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027

Statement authorised by	Mrs Sandbrook (Headteacher)
Pupil premium lead	Mr G Scott (Deputy Head)
Governor / Trustee lead	Rob Pitman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,600
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,600

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP and research evidence (EEF). This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Use effective CPD to ensure consistent high-quality teaching and learning across the school
- Having a whole-school ethos of attainment for all
- Addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- Providing a broad, bespoke and engaging curriculum
- Use robust pupil progress data to inform the planning of interventions and provision
- Deploying staff effectively whether teaching or support staff
- Addressing non-academic barriers to attainment such as attendance and attitudes to learning
- Improving the uptake of extra-curricular opportunities and providing wider curriculum enrichment opportunities
- Regular close monitoring of the effectiveness of interventions / whole school programmes to ensure that they are having a measurable impact on attainment and attitudes to learning

Challenges

As a junior school, we identify that many academic and cognitive barriers faced by disadvantaged pupils are present on entry in Year 3 and are beyond the school's control. Through robust entry assessment, these barriers are identified early and inform targeted intervention, curriculum adaptation and ongoing support to ensure pupils can access and make progress within the KS2 curriculum.

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

Challenge number	Detail of challenge
1. Well-being, social and emotional skills	Providing targeted pastoral support and nurture for vulnerable pupils is a vital element of the school's in-school provision. Through assessment, observation and ongoing dialogue with pupils, alongside appropriate engagement with families, a range of social and emotional needs have been identified. For some pupils, these needs impact their readiness to learn, resulting in reduced resilience, perseverance and self-esteem. Enhanced pastoral support is therefore required to enable these pupils to regulate their emotions, build confidence and engage positively with learning. This support aims to ensure that pupils can access the curriculum confidently, successfully and without anxiety, in line with their peers. As an indication of the level of need within the school, at the beginning of 2026 approximately 50 pupils (around 20% of the school population) were receiving additional in-school provision to support social and emotional needs. Of this group, 32% were disadvantaged pupils, with support primarily delivered through targeted small-group and individual interventions.
2. Attendance	A potential risk is that, due to more challenging life circumstances and historically lower aspirations, disadvantaged pupils may experience greater barriers to learning and lower attendance than their peers. Given the well-established link between attendance and attainment, it is essential that high expectations and aspirations are consistently maintained for this group. Over the previous three-year strategy period, overall attendance improved year on year and remained consistently above national averages, including for persistent absence. However, attendance for disadvantaged pupils continues to be lower than that of non-disadvantaged pupils and therefore remains a key priority and ongoing focus for the school.

	Attendance data over the past three years shows that attendance for disadvantaged pupils has remained between 1% and 1.5% above national figures. In 2024/25, attendance for disadvantaged pupils was 94.1% (92.6% national figure), compared with 96.7% for non-disadvantaged pupils. Encouragingly, persistent absence among disadvantaged pupils has reduced over the same period, falling from 25% to 19.1%. This improvement exceeds the national reduction, which decreased from 29.3% to 24.4%. Despite this progress, persistent absence for disadvantaged pupils remains significantly higher than for non-disadvantaged pupils, where rates ranged from 6.5% to 2.4% over the same period.
3. Enrichment experiences	Disadvantaged pupils across the school often have more limited access than their peers to a range of cultural and enrichment experiences, including visits to galleries, museums and exhibitions, as well as participation in sports provision and music tuition. These experiences play a significant role in developing pupils' vocabulary, background knowledge and opportunities for personal development. As a result, disadvantaged pupils may have reduced opportunities to develop cultural capital when compared to their non-disadvantaged peers. While a range of provision is already in place, the school recognises the ongoing need to continue to identify and develop further opportunities to enhance pupils' cultural capital.
4. Communication and language skills	Poor levels of vocabulary and limited experiences of literacy and literature are more prevalent among disadvantaged pupils than among their peers. Exposure to language-rich environments and a broad range of language contexts prior to entry to the academy is less common for this group. As a junior school, many disadvantaged pupils enter the academy in Year 3 already below age-related expectations, often with significant gaps in their phonic knowledge. Entry assessments indicate that, on average, approximately 25% of the Year 3 cohort requires targeted phonics catch-up intervention each year; in 2025, 46% of this group were disadvantaged pupils. Baseline cognitive ability testing further highlights this gap, with average verbal reasoning SAS scores of 97.5 for non-disadvantaged pupils compared to 90.4 for disadvantaged pupils. This is reflected in the school's internal Year 3 data, where 33% of non-disadvantaged pupils are below the expected standard on entry for reading, compared with 73% of disadvantaged pupils. Although this gap narrows as pupils progress through the school, a difference in attainment persists and therefore remains a key focus for targeted support and intervention.
5. Number fluency	End of KS2 outcomes for all pupils show mathematics attainment to be slightly below national averages. Within this, attainment for disadvantaged pupils remains below that of their non-disadvantaged peers. This pattern is evident year on year, particularly within the Year 3 intake, where a notable gap in number fluency is identified on entry. Baseline cognitive ability testing further reflects this disparity, with average quantitative (numerical reasoning) SAS scores of 102.4 for non-disadvantaged pupils compared to 92.2 for disadvantaged pupils. This is consistent with the school's internal Year 3 data, which shows that 36% of non-disadvantaged pupils are below the expected standard on entry, compared with 63% of disadvantaged

	pupils. Although this gap narrows as pupils progress through the school, a difference in attainment remains and continues to be a key focus for targeted support and intervention.
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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
Improved maths attainment for disadvantaged pupils at the end of KS2.	Over the previous three-year period, an average of 58% of disadvantaged pupils achieved the expected standard, compared with 60% nationally. Outcomes for 2027/28 aim to increase this to more than 60% for disadvantaged pupils, bringing attainment closer to the school's current three-year average for all pupils of 69%. This would support a continued narrowing of the three-year average attainment gap when compared with national non-disadvantaged pupils, whose current three-year average stands at 80% (a gap of -22 percentage points). Over the previous three-year period, this gap has reduced from -26 to -20 percentage points in 2025.
Improve maths attainment at the higher standard for disadvantaged pupils at the end of KS2	KS2 mathematics outcomes will show that more than 20% of disadvantaged pupils achieve the higher standard, and that attainment for all pupils is at least in line with national averages (2025 national figure: 26%).
Sustained and improved attainment in the combined areas of reading, writing and maths by the end of KS2	Over the previous three-year period, an average of 52% of disadvantaged pupils achieved the expected standard, compared with 46% nationally. Outcomes in 2027/28 aim to show that more than 59% of disadvantaged pupils achieve the

	expected standard, which would be above the current 2025 figure for all pupils in Lincolnshire 58.5% (nationally 62%).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Success will be demonstrated through improved pupil wellbeing, evidenced by increased emotional regulation, resilience and engagement in learning; positive pupil voice and survey outcomes; improved attendance and behaviour data; effective use and impact of pastoral interventions; and increased participation of disadvantaged pupils in wider school life. Children will have been supported by a three-tier system: tier 1 - well-being embedded as part of the whole school curriculum; tier 2 - targeted support to address specific issues, making use of internal support strategies such as, emotional coaching 'ELSA' and outdoor nurture programme; tier 3 - supporting children through working with external providers, healthy minds, counselling and mental health support etc.
The school provides disadvantaged pupils with equitable access to structured, language-rich opportunities that explicitly develop vocabulary, spoken language and confidence in communication across the curriculum.	Assessments and observations will demonstrate significantly improved oral language among disadvantaged pupils. This will be evidenced through triangulation of lesson engagement, pupil voice and ongoing formative assessment. Consistent teacher benchmarks will be evident across the school, including high expectations for oracy, explicit teaching of spoken language, valuing every pupil voice, purposeful use of talk to deepen learning, and systematic evaluation of pupils' progress in oracy. Pupils will have developed the confidence and skills to articulate mathematical thinking clearly and accurately through purposeful classroom talk. Regular, structured opportunities for mathematical discussion will enable pupils to explain reasoning, justify methods and listen actively to others, resulting in deeper understanding, stronger collaboration and improved mathematical reasoning.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28, demonstrated by: Overall attendance for disadvantaged pupils (FSM6) in 2024/25 was 94.1%, which is 1.5 percentage points above national figures. Attendance for non-disadvantaged pupils was 96.7%. Over the strategy period, the school aims to sustain attendance for disadvantaged pupils above national averages and further reduce the attendance gap with non-disadvantaged pupils from the current 2.6 percentage points to below 1.5 percentage points. The percentage of pupils who are persistently absent will fall below 10% overall. Persistent absence among disadvantaged pupils will continue its downward trajectory and be sustained at least 5 percentage points below national disadvantaged figures, with a clear ambition to reduce this gap further over the course of the strategy period as attendance support and early intervention approaches embed.
All pupils eligible for pupil premium engage in meaningful sporting and cultural activities through our enrichment programme. Additional enrichment experiences are promoted which develop an understanding of different cultural contexts, allowing them to access the full range of social and cultural capital on offer at the school.	Through our enrichment programme, all pupil premium children can participate in enrichment clubs. Pupil premium children participate in residential, school trips and experiences. Pupil voice and staff feedback will evidence increased confidence, engagement and awareness of wider cultural experiences among pupil premium pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Regular in-house and external professional development is provided to support high-quality teaching and learning, including, for example, training in adaptive teaching. Release time is allocated to enable teachers to refine pedagogical practice, strengthen curriculum design and further develop their subject expertise. Teachers are allocated cover time to access NPQ qualifications, strengthening pedagogical expertise and supporting more consistent, high-quality teaching for disadvantaged pupils.	• High-quality professional development can help boost attainment. Commissioned by Wellcome, a study by Ambition Institute and the Education Policy Institute found that 35 hours of high-quality continuing professional development a year could improve pupil outcomes almost as effectively as having a teacher with 10 years' experience in the classroom. The study also found that quality CPD improves teacher retention. • The DfE 2023/24 evaluation of the NPQ programmes revealed: • Participation: By 2023/24, 17.1% of the state school workforce had started a reformed NPQ. • Skills and Knowledge: 85% of participants reported significant improvements in their leadership skills and knowledge • Confidence: 78% of participants felt more confident in their roles after completing the NPQ • Career Progression: 65% of participants noted increased aspirations and opportunities for career advancement • School Impact: 70% of schools reported improvements in leadership and teaching practices	4,5

CPD via education consultant for all KS2 teachers to ensure high quality teaching and assessment in writing.	- Pupil Outcomes: 60% of schools observed positive changes in pupil outcomes as a result of enhanced teaching and leadership skills Feedback and collaborative learning approaches both show very high impact within EEF current research. Training and release time to ensure teachers are able to deliver quality first teaching around these key areas. EEF Effective Professional development https://www.keystoneassessment.org/	
Effective Maths Mathematical fluency training for all staff via staff meetings and CPD development days.	NCETM Reasoning Through Talk NRICH - Developing Number Fluency - What, Why and How Ofsted's Research Review Series: Mathematics <i>emphasises that pupils need to be fluent with relevant facts and methods before applying them in problem-solving contexts, supporting the importance of explicit fluency teaching in number and calculation across KS2.</i>	5
Technology software to support diagnostic assessment. Insight data handling software / including provision mapping, parental reports and individual support plans	Use of programme provides clear data sets for senior leaders, subject leads, and class teachers. The system allows close tracking of pupil progress across subjects and within specific groups. Data sets, alongside other diagnostic tools, enables meaningful pupil progress	1,2,4,5

	meetings and potential subsequent interventions and support plans.	
GL assessment (Changed to Quest assessment) Provides an online suit of assessments which can be used to track progress and attainment as well as providing useful diagnostic data and information.	• https://www.questassessments.com/why-quest	1,4,5
Provision Map and Class Charts Provision Map shows <i>what</i> support is given, and Class Charts helps manage daily behaviour and achievement, with the two systems linking to provide a full picture of student support and progress.	• Case Studies	1

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

Budgeted cost: £21,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of oral language approaches. These might include: • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary;	EEF toolkit +6 months • Improve academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. • Improves literacy development. The EEF literacy reports show that through structured classroom talk	4

- the use of structured questioning to develop reading comprehension; and - the use of purposeful, curriculum-focused, dialogue and interaction.	students, and particularly pupil premium students, literacy outcomes improve. - Increase confidence and wellbeing, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen. - Equip students to thrive in life beyond school helping them to progress, access employment and engage in civic life. Successive employer surveys and reports from industry bodies such as the CBI, CIPD and IoD have highlighted the value businesses place on employees' communication skills. - Narrows gaps enabling disadvantaged students to fulfil their potential and shrink the language gap between them and more advantaged peers. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Reading development <i>Accelerated Reader</i> Teachers ensure that: Engaged time is a minimum of 30 minutes daily. Comprehension - 90% or more of students have 85% or higher average percent correct on their Reading Practice Quizzes. Independent reading - 80% of points earned are from independent reading practice.	Main findings from 2017 Special Report (Accelerated Reader). Whether we examined students by grade or populations of interest (struggling readers, English learners, and students in free- or reduced-lunch programs), independent reading practice with Accelerated Reader was associated with better student performance and higher levels of annual growth. These positive outcomes increased the better the program was implemented.	4
Online learning programme <i>Learning by Questions</i>	EEF guidance report: Using digital technology to improve learning. LBQ has proved to be successful across the statements:	5

Weekly reports to show that teachers are utilising question sets in English, Maths and Science to support learning and mastery. Targeted intervention of individuals and small groups to use the programme to support learning.	“To improve learning, technology must be used in a way that is informed by effective pedagogy.” “To date, technology has been most effective when it is used to supplement or enhance teaching, rather than to replace it.” “Teachers can use technology to increase the benefits of practice to improve fluency or retention of information.” “If technology is used to make assessment more efficient & effective, this can also help to reduce teacher workload.”	
Phonics support. Provide targeted, structured interventions to children across school focusing especially on year 3. Interventions to be monitored for impact.	• EEF small group tuition +4 months • Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the funding successfully. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
Maths Intervention Third Space Learning is a targeted intervention programme providing personalised 1-to-1 online maths tutoring to help close attainment gaps by addressing individual misconceptions and building confidence in line with the curriculum. Learning by Questions – in class and homework access. Pupils have targeted question sets to support their arithmetic and reasoning development.	• Case Studies • Learning by Questions	5

Pre-teaching intervention for Maths	• EEF guidance on improving mathematics in Key Stages 2 and 3 emphasises the importance of building on pupils' prior knowledge, carefully sequencing learning and reducing cognitive load so that pupils can access and benefit from high-quality whole-class teaching. Pre-teaching key concepts and vocabulary supports this approach by preparing disadvantaged pupils for new learning.	5
Teaching and learning programmes to accelerate progress in Grammar and Spelling Daily programmes used to enhance the children's knowledge and fluency in grammar and spelling.	Active English and Active Spelling to develop fluency and knowledge in each subject. • UKLA statement on teaching grammar • MLJA Case Study • L.E.A.D active	4
Reading Fluency intervention	• Research and national guidance support the use of targeted reading fluency interventions for pupils who struggle to read with automaticity. The EEF Improving Literacy in Key Stages 1 and 2 guidance emphasises the importance of fluent reading - including accurate decoding and automaticity - as part of a comprehensive approach to reading. The DfE Reading Framework further highlights that fluent word recognition supports comprehension by freeing up working memory for higher-order processes. Targeted reading fluency support helps disadvantaged pupils to access texts with confidence, improve comprehension and engage more fully with the wider curriculum.	4
Writing Development	• Case studies	4

Implementation across KS2 of a new structured writing curriculum: Pathways to Write		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing and Mental Health Embedded within the curriculum children and teachers will use the following programmes to further empower children to make the right choices, feel empowered and have a voice: MyHappyMind 1decision , Votes for Schools and regular planned PSHE/circle time.	• EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) • https://myhappymind.org/about/	1
Outdoor Nurture Programme	• As part of the school's in-school wellbeing provision, a targeted outdoor nurture programme supports pupils, particularly those who are disadvantaged, to develop emotional regulation, resilience and confidence. Through structured outdoor learning experiences, pupils are supported to reduce anxiety, build positive relationships and improve readiness to learn, enabling them to access the curriculum more confidently and successfully.	1

	• Natural England	
ELSA – to support and nurture children’s emotional intelligence Regular group/individual intervention by trained TA’s	• ELSA intervention • Studies exploring ELSA’s impact report that pupils value the supportive space provided and demonstrate improved emotional literacy, confidence and coping strategies following intervention. Qualitative evaluations indicate that ELSA support can contribute to enhanced emotional regulation and pupil wellbeing.	1
Parent/pastoral support advisor Teachers use weekly disadvantaged pupil meetings and tracking documentation to identify pupils who may require additional pastoral support. Where appropriate, referrals are made to the Pastoral Support Advisor, and discussions are held to determine the most effective next steps. This may include targeted in-school pastoral provision or engagement with appropriate external services to provide additional support for individual pupils and families.	• EEF Working with parents to support children’s learning.	1,2
Improved attendance Improving the attendance and persistent absentee issues of disadvantaged children. Teachers to embed principles of good practice set out in the DfE’s Improving School Attendance advice.	• The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. • Working together to improve school attendance 2022 • Summary table of responsibilities for school attendance 2022	2

	• Improving attendance: good practice for schools and MATs (webinars) • Behaviour in schools: advice for headteachers and staff 2022 • SEND Review: Right support, Right Place, Right Time	
Enrichment Opportunities Teachers to plan for and utilise curriculum enrichment opportunities to motivate, engage and support learners. Teachers to use tracking document to ensure coverage across the year groups and the curriculum. Where identified, extra funding support can be put in place to enable all children to access the school's planned enrichment opportunities.	• Interest and engagement noted on Challenge Partner QA reports of how the children respond to our bespoke curriculum offer and enrichment opportunities. • Centre For Young Lives	3
Wrap around care Teachers will be solutions focused so that children are able to attend the school's extra-curricular provision. Wrap around care via the school's 'Phoenix Den' will have increased its provision with teachers and pastoral staff targeting individuals who would benefit from this provision. WAC 'curriculum' and provision is alignment to MLJA's RISE values of Respect, Inspire, Sore, Engage.	• Evidence through discussions with teachers and support staff to how our wrap around care provision is positively impacting on individuals. Children are more settled in the morning and ready to learn. They feel more a part of our school community.	2

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. We have analysed the performance of our school's disadvantaged pupils during the 2025/26 academic year using key stage 2 performance data and our own internal assessments. We have reviewed and updated the strategy to cover the second year of the our three year plan.

Intended Outcome	Year 1 Review	Evidence Used	Next steps
Improve maths attainment for disadvantaged pupils at the end of KS2	<i>In year data for years 3 and 4 maths attainment and progress for PP is in line or above their non-pupil premium peers. The attainment for these groups show they are in line or above the 69% strategy target. Year 5 the attainment and progress data is currently below their peers and below target.</i> <i>Strategy: Thirds Space Learning intervention – over the period, 71% of the PP children who took part in the intervention made progress compared to 76% non-pp children. This data shows evidence of the strategy having impact.</i> <i>The four 'Effective Maths' CPD development days, to support the introduction of daily Effective Maths fluency sessions, has shown a marked improvement in the children's fluency. The Y4 Multiplication Tables Check (MTC) showed another year-on-year improvement, with 37% of the cohort achieving full marks and the average score rising from 21 to 22.9 – both above national figures. PP and non-PP average scores were comparable, with both groups above national averages.</i>	<i>KS2 outcomes, GL Maths assessment, pupil progress meetings, work scrutiny</i>	<i>On top of the 4 development days we have had this academic year, to continue with Fluency CPD training into 26/27</i> <i>Continue to allocate dedicated time to fluency teaching (3 to 4 sessions per week).</i> <i>Continue with Third Space Learning Maths interventions. It has been mainly targeted at Y6; however, we plan to open this out to enable more children from other year groups to access this resource.</i> <i>Continue with Freckle Maths (homework) and Star maths assessment. Change from GL to Quest assessment which was trialled with Y6 in the Summer term. More granular data in the programme is</i>

			available to support teachers in identifying gaps and next steps.
Improve maths attainment at the higher standard	For the 2025/26 Y6 leaving cohort, 16.7% of disadvantaged pupils achieved the greater depth standard in maths (4 of 24), against 31.8% of non-disadvantaged peers (14 of 44) and 26.5% for the cohort as a whole. Within the disadvantaged group, greater depth was more common among pupils without SEND (20.0%, 2 of 10) than those with SEND (14.3%, 2 of 14), consistent with the pattern seen in combined outcomes above. This maintains broadly the same picture as last year, and includes two pupils with identified SEND achieving the higher standard. In-year data shows Year 4 currently exceeds the strategy's 20% target for greater depth, whilst Years 3 and 5 remain below this ambition. Lesson observations and assessment information demonstrate increasing confidence amongst teachers in providing challenge through reasoning and problem solving. The next phase of the strategy will focus on extending these approaches consistently across all year groups to increase the proportion of disadvantaged pupils achieving greater depth by the end of Key Stage 2. Children achieving the greater depth standard is above the 20% in Y4 but below in years 3 and 5. However, in Y3 pupils achieving the expected standard as improved from 38% to 56% and 2 pupils are now working at the GDS standard and Y5 is has on, one metric, achieved 21% working at the GDS standard.	Teacher assessment, GL Maths, lesson observations	Use in-year Quest data to identify disadvantaged pupils close to the greater depth threshold (scaled score approximately 105–109) and provide targeted reasoning and stretch work for this group, alongside existing catch-up intervention. Extend Effective Maths CPD to explicitly include depth and reasoning strategies alongside fluency, since the fluency-focused strategy has driven EXS+ progress but has not yet moved the disadvantaged GDS figure. Include an explicit disadvantaged-pupil greater depth measure at pupil progress meetings for 2026/27, tracked separately from the existing EXS+ target.
Improve combined outcomes in reading, writing and maths	Year 6 outcomes for the 2025/26 leaving cohort show 25% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined (6 of 24 pupils), against 63.6% of non-disadvantaged peers (28 of 44) and 50.0% for the cohort as a whole. The same pattern is seen in the individual subjects: reading 37.5%, writing 45.8%, maths 50.0%.	Internal assessment, KS2 outcomes, progress meetings	Track disadvantaged pupils without SEND as a distinct group at pupil progress meetings, since a genuine gap (40.0% against 69.4% for non-disadvantaged peers) remains for this

	<i>Context:</i> A substantial part of this gap reflects the composition of this year's disadvantaged cohort. 14 of the 24 disadvantaged pupils (58%) have an identified SEND need (SEN Support or EHC Plan), and combined outcomes for disadvantaged pupils without SEND were considerably higher, at 40.0% (4 of 10), than for disadvantaged pupils with SEND, at 14.3% (2 of 14). 7 of the 24 disadvantaged pupils (29%) also joined the school after the normal Year 3 entry point, limiting the time available to close gaps for this group. Even accounting for SEND composition, disadvantaged pupils without SEND (40.0%) remained below non-disadvantaged pupils without SEND (69.4%), indicating a genuine attainment gap beyond that explained by SEND alone. Average attendance for disadvantaged pupils in this cohort was 91.1%, against 96.7% for non-disadvantaged peers, which is likely to be a contributing factor alongside SEND and mobility. Evidence from younger year groups is more positive, and supports reading as the right area of strategic focus. Years 4 and 5 disadvantaged pupils currently have an average reading standardised score of 103, whilst Year 3 pupils have moved from 88 at entry to 93. Targeted phonics intervention has also been highly effective: of the 13 disadvantaged children who required phonics intervention at the start of the year, only 3 still need continued support. In response, the Year 2 strategy will include whole-class Book Talk, strengthening the implementation of Reading Fluency, and enhancing targeted interventions to accelerate progress for disadvantaged pupils, while maintaining the school's established approach to explicit vocabulary instruction.		group even once SEND composition is accounted for. Prioritise reading within this combined measure, as the lowest-performing subject for disadvantaged pupils (37.5%), linking directly to the whole-class reading comprehension approach currently in development (Book Talk). Review whether a specific induction and catch-up pathway for disadvantaged pupils joining after the normal Year 3 entry point (29% of this year's group) would support combined outcomes specifically.
Improve wellbeing and emotional resilience	In terms of the PP children that have taken part in ELSA this year, the evidence shows a significant positive impact with 95% of the children recording positive outcomes from their pre and post assessments. From the school's PASS survey, 68.4% of the pupils showed an increase in their scores from the beginning of the year in the category questions of 'Learner's Self Regard.'	Attendance, behaviour, ELSA records, pupil voice, pastoral records PASS assessment	Continue with targeted ELSA support and My Happy Minds to improve wellbeing and emotional resilience.

	Across the whole group of 68 pupils, the number of pupils with a 'well below' score in the category of 'Learner's Self Regard' was 12 at the beginning of the year. This had reduced to 9 at the end of the year.		
Develop communication and language skills	Improving communication and language has remained a consistent whole-school priority through explicit vocabulary instruction, structured classroom talk and increased opportunities for pupils to explain their thinking across the curriculum. Monitoring activities indicate that these approaches are becoming increasingly embedded within classroom practice, with pupils demonstrating greater confidence when articulating their ideas and using subject-specific vocabulary. Whilst implementation has been strong, leaders recognise that measuring long-term impact on pupils' spoken language requires continued evaluation. During Year 2, monitoring will place greater emphasis on evidencing improvements in pupils' vocabulary acquisition, confidence and quality of classroom discussion.	Learning walks, book scrutiny, pupil voice, lesson observations	Embed consistent oracy routines (structured questioning, discussion structures) across KS2, prioritising classes with higher proportions of disadvantaged pupils. Build explicit vocabulary development routines into Book Talk as it is finalised, reflecting the evidence link between oral language work and reading and writing outcomes. Establish a baseline measure for language skills on entry, particularly for pupils joining after the normal Year 3 entry point, so gains can be tracked over time. Monitoring to focus on the fidelity of explicit vocabulary instruction, disciplinary vocabulary, purposeful partner talk and mathematical discussion, and on opportunities for pupils to articulate and justify their thinking, ensuring these approaches have sustained impact on disadvantaged pupils specifically.
Improve attendance and engagement	Attendance for disadvantaged pupils has been a consistent focus throughout 2025/26, reviewed weekly and formally considered at end-of-term pupil progress meetings alongside academic data, with a range of strategies in place and adapted throughout the year in response to individual pupil and family circumstances.	Attendance data, persistent absence, family support records, KS2 outcomes	Continue weekly attendance monitoring and end-of-term pupil progress review for all disadvantaged pupils, maintaining the current range of strategies and family engagement work through 2026/27. For the small

	Whole-school data confirms the pattern seen in the Year 6 leaving cohort reflects the wider school. Disadvantaged pupils (68 pupils, Ever6 FSM) averaged 90.8% attendance in 2025/26, against 96.4% for non-disadvantaged pupils (199 pupils) – a gap of 5.6 percentage points, wider than the 2.6-point gap in 2024/25. This whole-group average, however, masks considerable variation: five disadvantaged pupils – all with identified SEND, several linked to EHC plans or part-time timetables agreed as part of their provision – have attendance below 80% despite significant and sustained support, and this small group has a disproportionate effect on the overall figure. Excluding these five pupils, average attendance across the remaining 64 disadvantaged pupils is 93.1%, narrowing the gap to non-disadvantaged pupils to 3.3 percentage points. Persistent absence for disadvantaged pupils overall has also risen, from 19.1% last year to 27.9% this year, reversing the improving trend reported over the previous three-year strategy period; the same small group of pupils with complex, often SEND-related needs contributes significantly to this figure. Attendance has shown to be a strong predictor to pupil outcomes so remains a high priority.		number of pupils whose very low attendance is linked to complex SEND needs or agreed part-time timetables, continue to address this primarily through SEND-specific and multi-agency routes alongside the SENCo. Separately, of the 16 disadvantaged pupils who met the DfE penalty notice threshold this year, 8 were in Year 6 and have now left the school; prioritise early, targeted family support in 2026/27 for the 8 who remain on roll (currently Years 4–6), half of whom also have identified SEND.
Increase participation in enrichment opportunities	The school continues to offer a comprehensive range of curriculum experiences, including residential. For example, this year, disadvantaged pupils were offered a funded place to take part in a boxing club and a DJ club with the Noise Academy. For two terms, all children have taken part in weekly extra enrichment opportunities – each term there is an offer of 13 different clubs run by teachers. These include activities such as: TasteEd, sign language, ballet.	Participation records, pupil voice, trip attendance	Continue with the current in school enrichment sessions. Spotlight clubs for disadvantage pupils, removing barriers to increase engagement. Continue with monitoring uptake of opportunities. Gather pupil voice regarding preferences and potential barriers to access.

Overall evaluation

Across this year's review, a consistent pattern emerges: disadvantaged pupils' outcomes are shaped substantially, but not entirely, by the overlap between disadvantage, SEND and attendance. In each of maths, combined reading, writing and maths outcomes, and attendance, accounting for SEND composition explains a meaningful part of the gap to non-disadvantaged peers. Attendance stands out

as a predictor of attainment across the cohort, reinforcing attendance work as a priority. Wellbeing provision (ELSA, PASS) shows clear positive impact and should continue. For 2026/27, priorities are: sustaining fluency and extending reasoning and depth work in maths; strengthening reading and oracy provision as combined outcomes and communication priorities; and continuing targeted, individualised attendance support for the small group of pupils with the most complex needs, alongside whole-cohort attendance monitoring.