

Pupil premium strategy statement 2026 – 2027

Trotts Hill Primary School



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	229 September 2026
Proportion (%) of pupil premium eligible pupils	10% (26) 22 R-Y6 2024 – 2025 12% (27) 26 R-Y6 2025 – 2026 10% (23) 21 R-Y6 2026 – 2027 (2 pupils EYPP in Nursery)
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)	2024 - 2027
Date this statement was published	September 2024 September 2025 September 2026
Date on which it will be reviewed	July 2025 July 2026 July 2027
Statement authorised by	Liz Evans, Headteacher
Pupil premium lead	Hannah Ward
Governor / Trustee lead	Liz Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024 – 2025 £32,560 +£1200 EYPP

	2025-2026 24 x £1,515 = £36,360 +£342 EYPP+ £2,630 PLAC 2026 – 2027 21 x £1,550 = £32,550 +£655.50 EYPP + £2690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	2024-2025 £3376 2025-2026 £0 2026 – 2027 £0

Part A: Pupil premium strategy plan

Statement of intent

It is Trotts Hill's vision that "everyone in the school community has the opportunity to learn in an environment full of excitement and fun, so they can grow up to be lifelong learners and assets in the community, society and world they live in". Trotts Hill has high expectations and aspirations for all pupils, including disadvantaged, whereby each child is fully supported with opportunities and provision to meet their individual goals and dreams. We thrive to understand each disadvantaged child individually, giving targeted support and challenge. We aim to ensure accelerated progress in their learning and their wellbeing, resulting in happy, healthy and confident children. Trotts Hill strives to diminish the difference in attainment and progress between disadvantaged and non-disadvantaged learners within a caring, secure and safe environment.

Challenges

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

Challenge number	Detail of challenge
1	The number of pupils who are in receipt of Pupil Premium and also on the SEND register.
2	Pupils with specific social and emotional needs which impact their learning.
3	Pupils with specific communication and language needs which impact their learning.
4	Access to high quality models of communication and language at home.
5	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
6	Complex family situations for many of our PP children.

Intended outcomes

This explains the outcomes we are aiming for **2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure that disadvantaged pupils with SEND receive the support they require to access learning – 47.8% of disadvantaged pupils have SEND (11/23). Four disadvantaged pupils have an EHCP, with 2 more pupils in need of one. The strong correlation between disadvantaged pupils and a correlating SEND need at Trotts Hill means that the Inclusion Manager (SENCo) should	• All disadvantaged pupils with SEND make sufficient progress from their starting points. • All disadvantaged pupils with correlating SEND have clear and purposeful Assess, Plan, Do Review plans (APDRs). These plans will improve their attainment and progress data at the end of EYFS/KS1/KS2.

address this area and ensure appropriate adaptations are made in school to support their learning.	- Reviews of quality of education at Trotts Hill show that adaptations to the curriculum enable SEND pupils to access the learning they need. - Pupils are targeted through high quality wave 1 teaching as well as high quality interventions.																
Sustain strong progress data for disadvantaged pupils Outcomes in 2024 for end of Keystage 2 were very strong and PP pupils outperformed non pp pupils At expected +, 85.7% Trotts Hill DVP (39% Stevenage) achieved it against 81%Trotts Hill (58.5% Stevenage) non DVP who achieved EXS+ At higher standards (GSD) 17.9% of Trotts Hill pupil achieved this in comparison to 6% in Stevenage. At GDS for DVP at Trotts Hill 14.3% (2.8% Stevenage) achieved GDS and 19% of non DVP at Trotts Hill (7.4% Stevenage) achieved GDS. 2025 results 3 PP children- one with complex needs and EHCP- pre in reading and writing and WTS in Maths - made small steps of progress from starting point 1 child achieved GDS 1 child achieved ARE in reading, spag and maths and WTS in writing 2026 2 PP pupils- both EHCP complex needs and joined at the end of Y2 and end of Y5. Both made excellent internal progress but both disapplied from Sats Maths and one pupil from disapplied from all. One pupils achieved 97 scaled score in SPAG and 92 in reading and ARE in writing	- All disadvantaged pupils make good or better progress from their starting points - pupils will make expected progress, some pupils will make accelerated progress. Disadvantaged pupils reaching the expected standard in reading, writing and maths is above over last 3 years (average) <table><tr><td></td><td>Trotts Hill</td><td>National Average</td><td></td></tr><tr><td>Reading</td><td>88%</td><td>62%</td><td>Above sig +</td></tr><tr><td>Writing</td><td>81%</td><td>59%</td><td>Above</td></tr><tr><td>Maths</td><td>81%</td><td>60%</td><td>Above</td></tr></table>		Trotts Hill	National Average		Reading	88%	62%	Above sig +	Writing	81%	59%	Above	Maths	81%	60%	Above
	Trotts Hill	National Average															
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Writing	81%	59%	Above														
Maths	81%	60%	Above														
Support the mental health and emotional needs of disadvantaged pupils so they are ready to learn – an increasing number of disadvantaged pupils have emotional or mild-moderate mental health difficulties such as anxiety.	- The school has an embedded, whole school, therapeutic approach to managing behaviour - With the support of our link Mental Health practitioner, staff are trained to recognise and support pupils with mental health difficulties. - All disadvantaged pupils with emotional and mental health difficulties have suitable, targeted support and intervention.																

	Parents of pupils with more complex mental health difficulties are supported to access relevant external agencies. Qualitative data, pupil and parent voice shows that the emotional wellbeing of disadvantaged pupils is improving.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **2026 - 2027** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective provision and good outcomes for all disadvantaged pupils	Education Endowment Fund's (EEF) diagnostic assessment (<i>leaders to put in place and monitor the outcomes of diagnostic assessments</i>). EEF Pupil Premium Guide - June 2019 Standards for Teacher Professional Development - July 2021 School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018 EEF Special Educational Needs in Mainstream Schools	All
Consistent, monitored implementation of EHCP provision and inclusive classroom practice: EHCP	As of 2026, approximately 45.3% of pupils with an EHCP are also eligible for free school meals and, consequently, Pupil Premium.	1, 2, 3

trackers, shared planning proforma for 1:1 TAs, daily bespoke timetables, whole-school Inclusion Expectations and APDR process. To ensure effective provision and good outcomes for all disadvantaged pupils with Education, Health and Care Plans (EHCPs).	https://www.suttontrust.com/wp-content/uploads/2025/10/Sutton-Trust-Double-Disadvantage.pdf	
Voice 21 oracy approach consistently embedded across the school: common approaches toolkit, induction for new staff, Oracy Champions leading CPD, and a developing focus on subject-specific talk.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 https://voice21.org/oracy-across-the-curriculum-the-evidence/ https://voice21.org/why-oracy-matters/ https://ffteducationdatalab.org.uk/wp-content/uploads/2024/01/Impact-evaluation-Voice-21-Final.pdf It underpins young people's progress and development: their literacy and numeracy, academic attainment, wellbeing, confidence and future prospects in further or higher education and employment.	1, 3, 4, 5
Develop and embed a school culture of unconditional positive regard to ensure	https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative https://restorativejustice.org.uk/resources/restorative-approaches-schools-bristol-rais-evaluation	1, 2, 4, 6

behaviour support for pupils is highly effective and consistent.	CDC report, <i>Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders</i>, December 2023 https://www.mindup.org/our-research https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/inclusive-behavioural-programme Contemporary studies by Murphy and Joseph (2016) demonstrate how unconditional positive regard in classrooms reduces anxiety and increases academic engagement. https://www.structural-learning.com/post/carl-rogers-theory	
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School Planning – Teaching

Intended Outcomes	Actions	Timescale
To ensure effective provision and good outcomes for all disadvantaged pupils. Pupils make at least good progress from their starting points.	- The Inclusion Manager has a clear understanding on the impact of SEND pupils on the disadvantaged group and is able to accurately advise the provision needed. - All disadvantaged pupils with SEND have high quality and highly effective targeted support, specific to their needs. - Organisation of intervention timetables and monitoring of targets and provision for disadvantaged pupils, ensures that all pupils receive effective provision. - Termly observations provide inform quality first teaching that disadvantaged pupils have access to. Feedback given to teachers and TAs effectively support the future learning of these pupils. - Termly intervention analysis takes place to review the impact of provision and inform tweaks and changes that need to be made. This reviews evidence of impact recorded by TAs and teachers. - Interventions tweaked or changed where appropriate to meet needs where progress is not sufficient. - APDRs reviewed and renewed by teachers every term and supported by inclusion Manager to ensure SMART targets and effective provision. Termly analysis of these to take place. - Termly pupil premium provision maps in place, reviewed and updated every term by teachers. Inclusion Manager to ensure targets and provision are effective. Termly analysis to take place. - Termly SEND and PP book looks monitor SEN/PP provision and support teachers. Feedback given to enhance quality first teaching. - Termly PP data analysis review impact of provision and inform interventions for the following term. - Close monitoring of first quality teaching through drop ins ensure disadvantaged pupils are supported or challenged appropriately within lessons.	Ongoing Termly Termly Half termly/termly Half termly/termly Termly Termly Termly Termly Termly Termly

	• Termly pupil progress meetings review progress and provision for disadvantaged pupils and inform actions for the following term. • Pupil voice carried out ensures that pupils are aware of their targets and reviews their perspective of progress and well-being. • Parent voice carried out ensures that parents are aware of their children's targets and interventions and reviews their perspective of their child's happiness and progress at school. • Analysis of parent and pupil voice informs next steps to enhance and improve the provision for disadvantaged pupils. • Additional focus on reading: -Any PP pupil not at EXS read with daily or multiple times a week. -Weekly guided reading with explicit teaching of vocabulary, retrieval and inference -Assessment used to identify gaps; PP pupils' results reviewed at pupil progress meetings. -Parents invited to reading and phonics workshops (Year 1 phonics workshop in Spring 2). - Induction on reading expectations for new staff.	Termly Annually Annually Annually Ongoing. Weekly Autumn / Spring / Summer Autumn / Spring 2 Autumn
To ensure effective provision and good outcomes for all disadvantaged pupils with Education, Health and Care Plans (EHCPs). EHCP and SEND provision is consistent, well planned and evidenced, so disadvantaged pupils with SEND make good progress from their starting points.	• Teachers adapt and plan provision appropriately in line with EHCPs to ensure outcomes are met • Inclusion Manager tracks the progress and provision of pupils with EHCPs • Inclusion Manager liaises frequently with 1:1 TAs to ensure that EHCP provision is in place and that it is high quality • Half termly 1:1/intervention TA meetings with Inclusion Manager to ensure that staff receive essential training and updates to support disadvantaged and EHCP pupils • Inclusion Manager and Headteacher (Inclusion Faculty) to observe 1:1 TAs to ensure that provision is effective and of a high standard • Intervention TAs/1:1s and Teachers continuously track the impact of EHCP provision against outcomes, this is overseen by Inclusion Manager • SLT book looks take place to monitor the progress and quality of teaching and learning for disadvantaged pupils, including those with EHCPs. Feedback is shared with staff to enhance the quality of teaching and learning for disadvantaged pupils. • Inclusion Manager liaises with staff, professionals and parents to inform progress, needs and next steps for EHCP annual reviews. • Staff and pupil survey shows effective impact of EHCP provision and teaching and learning • Inclusion INSET on whole-school expectations, adaptive teaching and EHCP implementation; catch-up training for staff who join later. • EHCP trackers updated half-termly by teachers and TAs. • Pupils working significantly below curriculum expectations assessed with an appropriate SEND tool (e.g. Wakefield, PIVATS), with assessments used to inform planning. • Daily timetables for all EHCP pupils; consistent planning proforma and shared planning with 1:1 TAs.	Half termly Informally Half termly Autumn 2 Half termly/termly Half termly Annually Spring/Summer 02/09/2026, then on-going Half termly Ongoing Autumn 1, then on-going

	• New APDR format used for all pupils on the SEND register; SENCo quality assures SMART targets and PLPs; pupil passports completed. • Weekly informal SEND learning walks and book sampling of vulnerable learners to check provision and targets. • Whole-school Inclusion Expectations document agreed.	Termly Weekly INSET
Voice 21 oracy approaches are consistent so disadvantaged pupils have regular, high-quality opportunities to develop talk, vocabulary and confidence. To improve outcomes in oracy skills and subjects across the curriculum so that pupils make at least good progress from their starting points.	• Oracy induction for new teachers and support staff. • Oracy common approaches toolkit created and shared, with CPD on expectations. • Oracy Champions Development Day 1, with feedback to all staff. • Oracy Champions Development Day 2: refine Benchmarks 2, 3 and 5; subject leaders' CPD on subject-specific talk. • Listening and learning walks, staff voice and pupil voice used to monitor consistency, including how PP pupils are accessing talk opportunities. • Debating club offered to Year 6 (Spring) and Year 5 (Summer), with PP pupils actively encouraged to take part.	Autumn 1 Autumn 1 08/10/2026 11/02/2027 Termly Spring / Summer
To develop and embed a school culture of unconditional positive regard to ensure behaviour support for pupils is highly effective and consistent. All staff to consistently demonstrate unconditional positive regard through their actions and use of language, supporting pupils' behaviour and	• UPR included in induction for new staff. • Refresher training on UPR, relational practice and co-regulation for teachers and TAs. • Shared language ("flipping your lid") reinforced, with PSHE and SENCo monitoring MindUP. • Monitor through learning walks, coaching conversations, pupil voice and the staff survey (repeat of 2025–26 survey).	Autumn 2 Autumn 2 Termly Termly / Summer 1

social/emotional needs through co-regulation.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia® Core5® Reading, a fun computer-based program, to be launched and used effectively to target pupils' reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.	https://www.lexialearning.com/research/essa-evidence https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia <i>"Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM."</i>	1, 3, 4, 5, 6
Embedding the use of Monster Phonics to target teaching and interventions in all key stages	EEF Early Years Toolkit EEF Teaching and Learning Toolkit	3, 4, 5, 6
Use of a private speech and language therapist to provide support for pupils with speech, communication and language needs.	Impact of SaLT on educational outcomes	1, 2, 5
Additional booster interventions enhance provision and learning	EEF Teaching and Learning Toolkit	1, 2, 5, 6

School Planning – Targeted academic support

Intended Outcomes	Actions	Timescale
Lexia® Core5® Reading, a fun computer-based program, to be launched and used effectively to target pupils' reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. To improve pupils' reading, writing, phonics and SPAG outcomes in English so that pupils make at least good progress from their starting points.	- Relevant staff receive high quality training in how to use the Lexia reading programme. - Pupils selected carefully into intervention groups according to their progress data - Pupils assessed by the online Core5 programme using a base-line assessment - Pupils start learning at a starting point that fits their needs and work on online activities throughout the week. - Online activities include direct instruction and feedback as the pupils learn new skills. - Progress and performance in the program are reported so teachers can provide help when needed. - Teachers check their pupils' progress via their class account and identify if direct instruction is needed. - Teachers ensure that direct instruction is provided either within the intervention sessions as an assessment for learning strategy or as an additional session to address the gap in learning. - Teaching assistants delivering the programme provide further support if required. - Paper-and-pencil activities are also used for practice in school or at home. - Observations/drop ins of Lexia sessions take place in order to ensure that the programme is being delivered correctly and effectively. - Close monitoring of first quality teaching through drop ins ensure disadvantaged pupils are supported or challenged appropriately to meet their individual needs. - Half termly and termly monitoring and analysis of impact takes place through pupil progress meetings and intervention analysis - Termly pupil progress meetings review progress of reading, writing, phonics and SPAG for disadvantaged pupils and inform actions for the following term.	Termly First use Ongoing Termly Half termly/termly Termly
Use of Monster Phonics to further develop pupil's phonological skills. To improve outcomes in phonics across the school, ensuring that disadvantaged pupils make at least expected progress in reading.	- EFYS/KS1 pupils access daily whole class Monster Phonics taught with high quality teaching - Pupils identified with low phonics scores to attend additional Monster phonics interventions delivered by highly skilled and trained TAs. - TAs delivering Monster Phonics receive regular training - Whole class Monster Phonics and interventions are monitored through observations or informal drop ins to ensure that the programme is being delivered effectively and accurately - Half termly and termly monitoring and analysis of impact takes place through pupil progress meetings and intervention analysis - Termly pupil progress meetings review progress of phonics for disadvantaged pupils and inform actions for the following term.	Ongoing Autumn term assessment Termly/as appropriate Half termly/termly Termly
Use of a private speech and language therapist to provide support for pupils with speech,	- Disadvantaged pupils with speech, language and communication needs identified. - Full assessments carried out by private SaLT for newly identified pupils. - Programmes and reports formulated by private SaLT and shared with parents. - TAs trained in how to carry out the speech and language programme with resources provided.	Termly

communication and language needs. To improve the speech and language outcomes of disadvantaged pupils from their starting points, resulting in improved outcomes in reading and writing.	• Social communication groups set up if needed to improve social skills. • Disadvantaged pupils with speech and language needs receive intervention at least twice weekly, and in complex cases, daily. • Observations of 1:1 and group sessions take place in order to ensure that the programme is being delivered correctly and effectively • Close monitoring of 1:1 and group sessions through drop ins ensure disadvantaged pupils are supported or challenged appropriately to meet their speech and language needs. • Half termly and termly monitoring and analysis of impact takes place for speech and language sessions. • Termly pupil progress meetings review progress of speech and language targets for disadvantaged pupils and inform actions for the following term. • Targets of disadvantaged pupils reviewed by SaLT. Amendments to programmes, reports and resources made as appropriate.	
Additional booster interventions enhance provision and learning in upper KS1 and KS2. To improve academic progress in Phonics, Reading, Writing, SPAG and Maths. Disadvantaged pupils to meet their targets from their starting points.	• TAs and additional intervention teachers provide booster sessions for phonics, reading comprehension and maths fluency within the school day, before and after school. These interventions include Lexia. • Pupils identified from pupil progress meetings and invited to boosters. • Half termly and termly monitoring and analysis of impact takes place. • Termly pupil progress meetings review progress of reading and spelling for disadvantaged pupils and inform actions for the following term. • TAs receive training to ensure their delivery of interventions are of a high quality	Termly Half termly/termly Termly
Strengthen monitoring of the impact of individual interventions	• Every intervention (including Lexia, Monster Phonics and boosters) has measurable entry and exit data recorded in a consistent format; teachers and TAs complete provision maps termly, reviewed at the end of each term.	Ongoing as working documents

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the Mental Health Support Team and developing the role of our link	Hertfordshire chosen as a national trailblazer in school mental health support Transforming children and young people's mental health	1, 2, 6

Mental Health Support Practitioner		
Continue to engage with Stevenage Educational Trust and develop the role of our link Family Support Worker	Improving School Attendance - Support for Schools and Local Authorities DfE 2021	1, 2, 6
Continued nurture support to enhance wellbeing across the school	Evidence Gap: 5 ways to wellbeing	1, 2, 6
Improve attendance of wider opportunities such as school trips and after school clubs.	The EEF Guide to the Pupil Premium	1, 2, 5, 6

School Planning – Wider strategies

Intended Outcomes	Actions	Timescale
Engaging with the Mental Health Support Team and developing the role of our link Mental Health Support Practitioner To improve the emotional and mental health needs of pupils resulting in pupils' wellbeing becoming more positive.	• Due to staff changes, handover and clear liaison between to take place in Autumn 1 • Strong links between Trotts Hill and the Mental Health Support Team. • Good communication between Inclusion Manager/Mental Health Lead and Mental Health Practitioner. • Disadvantaged pupils with mild-moderate mental health needs identified and selected according to criteria. Where appropriate, families or groups of pupils referred for 6 weekly sessions of support from the Mental Health Practitioner. • Parents signposted where appropriate to other external services for Mental Health. • All staff are trained to understand and recognise mental health needs as well as how to support pupils. • Termly pupil progress meetings review progress of emotional wellbeing for disadvantaged pupils and inform actions for the following term.	Autumn 1 Ongoing As appropriate As appropriate Termly
Continue to engage with Stevenage Educational Trust and develop the role of our link School Family Worker To support families with a range of	• Pupils or families identified as meeting the criteria for weekly sessions or advice throughout the year. • Inclusion Manager follows up referrals and has good communication with parents. • Weekly communication between Inclusion Manager and Family Support Worker to discuss cases. • Pupil referred attend weekly sessions with Family Support Worker for various reasons such as confidence building, resilience, opportunity to share and talk about difficulties at school or home. • Family Support Worker carries out some programmes such as Protective Behaviours.	Ongoing

difficulties at home or school that are having an impact on pupil wellbeing, behaviour, learning or attendance.	- Family Support Worker keeps regular contact with parents, signposting and offering support where appropriate. - Inclusion Manager monitors the impact of 6 weekly interventions using surveys for parents and pupils.	
Improve attendance of wider opportunities such as school trips and after school clubs.	- Disadvantaged pupils are actively encouraged to attend school trips and clubs that are offered within school and run by external providers e.g. breakfast club, multi-sports club, after school club - Parents are subsidised as appropriate to ensure that disadvantaged pupils do not miss exciting educational and active opportunities. - Office staff keep records to track the clubs and trips that pupils attend and the expenditure.	Ongoing
Continued nurture support to enhance wellbeing across the school To improve the emotional wellbeing and confidence of pupils from their starting points.	- Pupils carefully supported as needed through various nurture support strategies e.g drawing and talking intervention. - Data collated using questionnaires, in order to monitor and evaluate emotional wellbeing from pupils' and parents' perspectives. - Half termly and termly monitoring and analysis of impact takes place. - Termly pupil progress meetings review progress of emotional wellbeing for disadvantaged pupils and inform actions for the following term.	Ongoing/as appropriate Half termly/termly Termly

Total budgeted cost: £

Part B: Review of the previous academic year

Refer to separate detailed review document for 2025-2026

Outcomes for disadvantaged pupils

Review of 2025–2026

Trotts Hill Primary School

Review of intended outcomes

Intended outcome	Key actions	Impact / evaluation
Improved academic outcomes for disadvantaged pupils	Targeted Quality First Teaching, intervention and individualised support in reading, writing and maths. Progress monitored through pupil progress meetings.	Positive progress was made across all three subjects. 61% of disadvantaged pupils achieved expected or better progress in reading, 71% in writing and 75% in maths. Writing and maths outcomes were particularly positive. Reading remains a priority for further development.
Improved reading and phonics outcomes	Targeted reading, phonics, comprehension and Lexia interventions, alongside adapted provision for pupils with SEND.	89% of PP pupils who had sufficient time on Lexia made measurable progress, with 56% meeting or exceeding expected progress. Phonics progress was evident for pupils requiring additional support, although further targeted provision is required for those not yet at the expected standard.
Improved speech, language and communication	Targeted SaLT assessment and intervention, TA training and use of Colourful Semantics.	Positive individual progress was demonstrated. For example, one pupil's overall language moved into the average range, although some ongoing speech, language and processing needs remain.
Improved emotional wellbeing and readiness to learn	MHST support, Family Support Worker, nurture provision, Drawing and Talking and targeted emotional wellbeing interventions.	Targeted support had a positive impact on pupils' emotional regulation, confidence and ability to communicate their feelings. Support was provided in response to individual need and will continue where appropriate.
Improved behaviour and relationships through relational practice	Whole-school training in Unconditional Positive Regard (UPR), relational practice and MindUP.	100% of respondents across both staff groups now have a good or excellent understanding of Unconditional Positive Regard. UPR has been successfully embedded into everyday practice, with 92% of teachers and 100% of support staff applying the approach always or often. Staff consistently report stronger relationships with pupils, with 75%

Intended outcome	Key actions	Impact / evaluation
		of teachers and 86% of support staff identifying significant or very significant improvements. Positive changes in pupil behaviour have also been observed, with over 85% of respondents in both groups reporting moderate or significant improvements.
Improved engagement and access to wider opportunities	Financial support and encouragement to participate in trips, clubs and wider school opportunities.	Disadvantaged pupils were supported to access the wider life of the school. Participation data will continue to be monitored to ensure equitable access.
Strong partnership with parents and families	Regular communication, Family Support Worker involvement and opportunities for parents to contribute to reviews and questionnaires.	Parent feedback was positive. 100% of responding parents agreed that their child was happy and safe, included in school activities and supported effectively with their learning and development.

Overall evaluation

The 2025–2026 strategy has had a **positive impact on disadvantaged pupils across academic, social and emotional outcomes**.

The strongest academic progress was seen in maths and writing, while reading remains an area for further development. Targeted interventions, including Lexia, phonics, reading and maths support, have enabled pupils to make progress from their individual starting points.

The continued embedding of Unconditional Positive Regard and relational practice has also supported positive relationships, behaviour and emotional wellbeing across the school.

Priorities for 2026–2027

- Further improve reading outcomes for disadvantaged pupils.
- Continue to provide targeted and evidence-informed academic intervention.
- Strengthen monitoring of the impact of individual interventions.
- Continue to embed relational practice, UPR and emotional regulation strategies.
- Maintain targeted support for pupils with SEND, communication and SEMH needs.
- Continue to monitor disadvantaged pupils' access to wider school opportunities.

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
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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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.