Pupil premium strategy statement – Branston C of E Infant Academy

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	130
Proportion (%) of pupil premium eligible pupils	18%
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 with a clear evaluation of the impact of the strategies used in the previous academic year).**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed **(this should be a working document and therefore should be reviewed at least termly).**	Ongoing
Statement authorised by	Academy Committee
Pupil premium lead	Lianne Cook
Governor / Trustee lead	Mr John Stacey

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,576.75
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.*	£36,576.75

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Part A: Pupil premium strategy plan

Statement of intent

Include information on:

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all. We embed the Trust vision of 'We See You' in all of our decision making to ensure that every child is seen and their needs met.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally). This aligns with our school vision, for **all** children to become 'The Best They Can Be'.

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve and become 'The Best They Can Be'.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding and National Tutoring Program is being used as targeted support through additional tutoring for children who have been affected the most, including non-disadvantaged children.

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Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be 'the best that they can be'.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children, if this is at the heart of what we do, then this should have a positive impact on attainment.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers (e.g., poor attendance) as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our Trust ethos, along with the school vision and priorities to ensure sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	End of KS1 data indicate that **reading** attainment among disadvantaged pupils is below that of the same group of pupils compared to writing. Our KS1 2025 data, showed that 80% of disadvantaged pupils achieved the expected standard in reading in comparison to 100% for writing.
2	EYFS Baseline, NELI baseline and Wellcom Assessment and observations of pupils indicate ongoing underdeveloped **oral language skills** and **vocabulary gaps**, continue to be more prevalent among our disadvantaged pupils than their peers in EYFS.
3	End of EYFS data (**Good Level of Development**) for disadvantaged pupils, based on baseline information, shows that 75% of these children are not on track in reading comprehension and word reading, writing and both number and numerical pattern. Our challenge is for at least 75% of pupils from disadvantaged backgrounds to achieve GLD.
4	Formative and summative assessment of phonics reveal disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas. The 2024 and 2025 Phonics Screen data showed 100% of disadvantaged pupils met the required standard, the challenge for 2025-26 is to sustain this outcome.
5	Our **attendance** data over the last year 2024-25 indicates that attendance among disadvantaged pupils was 92.8%, this was a 2% increase on the previous year and lower in comparison to 95.5% overall attendance.

	The percent of '**persistently absent'** (less than 92% attendance) is still significantly higher in comparison to pupils not from a disadvantaged background. While overall PA rates were lower than National at 6.2%, the PA rate for disadvantaged children was significantly higher. This needs to reduce in order to ensure that disadvantaged pupils are in school every day to receive high quality teaching and learning to close any potential gaps in knowledge and to stop further gaps forming.
6	Our observations, baseline data for EYFS and discussions with pupils and families have identified **SEMH** as a concern a number of our disadvantaged pupils. We have seen an increase in the number of pupils being supported by Early Help/TAC. 25% of our disadvantaged families are currently open to Early Help/TAC. Our challenge is to ensure there is effective support in place for these children/families via ELSA support, Family Learning opportunities and beyond.

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 **reading** attainment among disadvantaged pupils by improving reading fluency.	KS1 reading outcomes in 2025/26 show that the reading outcome for Y2 pupils are either at or higher than outcomes for writing for the same group of children.
Improved **oral language skills** and vocabulary among disadvantaged pupils in **EYFS**.	NELI assessments will show progress from baseline, observations indicate significantly improved oral language among disadvantaged pupils. The % of disadvantaged pupils achieving the ELG's for Communication and Language is in line with non-disadvantaged peers.
Improve outcomes (**GLD**) for disadvantaged EYFS pupils.	At least 75% of disadvantaged pupils will achieve GLD. This will be achieved by this group of pupils achieving the ELG in all areas with a specific focus on Reading, Writing and Number.
Sustain phonics attainment for disadvantaged pupils in the Y1 **phonics** screen check and ongoing progress via RWI termly assessments.	RWI phonics assessments will show that disadvantaged pupils make continued progress from their baseline and attain in-line with expected standard. Y1 phonics screen outcomes in 2025/26 show that at least 90% of disadvantaged pupils achieve the expected standard.
To ensure the PA rate for disadvantaged pupils is significantly reduced and the overall attendance of disadvantaged pupils is inline with that of their non-disadvantaged peers.	The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no higher than10%.

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To achieve and sustain improved **SEMH** and **wellbeing** for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing: • qualitative data from pupil wellbeing surveys, parent surveys and teacher observations • a reduction in behaviour incidents (evidenced on CPOMS) • a sustained record of participation in enrichment activities, particularly among disadvantaged pupils

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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: £18,837.73

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1,2,3	Enhancement of our **reading fluency curriculum** and teaching delivery in line with DfE and EEF guidance by delivering for pupils post RWI phonics. We will fund teacher release time to attend YARC assessment training and to complete assessments via the English Hub. Funding will also be used to purchase YARC materials and resources to deliver the Herts for Reading Intervention for pupils post RWI. Cost: **£3850**	The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy The reading framework (publishing.service.gov.uk)	**End of Spring term:** *Training has been completed by relevant teachers.* *Reading materials have been purchased and 60% of the Y2 cohort have now accessed the intervention post-phonics.* **End of Summer term:** *90% of Y2 cohort have accessed the intervention post-phonics. Further coaching of teachers has been completed to ensure consistent practice. Outcomes for reading for pupils who have participated in this program have shown clear impact (see Part B).*

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		York Assessment of Reading for Comprehension (YARC) - GL Assessment	
2,3	To ensure that pupils in **EYFS** have access to a **language-rich curriculum** to help close the language gap, especially for disadvantaged pupils. Cost of texts/resources to support language development and Talk Through Stories: Cost of cultural capital experiences/workshops for disadvantaged pupils to remove barrier: **£722.08**	There is evidence to suggest that pupils from lower soci-oeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. Oral language interventions | EEF (educationendowmentfoundation.org.uk) Talk Through Stories - Ruth Miskin Literacy	**End of Spring term:** *Talk through story books have been purchased to align with the resources available through the RWI portal.* *In addition, two Tonie boxes have been purchased with Tonies to match our Talk Through Stories books. This means children can access the texts beyond the Talk Through Story sessions.* *Little City Lincolnshire session has been provided for the children, this role play experience focused on language development in real life contexts.* **End of Summer term:** *Further resources have been purchased to support early language development specifically to support disadvantaged pupils with EAL. A review of Talk through stories books have been reviewed and further books to support DEI have also been added to our Early Years bookshelves.*
3	Ensure pupils in EYFS have access to a high quality curriculum that helps ensure they achieve the ELG for reading, writing and number.	Professional development to support reading links to RWI phonics and talk through stories: Talk Through Stories - Ruth Miskin Literacy Read Write Inc. Phonics - Ruth Miskin Literacy	**End of Spring term:** *CPD has been accessed for those working in EYFS, including CPD provided at Trust level and via the*

	Ensure fidelity to **NCETM Mastering Number** approach to ensure consistency for all pupils, especially disadvantaged. CPD to continually develop QFT model. Cost: **£1650** Release time for Maths leader to attend both Trust CPD and Maths Hub CDP. Cost: **£2200**	Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Home | NCETM	*Maths Hub. Funding has been used to release staff to attend training.* **End of Summer term:** *Further training via the Maths Hub was accessed during the Summer term. Funding was used for release time and also to purchase further subitising resources to support the mastering number approach. Math leader release time to attend Trust CPD and maths mastery training was achieved.*
4	Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice. Cost: **2425.65**	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 Read Write Inc. Phonics - Ruth Miskin Literacy	**End of Spring Term:** *RWI Development Days have provided high quality CPD and coaching session for all practitioners. Phonics lead has accessed high quality CPD which has been shared in school.* *All staff delivering phonics have a bespoke portal pathways for ongoing CPD.* **End of Summer term:** *Summer RWI development day provided high-quality coaching and analysis of data to ensure disadvantage pupils accessed the highest quality delivery and fast track tutoring. Phonics lead and all staff delivering phonics carried out bespoke portal pathways to target our first 20% pupils and all pupils.*
1	Purchase of standardised diagnostic assessments, to include PIRA & PUMA for KS1.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	**End of Spring Term:** *PIRA and PUMA test materials for KS1 have been purchased and administered for the Autumn and Spring terms. Data*

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	Cost: **£750** Training for staff to ensure assessments are interpreted and administered correctly using MARK. Data Input Administration. Cost: **£330**	Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts. EEF_Maths_EY_KS1_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) New PiRA - Progress in Reading Assessments For KS1 & KS2 (risingstars-uk.com)	*has been used to ensure that children receive targeted support.* *Data input time has been allocated and used to process test data.* **End of Summer term:** *PIRA and PUMA materials for Year One purchased and delivered to the children. Pupil Progress meetings ensured that information gathered from assessments was used to close gaps and highlight adaptations for the strategy for 26/27.* *Funding ensured time was allocated to data input.*
5	Improve overall **attendance** of disadvantaged pupils, significantly reducing % of persistent absentees. Cost to cover Trust Attendance Specialist (EWO) to support attendance plans with families. Cost: **£440**	Persistent absence is an immediate issue facing schools across the country. We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. (Source Evidence brief on improving attendance and support for… | EEF (educationendowmentfoundation.org.uk)) Working together to improve school attendance - GOV.UK (www.gov.uk)	**End of Spring Term:** *Overall rate of attendance for disadvantaged pupils is 96.3% with PA 11%* *Funding has been used to access support and advice from Trust Attendance Specialist and to implement fortnightly pupil welfare meetings.* **End of Summer term:** *Overall rate of attendance for disadvantaged pupils is 94.8% with PA 10.5%.* *Funding has continued to be used to access support and advice from Trust Attendance Specialist and to implement fortnightly pupil welfare meetings.*
6	Improve the quality of social and emotional (SEL) learning and SEMH across the school. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF_Social_and_Emotional_Learning.pdf(educationen-dowmentfoundation.org.uk)	**End of Spring Term:** *Key staff members have accessed CDP which has been shared with the wider team during PD sessions.* **End of Summer term:** *MHST have delivered whole staff training on regulation. Pastoral lead release time has been funded for monthly consultations*

	Cost: **£1320**		*and ongoing referral for pupils. This support has ensured further consistency and a wider range of resources and signposts available for all.*
2, 4,	Ensure high quality teaching across all subjects to ensure disadvantaged pupils receive a 'first and best' approach to all their learning. Ensure teachers have access to high quality resources and curriculum materials with a specific focus for 2025/26 on RE (new curriculum) and Music (DfE priority). Cost: £4000	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. 1. High-quality teaching | EEF LDBE RE Curriculum Materials - Diocese of Lincoln Board of Education A world-leading, configurable music teaching and learning platform	**End of Spring Term:** *New RE curriculum has been implemented, further resources have been purchased, along with allocated CDP for RE leader.* *Music leader has accessed high quality CPD via Lincolnshire Music Service and Trust CPD. The school has engaged with the Lincolnshire Music Service to provide 1:1 music tuition to pupils. This has been funded for disadvantaged pupils.* **End of Summer Term:** *Further implementation of the new RE curriculum including further support from Lincoln DBE, including accessing the annual conference and local CPD via the Trust.*

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

Budgeted cost: £9581.56

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
2	Implementation of NELI programme in EYFS for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	**End of Spring term:** *NELI has been implemented in EYFS by pre-trained staff member. During Summer Term new staff member to be trained.*

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	Training for new staff to complete the assessments and delivery of the NELI intervention. Cost: **£1,375**	Oral language interventions | EEF (educationendowmentfoundation.org.uk) Specifically, NELI will be implemented for pupils in EYFS based on EEF finding (+4 months progress) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	**End of Summer term:** *NELI implemented during the summer term and impact on pupils outcomes for Communication and Language ELG can been seen in overall outcomes. All pupils made progress from baseline to end of program assessment. Ongoing training and resource needs have been established with peer to peer modelling.*
4	Fast Track RWI 1:1 phonics sessions targeted at disadvantaged pupils (first 20%) who require further phonics support. This will be quality assured by our RWI Advisor. Cost**: £6906.85**	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 | Toolkit Strand | Education Endowment Foundation | EEF https://www.ruthmiskin.com/	**End of Spring term:** *RWI fast track tutoring has been consistently delivered daily for the first 20% of pupils. This has been quality assured in both Autumn and Spring by a RWI advisor.* **End of Summer term:** *RWI fast track tutoring has been consistently delivered daily for the first 20% of pupils. Phonics screen outcomes for pupils reflects the impact of this 64% of pupil premium children passed this assessment. Further physical resources also purchased to ensure further groups could access the tutoring.*
1,2,3	Pre and post teaching interventions for reading and writing. Cost: **£495**	Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).	**End of Spring term:** *Pre-teach of reading has been implemented in KS1.* **End of Summer term:** *Pre-teach in KS1 expanded to maths with first 20% of pupils receiving pre-teach session prior to new unit of work, delivered by Maths Lead. See pupil outcomes in Part B for impact which in part can be attributed to this strategy.*

		Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).	
All	Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support home learning. Cost: **£804.71**	The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.	**End of Spring term:** *To date, RWI parent packs and numicon packs have been purchased to support home learning. These have been accompanied with a parent workshop to ensure families know how to effectively use these resources at home.* **End of Summer term:** *Numeracy Natters maths resource packs created for families and parent workshop delivered. Funding supported the release of maths lead to plan and deliver the sessions. All disadvantaged families invited to attend and received a pack of resources to continue the learning at home. Clear modelling provided with the aim of growing mathematical confidence and vocabulary.*

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8157.46

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
6	Implementation of ELSA support to target social, emotional and behavioral needs. To include ongoing EP supervision costs and	Both targeted interventions and universal approaches can have positive overall effects:	**End of Spring term:** *ELSA sessions have been implemented for Autumn and Spring Terms.*

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	face to face delivery with pupils and new 'add on' training units such as Sand Tray Therapy. Cost: **£3000**	Behaviour interventions | EEF (educationendowmentfoundation.org.uk) ELSA support programme https://www.elsa-support.co.uk/ http://www.lincolnshirepsychologyservices.com/elsa/	*ELSA TA has accessed supervision with the EP service.* *Additional Sand Tray Therapy has been completed and rolled out as part of ELSA sessions. This had been particularly impactful on our youngest children.* **End of Summer term:** *Continuation of ELSA two afternoons per week by trained ELSA TA. Supervision accessed via the Lincolnshire EP service, this further strengthened systems and delivery.* *Sand Tray Therapy embedded and used with 5 pupils. Impact has been positive and children's ability to articulate feelings has been noted.*
5,6	Increase parental engagement through reading cafes, maths workshops and other workshops so that they know how they can support their children's learning. Develop strong relationships with parents and families through the head teacher/SENCO in order to foster trust including a full Family Learning Program. Cost: **£1300**	The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	**End of Spring term:** *Successful 'numeracy natters' workshop ran in the Autumn Term, well attended.* *Adult Cooker Course attended by targeted families.* *Family Learning program has successfully run during both the Autumn and Spring Term. Themes include 'You and Your Child', 'Science Explorers' and 'Christmas Crafts and Cooking'.* **End of Summer term:** *Family Learning courses continued to be well attended during the summer term with the delivery of two further workshops including 'Outdoor Explorers'.*
5,6	Enrichment & World of Work activities to raise aspirations. Use of funding to allow disadvantaged children access to **unique experiences and world of work opportunities**, such as a trip	Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.	**End of Spring Term:** *Unique experiences include: iSing Pop Concert* *All PP children have now attended at least one opportunity from our Rainbow.*

	to a university, visit a city or art gallery, iSing Pop Concert. Cost: **£1500** Access to our **Rainbow of Opportunities** (e.g., BSL, STEM, Little Fishes, Sports, Choir, Forest Club) No financial barriers to participating in whole class **visits and trips**, **swimming** and school activities where **uniform** is required. Use of funding to **nurture talents** and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo. **Cost: £2357.46**		*Trips include Lincoln Castle, swimming, Little City Lincolnshire, Rhubarb Theatre.* *We have funded musical instrument tuition for three pupils.* **End of Summer Term:** *Rainbow of opportunities (extra curricular activities) was accessed by 100% of disadvantaged pupils with the average number of clubs being 3 per pupil over the course of the year.* *Children accessed a further session with Little City Lincolnshire and a trip to Grimsthope Castle, fully funded using this allocation. A rich cultural capital opportunity, providing a core memory for these pupils.* *Funding for music lessons continued during the Summer Term. +*

Total budgeted cost: £37,576.75

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-pupil premium pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that 78% of **EYFS Pupil Premium children** achieved GLD in comparison to 81% of non-pupil premium pupils. We are proud of the high expectation of standards for all pupils and the small gap between pupil premium/non-pupil premium pupils. Further analysis of show that 100% of pupil premium child achieve the 'speaking' ELG, demonstrating the impact of our strategies funded via this strategy.

The date demonstrates that 64% **Y1 Pupil Premium children** passed the Phonics Screen outcome, this is in comparison to 100% of non-pupil premium pupils. We recognise the impact that the strategy has had on closing the gap from pupils starting points to outcomes. Ongoing tracking demonstrates the progress of these pupils from their baseline. We recognise that SEND needs have also impacted the outcomes of these pupils. Ongoing targeted support for phonics is required and will be reflect in the next strategy.

The data demonstrates that **Year 2 Pupil Premium children** achieved the following outcomes at age related expectation/greater depth standard:

- Reading 82% (non-disadvantaged 87%)
- Writing 73% (non-disadvantaged 76%)
- Maths 91% (non-disadvantaged 84%, pupil premium children overall outperforming non-pupil premium, although a higher % of non-pupil premium children achieving greater depth standard).

This demonstrates positive outcomes for Pupil Premium pupils at the end of KS1. It particularly highlights the impact of the strategy on outcomes for maths and reading/phonics for pupil premium children. It has highlighted that while outcomes for writing are strong (73% in comparison to 76% non-pupil premium), outcomes for this strand are still lower that outcomes for reading and writing. This will be reflected in the 2026/27 strategy. Additionally, while outcomes in maths are exceptional, we want to further challenge the number of pupil children achieving greater depth standard in maths. This will also be reflected in the next strategy.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. These aspects are reviewed on a fortnightly basis by senior staff.

The data demonstrated that end of year attendance data for pupil premium children in comparison to non-pupil premium children (including persistent absence).

	Overall Attendance %	Persistent Absence %
National Overall All	94.7%	13.8%
Overall, School	96.6%	3%
Pupil Premium School	94.9%	10.5%

While the overall attendance for pupil premium is higher than the National attendance for all pupils and the persistent absence rate for pupil premium children is lower than the national rate, there is a gap between the persistent absence rate for pupil premium children and non-pupil premium children. This will be an area to continue to target in the 2026/27 strategy and the development of the role of an education welfare officer.

Based on all the information above, the performance of our disadvantaged pupils either *exceeded/met* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Please refer to our 2026/27 strategy for full details.

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
Family Learning	Lincolnshire County Council & 2aspire
Multiply	Lincolnshire County Council
Soundlincs	Lincolnshire Music Service
Reading For Pleasure	English Hub, Open University, Branston Community Library

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Service pupil premium funding (optional)

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**
Our Service Pupil Premium allocation has been used to continue to provide our 'Little Trooper' club, a fortnightly club which brings together our service pupils. Within the club, there is an opportunity to discuss worries and concerns, as well as events that they are looking forward to. The funding ensured that dedicated ELSA (Emotional Literacy Support) was available for service children during periods of deployment. This helped to support the children during times when family members were away from home and supported them to discuss their feelings and emotions in a safe environment. The impact to both the child and the whole family was significant as it supported them during this time. Service families have continued to access our Family Learning programme such as 'Inside Out' which focused on emotions and strategies to help children during challenging times. Some funding has been used to ensure access to the sessions, resources and materials to use both in the session and to use at home.
The impact of that spending on service pupil premium eligible pupils
'Little Troopers' ensures that the service know that they belong to a special group in school and they are supported by our school family. It has meant that friendships have been forged as they know the other children who are experiencing similar lives to themselves. The use of ELSA has meant that children have received emotional support and an opportunity to talk about events in their lives which maybe affecting them. The impact of this is measure through scaling questions that are asked at the beginning and end of the series of sessions. For those families who choose to access our Family Learning sessions, their feedback can be measured through the feedback surveys which they complete for Lincolnshire County Council.