

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 2025-2026 academic year.

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
We did not buy in to any non-DfE Programmes during the previous academic year	

Reviewed September 2026

To note: Pupil Numbers are very small in each age group

Intended Outcome	Review of Impact
EYFS / Good Level of Development (GLD)	100% of disadvantaged pupils in EYFS achieved a Good Level of Development in 2026, demonstrating the positive impact of targeted support and early intervention strategies.
Early Reading and Phonics	75% of disadvantaged pupils in KS2 achieved the expected standard in reading (3 out of 4 pupils). Although one pupil did not meet the Year 1 Phonics Screening Check standard, targeted intervention and additional support secured strong progress from starting points and improved outcomes
Improved Attainment and Progress in Reading	Three out of four disadvantaged pupils achieved the expected standard in reading in KS2, with all pupils making expected or better progress. Targeted interventions, including access to Lexia, contributed positively to pupils' reading development and confidence.
Improved Attainment and Progress in Writing	Half of disadvantaged pupils achieved the expected standard in writing in KS2. All pupils made expected or better progress from their individual starting points, reflecting the impact of focused teaching and personalised support.
Improved Attainment and Progress in Mathematics	75% of disadvantaged pupils achieved the expected standard in mathematics. All pupils made expected or better progress, demonstrating the effectiveness of targeted provision and intervention.

Emotional Wellbeing and Behaviour Support	Disadvantaged pupils benefited from a comprehensive package of pastoral support, including access to two trained ELSAs, the Bridge Chaplain and regular staff check-ins. This proactive approach helped pupils feel safe, supported and ready to learn, with individual successes evidenced through school records and case studies.
Access to a Rich and Varied Curriculum and Enhanced Cultural Capital	Financial support ensured that disadvantaged pupils were able to participate fully in school life, including swimming lessons, the residential visit and educational trips such as the Harry Potter Studio Tour. Support with uniform costs further reduced barriers to participation, ensuring pupils could access the same opportunities as their peers and broaden their experiences beyond the classroom.