

Pupil Premium Strategy Statement – Lee Brigg Infant & Nursery School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	150 (Nursery – Year 2) 113 (Reception – Year 2)
Proportion (%) of pupil premium eligible pupils	4 (11%) (EYPP – Nursery) 16 (14%) (Reception – Year 2)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Spring Term 2026
Statement authorised by	ASC
Pupil premium lead	Luke Welsh (EHT)
Governor lead	Natalie Godfrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (up to £570 per child – Nursery) (£1550 per child: Reception – Year 2)	EYPP: £2,280 Pupil Premium (R–Y2): £24,800
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>	£27,080

Part A: Pupil premium strategy plan

Context to our numbers and starting points

Although our numbers of disadvantaged children are lower than national, we recognise that this makes every individual pupil's progress and experience highly visible and impactful. We therefore take a personalised and forensic approach to understanding need.

Because barriers to learning are often rooted in individual family circumstances rather than patterns across a cohort, we carry out half-termly reviews for every disadvantaged pupil. These reviews draw on attendance analysis, teacher assessment, live classroom evidence, SEND profiles, safeguarding/contextual information and voice of the child. Strategies and support are then adapted promptly in response.

Small numbers do not reduce our ambition or expectations. Instead, they allow us to ensure that every disadvantaged pupil is:

- *individually known by senior leaders and teachers*
- *actively discussed in pupil progress meetings*
- *monitored through sharply focused assessment checkpoints*
- *supported through precise, high-impact interventions*
- *tracked for both academic and wider outcomes, rooted in foundational learning*

This level of personalised oversight enables us to ensure no disadvantaged pupil is overlooked and that actions are tightly aligned with need, rather than generic.

We also recognise that small cohorts can make year-on-year trends volatile. Therefore, our evaluation focuses on progress over time, impact on learning behaviours, triangulated evidence from books, pupil voice, and sustained improvement rather than cohort percentages alone.

Disadvantaged pupils sit at the heart of our school development priorities, curriculum design, and staff professional development. Our strategy is embedded across the school, rather than sitting separately, ensuring equity of ambition and access for every child.

Statement of intent

At Lee Brigg Infant & Nursery School, our intention is that *every child*—regardless of their background, starting point, or the challenges they face—thrives academically, socially and personally. No child should be excluded from an activity, learning opportunity or personal development activity due to their socio-economic circumstances, however they may change. Our evolving context shapes our strategy continuously and reinforces our belief that *equity of opportunity must be actively created, not assumed*.

In recent years, changes in early childhood experiences mean that some children's learning profiles are no longer what would be classed as 'typical' for our location. Our varied context of starting points, and the needs of our families, strengthens our commitment to ensuring no child is limited by circumstance, opportunity or expectation and therefore our curriculum is deliberately constructed and carefully designed in response to this.

Our approach is grounded in the principle that high-quality teaching—every day, for every child—is the most powerful lever for closing gaps – it is at the heart of our approach and curriculum offer. No child in our school is going to feel different or that they can't achieve if they are accessing the same offer as everyone else.

We ensure that disadvantaged pupils, and others at risk of underachievement, access the *same ambitious curriculum*, high expectations and rich experiences as their peers, with targeted support used to **complement—not replace—quality first teaching**.

We recognise the particular needs of our disadvantaged pupils at Lee Brigg, many of whom experience barriers relating to speech, language and communication, social communication, emotional readiness, early language acquisition, and limited cultural and social capital. This strategy therefore sits central to our Curriculum Intent and Drivers - <http://leebrigginfants.org/curriculum>

Our curriculum, and the support surrounding it, is deliberately structured to address these specific challenges. Strong evidence from our GLD profile (82.1% vs 68.3% national), phonics (93% vs 80% national), and KS1 outcomes shows that this approach is working—yet our strategy ensures we remain sharply focused on identified needs, including early language, personal, social and emotional development, and maintaining attendance for vulnerable groups.

We also adopt a whole-school approach to Pupil Premium, reflecting the expectation that *every member of staff is responsible for the outcomes of disadvantaged pupils*. We ensure:

- disadvantaged pupils are consistently challenged
- needs are identified early through robust diagnostic assessment
- interventions are precisely targeted, evidence-informed and time-bound
- non-academic barriers (wellbeing, attendance, readiness to learn) are addressed with the same rigour as academic
- children experience equity of opportunity in enrichment, leadership roles, visits, clubs and personal development
- relationships remain at the heart of all work – '*Every interaction is an intervention*' and we remain resolute in this mission!

Our approach is deliberately aligned with long-term school improvement planning. It sits within a wider series of actions to sustain the excellent outcomes children achieve at Lee Brigg. Ultimately, our aim is for all Lee Brigg pupils—particularly those who are disadvantaged—to leave us as confident communicators, independent thinkers and resilient learners, with the foundational knowledge, vocabulary, social skills and self-belief they need to flourish at their next stage of education. Our strategy ensures they have the equitable access, targeted support, cultural capital and high-quality teaching that will enable them to achieve this.

Challenges

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

Challenge number	Detail of challenge
1	Curriculum Access – Internal baseline assessments indicate that disadvantaged children typically enter school (reception / nursery) with a lower baseline than their peers in prime areas such as Communication and Language, Personal, Social and Emotional Development and Health and Well-being. As a result of their profile, and from observation evidence gathering, they cannot access the curriculum in the same way as their non-disadvantaged peers.
2	Oracy - Internal baseline assessments indicate that increasing numbers of pupils (both disadvantaged and non-disadvantaged) are entering EYFS with under-developed communication skills (speech, language, listening etc) because they have an increasingly limited exposure to early language. This naturally impacts on their academic learning as well as social learning such as building relationships or managing their own emotions.
3	Social Communication & Self-Regulation - Some of our disadvantaged children typically display low self-efficacy attributes which can result in negative behaviours or relationships with peers. Some children struggle with independence, emotional literacy and peer relationships due to a variety of factors, including home circumstances, limited pre-school experience and increased use of technology and device use.
4	Wider Opportunities - Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the acquisition of language and vocabulary. Discussions with the community informs leaders that financial restraints of some families result in limited extra-curricular experiences when outside of school.
5	Attendance - Whole school attendance is high, but small disadvantaged cohorts mean that one child can significantly influence data. Despite these small numbers, leaders remain resolute in supporting some families who require additional attendance support.

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 – By July 2028...	Success criteria
<p>Curriculum Access - Disadvantaged pupils enter Key Stage 1 with significantly improved attainment in the prime areas of learning - particularly Communication and Language, Personal, Social and Emotional Development, and Physical Development - enabling them to access the full curriculum with confidence and independence.</p> <p>Gaps between disadvantaged and non-disadvantaged pupils at the end of EYFS are consistently narrowed, and disadvantaged pupils demonstrate secure foundations in language, self-regulation, and wellbeing that support sustained progress across Key Stage 1 and beyond.</p>	<ul style="list-style-type: none"> • The proportion of disadvantaged pupils achieving a Good Level of Development (GLD) is in line with, or improving towards, that of non-disadvantaged pupils within school. • Internal baseline-to-exit data shows accelerated progress in prime areas for disadvantaged pupils across Nursery and Reception. • Observational and assessment evidence demonstrates that disadvantaged pupils can engage independently with age-appropriate learning across the curriculum. • Pupil voice, learning walks and provision reviews show improved confidence, language use, self-regulation and wellbeing among disadvantaged pupils.
<p>Oracy - Pupils, particularly those who are disadvantaged, develop strong early communication and language skills that enable them to access learning, build positive relationships and regulate their emotions effectively.</p> <p>By the end of EYFS, disadvantaged pupils demonstrate secure listening, attention, understanding and expressive language in line with age-related expectations, and this strong foundation supports sustained progress in reading, writing and learning across the wider curriculum throughout Key Stage 1 and beyond.</p>	<ul style="list-style-type: none"> • The proportion of disadvantaged pupils achieving age-related expectations in Communication and Language at the end of EYFS is in line with, or improving towards, that of non-disadvantaged pupils. • Baseline-to-exit assessment shows accelerated progress in speech, language and listening for disadvantaged pupils across Nursery and Reception. • Targeted pupils who receive speech and language or early communication interventions demonstrate measurable improvement against entry assessments. • Pupil voice, learning observations and wellbeing evidence indicate increased confidence in speaking, listening, relationship-building and emotional regulation. • Improvements in early language contribute to stronger outcomes in early reading and writing for disadvantaged pupils in KS1.
<p>Social Communication & Self-Regulation - Disadvantaged pupils develop strong self-regulation, emotional literacy and social communication skills that enable them to form positive relationships, demonstrate independence in learning and engage successfully with school routines and expectations.</p> <p>By the end of EYFS and Key Stage 1, disadvantaged pupils show increased self-confidence, resilience and ability to manage their emotions, resulting in improved behaviour for learning, stronger peer relationships and sustained engagement with the curriculum.</p>	<ul style="list-style-type: none"> • Observational, pastoral and behaviour records show a reduction in incidents linked to dysregulation, low self-efficacy or peer conflict for disadvantaged pupils. • Disadvantaged pupils demonstrate increased independence, resilience and positive learning behaviours during classroom learning and wider school routines. • Pupil voice and wellbeing measures indicate improved confidence, sense of belonging and ability to form and maintain friendships. • Targeted pupils accessing pastoral, nurture or self-regulation support show measurable improvement against starting points. • Attendance and persistent absence for disadvantaged pupils improve over time, reflecting increased engagement with school.

<p>Wider Opportunities - Disadvantaged pupils experience a rich range of cultural, creative and community-based opportunities that broaden their knowledge of the world, strengthen language and vocabulary development, and raise aspirations.</p> <p>By the end of Key Stage 1, disadvantaged pupils demonstrate increased cultural capital, confidence in discussing experiences beyond their immediate environment, and secure engagement with enrichment opportunities that support both academic success and personal development.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils participate fully and consistently in educational visits, enrichment activities and extra-curricular provision, with financial barriers effectively reduced or removed. • Pupil voice and assessment evidence show improved knowledge of the world, vocabulary development and confidence in discussion among disadvantaged pupils. • The proportion of disadvantaged pupils accessing clubs, wider opportunities and leadership or responsibility roles increases over time. • Monitoring demonstrates that enrichment participation contributes to improved engagement, attendance and learning behaviours for disadvantaged pupils. • Gaps in outcomes linked to language, reading and writing continue to narrow as pupils benefit from broadened experiences and vocabulary exposure.
<p>Attendance - Disadvantaged pupils attend school regularly and punctually, enabling them to fully access learning, sustain strong progress and feel a secure sense of belonging within the school community. Attendance for disadvantaged pupils remains consistently high and any emerging barriers to attendance are identified and addressed swiftly through strong pastoral support, effective partnership with families and proportionate use of external services where appropriate.</p>	<ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils is sustained in line with, or close to, that of non-disadvantaged pupils over time – minimum 96%. • Persistent absence among disadvantaged pupils remains low and reduces further where small cohort variation has previously affected data. • Leaders demonstrate rapid identification and targeted support for any disadvantaged pupil whose attendance begins to decline. • Engagement with families results in improved punctuality, attendance habits and sustained school engagement. • Strong attendance enables disadvantaged pupils to maintain positive progress, wellbeing and participation in the full life of the school.

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: £14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen early language and oracy across EYFS and KS1 through a structured, language-rich curriculum and sustained professional development.	<p>EEF evidence shows oral language approaches have a high impact for very low cost, particularly for disadvantaged pupils, improving both communication and later literacy outcomes.</p> <p>Language Unlocks Reading – National Literacy Trust</p> <p>Pedagogy from Voice 21 and Oracy Framework</p> <p>Launchpad for Literacy – whole class teaching in EYFS pre phonics, early reading etc</p>	1, 2
Embed high-quality adult–child interaction, sustained shared thinking and dialogic teaching through coaching, modelling and instructional coaching cycles.	<p>Improving classroom interactions is a key lever for improving outcomes, and professional development focused on pedagogy is among the most effective uses of funding (EEF Effective Professional Development guidance).</p> <p>DFE Reading Framework and DFE Writing Framework</p>	1, 2, 3
Implement a coherent, well-sequenced EYFS–KS1 curriculum with explicit focus on self-regulation, independence and learning behaviours.	<p>EEF Social and Emotional Learning guidance links self-regulation and metacognition with improved attainment, behaviour and wellbeing, particularly for disadvantaged pupils.</p> <p>Wakefield EPS Relate to Educate Guidance</p> <p>One Life PSHE Programme</p>	3
Develop inclusive, knowledge-rich provision and adaptive teaching to ensure disadvantaged pupils can fully access the curriculum from entry.	<p>High-quality teaching is the most effective strategy for closing the attainment gap (EEF Guide to the Pupil Premium).</p> <p>EEF Early Literacy</p>	1, 2, 3

	<p>NCETM Maths Curriculum & The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted speech, language and communication interventions for pupils identified through baseline assessment.	<p>Oral language interventions show significant positive impact on learning and communication, particularly when targeted early (EEF Oral Language Interventions).</p> <p>WellComm</p>	1, 2
Provide structured small-group and one-to-one support to accelerate progress in early language, communication and foundational learning.	<p>EEF evidence demonstrates moderate to high impact for small-group and one-to-one tuition when closely linked to classroom learning.</p> <p>Little Wandle SSP</p> <p>Time to Talk - A Programme to Develop Oral and Social Interaction Skills for Reception and Key Stage One</p>	1, 2, 3
Targeted support to develop self-regulation, emotional literacy and social communication for pupils requiring additional pastoral or nurture provision.	<p>Targeted SEL interventions improve behaviour, wellbeing and academic outcomes (EEF Social and Emotional Learning)</p> <p>ELSA</p> <p>Future in Mind – Mental Health Support Teams</p> <p>DFE Supporting Wellbeing</p> <p>DFE Mental Health & Wellbeing in Schools</p>	3

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

Budgeted cost: £4,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide equitable access to enrichment, cultural capital and wider curriculum experiences, including visits, visitors and extra-curricular participation.	Participation in enrichment improves motivation, aspiration, language development and wellbeing, particularly for disadvantaged pupils (EEF Arts & Participation evidence). Building a sense of belonging - EEF	4
Financial and practical support to remove barriers to participation in clubs, visits and wider opportunities.	Removing cost barriers is a key strategy for improving engagement and inclusion among disadvantaged pupils (EEF Pupil Premium guidance).	4
Strengthen attendance systems through early identification, family partnership, pastoral support and proportionate intervention.	DfE attendance guidance highlights rapid response and strong relationships with families as critical to improving attendance and reducing persistent absence. From August 2024 – DfE’s Working Together to Improve School Attendance Waterton Academy Trust Attendance Policy – from September 2025. One Cornwall – Unity Partnership Research School	5
Provide targeted family support and pastoral intervention where attendance, wellbeing or engagement present a barrier to learning.	Whole-family and pastoral approaches improve attendance, wellbeing and readiness to learn, particularly for disadvantaged pupils (EEF attendance and behaviour evidence). 8 principles of a whole school or college approach to promoting mental health and wellbeing Wakefield Families Together Anna Freud – Mentally Healthy Schools has supported the creation of our own Mental Health & Wellbeing Strategy	3, 5

Total budgeted cost: £27,080

Part B: Review of the previous academic year – 2024/2025

Outcomes for disadvantaged pupils

We have carefully reviewed the outcomes of our disadvantaged pupils over the previous academic year using a range of internal and external evidence, including attainment data, attendance information, assessment outcomes and wider indicators of wellbeing and engagement.

As stated previously, due to our relatively low numbers of disadvantaged children in receipt of the pupil premium grant, many of their barriers to educational achievement and progress are based upon individual circumstances and need, rather than being shared across the group or cohort. Therefore, it is important to remember the statistical impact 1 or 2 children can have on outcomes and percentages.

Attendance

(National)	2022-2023	2023-2024	2024-2025
Attendance All	96.6% (94.1%)	95.4% (94.5%)	96.2% (94.8%)
PA All	4.6% (16.2%)	11.6% (15.2%)	9.9% (13.5%)
Disadvantage	94.8% (94.1%)	94.2% (94.5%)	94.5% (94.8%)
Disadvantage PA	11.1% (16.2%)	22.2% (15.2%)	20.0% (13.5%)

Analysis of attendance over the past three academic years indicates that overall school attendance has remained consistently high and above national averages. In 2024–2025, whole-school attendance was 96.2%, compared with a national figure of 94.8%, demonstrating sustained strong engagement with school across all cohorts.

Attendance for disadvantaged pupils has also remained broadly in line with national figures over time. In 2024–2025, disadvantaged attendance was 94.5%, closely aligned with the national figure of 94.8%. While the size of the disadvantaged cohort means that individual pupils can significantly influence percentage outcomes, leaders have maintained a strong focus on early identification of barriers and targeted pastoral support to sustain regular attendance.

Persistent absence shows a more variable picture for disadvantaged pupils due to the small cohort size. In 2024–2025, persistent absence for disadvantaged pupils was 20.0%, above the national figure of 13.5%, though this reflects the attendance patterns of 2 pupils, 1 with complex needs. Leaders worked closely with families, external agencies etc to improve engagement, resulting in improved whole-school persistent absence compared with the previous year and strengthened systems for monitoring and intervention.

Overall, the evidence indicates that we have successfully sustained high attendance for the majority of disadvantaged pupils, while continuing to refine targeted support for the small number of pupils whose attendance remains a barrier to learning. This work informs the continued prioritisation of early intervention, strong family partnership and proportionate attendance support within the current pupil premium strategy.

EYFS – 2025

Group	Communication & Language		Personal, Social & Emotional Development			Physical Development		Literacy			Mathematics		GLD		
	Pupils	EHCPs	Listening, attention & understanding	Speaking	Self-regulation	Managing self	Building relationships	Gross motor skills	Fine motor skills	Comprehension	Word reading	Writing		Number	Numerical patterns
All pupils	39	1	92%	92%	85%	82%	85%	92%	92%	90%	82%	82%	87%	87%	82%
Boys	16	1	88%	88%	75%	69%	75%	88%	88%	81%	69%	69%	75%	75%	69%
Girls	23		96%	96%	91%	91%	91%	96%	96%	96%	91%	91%	96%	96%	91%
Disadvantaged	7	1	86%	86%	86%	86%	86%	86%	86%	86%	86%	86%	86%	86%	86%
Non-disadvantaged	32		94%	94%	84%	81%	84%	94%	94%	91%	81%	81%	88%	88%	81%
SEND	4	1	25%	25%	0%	0%	0%	25%	25%	25%	0%	0%	25%	25%	0%
No SEND	35	0	100%	100%	94%	91%	94%	100%	100%	97%	91%	91%	94%	94%	91%
EAL	5		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Autumn born	19	1	89%	89%	79%	79%	84%	89%	89%	89%	79%	79%	89%	89%	79%
Spring born	4		75%	75%	50%	50%	50%	75%	75%	75%	50%	50%	50%	50%	50%
Summer born	16		100%	100%	100%	94%	94%	100%	100%	94%	94%	94%	94%	94%	94%

Analysis of Early Years outcomes for 2024–2025 indicates that children achieved strong overall attainment across the prime and specific areas of learning, reflecting the impact of a well-sequenced, language-rich curriculum and effective teaching. The proportion of all pupils achieving a Good Level of Development (GLD) was 82%, demonstrating secure preparation for Key Stage 1 learning.

Outcomes for disadvantaged children were broadly in line with overall attainment across most areas of learning, with 86% achieving GLD, indicating that targeted support and inclusive provision are enabling disadvantaged pupils to access the curriculum successfully. Assessment evidence also shows strong attainment for children with English as an additional language, suggesting that the school's focus on communication, vocabulary development and early language is effective in promoting equitable outcomes.

Overall, EYFS outcomes demonstrate that disadvantaged pupils are well supported to achieve strong early learning foundations, and that the school's focus on communication and language, PSED and early mathematics, reading and writing is contributing positively to readiness for Key Stage 1. These findings inform the continued prioritisation of early language development, targeted support and inclusive curriculum access within the current pupil premium strategy.

Phonics

School	Pupils	Passed in Year 1				Average score	
		National	Outcome	Previous	Target	National	Outcome
Lee Brigg	8	80%	75%	100%	90%	33	27.0
Total	8	80%	75%	100%	90%	33	27.0

Analysis of the 2024–2025 Year 1 phonics screening check indicates strong attainment across the cohort, with 93% of pupils meeting the expected standard, which is above the national figure of 80%. This reflects the impact of a consistent, systematic approach to early reading and effective phonics teaching from the start of Reception.

Outcomes for disadvantaged pupils were more variable due to the very small cohort size (8 pupils). While some disadvantaged pupils achieved the expected standard, overall attainment for this group was below previous in-school outcomes and below the aspirational target, indicating that a small number of pupils with additional or complex needs significantly influenced cohort outcomes.

Wider cohort analysis shows particularly strong outcomes for several pupil groups, including pupils with English as an additional language and summer-born pupils, demonstrating the effectiveness of the school's language-rich early reading provision and inclusive teaching approaches.

Overall, phonics outcomes confirm that early reading remains a strength for the majority of pupils, while also highlighting the need for continued targeted support for disadvantaged pupils to secure

consistently strong outcomes. This has informed the prioritisation of early language development, targeted phonics intervention and close progress monitoring within the current pupil premium strategy.

KS1

School	Pupils	Combined			Reading				Writing				Maths			
		Outcome	Previous	Target	National	Outcome	Previous	Target	National	Outcome	Previous	Target	National	Outcome	Previous	Target
Lee Brigg		71%	50% ▲	67% ▲	68%	71%	75% ▼	83% ▼	60%	71%	50% ▲	67% ▲	70%	86%	75% ▲	83% ▲
Total		71%	50%	67%	68%	71%	75%	83%	60%	71%	50%	67%	70%	86%	75%	83%

Analysis of end of Key Stage 1 outcomes for 2024–2025 shows that overall attainment across reading, writing and mathematics remained strong, with 76% of all pupils achieving the expected standard in the combined measure, above the previous year and broadly in line with, or above, national benchmarks across individual subjects. Outcomes in writing and mathematics were particularly strong, each at 82%, indicating secure curriculum delivery and effective teaching across Key Stage 1.

For disadvantaged pupils, 71% achieved the expected standard in the combined measure, representing attainment that is close to the whole-cohort figure (76%) and demonstrating that gaps remain relatively narrow despite the very small cohort size.

Leaders have reviewed cohort performance carefully and identified that outcomes for disadvantaged pupils are influenced significantly by individual need within a small group, rather than by systemic weaknesses in provision. As a result, we have strengthened early reading development, targeted academic support and adaptive teaching to secure consistently strong outcomes for disadvantaged pupils across all subjects.

Overall, KS1 outcomes demonstrate that the school is successfully supporting the majority of disadvantaged pupils to achieve expected standards, while appropriately prioritising reading, early intervention and precise targeted support to further reduce remaining gaps. These findings directly inform the focus of the current pupil premium strategy.

Overall evaluation of outcomes for disadvantaged pupils

Based on all the information above, the performance of disadvantaged pupils largely met expectations across the majority of key measures, particularly in Early Years and Key Stage 1 attainment, where gaps with non-disadvantaged pupils remained relatively narrow despite very small cohort sizes. Whole-school attendance remained high and broadly in line with national figures for disadvantaged pupils, although persistent absence for a small number of pupils with complex needs continues to influence overall disadvantaged attendance data. Phonics outcomes, while strong for the cohort overall, showed greater variability for disadvantaged pupils but this again related to a small number of pupils with complex needs.

Leaders have accurately used this to identify any ongoing or remaining areas for development for the current pupil premium strategy to secure sustained improvement by July 2028.

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
Launchpad for Literacy	Kirstie Page
Emotional Literacy Support Assistants	ELSA Support
Wellcomm	GL Assessment
Time to Talk	Alison Schroeder

Further Information

Mr Welsh, Executive Headteacher, is the Portfolio Lead for Pupil Premium across Waterton Academy Trust and contributes to wider system improvement through partnership work with national and local organisations.

He has worked alongside leading experts in disadvantage, including contributing to The A–Z of Addressing Disadvantage (2025), and supports colleagues through the Exchange Teaching Hub and Wakefield Local Authority.

In 2026, he and the Trust began working with Bradford Research School to further strengthen a trust-wide approach to supporting disadvantaged pupils.