

Pupil Premium Strategy Statement – The Magdalen Church of England/ Methodist School, Wainfleet



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	167
Proportion (%) of pupil premium eligible pupils	65.3%
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).	September 2025- July 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).	Feb 2026 June 2026
Statement authorised by	Academy Trust
Pupil premium lead	Melanie Page
Governor / Trustee lead	Father Aiden Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 181 922.50
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>	£ 181 922.50

Part A: Pupil premium strategy plan

Statement of intent

Include information on:

Pupil Premium Strategy Intent

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. At our school, we live out the Trust’s vision “I see you” by recognising and nurturing the unique potential in every child, especially those facing disadvantage. Our commitment to aspiration, creativity, inclusion, and resilience drives our mission to ensure that all pupils, regardless of background or circumstance, are given the opportunities they need to succeed—academically, socially, and spiritually.

We believe that every disadvantaged and vulnerable child has the right to be privileged. Our strategy is designed to address social divides and inequalities, supporting a wide range of pupils including those who are:

- In receipt of FSM or on the poverty line
- Looked after or previously looked after
- Young carers
- Children with a social worker
- Service children
- Pupils with multiple vulnerabilities, such as those with SEND or EAL

We recognise that disadvantage is not always defined by financial hardship. Our strategy also supports pupils who face other vulnerabilities—whether or not they are eligible for Pupil Premium. Our approach is rooted in the principle that if we get teaching and learning right for our most vulnerable pupils, we get it right for all. We have a moral obligation to bring about positive change through an enriching learning experience built on high expectations, high challenge, and high ambition.

Ultimate Objectives for Disadvantaged Pupils

- Accelerate and sustain academic progress, particularly in reading, writing, and mathematics
- Improve attendance and reduce persistent absence by engaging families and promoting the value of education
- Support wellbeing and resilience, ensuring children feel safe, valued, and ready to learn
- Develop digital fluency, preparing pupils for a rapidly evolving digital world
- Foster a sense of belonging and responsibility, helping pupils see their place in a diverse and interconnected society
- Ensure progress for disadvantaged pupils who are already high attainers

How the Strategy Works Towards These Objectives

- Quality-first teaching is central, supported by high-quality CPD and Trust-led training
- Adaptive teaching and digital tools personalise learning journeys and provide timely, meaningful feedback
- Targeted interventions in core subjects, informed by diagnostic assessments
- Whole-school responsibility for monitoring wellbeing and raising expectations for disadvantaged pupils
- Family engagement and outreach, helping parents understand the importance of attendance and learning continuity
- Enrichment opportunities that offer “mirrors, windows, and doors”—allowing pupils to reflect on their identity, explore others’ experiences, and imagine new possibilities
- Tutoring and targeted support for pupils whose education and wellbeing were most affected by the ongoing effects of the COVID-19 pandemic

Key Principles of the Strategy Plan

- Equity and Inclusion: Every child is seen, supported, and celebrated
- No Capped Ceilings: All pupils are expected to achieve and thrive
- Digital Empowerment: Technology is used to enhance learning, personalise support, and prepare pupils for the future
- Whole-School Commitment: Every member of staff is responsible for pupil wellbeing and outcomes

- Early Intervention: Barriers are identified and addressed swiftly to prevent long-term impact
- Community and Global Awareness: Pupils are encouraged to understand their role in society—locally, nationally, and globally
- Diagnostic and Responsive Practice: Our strategy is rooted in robust assessment and responsive planning, avoiding assumptions and focusing on individual needs

This statement of intent is fully aligned with our School Development Plan and reflects our ongoing commitment to sustained impact for all disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Attendance: Persistent absence remains a significant barrier to learning. Children need to be in school consistently to access high-quality teaching and make sustained progress.</p> <p>Our attendance data over the last academic year highlights a significant gap between disadvantaged and non-disadvantaged pupils:</p> <ul style="list-style-type: none"> • Overall attendance: 94.5% • Persistent absence: 19.9% • Pupils eligible for Free School Meals (FSM): 93.2% • Pupils not eligible for FSM: 97.3% • Pupils with SEND: 93.2% • This means that attendance among disadvantaged pupils has been 4.1% lower than their non-disadvantaged peers. Additionally, a disproportionately high percentage of disadvantaged pupils fall into the persistently absent category, which is defined as attendance below 90%.

	<ul style="list-style-type: none"> • Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, particularly in reading, spelling, and mathematics. Children need to be in school to access high-quality teaching, interventions, and enrichment opportunities. Improving attendance is therefore a critical priority in our strategy.
2	<p>Digital Strategy Delivery</p> <p>Ensuring equitable access to technology and digital learning tools is essential for preparing pupils for the demands of a modern, connected world. While our digital strategy aims to empower all learners through adaptive platforms, personalised feedback, and digital literacy, some pupils face significant barriers:</p> <ul style="list-style-type: none"> • Access to devices and connectivity at home is inconsistent, particularly among disadvantaged families, limiting opportunities for independent learning and reinforcement outside of school hours. • Digital literacy gaps mean some pupils struggle to engage confidently with online platforms, which can hinder progress in subjects where digital tools are used to support learning. • Parental confidence and engagement with digital tools is varied, affecting how well families can support their children's learning at home. • Staff development is ongoing to ensure that digital tools are used effectively and inclusively, with a focus on adaptive practice that meets individual learning needs. <p>This challenge is closely linked to our wider goal of ensuring that every child is on their own learning journey, supported by technology that enhances—not replaces—quality-first teaching. Addressing digital inequality is key to ensuring that all pupils, especially those facing disadvantage, can access the full curriculum and develop the skills needed for future success.</p>
3	<p>Reading and Phonics</p> <p>Historically, outcomes in phonics have been low, particularly among disadvantaged pupils, which has contributed to poor reading fluency and comprehension. This has had a knock-on effect on pupils' ability to access learning across the wider curriculum. However, recent improvements in phonics outcomes—from 63% to 83%—demonstrate the impact of targeted interventions and quality-first teaching. Despite this progress, challenges remain in Key Stage 2 reading, where overall attainment is 63%, and 53% of those pupils are eligible for Pupil Premium.</p> <p>This data highlights the need for continued focus on:</p> <ul style="list-style-type: none"> • Early language development and phonics instruction, especially in EYFS and KS1 • Reading fluency and comprehension strategies in KS2 • Targeted support for disadvantaged pupils, including those with multiple vulnerabilities

	<ul style="list-style-type: none"> • Embedding reading across the curriculum to ensure pupils can access subject-specific vocabulary and texts <p>Improving reading outcomes is central to our strategy, as literacy underpins success in all areas of learning and life.</p>
4	<p>Assessment for Learning: Effective assessment for learning is essential to ensure that all pupils—particularly those facing disadvantage—receive timely, targeted support and understand how to improve. While our school is committed to delivering high-quality teaching, there are challenges in ensuring that assessment consistently informs planning, feedback, and pupil progress.</p> <p>Key issues include:</p> <ul style="list-style-type: none"> • Consistency in formative assessment practices across classrooms, ensuring that teachers can accurately identify gaps and adapt teaching accordingly. • Improving the quality and impact of feedback, so that pupils understand their next steps and are able to act on them to make progress. • Supporting staff development to strengthen assessment for learning, including how to use both traditional and digital tools to monitor understanding and tailor instruction. • Ensuring pupils engage with feedback and develop the metacognitive skills needed to reflect on their learning and take ownership of it. <p>While digital platforms offer opportunities for adaptive learning and feedback, their effectiveness depends on how well they are embedded into teaching practice. This challenge is closely linked to our wider goal of ensuring that every child is on their own learning journey, supported by responsive teaching and meaningful feedback.</p>
5	<p>Continue developing improvements to maths curriculum: Historically, progress in mathematics has been uneven, particularly among disadvantaged pupils, leading to gaps in problem-solving skills and conceptual understanding. These gaps have impacted pupils' confidence and their ability to access the wider curriculum.</p> <p>Recent improvements in teaching practice and targeted interventions have strengthened fluency in number and calculation. However, challenges remain in ensuring that all pupils—especially those facing disadvantage—make sustained progress in reasoning and problem-solving. Current assessments show variability in attainment across classes, with disadvantaged pupils disproportionately represented among those working below age-related expectation (33% compared to 4% of non-disadvantaged pupils).</p>

	<p>Key issues include:</p> <ul style="list-style-type: none"> • Persistent gaps in reasoning and problem-solving skills, particularly for disadvantaged pupils. • Variability in attainment across classes, indicating inconsistent curriculum impact. • Disproportionate number of disadvantaged pupils working below age related expectations.
6.	<p>Family Support Needs: Some families require additional support to engage fully with school life, routines, and expectations. This includes help with improving attendance, establishing consistent home routines, and understanding the importance of learning continuity and their child’s educational journey.</p> <p>Currently, 11 families are supported through TAC (Team Around the Child), CIN (Child in Need), and Child Protection plans, reflecting the complexity of needs within our community. In addition to these formal arrangements, we provide ongoing support to other families and children to ensure that pupils are ready and able to learn—emotionally, socially, and academically.</p> <p>Challenges include:</p> <ul style="list-style-type: none"> • Parental engagement: Some families face barriers to engaging with school communications, events, and learning support. • Home stability and routines: Inconsistent routines at home can affect punctuality, attendance, and readiness to learn. • Understanding the value of education: Some families need help recognising the long-term importance of regular attendance and active learning. • Access to services: Families may struggle to navigate external support systems, and the school often acts as a bridge to these services. <p>Addressing these challenges is central to our strategy, as strong family-school partnerships are key to improving attendance, wellbeing, and academic outcomes for disadvantaged pupils.</p>
7.	<p>Limited Access to Enrichment Experiences: Many disadvantaged pupils have limited opportunities to engage in enrichment activities beyond the classroom. This lack of exposure to diverse cultural, academic, and real-world experiences can restrict their understanding of abstract concepts, reduce motivation, and limit aspirations for future education and careers.</p> <p>Challenges include:</p>

	<ul style="list-style-type: none"> • Cultural capital gap: Pupils have fewer opportunities to visit museums, galleries, universities, or participate in residential trips. • Financial barriers: Families may be unable to afford enrichment activities, creating inequity in access. • Limited real-world context: Pupils struggle to connect classroom learning to practical applications, impacting problem-solving and reasoning. • Confidence and aspiration: Lack of exposure to new environments can affect self-esteem and ambition. <p>Enrichment experiences provide “mirrors, windows, and doors”—helping pupils reflect on their identity, explore others’ experiences, and imagine new possibilities. Addressing this challenge is essential for improving engagement, broadening horizons, and supporting academic success.</p>
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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
By the end of the current strategy plan, attendance for disadvantaged pupils will improve and the gap between disadvantaged and non-disadvantaged pupils will narrow significantly.	<ul style="list-style-type: none"> • Overall attendance for pupils eligible for FSM improves from 93.2% to at least 95% • Persistent absence among disadvantaged pupils reduces from 19.9% to below 15% • The attendance gap between FSM and non-FSM pupils narrows from 4.1% to less than 2.5% • Attendance for pupils with SEND improves from 93.2% to at least 95% • Increased parental engagement through targeted support and communication • Reduction in the number of pupils missing key interventions due to absence • Education Welfare Officer coordinates plans for 100% of pupils at risk of persistent absence.
By the end of the current strategy, we aim to further accelerate progress in reading, writing, spelling and	<ul style="list-style-type: none"> • The attainment gap between disadvantaged and non-disadvantaged pupils in core subjects is reduced to less than 10 percentage points.

<p>maths to close the attainment gap between disadvantaged and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Progress scores for disadvantaged pupils in read, writing and maths are in line with or above national averages. • Internal and external assessments show consistent upward trends in attainment for disadvantaged pupils across all key stages.
<p>We aim to ensure that all disadvantaged pupils in Key Stage 2 have access to digital devices and structured opportunities to develop essential digital skills, enabling them to become confident, independent learners.</p>	<ul style="list-style-type: none"> • 100% of disadvantaged learners in Key Stage 2 have access to a reliable digital device for home and school use. • At least 90% of disadvantaged pupils demonstrate confidence in using core digital platforms as measured by teacher observation, quizzing apps and pupil surveys. • All pupils complete at least one structured digital skills module per term. • At least 75% of families attend at least one digital workshop or access guidance resources.
<p>By the end of this strategy period, we aim to establish a consistently safe, inclusive and supportive environment where pupils feel valued, demonstrate measurable improvements in emotional regulation, and actively engage in enrichment opportunities that broaden their experiences and aspirations.</p>	<ul style="list-style-type: none"> • 90% of pupils report feeling safe, supported and valued in wellbeing surveys. • Behaviour incidents linked to emotional dysregulation reduce by at least 20% compared to the baseline. • 80% of pupils demonstrate improved emotional regulation, evidenced through teacher observations and behaviour tracking. • Pupil voice feedback shows positive engagement and enjoyment in enrichment opportunities. • Pupil understanding improves, demonstrated through assessments and classroom work showing stronger application of concepts in problem-solving tasks. • Positive pupil feedback indicates that enrichment experiences have deepened their understanding and made learning more meaningful and relevant.
<p>We aim to embed robust, consistent formative assessment practices across all classrooms and ensure that pupils receive timely, actionable feedback that drives engagement, accelerates progress and supports independent learning.</p>	<ul style="list-style-type: none"> • 100% of teachers consistently implement formative assessment strategies, verified through lesson observations, learning walks and planning. • Audit processes and progress tracking identifies that children receive appropriate feedback which is actioned to reduce repeated errors. • 90% of pupils act on feedback to improve work in core subjects, evidenced through book looks and progress tracking. • Pupil voice surveys indicate that at least 85% of pupils feel feedback helps them improve their learning.

	<ul style="list-style-type: none"> • Progress data demonstrates accelerated improvement for disadvantaged pupils in reading, writing and maths compared to baseline.
<p>By the end of this strategy, we aim to build strong, sustainable family-school partnerships that actively remove barriers to learning and foster shared responsibility for pupil success.</p>	<ul style="list-style-type: none"> • Improved parental engagement with families participating in communications, events and learning support activities. • Consistent home routines with pupils benefitting from stable routines that support punctuality, attendance and readiness to learn. • Greater understanding of education’s value with families demonstrating increased awareness of the importance of regular attendance and learning continuity. • Stronger family-school partnerships, building collaborative relationships to reduce barriers to learning and promote shared responsibility for pupil success. • Reduction in persistent absence to below 15%. • Families describe feeling more supported and involved in decision-making through structured feedback sessions.

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: £81925.84

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
2. Digital Strategy Delivery	Digital Literacy Curriculum Purchase equipment and implement structured digital skills integrated into teaching and learning throughout Key Stage 2 in order to enhance teaching and learning.	EEF Digital Technology Guidance: Technology improves learning when used to support teaching, not replace it. EEF Digital Technology Guidance	End of Spring term: Summer term: Autumn term 2026:
2. Digital Strategy Delivery	Staff CPD on EdTech Deliver ongoing training for teachers on adaptive digital tools, personalised feedback, and inclusive digital practices	EEF Digital Technology Guidance: Technology improves learning when used to support teaching, not replace it. EEF Digital Technology Guidance EEF Evidence Review (2019): Structured digital interventions combined with teacher input raise attainment. EEF Digital Technology Review	End of Spring term: Summer term: Autumn term 2026:
3. Reading and Phonics	Systematic Phonics Instruction: Continue using our phonics programme in with fidelity, ensuring consistency across groups, working with the English Hub, providing time	EEF Teaching & Learning Toolkit – Phonics Phonics approaches have a moderate impact (+5 months) for very low cost, based on extensive evidence.	End of Spring term: Summer term:

	for the Phonics lead to provide coaching and support	<p>Systematic synthetic phonics is highly effective for early reading, especially for disadvantaged pupils. EEF Phonics Evidence [educatione...ion.org.uk]</p> <p>EEF Evaluation of Read Write Inc. Phonics and Fresh Start Daily phonics lessons and structured catch-up programmes significantly improve decoding and fluency for struggling readers. EEF Evaluation Summary</p>	Autumn term 2026:
3. Reading and Phonics	<p>Digital Reading Tools: Use adaptive platforms (e.g., Reading Progress, Lexia) to provide personalised practice and track progress.</p>	<p>Peer-reviewed Study (2024) Integration of Reading Progress in Microsoft Teams significantly improved oral reading accuracy and reduced mispronunciations in ESL learners. Springer Journal Article</p> <p>RAND Corporation Study (2023) Students using Lexia Core5 showed greater reading gains than matched comparison students. The program is rated as meeting ESSA “Strong” evidence standards. RAND Report</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
4. Assessment for Learning	<p>Assessment for Learning: Whole-School CPD on Formative Assessment</p> <p>Deliver training on effective questioning, retrieval practice, and feedback strategies.</p>	<p>EEF Feedback Guidance Report: High-quality feedback improves learning (+6 months impact). EEF Feedback Guidance</p>	

	Include moderation sessions to ensure consistency across classes and coaching as necessary		
4. Assessment for Learning	Embed Digital Assessment Tools Use platforms like Microsoft Forms, Reading Progress, and Diagnostic Quizzing Apps for real-time gap analysis and adaptive feedback. Train staff to interpret data and adjust teaching accordingly.	Systematic Review on Adaptive Learning Assessments Adaptive assessments dynamically adjust difficulty based on student responses, improving accuracy and tailoring interventions to individual needs. Adaptive Assessment Review	

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

Budgeted cost: £44 424.10

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
2. Digital Strategy Delivery	Monitoring and Support Track pupil engagement with digital platforms through analytics and teacher observation; provide targeted support for pupils with low confidence.	EEF Evidence Review (2019): Structured digital interventions combined with teacher input raise attainment. EEF Digital Technology Review	End of Spring term: Summer term: Autumn term 2026:
3. Reading and Phonics	Targeted KS2 Reading Interventions Small-group sessions focused on fluency and comprehension	EEF Evaluation of Read Write Inc. Phonics and Fresh Start Daily phonics lessons and structured catch-up programmes significantly	End of Spring term: Summer term:

	strategies for pupils below age-related expectations. One to one tutoring sessions to ensure that children have opportunities to keep up rather than catch up.	improve decoding and fluency for struggling readers. EEF Evaluation Summary DfE Reading Framework (2023) Emphasises fidelity to systematic synthetic phonics and the importance of fluency and comprehension alongside decoding. The Reading Framework	Autumn term 2026:
5. Continue developing improvements to maths curriculum	Small-Group Maths Interventions Focus on disadvantaged pupils working below age-related expectations, using structured programmes	EEF Improving Mathematics in KS2 and KS3: Explicit teaching of problem-solving and use of manipulatives improves attainment. EEF Maths Guidance EEF Toolkit – Small Group Tuition: EEF Toolkit – Small Group Tuition	End of Spring term: Summer term: Autumn term 2026:
4. Assessment for Learning	Targeted Support Based on Assessment Data Identify pupils with repeated misconceptions and provide short, focused interventions. Track progress through assessment dashboards and termly data reviews.	EEF Assessment for Learning Evidence Review: Formative assessment strategies significantly improve pupil progress when consistently applied. EEF Assessment Review`	End of Spring term: Summer term: Autumn term 2026:
3. Reading and phonics 4. Assessment for learning	Writing and Spelling Workshops Implement structured spelling programmes and sentence-level writing interventions. Provide additional writing support for disadvantaged pupils.	EEF Improving Literacy in KS2 Recommends explicit teaching of spelling and providing extensive opportunities for practice. Fluent transcription skills (spelling and handwriting) free cognitive resources for composition. EEF KS2 Literacy Guidance	End of Spring term: Summer term: Autumn term 2026:

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

Budgeted cost: £55 533.76

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1. Attendance:	Targeted Attendance Support: Education Welfare Officer (EWO) coordinates personalised plans for 100% of pupils at risk of persistent absence , including home visits and multi-agency support where needed in conjunction with the attendance lead.	Supporting School Attendance (EEF resource with six evidence-informed themes) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Rapid Evidence Assessment on Attendance Interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	End of Spring term: Summer term: Autumn term 2026:
1. Attendance:	Parental Engagement: Pastoral Manager, Attendance Lead and EWO to promote the value of education, explain attendance expectations, and provide strategies for establishing home routines. These will be built into TAC/ Early Help and Attendance meetings	Working with Parents to Support Children’s Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Teaching and Learning Toolkit: Parental Engagement (+4 months impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	End of Spring term: Summer term: Autumn term 2026:
1. Attendance:	Data-Driven Monitoring: Weekly analysis of attendance data to identify trends and trigger early intervention for pupils at risk	Supporting School Attendance (EEF resource with six evidence-informed themes) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	End of Spring term: Summer term:

		<p>Rapid Evidence Assessment on Attendance Interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>Securing Good Attendance and Tackling Persistent Absence https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence</p>	Autumn term 2026:
1. Attendance	Family Liaison Support: Dedicated staff member to maintain consistent communication with families, offering practical help.	<p>Working with Parents to Support Children’s Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Teaching and Learning Toolkit: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
2. Digital Strategy Delivery	Parental Digital Workshops Host sessions for families on using school platforms (e.g., Jamf Parent and Showbie), supporting home learning, and online safety.	EEF Parental Engagement Toolkit: Digital workshops improve family confidence and home learning support. EEF Parental Engagement	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
3. Reading and Phonics	Engage in the reading for Pleasure Programme: Expand access to high-quality texts and create structured opportunities for independent reading	<p>EF Toolkit – Reading Comprehension Strategies Explicit teaching of strategies like summarising, inference, and prediction can add +6 months progress. EEF Toolkit – Reading Comprehension</p> <p>Meta-analysis (Peng et al., 2024) Combining strategies such as main idea, text structure, and retell with background knowledge instruction is most effective for struggling readers. Review of Educational Research</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

6. Family Support Needs	Designate a Pastoral Manager to maintain regular contact with high-need families and work with children.	EEF Guidance – Working with Parents to Support Children’s Learning Structured parental engagement programmes can add +4 to +5 months progress and improve attendance and attainment. EEF Parental Engagement Guidance	End of Spring term: Summer term: Autumn term 2026:
7. Limited Access to Enrichment Experiences	To ensure all disadvantaged pupils have equitable access to high-quality enrichment experiences that broaden horizons, develop cultural capital, and build confidence, enabling them to apply learning in real-world contexts and raise aspirations for future success.	Teachwire & Ofsted Guidance on Cultural Capital Cultural capital is essential for success; structured arts and enrichment activities improve attainment in maths and English and increase long-term aspirations. Cultural Capital – Why It Matters DfE & Duke of Edinburgh Report on Enrichment Benchmarks Enrichment improves wellbeing, engagement, and life skills, but access is often inequitable for disadvantaged pupils. DfE Enrichment Benchmarks	End of Spring term: Summer term: Autumn term 2026:

Total budgeted cost: £181 833.70

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of disadvantaged pupils during 2024–2025 shows a mixed picture, with some areas of improvement and others requiring continued focus. Assessment has drawn on:

- National statutory assessments (KS1, KS2, Phonics, EYFS)
- School-based summative and formative assessments (PIRA, PUMA, GAPS, phonics audits, NELI outcomes)
- Observations and internal tracking (attendance, behaviour, wellbeing indicators)

Key Stage 2 Outcomes

- Combined Reading, Writing & Maths (Expected Standard): 56% (national 62%) – slightly below national average.
- Higher Standard: 7% (national 8%) – broadly in line.
- Reading: 63% at expected (national 75%), 19% at greater depth (national 33%).
- Writing: 74% at expected (national 72%) – above national.
- Maths: 81% at expected (national 74%) – above national.
- Grammar, Punctuation & Spelling: 59% at expected (national 73%) – below national.

Maths and writing outcomes for disadvantaged pupils are strong, exceeding national averages. Reading remains a key area for development, with a significant gap compared to national figures. Combined RWM score is close to national but still below.

Assessment of Strategy Impact

Intended outcomes for maths and writing have been met or exceeded. Reading remains below target, though progress is evident (KS2 reading outcomes improved significantly compared to previous years). Phonics and EYFS targets are broadly met.

What Worked Well:

- Maths Mastery Approach, with strong outcomes at KS2.
- NELI & Oral Language Interventions: Positive impact in EYFS and KS1.
- Phonics Strategy Change (Read Write Inc): Greatly improved Year 1 phonics outcomes.
- Pastoral Support & Attendance Officer: Improved overall attendance and reduced persistent absence compared to previous year.

- **Enrichment Activities:** Increased engagement and cultural capital.

Areas for Improvement:

- **Reading Comprehension & Greater Depth:** Despite gains, disadvantaged pupils remain behind national averages in reading and higher standards.
- **Grammar, Punctuation & Spelling:** Below national expectations.
- **Persistent Absence:** Still significantly higher for disadvantaged pupils.
- **Retention of Knowledge & Metacognition:** Evidence suggests pupils struggle with long-term memory and resilience in challenging tasks.
- **End of Previous Strategy Plan**

The previous plan (2021–2024) aimed to close gaps in phonics, reading, and writing while improving wellbeing and attendance.

Successes:

- Phonics outcomes improved; writing and maths gaps narrowed; wellbeing initiatives embedded.

Challenges:

- Reading gap persists; attendance for disadvantaged pupils remains a concern