

Pupil Premium Strategy Statement

2025 -2026

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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodside School
Number of pupils in school	551
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Donaldson
Pupil premium lead	Louise Jones
Governor / Trustee lead	Mark Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,680
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	£169,680

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Woodside School, it is our responsibility to ensure that all children, irrespective of their background or challenges they face, achieve their potential, make good progress and achieve high attainment in all areas of the curriculum. We seek to meet the individual needs of every child. We target Pupil Premium funding to support the learning needs of vulnerable children and strive to narrow the attainment gap between children who are eligible for free school meals and those that are not. All children receive a varied and exciting curriculum which enables every child to achieve and reach their potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In June 2019, EEF published a guide on the Pupil Premium. The EEF Guide to the Pupil Premium aims to support schools in spending their Pupil Premium to maximise the benefit for their students. The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress made by pupil premium/disadvantaged children. The children have gaps in their knowledge and understanding and find it difficult to retain and recall information (retrieval)
2	Pupils and their families have social and emotional needs/difficulties and many of our children have attachment needs
3	Underdeveloped oral language skills/communication and vocabulary gaps
4	Narrowing the attainment gap in reading, writing and maths
5	Social, emotional and behavioural problems effecting wellbeing and resilience
6	Pupils suffering from any form of crisis and/or are in need of pastoral care and counselling which can impact of a child's daily life in school
7	Attendance for our vulnerable groups

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
Improved oral language skills and vocabulary amongst disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be closely monitored by termly pupil progress meetings, monitoring, speaking with children, assessments from Talk Boost, interactions in lessons etc
Pupil Premium children will progress at a level in-line or better than their non-Pupil Premium peers	Pupil Premium children will meet age-related expectations. This will be closely monitored by termly pupil progress meetings, data reports and monitoring
To accelerate the progress of Pupil Premium children	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum. This will be closely monitored by termly pupil progress meetings, data reports and monitoring
PPG Specific/Moderate Learning Difficulties children will attain in-line or better than their non-Pupil Premium peers	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum. This will be closely monitored by termly pupil progress meetings, data reports and monitoring
For all children to achieve and sustain improved wellbeing, particularly our disadvantaged children.	High levels of attendance in line/above Shropshire and national average. Attendance is monitored daily/weekly. Through termly pupil progress meetings, data, pupil voice, monitoring, wellbeing walks

Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £69,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality support for pupil premium children. There is support in Reception, KS1, Year 3/4 and Year 5/6	<p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place</p>	1-7

	<p>and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.</p> <p>High Quality First Teaching 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>Talk Boost intervention for Reception, Year 1 and 2</p> <p>Targeted Talk Boost intervention for children in Years 3, 4, 5 and 6</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from:</p> <ul style="list-style-type: none"> • Literacy Trust • 30 Million Word Gap project – James Hempstall • STOKe speaks out • Every Child a Talker • I CAN - Talk Boost • Oracy 21 Voice 21 Oracy United Kingdom <p>EEF - Improving Literacy in KS1 Develop pupils’ speaking and listening skills and wider understanding of language - activities which extend pupils’ spoken and receptive vocabulary EEF - Improving CLL in Early Years Prioritise the development of communication and language EEF Improving Literacy in KS2 ... activities that extend pupils’ expressive and receptive vocabulary; collaborative learning activities where pupils can share their</p>	<p>1</p>

	<p>thought processes; ... pupils articulating their ideas verbally before they start writing.</p> <p>Alex Quigley – Closing the vocabulary gap</p> <p>Oxford University Press – Closing the Word Gap</p> <p><u>Talk Boost</u></p> <p>A current intervention developed by Speech and Language UK for pre-school children is Early Talk Boost* -aimed at three- to four-year-olds- who need help with talking and understanding words. The programme helps boost children’s language skills to narrow the gap between them and their peers and aims to accelerate children’s progress in language and communication by an average of six months after nine weeks*.</p> <p>Speech and Language UK are calling on the Government to offer a range of language interventions that allow settings to choose a programme that suits their needs and matches their in-house resources and skills when deciding which intervention is most suitable for them.</p>	
<p>Phonics Bug (DfE validated Systematic Synthetic Phonics programme) is used to teach phonics in Early Years and KS1. Fidelity to the sequence of our school’s phonics programme is essential.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>

<p>Targeted support through Bug Club Rapid Readers and Rapid Phonics is used to support children who fall behind, do not make progress and/or who are struggling to make progress in Year 2 – Year 6</p> <p>Parent/carer meetings to support how their child/ren learn how to read and supportive/practical ideas to support and develop fluency and a love of reading</p> <p>Reading cafes and our school website provide extra support for all children, parents/carers</p>	<p>Bug Club Phonics is a synthetic phonics program that provides everything needed to help children succeed in early reading. It combines a comprehensive teaching program and fully decodable print books with an online reading world which includes eBooks, interactive assessments and games.</p> <p>Rapid Phonics/Rapid Readers</p> <p>Thousands of schools up and down the country use Rapid Readers and Rapid Phonics to help their struggling and disadvantaged children with SEN catch up in phonics and reading - and the results speak for themselves. An independent study by the National Foundation for Educational Research (NFER) told us that children using Rapid Reading make more than twice the normal rate of progress in reading. A trial in Worcestershire found children quadrupled their expected reading progress!</p> <p>Bug Club</p> <p>EEF blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD opportunities for teachers and teaching assistants to support wellbeing, attachment and resilience</p> <p>Use of the Wellbeing Centre, working with professionals and other outside agencies</p>	<p>EEF</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>1-7</p>

	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Children who begin to fall behind are provided with targeted support immediately</p> <p>Training and support with this, will be delivered in collaboration with our local English hub, Steph Cader and also Jennifer Owen, our phonics lead</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Some children need extra support from the beginning. Assessment should identify such children as soon as they begin to fall behind their peers (if not already identified). Teachers, working with others, if necessary, should investigate possible reasons, such as whether a</p>	<p>1, 2, 3, 4</p>

<p>Coaching and mentoring from our Phonics Lead, Jennifer Owen</p>	<p>child might have a hearing or visual impairment, or speech, language and communication needs (SLCN). To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.</p> <p>The Reading Review 2022</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>Phonics training for all staff and high-quality training and coaching for all staff in EY, KS1 and KS2 for staff leading interventions</p>	<p>High quality in-service training, either face-to-face or online, is the first step. But training is just the beginning and, on its own, is insufficient to ensure consistency and effectiveness and to help teachers become experts. Acting, learning the violin and playing football all require the careful building up of skills and knowledge to be done as well as possible. Progress depends upon practice and coaching</p> <p>Reading Review 2022, including the Updated Reading Framework (2023)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Targeted support and intervention to raise the attainment of spoken language and vocabulary in Reception, KS1 and KS2</p> <p>Tiered vocabulary is clearly planned for in all areas of the curriculum. Knowledge organisers support children from Nursery to Year 6</p>	<p>Evidence from:</p> <ul style="list-style-type: none"> • Literacy Trust • 30 Million Word Gap project – James Hempstall • STOKE speaks out • Every Child a Talker • I CAN - Talk Boost <p>EEF - Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of</p>	1

<p>Targeted reading support in Year 3/4 for children who did not pass the PST and who are struggling to catch-up and close the gap.</p> <p>Interventions using Rapid Reading and Rapid Phonics enable children to close the gap</p> <p>Children are carefully tracked to enable them to make progress and close the gap</p> <p>Bottom 20% are tracked carefully by class teacher, English leads, Associate Headteacher and Headteacher</p> <p>Pathways2Read is used across KS2 to provide a progressive development of reading skills that follow a mastery approach. The clear and detailed plans, for children from Y1 – Y6, ensures that all children are engaged and have purposeful reading lessons</p>	<p>language -activities which extend pupils’ spoken and receptive vocabulary EEF - Improving CLL in Early Years Prioritise the development of communication and language EEF Improving Literacy in KS2 ... activities that extend pupils’ expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing</p> <p>Alex Quigley – Closing the vocabulary gap</p> <p>Oxford University Press – Closing the Word Gap</p> <p>Evidence using Rapid Reader and Rapid Phonics showed in the initial pilot that children gained 6 months progress or above.</p> <p>The National Foundation for Educational Research (NFER) carried out an in-depth and independent research study in Rapid Reading and Rapid Phonics</p> <p>Pathways to Read is a primary school reading programme designed to equip pupils from year 1 onwards with key skills to move them through the reading process towards becoming competent and fluent readers. The units provide progressive development of reading skills that follow our mastery approach. The programme gives pupils the opportunity to participate in fluency practice and a variety of reading activities, allowing them to enhance their vocabulary, make predictions, retrieve information and respond effectively using their mastery keys. Pathways</p>	
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<p>To provide quality first teaching music opportunities for all children across the school</p> <p>To provide individual/group music lessons for disadvantaged children</p> <p>Opportunities for children to participate in music/choir after school clubs. Opportunities to participate in concerts, shows etc.</p>	<p>Enrichment approaches</p> <p>Due to financial constraints, many children may not have the opportunity to learn how to play a musical instrument. Supporting parents financially enables all children to have the opportunity to widen their experiences and meet their aspirations</p> <p>Playing a musical instrument can also develop their co-ordination and motor skills</p> <p>Sutton Trust – Education Endowment Foundation (EEF)</p> <p>Research states - ‘the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.’</p> <p>To support the Government’s ambitious plan for all children to have access to an excellent music education, the Department for Education has today (26 March)</p>	5

<p>Targeted support and intervention to raise the attainment of maths and understanding/application of maths reasoning across the school</p> <p>Use of White Rose Maths to support the teaching of maths to all children</p> <p>Interventions used to support the approach of White Rose maths</p>	<p>Evidence shows that improving the quality of maths teaching requires good content knowledge, but this isn't sufficient by itself. Excellent teachers also need to know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Fluent in Five provides a daily set of arithmetic practice, designed to help children develop and maintain fluency in both written and mental calculations. The structure of Fluent in Five is also designed to help children distinguish between written and mental calculations. Aimed at Y3 - 6.</p> <p>White Rose 1 minute maths app</p> <p>Embed TT Rockstars into the curriculum to practice fluency skills.</p> <p>Numberblocks</p> <p>Nrich - The NRICH Project aims to enrich the mathematical experiences of all learners. To support this aim, members of the NRICH teamwork in a wide range of capacities, including providing professional</p>	<p>1, 4</p>
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	<p>development for teachers wishing to embed rich mathematical tasks into everyday classroom practice.</p> <p>White Rose maths promotes deep understanding through a mastery approach that combines fluency, reasoning, and problem-solving, and it provides a structured, curriculum-aligned curriculum that supports both teachers and children. It uses the "concrete, pictorial, abstract" (CPA) method and provides a wide range of resources and support</p> <p>What Is White Rose Maths?</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Marie Gentles training 'Don't Exclude Me'</p> <p>Whole school behaviour training for all staff</p>	<p>5</p>

<p>Reviewing and implementing our Behaviour Policy consistently across the school</p> <p>Providing up to date, relevant behaviour training for all staff</p>	<p>Woodside school behaviour policy download.asp</p>	
<p>Phonics training for all staff and high-quality training and coaching for all staff in EY, KS1, Y3 and Y4</p>	<p>High quality in-service training, either face-to-face or online, is the first step. But training is just the beginning and, on its own, is insufficient to ensure consistency and effectiveness and to help teachers become experts. Acting, learning the violin and playing football all require the careful building up of skills and knowledge to be done as well as possible. Progress depends upon practice and coaching</p> <p>Reading Review 2022</p>	<p>5</p>
<p>To provide breakfast to ensure that children start the day with sufficient food</p>	<p>The Education Endowment Foundation (EEF) tested the impact of Magic Breakfast clubs on pupil attainment. It found that running a breakfast club before school delivered an average of 2 months' additional progress for pupils. It also improved behaviour</p> <p>EEF - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths</p> <p>Some of our children/families require support to provide for their basic needs</p>	<p>1, 2, 5, 6</p>
<p>To ensure that children look and feel part of Woodside School</p>	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development</p>	<p>5, 6, 7</p>

	<p>of a school ethos and the improvement of behaviour and discipline</p> <p>As a school, we support all families that may not be able to afford uniform</p> <p>Pre-loved uniform offered to all families</p>	
<p>To ensure that children take part and attend school trips and after school clubs to enhance their learning</p> <p>Termly audit of clubs</p>	<p>Trips are integral to pupils' learning experiences in order for learning to be 'brought to life' and to enable them unique learning opportunities</p> <p>EEF - There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes</p>	6, 7
<p><u>SEND and Inclusion Team</u></p> <p>Social Inclusion Manager and Early Intervention and Attendance Manager support children and their families and staff</p> <p>Our SENCOs supports staff and children/families to ensure that all children can attend school, access learning and can make progress and achieve</p>	<p>EEF - Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a</p>	1-7

<p>Key interventions used to support individuals/groups of children such as No Worries, forest school, nurture groups etc.</p> <p>Designated Teacher to support LAC and PLAC parent/carers</p>	<p>year. There are also higher impacts for pupils with low prior attainment</p> <p>The Government released guidance: Improving school attendance: support for schools and local authorities on the 07.12.21. It suggests that all schools should;</p> <p>Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable</p> <p>Learning Mentor support focuses on children who have barriers to their learning, and may need help with emotional regulation, attachment and resilience building</p> <p>Weekly forest school nurture sessions are planned specifically with the pupils' needs in mind. These focus on social interaction, communication skills, emotional regulation, resilience and collaborative work.</p>	
<p>Attendance Manager supports parent/carers to help families get their children to school on time/into school to improve attendance</p>	<p>The Government released guidance: Improving school attendance: support for schools and local authorities on the 07.12.21. It suggests that all schools should;</p> <ol style="list-style-type: none"> 1. Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school 2. Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them 	<p>1-7</p>

	<p>3. Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable</p> <p>We employ an Attendance Manager who builds relationships with families and works closely with our Social Inclusion Manager and Wellbeing Lead Teacher to support families</p> <p>Important priority for 2022-23 with the implementation of the DfE's 'Working together to improve school attendance', which will be in place from September 2022</p> <p>Our Attendance Manager will run targeted interventions. Working with these children will develop positive attitudes towards school and improve attendance/punctuality</p> <p>Targeted work with Class teachers re: attendance for their classes</p> <p>Sessions held to support our EAL families to ensure that all parents/careers understand the importance of being in school. Bulgarian speaker to support with this.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>1-7</p>

Total budgeted cost: £169,680

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2024 - 2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attainment

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, Year 1 and 2 phonics check results, Year 4 multiplication check results and our own internal assessments. FFT assessment tools are used by class teachers to measure attainment and progress at termly intervals through the year. All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by SLT. Pupil Progress meetings are held between class teachers and SLT to monitor impact and identify any concerns to be addressed. When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support/intervention.

Pupil Premium funding and its impact is a regular agenda item for the School Trustee meetings where the Headteacher and Associate Headteacher will discuss interventions, data etc.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed.

Data from KS1 and KS2 tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2024/25 was below our expectations. However, we are closing the gap between disadvantaged and non-disadvantaged. The provision of the additional key workers employed across all year groups has supported our teachers to provide quality first teaching to all children and also teach high impact interventions across the school. Interventions in phonics, reading, writing, spelling, GPS and maths has addressed some key learning barriers. Our Wellbeing Centre has enabled targeted interventions to take place to support our children socially, emotionally and academically. This will continue this academic year

Attendance among disadvantaged pupils was 91.9%. This has improved since last academic year 24/25 (90.07%). Improving the attendance of all children, but especially our disadvantaged pupils is always a focus. Our Attendance Manager works closely with our Social Inclusion Manager to support our families. We continue to work closely with the Educational Welfare Officer from the Local Authority to improve our attendance. This has had some success on an individual pupil level, and this is documented and communicated. However, this remains an important priority for 2025-26 with the implementation of the DfE's 'Working together to improve school attendance'. Our Attendance Manager reviews our school attendance and punctuality register every half term to ensure that it continues to meet the needs of our children. She also meets with the Headteacher and Associate Headteacher regularly. As a school, we are focused on increasing attendance and reducing persistent absence overall. Next year, we will continue to carry out interventions with our most vulnerable children to offer them help and support to ensure that school is a positive experience. This targeted intervention will be carefully monitored, measuring impact and improved attendance and punctuality.

Our school continues to have high expectations when supporting all children and their families, specifically, with their mental health and wellbeing. We have seen an increase of children and families needing more Early Help support compared to previous years.

The increasing concerns around social deprivation, food costs and reduction in specialist services locally, directly impacts on all our families, and we anticipate that we will need to respond to this by offering further Early Help support. The barriers to the achievement of disadvantaged pupils continue to be linked to the impact of social deprivation.

Identifying the right level of support for our children and families at the earliest opportunity is essential. The Social Inclusion Manager will work closely with outside agencies to ensure that we respond to the rising numbers of families needing more support.

Intended outcome	Success criteria
Improved oral language skills and vocabulary amongst disadvantaged children	Overall assessments in EYFS, indicate communication and language is slightly below National. Outcomes for disadvantaged pupils for communication and language at the end of EYFS in 2025 were below Shropshire and National averages. Careful monitoring of these children in Y1 will be required in autumn 25 and interventions to support these children will be carefully planned for and monitored. Termly pupil progress meetings, monitoring, speaking with children, assessments from Talk Boost, interactions in lessons etc will continue in 2025 – 26.
Pupil Premium children will progress at a level in-line or better than their non-Pupil Premium peers	<p>KS2 - R/W/M combined % of pupils meeting the expected standard was 50%. Outcomes for disadvantaged pupils achieving the expected standard in reading, compared to last year, improved by +5.1% and in writing, compared to last year, +5.9%. Outcomes for disadvantaged pupils achieving the expected standard in writing compared to National is +1.9%.</p> <p>KS1 - Outcomes for disadvantaged pupils achieving the expected standard in writing compared to last year has improved by 7% and maths has improved by 22%.</p> <p>PST (Y1) - 58% of disadvantaged pupils passed their PST. 71% of disadvantaged boys passed.</p> <p>PST (Y2) - 86% of disadvantaged pupils passed their PST. 75% of disadvantaged boys passed and 100% of disadvantaged girls passed.</p>

	Ensuring that Pupil Premium children will meet age-related expectations will continue to be a focus in 2025/26. This will be closely monitored by termly pupil progress meetings, data reports and monitoring
To accelerate the progress of Pupil Premium children	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum. (see above) This will be closely monitored by termly pupil progress meetings, data reports and monitoring. Data is also an ongoing agenda item in Trustee meetings with the Headteacher and Associate Headteacher reporting on this.
PPG Specific/Moderate Learning Difficulties children will attain in-line or better than their non-Pupil Premium peers	Continued work with the SENCOs to ensure that PPG with specific/moderate learning difficulties will attain in-line or better than their non-Pupil Premium peers. Termly PCP meetings, the Wellbeing Centre etc has supported continued monitoring and termly pupil progress meetings, data reports etc.
For all children to achieve and sustain improved wellbeing, particularly our disadvantaged children.	Attendance is monitored daily/weekly by our Attendance Manager. Attendance amongst our disadvantaged pupils was 91.9%. Improving the attendance of all children, but especially our disadvantaged pupils is always a focus. Our attendance manager works closely with our Social Inclusion Manager to support our families. Termly pupil progress meetings, data, pupil voice, monitoring, wellbeing walks will continue in 2025/26

• Data is unvalidated until December 2025