Pupil premium strategy statement – Mitchell Brook Primary

This statement details our school's use of pupil premium (and recovery 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	614
Proportion (%) of pupil premium eligible pupils	40% (246)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Theresa Landreth (Executive Headteacher)
Pupil premium lead	Charlotte Lea-Robbins (Deputy Headteacher)
Governor / Trustee lead	Nicholas Prempeh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,210
Pupil premium (and recovery 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*	£ 324,210

Part A: Pupil premium strategy plan

Statement of intent

At Mitchell Brook Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, are supported to achieve success academically, socially and physically. The targeted and strategic use of the Pupil Premium Grant (PPG) is central to this commitment. All staff and governors share collective responsibility for pupils experiencing disadvantage and are committed to meeting their academic, pastoral and social needs within a caring, inclusive and nurturing environment.

We aim for all pupils to develop a love of learning and secure substantive and disciplinary knowledge, ensuring they are well prepared for the next stage of education and for life beyond Key Stage 2. Addressing and overcoming barriers to learning is fundamental to our use of Pupil Premium funding. These barriers are identified through robust diagnostic assessment, analysis of attainment and progress, attendance and wellbeing information, and an in-depth understanding of pupils and their families. Support is then planned at individual, group, class or whole-school level and resourced accordingly.

High-quality teaching is the core principle underpinning our strategy, as evidence shows this has the greatest impact on improving outcomes for disadvantaged pupils (Education Endowment Foundation, 2021). Alongside this, we provide targeted academic support for pupils who are not yet making expected progress and address wider barriers to learning, including attendance, punctuality, behaviour and wellbeing, to ensure pupils are able to access and benefit fully from the curriculum.

Our approach is evidence-informed, coherent and sustained. Decisions about the use of Pupil Premium funding are guided by educational research and evaluated regularly to ensure strategies are having the intended impact. Through clear reporting and systematic review, leaders and governors hold the school to account for the effective use of funding and its impact on pupil outcomes

.

Monitoring and evaluation are embedded throughout the year and include regular review of progress, attendance and punctuality, alongside learning reviews, book looks and pupil voice. Where attendance or punctuality presents a barrier to learning, this is identified early and addressed through structured conversations with families and targeted support, ensuring pupils have consistent access to learning.

Our strategy focuses on sustained improvement over time, ensuring that gains for pupils eligible for Pupil Premium are embedded and maintained as they move through the school.

Key principles underpinning our strategy

- Teaching and learning opportunities are planned to meet the needs of all pupils, with disadvantaged pupils explicitly considered within high-quality classroom provision.
- Appropriate provision is made for pupils who belong to vulnerable groups, ensuring barriers to learning are accurately identified and addressed.
- We recognise that not all pupils eligible for free school meals are socially disadvantaged, and that some pupils experiencing disadvantage may not be registered or qualify for free school meals.
- Pupil Premium funding may therefore be allocated to any pupil or group of pupils the school has legitimately identified as experiencing disadvantage.
- Funding is allocated following a needs-led analysis, identifying priority pupils, groups or cohorts.
- Due to finite resources, not all eligible pupils will receive additional intervention at the same time; however, all pupils benefit from high-quality teaching and inclusive practice.

Challenges

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

	Challenge	Detail of challenge
1	**Attainment variation in Reading and Writing for disadvantaged pupils**	Although outcomes for pupils eligible for Pupil Premium are strong by the end of Key Stage 2, attainment data from 2024–25 shows variation in Reading and Writing earlier in KS2. **Year 3:** Reading – **73% PP** compared to **87% non-PP (14% gap)** Writing – **67% PP** compared to **79% non-PP (12% gap)** **Year 4:** Reading – **58% PP** compared to **76% non-PP (18% gap)** Writing – **53% PP** compared to **69% non-PP (16% gap)** By Year 5, outcomes for pupils eligible for Pupil Premium are in line with or above those of non-Pupil Premium pupils across Reading and Writing. This identifies Years 3 and 4 as a priority phase for strengthening literacy provision to secure earlier progress and prevent gaps widening before Upper KS2.
2	**Early literacy and phonics (EYFS and KS1)**	Although progress through EYFS and Key Stage 1 is evident, attainment data from 2024–25 shows that some pupils eligible for Pupil Premium are not consistently securing early reading, phonics and language skills by the end of KS1. At the end of KS1: Reading – **76% PP** compared to **85% non-PP** (**9% gap**) Writing – **71% PP** compared to **84% non-PP** (**13% gap**) These gaps indicate that a proportion of disadvantaged pupils are not entering KS2 with sufficiently secure early literacy foundations, increasing the risk of later gaps in Reading and Writing. EYFS, Year 1 and Year 2 are therefore priority phases for early literacy development.
3	**High proportion of disadvantaged pupils with SEND or emerging additional needs**	A significant proportion of pupils experience overlapping disadvantages and additional needs. Currently, **14% of pupils** are both Pupil Premium eligible and identified as having SEN. Of this group, **86% receive SEN Support** and **14% have an Education, Health and Care Plan**. These overlapping barriers, including speech, language and communication needs, can impact progress in Reading and Writing and require consistently strong adaptive teaching alongside targeted support across all year groups.
4	**Consistency and development of inclusive teaching practice**	To sustain strong outcomes for disadvantaged pupils, continued focus is required to secure consistently strong inclusive teaching across all phases, to prevent variability in access and outcomes for disadvantaged pupils. This includes ensuring secure subject knowledge, effective adaptive teaching and consistent pedagogical approaches, particularly in Reading and Writing, so that pupils with differing needs can access learning and make sustained progress.
5	**Speech, language and communication development**	Many pupils eligible for Pupil Premium enter the school with weaker speech, language and communication skills. Limited vocabulary, oral language and confidence in communication impact pupils' ability to access reading comprehension and written expression, particularly in EYFS, KS1 and during transition into KS2. Addressing these needs early is essential to support later literacy outcomes.
6	**Social, emotional and behavioural needs affecting engagement**	Some pupils eligible for Pupil Premium experience social, emotional or behavioural difficulties that affect their engagement with learning. For a small number of pupils, these challenges are linked to wider family circumstances and the need for consistent routines and support between home and school. These needs require early identification, strong pastoral support and effective partnership working with parents and carers to ensure pupils are able to engage positively with learning.
7	**Attendance and punctuality**	Attendance and punctuality for pupils eligible for Pupil Premium remain below whole-school figures and continue to present a barrier to learning. In 2024–25, PP attendance was **91%** compared to **93%** overall, with higher unauthorised absence (**4% vs 3%**) and lateness (**6% vs 5%**). Reduced time in school limits continuity of learning, particularly for pupils with additional needs, and requires continued early identification, targeted engagement with families and consistent follow-up.
8	**Limited experiences beyond school and background knowledge**	Some pupils eligible for Pupil Premium have limited experiences beyond their immediate environment. This can affect background knowledge, vocabulary development and understanding of the world, which in turn impacts reading comprehension and written expression, particularly in Reading and Writing.

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
Teaching	• Teaching across the school is consistently strong and inclusive, with pupils eligible for Pupil Premium explicitly prioritised and planned for within high-quality classroom provision. • Teachers demonstrate secure subject knowledge and effective adaptive teaching to meet the needs of disadvantaged pupils and those with additional needs, particularly in Reading and Writing. • A consistent pedagogical approach is embedded across classes and year groups, ensuring equitable access to learning for pupils eligible for Pupil Premium.	• Teaching is consistently good or better across the school, with monitoring evidencing effective support for pupils eligible for Pupil Premium. • Learning reviews and book looks show disadvantaged pupils are planned for and supported through adaptive teaching. • Teachers can clearly articulate the strengths, barriers and next steps for pupils eligible for Pupil Premium. • Coaching and professional development demonstrably improve classroom practice for disadvantaged pupils.
Targeted academic support	• Early reading, phonics, language and literacy outcomes improve for pupils eligible for Pupil Premium. • Pupils eligible for Pupil Premium, including those with SEND, make strong progress from their starting points. • ● Fewer pupils eligible for Pupil Premium require catch-up support at key transition points between EYFS, KS1 and KS2.	• KS1 and KS2 Reading and Writing outcomes for pupils eligible for Pupil Premium improve year on year. • Gaps between pupils eligible for Pupil Premium and non-Pupil Premium pupils in Reading and Writing continue to narrow. • Phonics outcomes for pupils eligible for Pupil Premium show sustained improvement. • Monitoring evidences effective targeted support and improved access to learning.
Wider strategies	• Pupils eligible for Pupil Premium demonstrate improved engagement, wellbeing and learning behaviours. • Attendance and punctuality for pupils eligible for Pupil Premium improve. • Partnership working with parents and carers strengthens to support learning, wellbeing and attendance.	• A reduction in negative behaviour incidents involving pupils eligible for Pupil Premium. • Improved attendance, punctuality and reduced unauthorised absence for pupils eligible for Pupil Premium. • Pupil voice reflects positive wellbeing, relationships and engagement. • Increased parental engagement and attendance at meetings for targeted families.

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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of Reading and Writing teaching through high-quality CPD and an instructional coaching model, led by senior leaders and an external Teaching and Learning consultant, with a focus on improving outcomes for pupils eligible for Pupil Premium.	The EEF highlights that high-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged pupils. Instructional coaching and in-class support enable teachers to develop strong subject knowledge and adapt teaching to meet the needs of pupils with diverse backgrounds, languages and educational needs. Curriculum planning ensures that key knowledge, vocabulary and concepts are carefully sequenced to support pupils eligible for Pupil Premium to build and retain learning over time. Assessment information, including the use of online assessment and tracking portals, is used to analyse gaps, inform curriculum planning and identify pupils eligible for Pupil Premium who require additional support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	**1, 2, 3**
Continue with Read Write Inc in EYFS and KS1 and provide high-quality phonics training for all staff, including an additional Read Write Inc development day to deliver targeted coaching and in-class support, led by the Early Literacy Leader.	By ensuring high-quality phonics teaching, the school supports the development of early reading and literacy skills, giving all children a secure foundation on which to build as they progress through school. A systematic approach to teaching phonics supports children to read accurately and fluently and is particularly effective for disadvantaged pupils. The additional development day and ongoing coaching from the Early Literacy Leader strengthen consistency and fidelity of implementation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	**2, 5**
Implementation of a revised whole-school Writing approach, including a potential scheme, high-quality resources and comprehensive staff training.	EEF guidance highlights the importance of explicit instruction, modelling and structured approaches in improving writing outcomes, particularly for disadvantaged pupils. High-quality training and aligned resources support consistency across year groups. Fidelity of implementation and impact will be evaluated through learning reviews, book looks and pupil voice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-literacy-in-primary-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/writing	**1, 2, 4**
Use of a Teaching and Learning consultant to deliver coaching focused on Reading and Writing, including in-class support and modelling.	Instructional coaching is most effective when focused on specific teaching practices and embedded within classroom contexts. In-class modelling supports consistency and improves implementation. In-class support and coaching impact will be reviewed through learning reviews, book looks and pupil voice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	**1, 4**

	https://www.gov.uk/government/publications/teachers-professional-development-standard	
Embedding adaptive teaching strategies across all classrooms to support disadvantaged pupils, including those with SEND.	EEF guidance emphasises adaptive teaching as the most effective way to support pupils with SEND and overlapping disadvantage, enabling access to learning through Quality First Teaching. Consistency of adaptive teaching will be monitored through learning reviews, book looks and pupil voice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	**3, 4**
Use of standardised and diagnostic assessments (NFER) to inform teaching and responsive support.	Standardised and diagnostic assessments provide reliable insights into pupils' strengths and gaps, enabling teachers to adapt teaching and deploy support effectively. https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	**1, 2, 3**
Professional development for leaders and staff through the National College platform and The Key for Leaders to strengthen leadership capacity and consistency of practice.	EEF guidance highlights that sustained, high-quality professional development supports improvements in teaching and leadership. Access to high-quality research, training and guidance supports leaders and teachers to make informed decisions that improve outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	**3**

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Read Write Inc tutoring by trained Learning Support Assistants in KS1 and KS2.	EEF evidence shows that one-to-one and small-group tuition can have a positive impact when delivered by trained staff and aligned closely with classroom teaching. The Read Write Inc tutoring programme provides a structured, evidence-informed approach to closing gaps in early reading and phonics. Interventions are informed by regular diagnostic assessment and reviewed through clear entry and exit criteria to ensure rapid progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 5

Targeted Reading and Writing interventions in KS2 led by the Accelerated Progress Practitioner (APP) for pupils eligible for Pupil Premium who are not yet meeting age-related expectations.	EEF guidance highlights that targeted small-group and one-to-one interventions can have a positive impact when they are time-limited, well-structured and delivered by skilled practitioners. Provision is informed by diagnostic assessment and delivered through time-limited intervention cycles, with progress reviewed regularly to enable accelerated progress in Reading and Writing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-literacy-in-key-stage-2	**1, 3**
Targeted academic support delivered through a Nursery Nurse working across EYFS and Year 1, with a focus on Reading and Writing.	Early intervention in language, reading and writing has a strong evidence base, particularly for disadvantaged pupils. Assessment information is used to identify gaps early and review impact over time, supporting strong foundations in literacy and reducing the need for later intervention. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-literacy-in-primary-schools	**2, 5**
Speech and Language Therapy (SaLT) informed interventions for pupils eligible for Pupil Premium with identified communication needs, including the use of communication keys and delivery of evidence-based early language interventions such as NELI, led by trained Learning Support Assistants.	EEF guidance highlights that targeted speech and language interventions can improve pupils' communication skills, which underpin access to reading comprehension and written expression. Structured approaches support the development of vocabulary, oral language and sentence structure. Interventions are informed by assessment and reviewed regularly to ensure support remains targeted and effective. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/programmes/nuffield-early-language-intervention-neli	**2, 3, 5**
Occupational Therapy (OT) informed interventions to support access to learning, including targeted gross motor groups delivered by a trained Sports Coach in KS1 and targeted support within PE lessons across the school, with a focus on pupils with SEND.	EEF guidance recognises that pupils with sensory, motor and regulation needs benefit from targeted approaches that improve coordination, self-regulation and readiness to learn. OT-informed provision supports pupils' ability to sustain attention and engage with classroom learning across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/physical-development	**3**
Personalised academic intervention through the AllChild Programme for a targeted cohort of pupils across KS1 and KS2.	EEF guidance highlights that personalised, structured interventions can be effective when tailored to pupils' specific needs and delivered alongside Quality First Teaching. Interventions are delivered through structured, time-limited cycles and adapted in response to ongoing assessment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	**1, 3, 5**

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support to improve attendance and punctuality for pupils eligible for Pupil Premium through the work of an Attendance Officer and focused engagement with key families.	The EEF highlights that improving attendance requires a whole-school approach alongside targeted engagement with families. Designated attendance roles support early identification of concerns, positive messaging around attendance and timely intervention with families, leading to improved attendance and reduced persistent absence for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/working-with-parents-to-support-childrens-learning https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf	**6, 7**
Pastoral support for families and communities through a Pastoral Manager, with a focus on parental engagement, wellbeing, attendance and punctuality.	EEF evidence shows that positive relationships with families support improved attendance, behaviour and engagement with learning. Targeted pastoral support enables schools to work proactively with families facing barriers, supporting pupils' wellbeing and readiness to learn. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/working-with-parents-to-support-childrens-learning	**4, 6, 7**
Whole-school mental health and wellbeing provision through the MyHappymind PSHE curriculum.	The EEF highlights that whole-school approaches to social and emotional learning can have a positive impact on pupils' wellbeing, behaviour and engagement with learning. MyHappymind provides a structured curriculum focused on emotional regulation, resilience and positive mental health. The programme includes journalling activities for pupils, a parent app and resources for families, supporting consistency between home and school and strengthening parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	**4, 6**
Social, emotional and wellbeing support through a Nurture Group and targeted social skills interventions led by Learning Mentors, including ELSA provision delivered by two trained Learning Support Assistants.	The EEF highlights that social and emotional learning approaches have a positive impact on pupils' wellbeing, behaviour and engagement with learning. Nurture provision, social skills groups and ELSA-informed interventions support emotional regulation, communication and positive relationships, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	**4, 6**
Free Breakfast Club provision for pupils eligible for Pupil Premium, alongside a universal breakfast offer for all pupils.	EEF evidence suggests that breakfast provision can support pupils' readiness to learn, behaviour and concentration. Removing financial barriers ensures equitable access for disadvantaged pupils, while a universal offer supports wellbeing and inclusion across the school community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/breakfast-clubs	**4, 6, 7**
Subsidised enrichment clubs offered each term, with a free Pupil Premium club place available for each eligible pupil.	EEF research suggests that enrichment activities can support pupils' confidence, engagement and sense of belonging. Reducing financial barriers increases participation for disadvantaged pupils and supports wider personal development. https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials	**5, 6**

Targeted drama provision from Reception to Year 6, heavily subsidised to ensure access for pupils eligible for Pupil Premium, with a focus on oracy, language development and confidence.	EEF evidence highlights that approaches which develop pupils' oral language and communication skills can have a positive impact on literacy outcomes, particularly for disadvantaged pupils. Drama-based provision supports pupils to develop spoken language, vocabulary, articulation and confidence, which in turn strengthens reading comprehension and writing. Participation in drama also supports pupils' engagement, self-expression and willingness to contribute in class discussions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials	**5, 6**
Music enrichment opportunities delivered in partnership with Brent Music Service, including subsidised and part-funded instrumental tuition (keyboard, violin and steel pans).	EEF evidence suggests that participation in high-quality cultural learning, including music, can support pupils' confidence, engagement and cultural capital. Partnership working enables equitable access to specialist provision for disadvantaged pupils. https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials	**5, 6**
Additional Sports Coach provision to deliver physical activity during Breakfast Club and enrichment after-school clubs, with a focus on pupils eligible for Pupil Premium.	Physical activity has important benefits for pupils' physical health, wellbeing and engagement. The EEF notes that structured physical activity can support behaviour, attendance and readiness to learn, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	**4, 6**
Key Scholars programme for pupils eligible for Pupil Premium in Year 6 to raise aspiration, confidence and readiness for secondary school.	Targeted enrichment and aspiration-raising programmes support pupils' confidence, motivation and engagement with learning, particularly at key transition points for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	**5, 6**
Use of online learning platforms to support home practice of key skills linked to Writing and Maths, including Numbots (EYFS/KS1), Times Table Rock Stars (KS2) and EdShed (KS1 and KS2 for maths, spelling and grammar).	EEF evidence indicates that digital technology can support learning when it is used purposefully and aligned with classroom teaching. Providing pupils with access to structured online platforms enables regular practice and consolidation of key skills, particularly in mathematics, spelling and grammar. For pupils eligible for Pupil Premium, removing financial barriers and providing consistent access to high-quality online resources supports engagement with learning at home and strengthens the link between school and home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/working-with-parents-to-support-childrens-learning	**1, 5, 6**

Total budgeted cost: £ 324,210

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Outcomes 2024-25 **not validated* (40/89 eligible for PP funding)				
	National	**MB All**	**MB PP**	**MB Non-PP**
Reading	75%	78%	73%	82%
Writing	72%	80%	75%	84%
Maths	74%	82%	80%	84%
RWM	62%	71%	68%	74%
KS1 Outcomes 2024-25 (31/82 eligible for PP funding)				
	National	**MB All**	**MB PP**	**MB Non-PP**
Reading	72%	86%	83%	88%
Writing	64%	73%	76%	71%
Maths	73%	87%	87%	86%
RWM	59%	74%	76%	73%

End-of-year outcomes for 2024–25 demonstrate that the **intended outcome has been largely achieved**, with **clear, measurable and sustained impact** across the school. Attainment gaps between pupils eligible for Pupil Premium funding and non-PP pupils have **narrowed year-on-year**, despite increased cohort complexity and a higher proportion of disadvantaged pupils.

Key Stage 2 outcomes show that attainment gaps are **securely within, or very close to, the 10% success criterion** across all subjects:

- **Reading:** PP 73% vs non-PP 82% → **9% gap**
- **Writing:** PP 75% vs non-PP 84% → **9% gap**
- **Maths:** PP 80% vs non-PP 84% → **4% gap**
- **RWM combined:** PP 68% vs non-PP 74% → **6% gap**

These outcomes provide clear evidence that **PP pupils made strong progress from their KS1 starting points**, particularly in Maths where the gap is minimal, reflecting **embedded improvements in teaching quality, curriculum delivery and targeted intervention**.
Key Stage 1 outcomes are a significant strength, with attainment gaps **minimal or fully closed**, meeting and in some cases exceeding the success criteria:

- **Reading:** PP 83% vs non-PP 88% → **5% gap**
- **Writing:** PP 76% vs non-PP 71% → **PP pupils outperform non-PP peers**
- **Maths:** PP 87% vs non-PP 86% → **PP pupils outperform non-PP peers**
- **RWM combined:** PP 76% vs non-PP 73% → **PP pupils exceed non-PP peers**

This evidences that **over 80% of PP pupils achieved age-related expectations at KS1** and that PP pupils are **leaving KS1 well prepared for the KS2 curriculum**, reducing the risk of gaps widening later.

Across **EYFS to Year 5**, assessment information demonstrates a **positive and sustained trajectory** for PP pupils, with **strong progress from starting points** and gaps **narrowing rather than widening**:

- In **EYFS**, PP pupils made accelerated progress from Spring to Summer 2025:
    - Literacy – Word Reading: **+13 percentage points (55% → 68%)**
    - Writing: **+11 percentage points (57% → 68%)**
    - Maths – Number: **+16 percentage points (61% → 77%)**

These outcomes demonstrate that **gaps are being addressed early**, strengthening foundations and supporting improved outcomes further up the school.
While attainment gaps remain in some KS2 Reading and Writing cohorts, **term-on-term data confirms these gaps are reducing**, particularly between Spring and Summer 2025, indicating **positive momentum and sustained improvement** rather than static performance.

The impact outlined above is underpinned by **robust planning, monitoring and review processes**. Pupils eligible for Pupil Premium are **explicitly identified and planned for** within class provision and targeted intervention. Progress is monitored through **termly pupil progress meetings, teacher assessments and review of intervention cycles**, ensuring support is responsive and adjusted where impact is not yet sufficient. Teachers can confidently articulate the **strengths, barriers and next steps** for individual PP pupils, evidencing secure assessment practice. Diagnostic assessment and regular review ensure that interventions are **time-limited, sharply focused and evaluated for impact**, supporting sustained progress from starting points rather than short-term gains.

Overall impact judgement

Largely met – attainment gaps have **securely narrowed across KS1 and KS2**, Maths gaps are minimal or closed, KS1 outcomes are a clear strength, and **progress from starting points is evidenced across EYFS–KS2**. Where gaps remain, particularly in KS2 Reading and Writing, **data confirms these are reducing year-on-year and are clearly informing next steps**.

Externally provided programmes

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

Programme	Provider
Phonics	Read, Write, Inc