

Pupil premium strategy statement – WALTER HALLS PRIMARY SCHOOL

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028 (3 Years, reviewed annually)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	James Sullivan, Chair of Governors
Pupil premium lead	Emma Beardah, Headteacher
Governor / Trustee lead	Julie Miles, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-26 - £199,219 2026-27 - £218,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£199,219

Part A: Pupil premium strategy plan

Statement of intent 2025-2028

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are a young carer or who face difficulties within the family home. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage 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.

Our strategy will continue to consider where additional support is required for pupils whose education is being negatively impacted by poor mental health, social and emotional needs, wider family-life struggles and how this links with significant barriers with good attendance at school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers. On entry to Reception we consistently see 0% of our disadvantaged pupils working at age-related expectations in reading and writing compared to 2-6% of other pupils bring on-track at entry points. This gap narrows but remains significant to the end of KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class we consistently see, 0% of our disadvantaged pupils working at age-related expectations compared to 6-10% of other pupils. This gap narrows but remains significant to the end of KS2. This gap remains steady to the end of KS2.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due complex family scenarios and lack of enrichment activity. These challenges particularly affect disadvantaged pupils, including their future aspirations, attainment and attendance at school. Levels of SEMH support are consistently high. In 2024-25, 45 pupils (90% of whom are disadvantaged) required additional support with social and emotional needs, with 28 (95% of whom are disadvantaged) receiving regular small group or 1:1 intervention.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils. In 2024-25, 29 out of 46 persistently absent children were disadvantaged; this represents 63% of PA children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 – end of 2027/28
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes by 2027/28 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2027/28 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupils with SEMH needs show improved emotional regulation, resilience and engagement in learning, as evidenced by behaviour logs and wellbeing assessments.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys, teacher observations and play therapy assessments • a significant increase in individuals attendance data • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year – 2026-27

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 93,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching - Purchase external CPD package from Voice 21 to improve the teaching of Oracy across school - Release time for assistant heads, curriculum & assessment leader and English and Maths leaders to drive forward standards in teaching and learning - Membership of Nottingham School's Trust (NST) to deliver and support improvements in teaching and learning and support leadership team	UK Government Reports A 2025 House of Commons report highlights: • Only 25% of disadvantaged pupils achieved grade 5+ in English and Maths GCSEs (vs. 52% of nondisadvantaged). • The Pupil Premium has a relatively strong evidence base, but its impact depends on how effectively schools use it. • Schools that use EEF evidence to guide spending decisions tend to see better outcomes. It is the role of the pupil premium lead to ensure that the pupil premium budget is well managed. There is strong and consistent evidence that high-quality teaching has a particularly positive impact on disadvantaged pupils, helping to close the attainment gap. Here are some key findings from leading research and organisations: 1) Education Endowment Foundation (EEF) The EEF states that: "High-quality teaching is the most important lever schools have to improve pupil attainment, particularly for disadvantaged pupils." Effective teaching strategies include: • Explicit instruction • Scaffolding • Metacognitive strategies • Flexible grouping • Diagnostic assessment These approaches are especially beneficial for disadvantaged pupils, who may not have the same support structures outside school. 2) Sutton Trust & LSE Research A landmark study by the Sutton Trust and LSE found that: • Disadvantaged pupils taught by highly effective teachers make 1.5 years of progress in a single academic year, compared to just 0.5 years with a poorly performing teacher.	1,2,3,4 & 5

	• The impact of teacher quality is even greater for disadvantaged pupils than for their peers. • Raising the performance of the lowest 10% of teachers to the average could significantly improve national attainment and international rankings CPD, over the past three years, has been explicitly focused on items listed above. Rosenshine's principles offer a wealth of evidence for schools to use.	
Purchase of standardized diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3,
Embedding oracy and Makaton communication activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time as well as working in conjunction with English Hub	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 Teaching and Learning Toolkit EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ongoing investment in associated resources.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF ☒ EEF (Education Endowment Foundation) • Phonics has a +5 months average impact on progress, especially for disadvantaged pupils. • It is low cost and backed by very extensive evidence. • Explicit, systematic phonics instruction is particularly effective for younger learners and those who have fallen behind. [Phonics ...Foundation] ☒ Ofsted Guidance • Emphasises that catch-up is essential for pupils who fall behind in reading. • Recommends fidelity to a phonics programme and rigorous 'keep-up' to reduce the need for later catch-up.	2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Continue to develop the strength of effective feedback in all classrooms across school. Allocate teacher training time and coaching time from senior leaders	Providing feedback is well-evidence and has high impact on learning outcomes. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of effectively delivered verbal feedback show slightly higher impacts (+7 months in one academic year) Teaching and Learning Toolkit Feedback	1,2,3

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

Budgeted cost: £43,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Reading Fluency intervention including disadvantaged pupils who remain behind in their reading as they enter KS2. This is delivered in collaboration with our local English Hub	Reading intervention strategies have shown to have very high impact for very low cost, on children's progress, particularly those from disadvantaged backgrounds. Progress of an additional 6 months+ over the course of just one school year has been shown. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. EEF Toolkit Reading Intervention	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Teaching and Learning Toolkit EEF	2

Targeted learning intervention support from Learning and Behaviour mentors for identified children	Evidence indicates that one to one tuition and mentoring can be effective, providing approximately between two to five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching EEF toolkit One to one tuition EEF toolkit Behaviour Intervention	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 81,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide SEMH support via employment of on-site play therapist and regular engagement with Nottingham's MHST intervention (Mental Health Support Team) Continue to provide on-site Family Support Provision through employment of full-time family support worker Trauma-informed approaches will be embedded into routine educational practices and supported by professional development and training for staff. Dedicated leadership time and external CPD from Nottingham City will be sourced and time allocated to its implementation and monitoring of impact	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF Improving parental engagement has shown to add 4+ months progress in one academic year when done in a variety of ways to engage different family dynamics EEF Toolkit - parental engagement Scale of the Problem • A 2024 survey by Action for Children found that 37% of pupils—equivalent to 9 in every class of 25—face external barriers to education. • Teachers in deprived areas are five times more likely to report that half their pupils face such barriers compared to those in affluent areas. Action for Children Evidence Family Issues and Adverse Childhood Experiences (ACEs) Living in unstable family environments (e.g. domestic violence, neglect, parental mental health issues) is a major barrier. Exposure to ACEs is associated with poorer cognitive development, lower attainment, and higher exclusion rates.	4

Attendance officer and wider attendance team (DHT, school business manager, FSW) to closely monitor attendance patterns and to support families to improve attendance/ punctuality in accordance with the school's attendance policy Attendance incentives to help raise the profile of attendance across school – proportionate costs	Key Findings: Attendance vs. Attainment ◊ Key Stage 2 (Year 6) • Pupils with 95–100% attendance were 1.3 times more likely to reach the expected standard in reading, writing, and maths than those with 90-95% attendance. • Missing just 10 days in Year 6 reduces the likelihood of reaching the expected standard by 25%. Persistent Absence and Long-Term Impact • Pupils who are persistently absent (missing 10% or more of school days) are: ◊ Less than half as likely to reach expected standards at KS2 or achieve grades 9–4 at GCSE. Health Organisation Evidence	5
Continued Breakfast Club provision for disadvantaged pupils	EEF Foundation Report: Breakfast clubs found to boost primary pupils' reading and writing EEF Evidence Breakfast Clubs Schools that offer a breakfast club can boost the attainment of pupils by over 2 months during the academic year	4

Total budgeted cost: £199, 219

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

October 2026 review:

- We have analysed the performance of our school's disadvantaged pupils during the academic year 2025-26, drawing on national assessment data and our own internal summative and formative assessments – **APPENDIX A (pg 13-15)**. The data demonstrated that:

- End of KS2 outcomes for disadvantaged children were significantly above national
- Targets for our current Y5 cohort are very clearly defined and matched to individual children. They show an existing strength for reading.
- For GLD outcomes, 40% of our disadvantaged achieved GLD which still falls slightly below national figures but demonstrates strong progress from starting points.
- Outcomes for disadvantaged in phonics are above national disadvantaged and show a strong picture of progress.
- Disadvantaged children exceeded national for the Y4 multiplication test with a mean score of 22.8 for our disadvantaged children vs a mean of 19 nationally.
- The reading fluency interventions have supported 21 disadvantaged children across all 3 terms for all KS2 classes. The vast majority of those children made good progress and this supported strong reading outcomes for disadvantaged children in all KS2 year groups.

- We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing – **APPENDIX B (pg 16-19)**. The data demonstrated that:

- Play therapy has been delivered to 12/15 disadvantaged children and access to MHST support has enabled 17 children, 100% of whom were disadvantaged, to receive targeted support during 2026. Impact is described in the appendices.
- Access to family support for our disadvantaged fluctuated termly but the vast majority of those accessing support were those facing disadvantaged with up to 45 accessing this in any one term.
- Access to a bespoke breakfast club provision has specifically supported 13 disadvantaged children each term, giving them a positive start to their day and improving attendance and punctuality.
- Specific behaviour support and mentoring has offered a range of bespoke interventions with up to 90% of children accessing them being disadvantaged. Impact of this support has been significant from Autumn term through to Summer.
- Attendance for our disadvantaged children shows our disadvantaged pupils exceeded national by 2% with FSM children nearly matching those in similar settings.

Based on all the information above, the performance of our disadvantaged pupils met expectations of our strategy, particularly with regards to progress from starting points, over and above national attainment. We are at present on course to achieve success criteria mapped out for the end of 2027/28

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The 'Further Information' section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider
Times Table Rockstars	Maths Circle Ltd
NfER Assessment tools	NfER

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Continue to develop and utilise a Nottingham City 'Achieve Well' grant, following the school being awarded this recognition for our work to improve wellbeing and ensure RSHE curriculum is strongly delivered across school. This grant will allow us to continue to grow this area of learning so that it is a strength of our overall provision
- Continuing to develop OPAL for an excellent play offer for all of our children. We will continue to allocate sports premium funding to enhance this existing provision and we will invest in a trained play worker to lead this provision
- Continue to work with Epic Sports Partners to deliver excellence in physical education for all children and to ensure that all of our children remain engaged in sporting activities both in school and after school
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Part B Appendices – October 2026 review

APPENDIX A – PERFORMANCE DATA FOR PUPIL PREMIUM 2026

End of KS2 Disadvantage outcomes compared to national disadvantaged

	NATIONAL 2025	WALTER HALLS 2025	NATIONAL 2026	WALTER HALLS 2026	DIFFERENCE 2026 Currently compared to 2026 national figures
READING	63%	57% (-6%)	63%	67%	+4%
WRITING	59%	48% (-11%)	61%	67%	+6%
MATHS	61%	48% (-13%)	62%	70%	+8%
COMBINED	47%	42% (-5%)	49%	70%	+21%

- By the end of KS2, all of our disadvantaged outcomes exceed national from 2025. This needs to be re-checked against national data for 2026

Current Y4 and Y5 cohort disadvantaged data, compared to 2025 national:

	NATIONAL 2026	CURRENT YEAR 5 COHORT 2026	CURRENT YEAR 4 COHORT 2026
READING	63%	64% (+1%)	57% (-6%)
WRITING	61%	32% (-29%)	48% (-13%)
MATHS	62%	36% (-26%)	71% (+9%)
COMBINED	49%	32% (-17%)	38% (-11%)
TARGETS FOR DISADVANTAGED 2027/2028 cohorts	YEAR 5: - Exceed national for reading 16 PP children to target in writing 16 PP children to target in maths 11 PP children to target for combined YEAR 4: 5 PP children to target in reading 8 PP children to target in writing - Exceed national for maths 6 PP children to target for combined		

End of KS2 Outcomes 2026:

ALL CHILDREN SATS	All – EXP+ = <u>79%</u> (46) GDS – 36% (21) PP – EXP+ 70% (19) GDS – <u>33%</u> (9) SEND – EXP+ 40% (6) GDS – 20% <u>3</u> (3)	All – EXP+ = <u>79%</u> (46) GDS – 14% (8) PP – EXP+ 67% (18) GDS – 15% (4) SEND – EXP+ 40% (6) GDS – <u>0%</u> (0)	All – EXP+ = 76% (44) GDS – 31% (18) PP – EXP+ 67% (18) GDS – 30% (8) SEND – EXP+ 33% (5) GDS – 0% (0)	All – EXP+ = 81% (47) GDS – 29% (17) PP – EXP+ 70% (19) GDS – 22% (6) SEND – EXP+ 40% (6) GDS – <u>0</u> (0)	All – EXP+ = 74% (43) GDS – 16% (9) PP – EXP+ 67% (18) GDS – 15% (4) SEND – EXP+ 15% (4) GDS – 0 (0)
1 CHILD (disapplied)	All – EXP+ = 81% (46) GDS – 37% (21) PP – EXP+ 70% (19) GDS – <u>33%</u> (9) SEND – EXP+ <u>40%</u> (6) GDS – 20% (3)	All – EXP+ = 81% (46) GDS – 14% (8) PP – EXP+ 67% (18) GDS – 15% (4) SEND – EXP+ 40% (6) GDS – <u>0%</u> (0)	All – EXP+ = 77% (44) GDS – 32% (18) PP – EXP+ 67% (18) GDS – 30% (8) SEND – EXP+ <u>33%</u> (5) GDS – 0% (0)	All – EXP+ = 82% (47) GDS – 30% (17) PP – EXP+ 70% (19) GDS – 22% (6) SEND – EXP+ 40% (6) GDS – <u>0%</u> (0)	All – EXP+ = 75% (43) GDS – 16% (9) PP – EXP+ 67% (18) GDS – 15% (4) SEND – EXP+ <u>15%</u> (4) GDS – 0% (0)

F2 GLD outcomes for 2026:

SUMMER	All – 69% PP – 40% SEND - 0	All – 69% PP – 40% SEND - 0	All – 70% PP – 47% SEND - 0	All – 69% PP – 40% SEND - 0
Adjusted context: 6 significant SEND	37/48 77%	37/48 77%	38/48 79%	37/48 77% Homegrown 81%

READING FLUENCY TARGETED INTERVENTION – KS2

END OF SUMMER

	Y3	Y4	Y5	Y6
No. children accessing intervention	Daily Fluency: 7 Weekly Fluency: 5	Daily Fluency: 4 Twice Weekly: 6	Daily Fluency: 4 Twice Weekly: 8	Daily Fluency: 5
No. of PP children accessing intervention	Daily Fluency: 3 Weekly Fluency: 3	Daily Fluency: 2 Twice Weekly: 1	Daily Fluency: 4 Twice Weekly: 3	Daily Fluency: 5
Summer progress and attainment	Daily 5 children 2/5 are PP children = 40% 2 (40%) of the children are now working at EXS. 0% of these are PP children. 4/5 (80%) of these children have improved outcomes overall by at least 1 level of attainment. 1/5 of these is PP = 50% <u>Non PP</u> = 60% 3/5 of these children have improved their NFER scores, 1 child by a huge amount. 0% of these children are PP children. 3/5 children improved their fluency scores by at least 2 points of progress = 60% 1/2 were PP children. = 50% <u>Non PP</u> = 40%	Daily 3 children 2/3 are PP children = 66% 2/3 (66%) children improved their outcomes by at least 1 level of attainment. 1/3 of these is PP = 33% <u>Non PP</u> = 33% Twice Weekly: 3 children in this group. 2/3 of them are PP children (66%) There were no improvements with NFER scores or attainment outcomes for these children. 2/3 (66%) of the children did improve their fluency scores by 2. 1/2 of these were PP (50%) <u>Non PP</u> = 33%	Daily 4 children in this group. 100% PP children 2/4 <u>improved</u> outcomes by at least 1 level of attainment = 50% 3/4 were at a level where they could access a Year 5 NFER test- all managed to score. 1 with a mark of 69 and 2 with scores of 80. = 75% 2/4 improved their fluency scores by 2 points = 50% Twice weekly: 7 children in this group. 3/7 are PP children = 43% 2/7 children are now recorded as working at EXS= 29% both of these are PP children. 66% PP compared to <u>non PP</u> = 0% 3/7 children have improved outcomes by at least 1 level of attainment. 100% PP to <u>non PP</u> = 0%	Daily 5 children in this group. 100% PP children No NFER scores as SATS were taken and these children did not take the test, apart from 1- waiting results for him. No changes made to attainment outcomes for this group of children- 3/5 are PKS children. 3/5 children have shown an improvement in fluency scores of 1+ points when accessing the same year <u>test</u> they were previously tested on. 1 Child's score dropped but he had increased his test level by 1 year to access a Year 6 test. He <u>score</u> 10 as a fluency score with 12 considered good progress at that level.

MULTIPLICATION CHECK – YEAR 4 - TRACKER

	2022/23 – 51 children	2023/24 – 59 children	2024-25 – 56 children	2025-26 54 children
25/25 score	9=18%	11 = 19%	13 = 23%	22 = 42%
National % 25/25	31%	34%	34%	37%
National mean vs WH mean	Nat - 20.4 WH - 18.3	Nat - 20.6 WH - 17.8	Nat - 21.0 WH - 21.5	Nat – 21.0 / PP – 19.3 WH – 23.3 / PP – 22.8
20+	28 = 55%	31 = 53%	41 = 73%	50 = 93%
15-19	8 = 16%	12 = 21%	10 = 18%	4 = 7%
10-14	11 = 22%	5 = 9%	4 = 8%	0
Below 10	4 = 7%	10 = 17%	1 – 1%	0
Absent/left	1	3	1	3

- A strong rising picture of outcomes which has a positive impact on future maths outcomes
- Children scoring 20+ has risen from 17% in 2022 to 73% in 2025 and now 93%
- Nobody scored below 15.
- We are above national for 25/25 and above national for PP outcomes

PHONICS SCREENING 2026:

YEAR 1 2025 – progress & context in phonics:

<u>Total in cohort</u>	<u>Total on-track to pass</u>	<u>Pupil Premium phonics</u>	<u>'Homegrown' from F1 on-track to pass</u>	<u>Homegrown' from F2 on-track to pass</u>
AUTUMN (25+)	% - 57% Av Words – 30	% - 55% Av Words – 18	% - 58% Av Words - 20	% - 57% Av Words - 29
SPRING (30+)	% - 60% Av Words - 33	% - 55% Av Words -30	% - 58% Av Words - 33	% - 56% Av Words - 33
Summer Screening 31+ mark	% - 74% Av Words - 33	% - 73% Av Words - 30	24 pupils came in F1 5 did not pass (1 was disapplied) 80% passed Av Words -32	24 pupils came in F2 6 did not pass (3 were disapplied) 75% passed Av Words -29

APPENDIX B – WIDER IMPACT DATA FOR PUPIL PREMIUM 2026

PLAY THERAPY – Impact scores, attendance, engagement

	Y1	Y2	Y3	Y4	Y5	Y6
No. children accessing intervention – AUTUMN TERM	1	0	0	0	2	2
No. of PP children accessing intervention – AUTUMN TERM	0	0	0	0	2	2
No. children accessing intervention – SPRING TERM	1	0	0	0	3	1
No. of PP children accessing intervention – SPRING TERM	0	0	0	0	3	1
No. children accessing intervention – SUMMER TERM	1	0	1	0	2	1
No. of PP children accessing intervention – SUMMER TERM	0	0	1	0	2	1
TOTAL NUMBER FOR ACADEMIC YEAR	3	0	1	0	7	4
TOTAL PP NUMBER FOR ACADEMIC YEAR	0	0	1	0	7	4
FOCUS AREAS & INTENTIONS:	BEREAVEMENT SUPPORT - Play Therapy gives child a safe emotional outlet. Through toys, art, sand, stories, and creative materials, children so he can express big feelings such as anger, sadness, confusion, fear or frustration. They can “show” what they cannot yet “say,” helping them release emotions they may have been holding inside. TRAUMA FROM DOMESTIC ABUSE – Play Therapy supports healing from trauma and stressful experiences. Play enables children to re-create and work through difficult experiences at their own pace. By processing these moments in symbolic, playful ways, they begin to make sense of events, regain a sense of control, and feel safer in themselves and the world. NEURODIVERSITY DIAGNOSIS SUPPORT – Supports children with neurodiversity and sensory needs. Play Therapy is being tailored to support child with possible autism, ADHD, sensory differences or communication delays. Play gives them a structured, predictable and sensory-supportive way to explore the world and learn skills that feel safe and manageable. FAMILY SEPARATION AND ABUSE - Children learn new ways of dealing with challenges, worries, separation, It strengthens the child’s voice. The therapeutic relationship empowers children to make choices, set boundaries, and express their needs. This builds independence, self-advocacy and emotional literacy.					
End point impact	Play therapy has offered children who have needed it with a safe, consistent space where they can express themselves using play, their natural form of communication. This approach supports emotional, social and cognitive development while helping to reduce emotional and behavioural difficulties, making it particularly effective within a busy school environment such as ours. This academic year Play Therapy has supported children who have experiencing significant grief, trauma, family separation, domestic abuse, understanding neurodiversity, dealing with suicidal thoughts and thoughts to harm. It has enabled children to process difficult					
	experiences in a safe and symbolic way, often expressing feelings they cannot yet verbalise. Through this process, children have developed better emotional understanding, improved regulation, and rebuild a sense of safety and trust. It has been highly effective for neurodiverse children, as it adapts to their developmental level and communication style, supporting sensory needs, social understanding and emotional wellbeing. Also supporting parents to better understand and support their children and gain further when needed from other services and add to NPST pathway when seeking diagnosis. At a whole-school level, the impact is far-reaching. Children who access play therapy often show improved behaviour, stronger relationships and increased readiness to learn, which positively influences classroom environments. Staff develop a deeper understanding of trauma, attachment and neurodiversity, leading to more consistent, nurturing and inclusive practice. Overall, the presence of play therapy helps to embed a culture where emotional wellbeing is prioritised, creating a calmer, safer and more supportive school environment for all.					

MHST – Low level Support

	Y3	Y4	Y5	Y6
No. children accessing intervention – AUTUMN TERM		7	7	1
No. of PP children accessing intervention – AUTUMN TERM		4	3	1
No. children accessing intervention – SPRING TERM		6	5	0
No. of PP children accessing intervention – SPRING TERM		3	2	0
No. children accessing intervention – SUMMER TERM	1	1	6	0
No. of PP children accessing intervention – SUMMER TERM	1	1	2	0
TOTAL NUMBER FOR ACADEMIC YEAR	1	8	7	1
TOTAL PP NUMBER FOR ACADEMIC YEAR	17			
End point impact	Through 1:1 work with individual children and support for parents, MHST practitioners have helped address emerging mental health needs such as anxiety and low mood before they escalate, improving children's emotional wellbeing and ability to engage in school. Their involvement with parents also helps reduce family anxiety and strengthens consistency between home and school, which has been shown to significantly improve outcomes for children. In addition, MHST whole-class workshops and a wider whole-school approach help to normalise conversations around mental health, reduce stigma, and equip pupils with practical coping strategies. Evidence shows that school-based mental health sessions can reduce symptoms of anxiety and depression, while improving resilience, emotional literacy, and help-seeking behaviours. This not only supports individual wellbeing but also leads to improved attendance, engagement, and overall attainment, creating a more positive and supportive learning environment for all pupils			

ACCESSING FAMILY SUPPORT WORK / SAFEGUARDING SUPPORT

	EY	Y1	Y2	Y3	Y4	Y5	Y6
No. of children - AUTUMN	2	2	3	4	1	6	4
No. of PP children AUTUMN	2	2	2	4	1	4	3
No. of children - SPRING	8	4	8	7	5	10	6
No. of PP children SPRING	6	2	8	6	5	9	5
No. of children - SUMMER	5	4	8	3	9	13	8
No. of PP children SUMMER	3	1	8	2	7	8	7
IMPACT	Impact of this work is captured in separate case studies compiled annually. Case studies look at academic progress over time as well as barriers removed and parent voice feedback						

ACCESSING BREAKFAST CLUB SUPPORT – Pastoral and Safeguarding-specific breakfast provision

	EY	Y1	Y2	Y3	Y4	Y5	Y6
No. of children - AUTUMN			4	1	4	3	1
No. of PP children - AUTUMN			4	0	4	3	1
No. of children - SPRING			4	1	4	3	1
No. of PP children SPRING			4	0	4	3	1
No. of children - SUMMER	0	0	3	0	5	0	3
No. of PP children SUMMER	0	0	3	0	5	0	3
IMPACT	Impact of this work is captured in separate case studies compiled annually. Case studies look at academic progress over time as well as barriers removed and parent voice feedback Final Academic year comments: Early Risers Breakfast Club has had a significantly positive impact on both children and families within our school community. It has provided a calm, nurturing start to the day for children with life-limiting illnesses who benefit from a slower, more supported transition into school. Additionally, it has offered vital support to parents experiencing poor mental health by enabling a quieter, earlier drop-off, helping to reduce daily stress and promote greater emotional wellbeing within families. The club has also been an essential source of support for families facing financial hardship and those experiencing domestic abuse, ensuring that children receive a healthy breakfast and feel safe and settled before learning begins. As a result, children are better prepared to engage in school, and we have seen a noticeable improvement in attendance for several pupils, demonstrating the meaningful difference the provision has made.						

BEHAVIOUR 2026:

BEHAVIOUR MENTOR TARGETED SUPPORT –

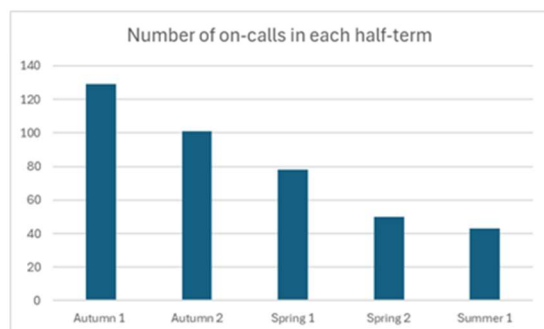
Children identified by behaviour logs and 'on calls' that need SEMH support.

Focused daily check-ins for children on 'team around' plans.

Timetabled and regular check-ins, usually around transition or to support specific areas of a child's timetable that they find difficult to regulate in. The learning mentors are used to ensure all support we have put in place within team arounds, is being followed and effective for the child's learning.

	F2	Y1	Y2	Y3	Y4	Y5	Y6	Percentage of Pupil premium.
No. children on team around plans with specific support	0	2	0	2	3	5	3	60%
No. children accessing SEL interventions		2	4	4	7	17	14	75%
No. children accessing lunch club support		3		3		2	2	40%
No. children receiving on call support	2	2	4	4	5	10	6	81%

Summer 1 and 2 behaviour mentor support data



The data for on calls throughout the year shows that there has been a significant reduction in children needing to be withdrawn from their classroom.

90% of the children receiving on calls are children facing disadvantage (Pupil premium) 79% of the children who have on calls made, have multiple vulnerabilities. 79% of the pupils are on SEND support.

ATTENDANCE 2026:

Vulnerable groups	2023		2024		2025		2026	
	WH	National	WH	WH	National	WH	National	WH
Pupil Premium	91.2%	91.3%	91.3%	91.2%	91.3%	91.3%	92.3%	94.5%
SEND	93.1%	91.9%	91.8%	93.1%	91.9%	91.8%	91.8	92.8%

Graph alternative: table of attendance for different pupil groups from the start of the academic year 2025 to 2026, up to Monday 25 May 2026.

Pupil group	Your attendance	Similar schools' median attendance
All pupils	94.9%	94.2%
Pupils with FSM	91.5%	92.3%
Pupils with no FSM	96.7%	95.4%
Pupils with SEN	92.3%	91.8%
Pupils with no SEN	95.7%	95%