

Mid Year Review of Pupil Premium Strategy 2025-2026

This details the mid-year impact that our pupil premium strategy has had on pupils in the 2025 to 2026 academic year.

Intended outcome	Activity	Mid-Year Impact (Autumn 2025- February 2026)
<p><i>To improve oral and language skills across the school.</i></p>	<p>To enhance reading and oracy throughout the school –</p> <p><i>Implement choral and echo reading approaches across whole school.</i></p>	<p>Autumn term and Spring 1 monitoring confirms DPs are being targeted for additional support in lessons with TA and teacher support.</p> <p>Talk for Writing is in place for Year 1 pupils -100% of DPs are making expected progress from the Year 1 Autumn baseline.</p> <p><u>End of Key Stage current position:</u> <i>Autumn term Reading assessments and monitoring in Year 2</i></p> <ul style="list-style-type: none"> • 63% (5 out of 8) DPs are currently working at expected + standard in reading in Year 2, 1 out of 8 DPs are SEND. <p><i>Autumn Term Reading assessments and monitoring in Year 6:</i></p> <ul style="list-style-type: none"> • 38% (3 out of 8) DPs in Year 6 are working at expected standard+ in reading, 4 out of 8 DPs are SEND. <p>22 out of 56 (39%) DPs across Years 1-6 are meeting expected standards in reading with 9 out of 56 (16%) pupils are exceeding end of year expectations. When SEND data is removed 54% (22 pupils out of 41) pupils are currently meeting end of year expectations and 22% (9 pupils out of 41) are exceeding end of year expectations. All 15 DPs with SEND are not meeting end of expectations however they are making small steps of progress. An additional 10 pupils not meeting end of year reading expectations are receiving targeted interventions such as 1:1 phonic intervention in KS2, attending small group ability phonic sessions and receiving targeted weekly reading sessions.</p>
<p><i>Improved reading attainment/progress among disadvantaged pupils at the end of KS1 and KS2</i></p>	<p><i>Embed use of Accelerated Reader scheme and whole class reading comprehension approach which focuses on collaborative learning and development of phonics</i></p>	<p><u>End of Key Stage current position:</u> <i>Autumn Term Reading progress assessments and monitoring in Year 2:</i></p> <ul style="list-style-type: none"> • 7 out of 8 DPs (88%) are making expected progress in reading compared to 86% of NDPs. <p><i>Autumn Term Reading progress assessments and monitoring in Year 6:</i></p> <ul style="list-style-type: none"> • 7 out of 8 DPs (88%) making expected progress from end of KS1 compared to 84% of NDPs.

	<i>Implement Choral and Echo reading approaches.</i>	
<i>Improved maths attainment/progress for disadvantaged pupils at the end of at the end of KS1 and KS2.</i>	<i>Embed White Rose Maths across all year groups, working the Enigma maths hub and deliver targeted catch-up maths intervention</i>	<p><u>End of Key Stage current position:</u> <i>Autumn Term Maths assessments and monitoring in Year 2:</i></p> <ul style="list-style-type: none"> • 7 out of 8 DPs (88%) are making expected progress in maths compared to 70% of NDPs. <p><i>Autumn Term Maths Assessments and monitoring in Year 6:</i></p> <ul style="list-style-type: none"> • 5 out of 8 (63%) of Year 6 of DPS have made expected progress from end of KS1 compared to 80% of NDPs. <p>23 out of 56 (41%) DPs across Years 1- 6 are meeting expected standards in maths, 5 out of 56 (9%) are exceeding end of year expectations. When SEND data is removed 56% (23 pupils out of 41) pupils are currently meeting end of year expectations and 12% (5 pupils out of 41) are exceeding end of year expectations.</p> <p>15 SEND DPs who are currently not meeting end of year maths expectations have made small steps of progress in autumn term. An additional 16 DPs are not meeting end of year expectations in maths. DPs are attending after school tuition in year 6 and Breakfast Maths Boosters. DPs are also encouraged to attend Maths Homework club throughout the academic year. All pupils not meeting age related expectations are receiving adult support in lessons, catch up math interventions, pre teach sessions, 20 Day challenges and differentiated tasks to support their learning. End of Year targets indicate that 11 out of 16 pupils are predicted to meet end of year expectations.</p>
<i>Improved writing attainment/progress for disadvantaged pupils at the end of KS1 and KS2.</i>	<i>To implement, embed and evaluate effective feedback strategies that promote learning and positive outcomes for DPs</i>	<p><u>End of Key Stage current position:</u> <i>Autumn Term Writing assessments and monitoring in Year 2:</i></p> <ul style="list-style-type: none"> • 7 out of 8 DPs (88%) are making expected progress in writing compared to 84% of NDPs. • 1 DP (13%) has made more than expected progress in writing <p><i>Autumn Term Writing assessments and monitoring in Year 6:</i></p> <ul style="list-style-type: none"> • 6 out of 8 (75%) of year 6 DPS have made expected progress from end of KS1 compared to 86% of NDPs.

		<p>46% pupils (26 out of 56) pupils are currently meeting end of year expectations. When SEND data is removed 63% (26 pupils out of 41) pupils are currently meeting end of year expectations. 5% (3 pupils) are exceeding end of year expectations across the school. When SEND data is removed, this rises to 7% (3 pupils out of 41).</p> <p>There are 15 DPs with SEND who are currently not meeting end of year writing expectations yet have made small steps of progress in autumn term. An additional 12 DPs are not meeting end of year expectations in writing. DPs are receiving writing interventions during the course of the school day. All pupils not meeting age related expectations are receiving adult support in lessons, adaptive tasks to support their learning, and 20 Day challenges.</p>
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<i>To assess DP emotional literacy and provide support where any concerns are raised through Mental Health Support Team/Learning Mentor support/ Zone of regulation sessions and Virtues Curriculum</i>	Autumn term Emotional Literacy testing indicates that 97% of DPs scored well <i>above average</i> , 3% of DPs scored <i>above average</i> . Pupils scoring above average are provided with learning mentor support.
<i>To provide Disadvantaged Pupils learning experiences beyond the classroom- Subsidise trips, music lessons, homework support and after school clubs.</i>		All 8 DPs in Year 6 were fully funded to attend a residential in October 2025 to Rock UK. Music lessons are currently being subsidised for 8 DP pupils from year 1 to Year 6. In autumn 1, autumn 2 and spring 1 term homework club has been offered to year 6, year 5 and 4.

Acroymns

DP – Disadvantaged Pupils	KS- Key stage
SEND – Special Educational Needs and Disability	NDP – Not Disadvantaged Pupils

