

Mile Oak Primary School Pupil premium strategy statement



This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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.

School overview

Detail	Data
School name	Mile Oak Primary
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	33.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	August 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Luke Lording
Pupil premium lead	John Cosgrove
Governor / Trustee lead	Sue Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,340.00
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	£162,340.00

Part A: Pupil premium strategy plan

Statement of intent

At Mile Oak Primary school we are determined to ensure that our disadvantaged pupils' attainment and progress exceeds national average scores. It is the responsibility of all staff to strive to overcome the impact of socio-economic disadvantage on pupil learning and achievement and improve the outcomes of our pupils. This is an ongoing process across the school and implementation is monitored carefully.

We focus on high-quality teaching and learning in all areas and use structured interventions to supplement this where necessary. We make excellent use of ongoing diagnostic assessment to ensure we are challenging the relevant barriers to learning and responding to **our** pupils' needs.

We pride ourselves on using evidence-informed approaches across the school with this strategy central to school improvement priorities. Relevant evidence and research is made available to all staff and we, as senior leaders, ensure there is interconnectivity between school strategy documents.

Distributed leadership ensures that all leaders drive the standards and practices detailed throughout the strategy and there is a collective understanding and responsibility.

The pupil premium strategy is central to the work of subject leaders in designing, implementing and evaluating their curriculum areas across the school. It is this strategy that ensures our curriculum is coherent, purposeful and provides the skills, knowledge, opportunities and aspiration necessary for our pupils to become successful learners and fulfilled citizens suitably equipped for the future.

The strategy hinges on:

A shared ethos – all staff are responsible for challenging barriers for our pupils and previous attainment is not an anchor for future attainment - *A belief that all can succeed is fundamental to the success of the pupil premium strategy* (Blatchford, 2020)

Positive relationships with pupils and the wider school community

High-quality teaching for all

Access to effective, early intervention

Development of literacy skills – with a strong focus on language and communication

Incorporation of quality experiences and broadening horizons

Supporting pupil and family wellbeing and their sense of belonging

Accurate impact evaluation - *Impact evaluation must be robust and rigorous. It must evaluate and not be used to prove innovations, strategies and approaches are working.*
(Rowland, 2021)

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> 2.4% gap in attendance between pupils eligible for pupil premium and all with 58% of those PA in a vulnerable group.
2	<u>Writing</u> Reception baseline assessment highlights writing as a focus area. Upon entry in September, 20% of children were assessed as meeting age-related expectations for <u>Writing</u> . This number is reduced to 0% for those eligible for pupil premium funding.
3	<u>Oracy</u> The development of effective oral communication skills (oracy) Reception baseline assessment highlights language as a priority focus area across the school. Upon entry in September, 29% of children were assessed as age-related for <u>listening, attention and understanding</u> with 31% assessed at age related for <u>speaking</u> . This number is reduced for those eligible for pupil premium funding with 17% assessed as on track for <u>listening, attention and understanding</u> and 17% for <u>speaking</u> .
	Through regular assessment, tracking, shadowing, discussions and observations it is evident that a language deficit has had a significant impact on self-esteem, confidence and future academic success. Observation has shown that pupils eligible for pupil premium funding have barriers to engaging in spoken tasks within the classroom.

4	<u>Cultural Capital – 1st hand experiences</u> Internal observations, data, tracking, pupil and parent conferencing and shadowing highlights requirement to incorporate first-hand life experience throughout the curriculum offer. Evidence states that first-hand experience is essential for language acquisition and embedding new knowledge.																																										
5	<u>Wellbeing</u> Through regular discussions, observations and shadowing of pupils, we have identified an increased need to support pupils’ social and emotional wellbeing. A large majority of our SEMH support sessions are attended by our most vulnerable children. 80% of our family champion support sessions are provided to our families whose children are eligible for pupil premium funding. Referrals for additional support through external agencies and our internal pastoral support have more than doubled in the last 2 years. Access to external support for children is decreasing across the city due to the growing needs across Brighton and Hove. Reception baseline assessment highlights Self-Regulation as a focus. Upon entry in September, 16% of children were assessed at age related expectation, whereas this number drops to 8% for our children eligible for pupil premium funding. 23% of pupils have been identified as requiring learning mentor support; 50% of the children accessing this are eligible for pupil premium funding.																																										
6	<u>Reading</u> Reception baseline assessment highlights reading as a focus area. Upon entry in September, 20% of children were assessed as working at age-related expectations for word reading. This number is reduced to 0% for those eligible for pupil premium funding. <table><tr><th colspan="6">Phonics</th></tr><tr><th>Year 1</th><th>2024</th><th>2025</th><th>2026</th><th>LA</th><th>National</th></tr><tr><td>Number of pupils</td><td>45</td><td>58</td><td>45</td><td>2,248</td><td></td></tr><tr><td>% Working at (Wa)</td><td>84.4</td><td>81.0</td><td>80.0</td><td>81</td><td>82</td></tr><tr><th>By end of Year 2</th><th>2024</th><th>2025</th><th>2026</th><th>LA</th><th>National</th></tr><tr><td>Number of pupils</td><td>60</td><td>43</td><td>58</td><td>2,234</td><td></td></tr><tr><td>% Working at (Wa)</td><td>91.7</td><td>88.4</td><td>96.6</td><td>90</td><td>No data</td></tr></table>	Phonics						Year 1	2024	2025	2026	LA	National	Number of pupils	45	58	45	2,248		% Working at (Wa)	84.4	81.0	80.0	81	82	By end of Year 2	2024	2025	2026	LA	National	Number of pupils	60	43	58	2,234		% Working at (Wa)	91.7	88.4	96.6	90	No data
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Pupil Group	% Achieving the expected standard						
	Year 1				By end of Year 2		
	Pupils	School	B&H	Nat	Pupils	School	B&H
All pupils	45	80	81	82	58	97	90
Girls	25	84	83	86	31	97	93
Boys	20	75	79	78	27	96	88
Disadvantaged	14	64	63	68	18	100	80
Non-Disadvantaged	31	87	86	86	39	95	94
FSM	14	64	63	68	18	100	81
Non-FSM	31	87	86	86	40	95	93
SEN Support	14	50	55	56	15	93	78
EHCP	2	50	23	21	1	0	35
Non-SEN	29	97	90	91	41	100	98
EAL	6	67	76	82	7	86	87
Non-EAL	39	82	83	82	51	98	91

Phonics data for all shows a slight downward trend across the last 3 years of children achieving the expected standard in phonics at the end of year 1 (although still broadly in-line with national averages). Disadvantaged phonics data is below National for end of Year 1.

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Maths

All Pupils	2024	2025	2026	LA	National
Number of pupils	53	78	52	2,482	
% Expected standard in Reading	77.4	82.1	84.6	78	75
% Expected standard in Writing	81.1	73.1	80.8	72	73
% Expected standard in Maths	77.4	65.4	82.7	74	75
% Expected standard in GPS	58.5	59.0	71.2	74	74
% Expected standard in RWM	64.2	57.7	71.2	63	63
% Greater depth within Reading	20.8	25.6	26.9	36	31
% Greater depth within Writing	3.8	5.1	11.5	10	13
% Greater depth within Maths	7.5	16.7	17.3	27	27
% Greater depth within GPS	9.4	7.7	17.3	29	30
% Greater depth within RWM	1.9	3.8	5.8	7	9
Reading Progress	No data	No data	-0.5	1.2	0.0
Writing Progress	No data	No data	1.0	0.1	0.1
Maths Progress	No data	No data	-0.2	0.3	0.0
Disadvantaged Pupils	2024	2025	2026	LA	National
Number of pupils	20	30	15	747	
% Expected standard in Reading	70.0	76.7	73.3	61	63
% Expected standard in Writing	70.0	66.7	66.7	54	60
% Expected standard in Maths	75.0	53.3	80.0	56	62
% Expected standard in GPS	70.0	43.3	66.7	58	61
% Expected standard in RWM	60.0	40.0	60.0	43	48
Reading Progress	No data	No data	-3.2	-0.1	-0.70
Writing Progress	No data	No data	-3.1	-0.7	-0.50
Maths Progress	No data	No data	-1.7	-1.2	-0.90

KS2 data prior to 2026 on a downward trend and below national for 2025. Impact of focus shown in 2026 outcomes.

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
Diminished difference between disadvantaged learners and other pupils through a strong sense of belonging	All staff 'Think Big' for all pupils Culture of collective responsibility for the outcomes of our vulnerable groups Accurate identification of barriers to learning and achievement Accurate identification of disadvantage Effective pupil progress meetings identify priorities All pupils have access to high quality teaching and learning Intervention is used to supplement classroom practice Pupil premium strategy is central to all school decisions
	Accurate evaluation of intervention Policy, practice and routines have an unwavering focus on high-quality, impactful teaching. Scaffold up Flexible PDMs to ensure the opportunity to provide CPD based on robust evaluation PDMs used to highlight work to support disadvantaged learners and share successful practice Monitoring (book-look, pupil conferencing, learning walks) will show no difference in progress for target groups of pupils. Feedback will include focused objectives to improve outcomes for all. Actions evident on all curriculum action plans, relating to diminishing the disadvantaged gap.

Disadvantaged pupils' literacy outcomes continue to exceed LA and national scores at KS2 and are in line with other Mile Oak outcomes. Disadvantage pupils' maths outcomes exceed LA and national scores and are in line with outcomes for all. <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP</td><td>73.3%</td><td>67%</td><td>80%</td></tr><tr><td>All</td><td>84.6%</td><td>80%</td><td>82.6%</td></tr></table> (Last reportable data drop – summer 2026)		Reading	Writing	Maths	PP	73.3%	67%	80%	All	84.6%	80%	82.6%	Reading, writing and maths PP data in line with all at reportable data drops. Maintain above national expectations for disadvantaged pupils in reading, writing and maths.
	Reading	Writing	Maths										
PP	73.3%	67%	80%										
All	84.6%	80%	82.6%										
Pupils communicate effectively and confidently	Whole school progression in tier 2 and 3 language used in planning Explicit vocabulary teaching in all subjects Pre-teaching of vocabulary Over-learning of vocabulary Early and effective intervention Language focus in all areas Pupils are word curious Rich texts used to support learning Modelling of language All pupils have a voice in the classroom Meaningful communication within lessons used to develop and enhance learning. Oracy curriculum in place and children making progress in line with expectations. Children are achieving explicit oracy outcomes in every year group. Springboards for talk are used in all subjects.												
Pupils are culturally enriched	Regular access to visits, visitors and events linked to curriculum Access to wider community												
Pupils are able to regulate their behaviour and emotions	Zones of regulation used across the school Consistent use of self-regulation language Explicit teaching of self-regulation strategies Explicit teaching of the language of self-regulation Use of emotion coaching across the school												

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: £ 81,170

Activity	Evidence and action that supports this approach	Challenge number(s) addressed
Leadership Focus on High Quality Teaching for all learners	<i>A belief that all can succeed is fundamental to the success of the pupil premium strategy (Blatchford, 2020)</i> <i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020)</i> <i>Where staff set audacious goals and chase big dreams, they are more likely to see their vision become a reality (Blatchford, 2020)</i> Leaders at all levels drive the pupil premium strategy. One person cannot own the pupil premium strategy, it is a community effort to improve outcomes for these children (Rowland, 2021)	1, 2, 3, 6, 7
Continued embedding of the Mile Oak SSP, with dual sessions daily and same-day interventions provided	Phonics is the only route to decoding. It is essential that there is early identification of pupils who are at risk of falling behind and immediate intervention provided. Consistency across the school is necessary to ensure pupils learn to read quickly. All pupils must complete the phonics programme. Keep-up rather than catch-up philosophy is embedded in phonics programme through half-termly assessment, revision and retrieval practice. Small groups and an approach which places the most experienced practitioners supporting the lowest ensures all children make progress. Multiple practitioners supporting lowest attainers.	1, 2, 6

Explicit vocabulary instruction	Diagnostic assessment has shown that language acquisition is a priority for pupils. <i>"At least 40% of pupils lack the vocabulary to access their learning."</i> (Voice 21) <i>'Schools should follow strategies that address the impact of socioeconomic disadvantage on learning in the long term. These include limited vocabulary, underdeveloped oral language.'</i> Rowland, 2021	1, 2, 3, 6, 7
All teachers follow a systematic and robust approach to the teaching of writing	<i>Research evidence has found that the following approaches are effective in teaching writing in primary and secondary schools (What Works Clearinghouse, 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Graham et al, 2011; Santangelo and Olinghouse, 2009):</i> • Teach pupils the writing process; • Teach pupils to write for a variety of purposes; • Set specific goals to pupils and foster inquiry skills; • Teach pupils to become fluent with hand-writing, spelling, sentence construction, typing and word processing; • Provide daily time to write; • Create an engaged community of writers <i>(DfE 2012)</i>	2, 3, 4
Explicit reading fluency teaching	Fluency of reading is also a key indicator for future success in further education, higher education and employment (DfE, 2021) Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging (DfE, 2021). Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance' (DfE, 2021).	1, 2, 3, 6
Effective feedback for learning	<i>high quality feedback is essential for increase in progress (+ 3 to +8 months additional progress)</i> <i>Acquiring the skills to become a self-regulated learner promotes independence and an increase in progress (+ 2 to +7 months additional progress)</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 2, 3, 6, 7
CPD through weekly learning	<i>If we can develop teacher education to be a continuous process in a real sense, rather than the</i>	1, 2, 3, 6, 7

walks, instructional coaching, distributed leadership, collaboration, NPQ programme, LA support, regular and targeted professional development meetings, TTSA run joint CPD programmes.	<i>odd inset, workshop or course, then retention rates will improve.’ (Blatchford, 2020)</i> <i>Increased capacity for leadership has a positive impact on pupil learning and achievement. It also encourages retention which is essential for a successful PP strategy (Blatchford, 2020, EEF, 2020)</i> The Ebbinghaus forgetting curve shows how retention decreases over time. With retrieval practice, he showed that the less we forget and the slower the forgetting. Roediger and Karpicke (2006) found that retrieval and low stakes testing is better in terms of long term memory. <i>‘Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful strategy for improving academic performance,’ Agarwal et al. 2020</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning	
Internal cover provision for staff absence and retention of high-quality, long-term agency staff that are known to the children.	Relationships – Evidence suggests that our most vulnerable learners are disproportionately impacted through the use of unknown adults. Therefore, a focus on internal cover, has a positive impact on pupils’ wellbeing and learning. <i>‘Every interaction matters.’ (Rowland, 2021)</i> <i>Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge (Rowland, 2021)</i>	1, 5
Effective use of assessment, alongside termly barriers to learning and pupil progress meetings	<i>High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils’ progress (EEF, 2020)</i>	1
Recruitment and retention programme and strategic	<i>‘Getting the right teachers matched to the right classes is vital.’ (Sobel, 2018)</i>	1, 2, 3, 5, 6, 7

allocation of teachers including specialist teachers (Maths Hub trainer and English moderators)	High turnover of staff has a detrimental impact on learners' enjoyment and achievement. <i>The core purpose of the Maths Hubs Programme, coordinated by the NCETM, is to help schools and colleges lead improvement in mathematics education in England. (NCETM, 2025)</i>	
NCETM Mastering Number Programme used by all (R-Y3)	<i>'secure firm foundations in the development of good number sense for all children' (NCETM, 2025)</i>	7

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

Budgeted cost: £ 40,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Nuffield Early Language Intervention	<i>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</i> <i>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress (EEF, 2020)</i> Pupil Premium case studies used to accurately identify potential barriers to learning and effective, personalised intervention implemented.	1, 2, 3

Nurture Provision	Early Intervention to ensure children are school ready, can enjoy and achieve. Social communication has been identified as a priority area for further development in the 2021-2022 cohort of pupils.	2, 3, 5
Pre-teaching (prelearning) and Same Day Intervention (overlearning)	<i>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met (EEF, 2020)</i> 100% of teachers stated that, during 2025-2026, pupils accessing Pre-teaching were better accessing lessons. 2025-2026 data shows that many pupils accessing effective pre-teaching made accelerated progress.	1, 2, 3, 6, 7
Additional Phonics/Reading Intervention	Keep up not catch up mantra across the school. Reading is the gateway to the rest of the curriculum.	1, 2, 3, 6
Herts for Learning reading fluency intervention	Fluency of reading is also a key indicator for future success in further education, higher education and employment (DfE, 2021) Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging (DfE, 2021). Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance' (DfE, 2021).	1, 6

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

Budgeted cost: £ 40,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of relationships and sense of belonging through engagement with B&H Belonging Project.	<i>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.</i> (Rowland, 2021) <i>Everyone in the school community, including teachers, leaders, learning support staff, office staff and midday supervisors are responsible for building and sustaining positive relationships with all families, including those from</i>	1, 2, 3, 4, 5
	<i>disadvantaged backgrounds</i> (Rowland, 2021)	
Building cultural capital through educational visits and visitors; future careers focus; extracurricular activity	Regular pupil conferencing tells us that some children struggle to identify what might be possible in the future Pupil conferencing has shown that many children would like greater access to extra-curricular opportunities.	4, 5
Targeted use of breakfast club to ensure punctuality	Targeting preparedness for learning is a priority. Use of targeted breakfast club increased punctuality for vulnerable families.	3, 4, 5

Use of Family Champion to engage families.	<i>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.</i> (Rowland, 2021) ‘Schools should engage with parents in an active and empathetic way’ (Sobel, 2018) Support for parents in managing peer-on-peer abuse outside of school, online safety, routines, boundary setting and mental health are a priority based on latest updates to KCSIE and evidence collected from our families.	4, 5
Explicit support for SEMH through enhanced Learning Mentor Programme. Intervention groups and one-to-one sessions covering: Art therapy Nurture support ELSA ASC social skills EHCP targets Emotional support check-ins	Some of our pupils need a more individualised approach to support their social and emotional needs. The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4, 5
Enrichment to increase cultural capital for all pupils	<i>‘Development of quality relationships and communication.’</i> (Sobel, 2018)	4
Implementation of zones of regulation	<i>‘Pushes to improve behaviour should be school wide.’</i> (Sobel, 2018)	5
Early intervention	<i>Links with EYFS settings</i>	1, 2, 3, 4, 5
Early Access to forest school	<i>‘Improved self-regulation and an increase in self-esteem and self-confidence’.</i> (Sobel, 2018)	1, 2, 3, 4, 5

Financial Support	<i>Poverty proofing practices have shown that decisions about when to provide costed activities must have benefits which cannot be provided in the classroom.</i> <i>At different times, some families may find meeting the costs of various opportunities difficult.</i>	1, 2, 3, 4, 5
Transition	<i>Evidence suggests a dip in progress through transition, particularly cross-school transition.</i>	1, 2, 3, 4, 5

Total budgeted cost: £162,340.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

School Outcomes have improved year on year, which demonstrates that our strategy is having a positive impact on attainment and progress through effective allocation of support for all three tiers (see the table below which shows our data year on year from 2024 and compared to local authority and national data sets).

There was a significant decline in outcomes for disadvantaged pupils at the end of Reception in 2025. This was cohort specific and reflective of a group of children with complex needs and barriers to learning. The impact of support for this group was seen in progress made from starting points.

Outcomes for disadvantaged pupils at the end of Reception in 2026 exceeded national scores. Progress made by this group in all areas was exceptional (ave. + 54.4%).

Early Years Foundation Stage Profile					
All Pupils	2024	2025	2026	LA	National
Number of pupils	60	40	45	2,120	
% Good level of development	68.3	72.5	68.9	71	72
Disadvantaged (FSM) Pupils	2024	2025	2026	LA	National
Number of pupils	16	11	12	344	
% Good level of development	68.8	36.4	58.3	45	55

Disadvantaged Pupils	2024	2025	2026	LA	National
Number of pupils	20	30	15	747	
% Expected standard in Reading	70.0	76.7	73.3	61	63
% Expected standard in Writing	70.0	66.7	66.7	54	60
% Expected standard in Maths	75.0	53.3	80.0	56	62
% Expected standard in GPS	70.0	43.3	66.7	58	61
% Expected standard in RWM	60.0	40.0	60.0	43	48
Reading Progress	No data	No data	-3.2	-0.1	-0.70
Writing Progress	No data	No data	-3.1	-0.7	-0.50
Maths Progress	No data	No data	-1.7	-1.2	-0.90

As shown above, outcomes for disadvantaged pupils are consistently above LA and National in all areas, with combined RWM outcomes being almost 20% above LA.

In 2025, reading and writing outcomes remained above LA and National, however our maths and RWM outcomes fell below National, while remaining above LA. This was cohort specific. The table below shows progress made by this group from Year 1 to end of Year 6:

	At least expected progress	Better than ex progress
Reading	100%	20%
Writing	100%	7%
Maths	100%	13%

Whole-school Disadvantaged Progress Data

Disadvantaged progress in Reading, Writing and Maths combined.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2026	42.9%	61.9%	63.6%	57.9%	55.6%	60%
2025		14.3%	50%	48.9%	52.5%	53.2%
2024			52.6%	50%	36.8%	41.2%
2023				50%	38.9%	43.8%
2022					35.3%	37.5%
2021						25%

*Percentage of children eligible for Pupil Premium achieving expected standard in Reading, Writing and Maths combined.

Disadvantaged percentage gap (+/-) in Reading, Writing and Maths combined.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2026	-28.2	-6.4	-3.1	-16.7	-10.4	-11.2
2025		-56.8	-18.3	-17.8	-22.1	-12.8
2024			-31.6	-17.5	-45.7	-20.2
2023				-21.1	-36.6	-23.6
2022					-39.2	-16.2
2021						-38.4

Targeted academic support strategies were well-designed, delivered by teachers and well-attended.

Observations and pupil shadowing demonstrated that the building of language skills and cultural capital is having a positive impact on pupils' engagement, confidence and outcomes in writing. This is a priority for monitoring and continued implementation.

The strategy is known, understood and owned by all staff with every member of staff clear on their responsibility in improving outcomes for our most disadvantaged learners. Whole school INSET has taken place across the year to maintain whole-school buy in and improve outcomes. School culture of early intervention is demonstrated through the targeted support delivered in the Early Years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars and Numbots	ttrockstars
Language Angels	Nubridge Publishing Limited

Discovery RE	DISCOVERY RE LTD
Purple Mash	2simple
Odizzi	Little Travel Bug Ltd
GetSet4PE/Music	Getset4education
Charanga	Charanga Ltd

Further information (optional)

An internal tracking system is used to identify barriers to learning for vulnerable pupils. This is used to assess the impact of intervention on these barriers and supports all adults in long-term impact analysis.