

Pupil premium strategy statement

Kings Worthy Primary School

December 2025

School vision:

"Growing together to be the best we can be through respect, resilience and responsibility."

Overall aim:

To ensure that all disadvantaged pupils at Kings Worthy Primary School make strong progress, achieve well across all areas of the curriculum and develop the social, emotional and academic foundations needed to thrive now and in the future.

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	397
Proportion (%) of pupil premium eligible pupils	14.1%
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jamie Dodson, Headteacher
Pupil premium lead	Lizzie Eggleston
Governor / Trustee lead	Laura Croker, Link Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,105
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£91,105

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for every child - regardless of their background or the challenges they may face - to make strong progress and achieve their full potential across all subjects. At the heart of our pupil premium strategy is a commitment to supporting disadvantaged pupils in reaching this goal, while also continuing to nurture and extend those who are already high achievers. We are equally mindful of the needs of other vulnerable pupils, including those with a social worker and young carers. The approaches outlined in this statement are designed to support all of these children, whether or not they are formally identified as disadvantaged.

Kings Worthy Primary School is a high-performing school located in an area of relative socio-economic advantage. Currently, 14.1% of our pupils are eligible for Pupil Premium, compared to 25.7% nationally. However, we recognise that many of our Pupil Premium children face complex and sometimes unseen challenges, which can affect both their emotional wellbeing and their academic progress. As a staff team, we are fully committed to identifying and removing barriers to learning so that every child can thrive, feel confident about their future, and truly 'be the best they can be'.

We believe that high-quality, inclusive teaching is the most effective way to secure strong outcomes for all children. For this reason, a significant proportion of our Pupil Premium funding is used to invest in teacher professional development and high-quality resources, such as well-researched published schemes. This ensures that teachers are equipped with a strong and flexible toolkit to meet the needs of every learner. Developing both pedagogical expertise and deep subject knowledge enables staff not only to deliver excellent classroom teaching, but also to make accurate assessments and identify any gaps in learning early. By providing carefully planned professional development, we empower our teachers to offer the best possible education for all pupils, including those who are most vulnerable.

Setting clear and achievable targets is a key part of improving outcomes. Class teachers set specific goals for their Pupil Premium pupils, which are reviewed regularly to ensure progress remains on track. These are recorded on our whole-school provision mapping system, helping us to monitor impact and work towards closing the attainment gap between disadvantaged pupils and their peers. Where additional support is needed, adult-led interventions are carefully

designed to provide focused teaching that addresses specific barriers to learning. Alongside this, class teachers provide appropriate scaffolding to help children build confidence, deepen their understanding and develop the knowledge and skills they need for future learning.

We are also aware that children eligible for Pupil Premium funding may not always have the same access to a wide range of enriching experiences as their peers. As part of our commitment to equity, we strive to broaden pupils' experiences and support the development of their cultural capital, recognising that life experiences vary greatly from child to child.

We understand that assumptions and stereotypes can limit how effectively support is provided. To counter this, we take a nurturing, holistic approach, ensuring that class teachers - working closely with our pastoral team - develop a deep understanding of each child and their family. This allows us to identify individual barriers to learning and put in place tailored strategies to overcome them. Research consistently highlights that children who feel safe, supported and ready to learn achieve better outcomes, and creating this environment for every child remains our central priority.

Challenges

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

Challenge number	Detail of challenge
1- Attainment	The new curriculum review published in November 2025 states that in end of KS2 tests nationally, 47% of Year 6 Pupil Premium eligible children achieved combined age-related expected standard in reading, writing and maths in 2025 compared to 62% of Year 6 children. At Kings Worthy Primary School, 20% of disadvantaged Year 6 children achieved combined ARE in 2025 compared to 78% of Year 6 children. Our challenge is to close this gap to ensure the best possible outcomes for our vulnerable groups. Only 23% of our PP children are also in the SEND category. 42% of PP children in Year 1 passed the phonics screening check in 2024-2025 compared to 85% of the whole year group and 80% nationally.
2- Teaching and learning	The priority for all children is ensuring high-quality, consistent teaching across all year groups and subjects

	including for new teaching staff, embedding evidence-informed approaches in English, maths and wider curriculum. Pupil Premium children will benefit from this whole-school approach.
3- Writing	Specific challenge has been identified in writing outcomes: barriers include limited vocabulary, transcription skills and spelling. End of 2026 predictions for the current Year 6 cohort are 28% ARE for writing for PP children versus 90% for non-PP children. A strategic initiative is required to address gaps in attainment effectively.
4- Attendance	Persistent absence, including cases of school refusal and EBSA disproportionately affects disadvantaged pupils, impacting learning and social engagement. Our attendance data indicates that key families struggle with punctuality and attendance which has a negative impact on the children's outcomes. The attendance of our Pupil Premium children, as a group, is lower than that of the whole school.
5- Wellbeing	Emotional dysregulation coupled with a lack of readiness to learn affects some disadvantaged children, with social and pastoral needs impacting on engagement and attainment. When children are not emotionally available to learn, their learning behaviours will be affected and as a result, their engagement and progress may be hindered. The percentage children being given crosses for poor behaviour who were PP was 17% in 2024-2025. Only 37% of PP children attend a school-based club in November 2025.

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
To reduce the gap between the attainment of Pupil Premium children and non-Pupil Premium children.	- PP children to achieve 29% combined reading, writing and maths ARE at end of KS2 tests in 2025-2026, with progress data showing narrowing of gaps. This represents a 9% increase from 2024-2025. - Children's targets are logged and reviewed regularly. Interventions are chosen carefully based on formative and summative data, children are

	grouped appropriately and regular assessment reviews the effectiveness of interventions. Phonics screening data for disadvantaged children to be at 50% by 2026-2027, up from 42% in 2024-2025.
To improve the quality of teaching and learning.	- Triangulation of consistent implementation of high-quality pedagogy across all classrooms from learning walks, pupil voice showing CPD embedded and lesson monitoring showing impact in written outcomes: evidence from learning walks, book scrutinies and pupil interviews. - TBO forms will show progress made against targets previously set for class teachers as the overall standard of teaching improves.
To positively impact writing outcomes of Pupil Premium children compared to non-Pupil Premium children.	- The whole-school oracy programme introduced by English lead will improve outcomes, with evidence of enriched vocabulary and transcription accuracy across year groups, evidenced by teacher questionnaires. - Participation in the Raising Attainment in Writing programme will upskill the PP lead and English lead in pupil conferencing and key messages will be shared with staff. Pupil voice and teacher questionnaire will show increased confidence in writing. - Attendance of Spelling Shed club (PP invitation only) will result in improved spelling competence in formative and summative assessment.
To improve attendance of Pupil Premium compared to non-Pupil Premium children.	PP attendance will meet or exceed 94%; reduction in persistent absence and EBSA cases as reported by the pastoral lead. Pupil and parent voice will demonstrate improved attitudes to school attendance and confidence in support offered to families.
To achieve and sustain improved wellbeing of all pupils.	- Levels of wellbeing will be demonstrated through qualitative data from pupil and parent voice, teacher observation and increased participation in enrichment activities. - Thrive/ELSA assessments will show 5% progress from 71% to 76%. Pupil surveys will indicate improved resilience; reduced behavioural incidents logged by class teachers to bring down the % of PP children receiving crosses from 17% to 14% in line with their proportion of the school population. Currently 37% of

	PP children attend a club; our target is for 50% to attend by summer 2026.
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Activity in this academic year

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: £32,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD funding available for future courses for all subject leads. This will be assigned on an ongoing basis throughout the year and will be used to further develop the skills of school staff and improve the curriculum whilst ensuring it benefits our disadvantaged children. £21,500	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is a key ingredient of a successful school' <i>EEF pupil premium guide</i> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733925310 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733925310 Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.	Addresses challenges 1, 2, 3, 4, 5 SIP: 2:1 (a) key marginal children are identified with pupil progress meetings and are a focus group within intervention groups and the classroom. 2:1 (c) disadvantaged pupils are supported with individual targets and resources
Purchase of standardised diagnostic assessments and training for staff to ensure correct	Diagnostic assessments can identify areas for development for individual pupils or groups, enabling targeted teaching: EEF Diagnostic Assessment https://www.nfer.ac.uk/for-schools/nfer-assessments/nfer-tests/ Informed by over 75 years of assessment research,	Addresses challenges 1, 2, 3 SIP 3.1a Teachers to use

administration and interpretation NFER: £2299 Maths.co.uk: £167 Total: £2466	NFER's range of trusted, standardised, curriculum-aligned paper assessments help confidently track pupil progress and attainment across key stage 1 and 2 and provide valuable data to support teacher judgements and pupil outcomes.	online QLA to offer maths interventions with a particular focus on disadvantaged
Embedding dialogic activities across the curriculum, including funding resources, teacher training, and release time: £3000 English Lead Core provision: £400 Summer reading scheme. All Children receive a copy of their first guided reading text to be studied in the Autumn Term. £620 Further embed reading buddies peer tutoring programme which consists of high attaining Year 6 children reading with lower attaining children in KS1. Children to receive termly training from English lead and adult to	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://literacytrust.org.uk/research-services/research-reports/young-readers-programme-developing-a-love-of-reading-in-primary-schools/ One way to improve reading enjoyment is to provide access to a range of interesting and diverse reading materials, either at home, at school or within the community. Indeed, research has shown that book ownership and access to books at home can have an impact on a variety of outcomes, including increased reading enjoyment and reading behaviours, increased reading confidence, wider educational attainment, higher mental wellbeing scores. – National literacy trust https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Addresses challenge 1 and 3 SIP Priority 2: Developing language, vocabulary, and communication skills SIP Priority 1: High-quality teaching and assessment to accelerate progress

be in sessions to ensure quality. Subscription to EDshed for all pupils used for home learning and homework tasks. - £550	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework The average impact of homework is positive across both primary and secondary school +3 months. Oral language interventions, including structured classroom discussion, improve reading and vocabulary outcomes: EEF Oral Language Interventions	
Purchase of a DfE validated Systematic Synthetic Phonics programme-continue school investment in Twinkl phonics. Phonics leads to work with staff to further embed blending strategies. Twinkl phonics: £2700	Phonics approaches have strong evidence for improving word reading accuracy, especially for disadvantaged pupils: EEF Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics - Phonics has a positive impact (+5 Months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantage backgrounds. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy."	Addresses challenge 2 SIP Priority 2: Literacy development and phonics proficiency 2.4g- Provide a phonics workshop (disadvantaged parent invite SEN/ PP) 2.5- Targeted interventions with a particular focus on disadvantaged
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance; teacher release for CPD including Teaching for Mastery for new teachers Maths core provision: White Rose: £220 Number Sense: £270	Evidence-based approaches improve mathematics outcomes: DfE & EEF Guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Teaching for mastery is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.	Addresses challenge 1 SIP Priority 3: Raising attainment in mathematics 3.2- Organise high quality CPD for all staff to embed the fundamentals of mastery across the school

Times Table Rock Stars and Numbots: £281	https://whiteroseeducation.com/ Rooted in research on the teaching for mastery approach, we provide a comprehensive progression for pupils aged 4 to 16, a rich bank of teaching resources and engaging professional development to inspire and empower individuals and teams. https://numbersensemaths.com/ Builds fluency in multiplication & division facts, and understanding of multiplicative relationships	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8696

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils needing additional support, linked to classroom learning. Targeted one to one intervention led by Learning Support Assistants to include Toe by Toe, phonics and reading comprehension Year 6 reading group with head teacher	Tuition targeted at specific gaps is effective for low-attaining pupils: EEF One-to-One Tuition, EEF Small Group Tuition Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching is likely to be a key component' <i>EEF pupil premium guide</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils	SIP Priority 1: Targeted academic support to accelerate progress Addresses challenges 1, 2 and 3

and deputy head teacher. Signed books from author for visit £125 Third space learning maths program in place for some year 6 children to address gaps. £8000 Speech link diagnostic tool for children with speech and language needs. Infant language link diagnostic tool for children with speech and language needs £ 291 Junior language link diagnostic tool for children with S and L £280	undertake and the pace at which they progress through the curriculum—will be more effective. On average, individualised instruction approaches have an impact of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. https://thirdspacelearning.com/impact/ Pupils learn in a one to one environment with their own dedicated tutor who can address gaps in real-time leading to faster progress. In an independent trial, pupils receiving weekly one to one tutoring from Third Space Learning made 7 months' progress in 14 weeks. https://speechandlanguage.link/ We help schools to support children with speech, language and communication needs (SLCN). We do this by providing evidence-based interventions, standardised screening assessments and training in the use of these tools.	
Additional phonics sessions for disadvantaged pupils, under guidance of the English hub, delivered by PP lead <i>Twinkl subscription accounted for above</i>	Targeted phonics interventions over a sustained period improve reading outcomes for disadvantaged pupils: EEF Phonics	SIP Priority 2: Literacy development and phonics proficiency Addresses challenges 2 and 3

Purchase of a programme to improve listening, narrative, and vocabulary skills for pupils with weak spoken language Drawing and talking- already paid	Oral language interventions improve language skills and impact attainment: EEF Oral Language Interventions https://drawingandtalking.com/ Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.	SIP Priority 2: Developing language, vocabulary, and communication skills Addresses challenges 2 and 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and emotional regulation approaches to improve school and behaviour and attitudes Thrive subscription: £1300 Thrive course: £75, £70	Both targeted and universal behaviour interventions are effective: EEF Behaviour Interventions	SIP Priority 5: Promoting positive behaviour and wellbeing Addresses challenges 4 and 5
Emotional Literacy Support Assistant (ELSA) to prioritize disadvantaged children when appropriate.	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. 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.	Addresses challenge 3
PP lead to work closely with	Evidence from schools reducing absence and persistent absence: DfE Attendance Guidance	SIP Priority 6: Improving

pastoral lead to monitor particular families where absence is a persistent issue. Office staff to be deployed to make contact with families and investigate persistent absence.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them.	attendance and reducing persistent absence Addresses challenge 4
Offering opportunities for enrichment activities: trips and residentials £18000 Theatre trip to increase cultural capital- coach (tickets provided by Play to the Crowd) £395 All children to have access to instrumental lessons. £4000 Farm: Opportunity for pastoral intervention £5000	Extending school time with activities that widen children's life experiences positively impact self esteem, develop a range of skills and directly improve academic attainment: EEF Extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	Addresses challenge 5 SIP priority 1
Financial support for pupils to attend breakfast and after school club. Health and wellbeing fund to support specific needs as and when they arise. This includes additional clothing and	'Breakfast provision helps ensure that no child has to learn when they're hungry.' EEF foundation	

other essential such as extra food. £18,000		
Contingency fund for acute issues £3562	Experience from similar schools shows the need for responsive funding.	SIP Priority 1– 6: Flexibility to address emerging needs

Total budgeted cost: £91,105

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of end of KS2 data

All Pupils	EYFS	Phonics	Y4 x-tables	KS2 combined	KS2 Reading	KS2 Writing	KS2 maths
2023	78%	82%	37%	63%	77%	78%	73%
2024	80%	61%	20%	63%	83%	76%	75%
2025	80%	85%	62%	78%	83%	86%	86%
2026 predictions				73%	90%	90%	88%

Disadvantage	EYFS	Phonics	Y4 x-tables	KS2 combined	KS2 Reading	KS2 Writing	KS2 maths
2023					57%		43%
2024		22%		31%	46%	62%	54%
2025		42%		20%	20%	40%	20%
2026 predictions				29%	86%	28%	85%

The school's internal and published data indicate that, while overall attainment at Kings Worthy Primary School is improving across reading, writing and mathematics, outcomes for disadvantaged pupils remain significantly below those of their peers. Over time, the gap between disadvantaged pupils and other pupils has not closed consistently and, in some areas, has widened.

In 2023, disadvantaged pupils attained below their peers, particularly in mathematics. Although there was some improvement in writing outcomes in 2024, this was not sustained across all areas, and disparities remained evident, especially in reading and in combined measures. This suggests that improvements have not yet been fully embedded or consistently effective across subjects.

In 2025, outcomes for disadvantaged pupils declined markedly across all core subjects. Consequently, the attainment gap widened considerably, exceeding 60 percentage points in reading and mathematics, with a similarly large gap in combined outcomes. This indicates that, for this cohort, strategies in place did not have sufficient impact and were not sharply focused enough to secure improved outcomes.

Provisional information for 2026 suggests that outcomes for disadvantaged pupils are likely to improve in reading and mathematics, with some narrowing of the gap. However, outcomes in writing and combined measures are projected to remain significantly lower than those of other pupils. This identifies writing as a continued area for development, where provision requires further refinement to ensure disadvantaged pupils achieve as well as they should.

The school recognises the need to strengthen its approach to supporting disadvantaged pupils. Leaders are increasingly focused on ensuring that high-quality teaching is consistently strong, that interventions are precisely targeted and that assessment information is used effectively to identify and address gaps in learning. There is a clear emphasis on improving outcomes across all subjects.

Nationally, in 2025, 47% of pupils eligible for Pupil Premium achieved the expected standard in reading, writing and mathematics combined, compared with 62% of all pupils. At Kings Worthy Primary School, 20% of disadvantaged pupils achieved the combined expected standard, compared with 78% of the wider cohort. This reflects a significant in-school gap and underlines the importance of sustained and strategic action to improve outcomes for disadvantaged pupils.

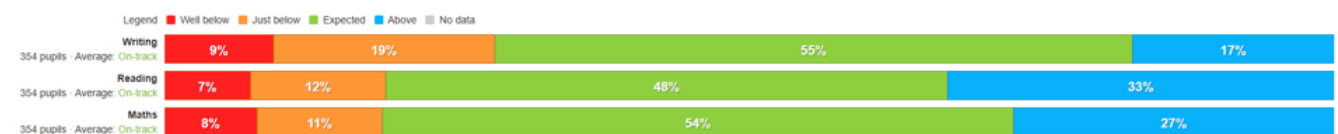
Local authority data presents a similar picture. Across Winchester, attainment for disadvantaged pupils is notably lower than for non-disadvantaged pupils, with the greatest difference seen in writing. In 2025, 76.8% of non-disadvantaged pupils achieved the combined standard, compared to 42.9% of disadvantaged pupils, representing a gap of 34 percentage points. Differences are also evident in early reading, with lower phonics outcomes for disadvantaged pupils.

Within the school, phonics outcomes for disadvantaged pupils are below both local and national figures. In 2024–2025, 42% of disadvantaged pupils in Year 1 met the expected standard in the phonics screening check, compared with 85% of all pupils in the cohort and 80% nationally. This suggests that some pupils do not secure the early reading skills they need quickly enough.

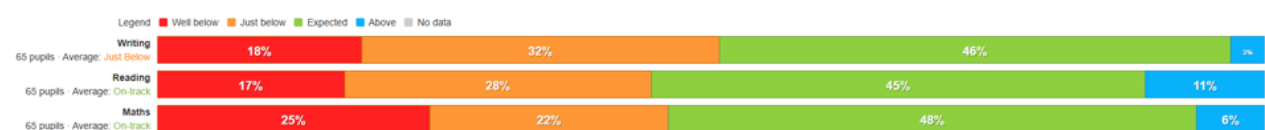
Teachers use assessment information routinely to identify pupils' next steps and to inform targeted teaching and intervention. Summative assessments are used to set and review individual targets, which are tracked using the school's assessment systems and monitored by leaders. This supports continuity between year groups and enables leaders to track the progress of disadvantaged pupils over time.

Whole school data from Insight: Summative assessments (internal tests and teacher assessment)

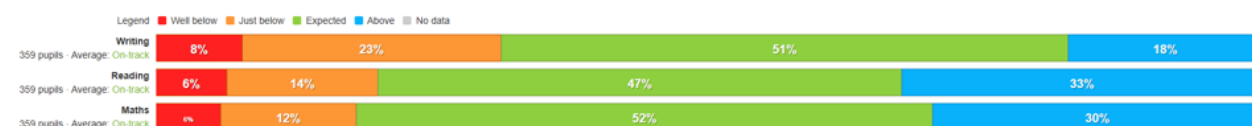
Whole school 23-24- all year groups



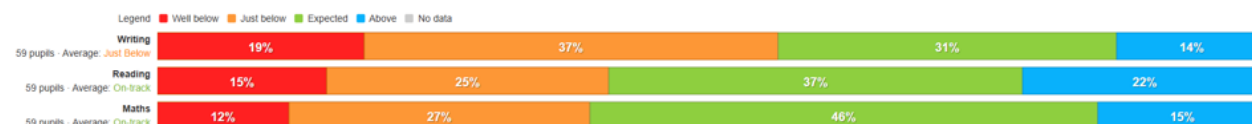
PP 23-24- all year groups



Whole school 24-25- all year groups



PP 24-25- all year groups



Over the past two academic years, formative assessment information indicates that the gap between disadvantaged pupils (PP) and their peers has widened. This is primarily due to a decline in attainment for disadvantaged pupils, alongside broadly stable or improving outcomes for the wider pupil population. Leaders recognise this pattern and are taking steps to address it.

In 2023–2024, disadvantaged pupils achieved relatively well in reading and writing, with outcomes of 56% and 48% respectively. While these results were below whole-school figures (81% in reading and 72% in writing), the differences were less pronounced than in other areas. Mathematics was a relative weakness, with disadvantaged pupils achieving 54% compared to 81% of all pupils. This highlights the need for a continued focus on securing strong mathematical understanding for this group.

In 2024–2025, outcomes for disadvantaged pupils remained broadly steady in reading and writing, with a small increase in reading (56% to 59%) and a slight dip in writing (48% to 45%). Outcomes in mathematics improved more noticeably, rising from 54% to 61%. Leaders recognise this as a positive step; however, the gap between disadvantaged pupils and their peers remains, particularly as overall attainment in mathematics continues to be strong across the school.

Taken together, this information shows that, while outcomes for disadvantaged pupils are beginning to improve in some areas, differences in attainment remain. Leaders are aware that further work is needed to ensure that improvements are sustained and that gaps continue to close, particularly in mathematics.

Attendance remains a key focus. In 2024–2025, overall attendance was strong at 95.6%, with disadvantaged pupils attending slightly less regularly at 93.8%. The school has set a clear and achievable target to increase disadvantaged pupils' attendance to 94% in 2025–2026. Leaders are mindful that recent changes to Hampshire guidance on authorised absence have affected how attendance is recorded. They take this context into account when evaluating data and remain focused on maintaining positive attendance habits for all pupils.

Behaviour information shows that, in 2025–2026, 17% of recorded behaviour sanctions were issued to disadvantaged pupils, compared to 14% representation within the school. Leaders are monitoring this closely to ensure that behaviour support is fair, responsive and tailored to pupils' individual needs.

Pupil voice provides a more positive and encouraging picture. Disadvantaged pupils spoken to in October 2025 shared that they feel safe and well supported in school. They

can identify trusted adults to speak to if they have concerns and report that they enjoy attending school. They particularly value opportunities such as visits to the farm, school trips and residential experiences. Leaders recognise the importance of these opportunities in supporting pupils' wellbeing and personal development, and continue to prioritise access to them through financial support where needed.

Pupils also spoke positively about attending clubs, highlighting the contribution these make to their enjoyment of school life. This is reflected in wider wellbeing information. Thrive data shows that 71% of disadvantaged pupils made expected developmental progress in 2024–2025. Leaders have set an ambitious but realistic target to increase this to 76% in 2025–2026.

Leaders recognise that improving outcomes for disadvantaged pupils remains a key priority. They are increasingly focused on ensuring that teaching is consistently strong, that interventions are well-targeted and that assessment information is used effectively to respond quickly to pupils' needs.

The school is working towards achieving the intended outcomes of this strategy. Leaders have a clear vision that all disadvantaged pupils will make strong progress, achieve well across the curriculum and develop the confidence, resilience and skills they need to succeed both in school and in the future. This vision is shared across the school community, with the Pupil Premium Lead working closely with governors, senior leaders and class teachers to maintain a collective focus on this important work.