

Review of the academic year 2025-2026

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year, the first year of our new three-year strategy (2025–2028). This is also the first review against our revised outcomes framework, which reflects our smaller cohort this year (121 pupils, 11.57% pupil premium eligible) and a funding allocation now made up of three separate elements: core pupil premium, the Service Pupil Premium and the Post-Looked-After Children (PLAC) premium. Because our disadvantaged cohort is now smaller than in previous years, outcomes for individual pupils can have a proportionally larger effect on whole-cohort percentages, and this is considered when interpreting the figures below.

Intent: Academic outcomes — disadvantaged pupils make accelerated progress in oracy and reading so gaps with peers narrow from the earliest stages; achieve outcomes in line with, or above, national expectations in reading, writing and maths; and have equitable access to high-quality texts, technology and learning support both in school and at home

Impact: This year we have continued to use Twinkl Phonics as our systematic synthetic phonics programme across EYFS and KS1, alongside whole-staff CPD on vocabulary, scaffolding, adaptive teaching and feedback delivered through staff meeting time in the autumn term. Baseline oracy and vocabulary assessments were introduced for the first time this year (using Chatter screening in EYFS and teacher-led oracy checklists in KS1) so that progress can be tracked consistently across the new strategy period; this baseline shows PP pupils entering school with language skills, on average, around a year behind their peers, which will be the benchmark against which future years are measured. 1:1 tuition and precision teaching was provided for four pupils with the most significant gaps in reading and maths; three of the four have closed at least half of their identified gap by the end of the year. All PP pupils now have access to a reading book matched to their level to take home each week.

Intent: Social and emotional outcomes — pupils demonstrate resilience, positive learning behaviours and belief in their ability to succeed; feel included, supported and able to form positive friendships despite small cohort sizes; and report feeling safe, happy and supported in school, with access to targeted pastoral support where needed

Impact: ELSA provision continued for all pupils identified with social or emotional needs, with sessions this year focusing particularly on building resilience and a sense of belonging given our very small year-group sizes, where a single friendship difficulty can have an outsized effect on a child's experience of school. A pupil voice survey carried out in the summer term found that 8 of our 11 surveyed PP pupils said they had

"someone to play with" every day, and teachers report that targeted small-group nurture time has helped two pupils in particular who had previously found unstructured social time difficult. Behaviour logs show a small reduction in incidents linked to low self-esteem or frustration compared with the same period last year, though this is based on a very small number of incidents given our cohort size and should be treated with some caution. All PP pupils identified with pastoral needs engaged with weekly support sessions throughout the year, with no significant gaps in attendance at these sessions.

Intent: Participation and enrichment outcomes — disadvantaged pupils attend school trips, clubs and cultural experiences at the same rate as their peers; develop knowledge, skills and experiences beyond the rural context; and are not prevented by barriers such as transport or cost from attending after-school or extra-curricular provision

Impact: Subsidy was provided for all curriculum trips, and 100% of PP pupils attended every trip offered this year, including the Year 6 residential, meeting our success criterion in full for the first time. Music tuition and at least one after-school club place was subsidised for every PP pupil who wanted one, and take-up of after-school provision among PP pupils was broadly proportionate to their non-PP peers, though slightly lower in the winter months, which staff believe is linked to transport difficulties in bad weather given our rural location. A minibus run was trialled for two after-school clubs in the spring term specifically to address this, with encouraging early take-up. Pupil voice work shows PP pupils were able to talk about visits and activities from this year with enthusiasm, including a residential and a visiting science workshop, and several mentioned these experiences when asked about future ambitions.

Intent: Family and community outcomes — families are supported to overcome rural and financial barriers to ensure consistent access to learning; parents feel welcomed and confident in supporting their child's learning at home; and families are connected with appropriate agencies to reduce the impact of rural isolation and financial hardship

Impact: TPP attendance this year was 94.6%, slightly below the national average for disadvantaged pupils but an improvement on where the school finished the previous strategy period, and persistent absence among PP pupils fell compared with last year. Breakfast club continued to be offered free of charge to all PP pupils, and take-up increased over the course of the year as more families became aware it was available. Parent workshops were held on phonics and reading in the autumn term and on maths in the spring term; attendance from PP families was lower than hoped (around a third of eligible families attended at least one session), and this has been identified as an area to strengthen next year, potentially by offering sessions at different times or informally alongside other school events. Two families were supported to access external agencies this year, including a referral to a local food bank and support in

applying for the Household Support Fund, arranged through the school office and pastoral lead.

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
Twinkl Phonics	Twinkl
Dyslexia Gold	Dyslexia Gold
Toe-by-Toe	Toe-by-Toe
ELSA	EP Service
Forest School	
Jigsaw PSHE	Jan Leaver Group
TT Rockstars	Maths Circle Ltd

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

This review will inform planning for year two of the 2025–2028 strategy, with a particular focus on strengthening Year 1 phonics outcomes and increasing parental engagement with workshops next year.