

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This report details the impact that our Pupil Premium activity had on pupils in the 2025 to 2026 academic year.

Our internal data indicates that pupils continue to make good progress in both KS1 and KS2, with no pupil premium children currently in EYFS.

Over the past year, the school has continued to allocate Pupil Premium funding to maximise the attainment, progress, and wider experiences of disadvantaged pupils. The impact of this targeted investment can be seen in the following outcomes:

Improved Attainment and Progress

- Disadvantaged pupils have made good progress in Reading, Writing, Mathematics and SPAG closing the gap with their peers. All pupil premium pupils have made at least 3 points progress in Reading, Writing, Maths and SPAG with a number of children targeted to make accelerated progress.

These pupils will remain a key focus as they move through the school, with their next steps clearly identified and shared with all staff.

- 100% of Pupil Premium children passed the Yr 1 phonics assessment.

Internal data shows Pupil Premium children that are at age related expectations are:

Reading – 55% at ARE and above (18% at Greater Depth)

Writing – 73% at ARE and above (18% at Greater Depth)

Maths – 64% at ARE and above (27% at Greater Depth)

SPAG – 55% at ARE and above (18% at Greater Depth)

Although there is still some disparity between the attainment of PP and non-PP pupils, the progress of PP pupils across KS1 and KS2 remains strong with all pupils making at least expected progress in all areas.

- Targeted interventions, including small-group tuition and precision teaching and reactive interventions have led to accelerated progress for identified pupils. High adult ratios and focused teaching groups have enabled interventions to be consistent and effective.

Pupil engagement, learning attitudes and behaviour

Learning walks and lesson observations continue to show that Pupil Premium pupils are highly engaged and eager to demonstrate their learning. Quality First Teaching has supported them in becoming independent, motivated, and reflective learners who make connections across subjects. They display positive learning behaviours, and classrooms remain calm and purposeful.

Through our aspirational Collective Worship programme, pupils are developing an awareness of future opportunities. Visitors share their experiences and achievements, inspiring pupils to aim high and to be the very best they can be. A successful careers week further strengthened this understanding, allowing pupils to meet professionals from a range of fields and learn about the skills and knowledge required to excel in their chosen careers.

Enhanced Support for SEND and Individual Needs

- Pupil Premium funding has enabled additional SEND support and targeted interventions to take place, ensuring that disadvantaged pupils with additional needs are effectively supported to access the curriculum.
- Stronger collaboration between SEND and class teachers has led to more personalised learning pathways, resulting in improved engagement, confidence, and progress. The school has worked closely the Trust SEND consultant to ensure that classrooms and lessons are fully inclusive for all pupils.
- The school has continued to develop the school's mental health and wellbeing lead and continued professional development, alongside the purchase of resources to meet specific needs, ensuring that pupils are

not only supported academically but also in terms of wellbeing and personal development.

Access to a clear and broader curriculum

- Funding has ensured that disadvantaged pupils have access to a wide range of enrichment opportunities, including educational visits, sports, music, and cultural experiences, broadening children's horizons and experiences.
- Curriculum enrichment, such as Arts provision, and P.E have supported pupils' creativity, problem-solving skills, and resilience. Enrichment opportunities and hook days have continued to motivate and engage our pupils, providing a wide range of opportunities.
- Increased participation in extracurricular activities has been noted among disadvantaged pupils, ensuring equity of access and opportunities for personal growth.

Cultural Capital

Over the past year, pupils have had numerous opportunities to build their cultural capital through visitors to the school, class trips, residential visits, and a range of sporting events at the local secondary school and with other local primary schools. These experiences have included a survival day at Carymore Environmental Trust, the Chalke Valley History Festival and Haynes Motor Museum as well as We Are The Curious. Hook days are used mindfully and planned carefully to bring learning to life and to ignite and enthuse our young learners. These activities have been hugely enjoyed by pupils and have provided vital context to their learning. In addition, pupils have been encouraged to attend a variety of extra-curricular clubs, such as Netball, Dance, Athletics, Rounders, Art Club and Choir. Timetabled enrichment activities have also included fencing, yoga, swimming as well as a range of author and artist visits where the children have seen firsthand their learning in context.

Impact on Emotional Wellbeing and Aspirations

Our provision for pupils requiring additional support with emotional well-being remains robust and highly responsive to individual needs. We work closely with parents and carers as well as offering ELSA provision and PFSA support, ensuring that pupils and families have consistent access to a trusted adult who can provide targeted emotional support. This, alongside all staff knowing pupils, their needs and families very well enable pupils to engage fully with learning and participate confidently in all aspects of school life. Where appropriate, Pupil Premium pupils have been invited to breakfast club to ensure they start the school day having eaten and are ready to learn. This provision not only supports pupils' physical well-being but also promotes positive social interaction and a calm start to the day. Staff use this time to build relationships, check in on pupils' emotional needs, and provide reassurance before lessons begin.

Attendance

The focus on attendance this year has led to further improved overall percentages. Strategies aimed at engaging families and building confidence and relationships have been highly effective, following a family-focused and supportive approach. Whole-school attendance for the last academic year was 97%, above the national average by 3.7% and above the local authority average by 4.6%.

Attendance for PP pupils was 95.8%. While these results are positive, attendance must remain a high-priority next academic year, as there is still a slight gap between the PP cohort and their peers.

Persistent absenteeism among Pupil Premium pupils stood at 11% for the reporting period. Despite implementing a range of targeted interventions, including structured attendance meetings with families, involvement from Children's Social Care, and additional personalised strategies such as support from the PFSA, ELSA, and tailored support plans, attendance for a small group of Pupil Premium children will remain an ongoing focus for next year.

Parental engagement

Parent engagement has remained a continued focus this year, with feedback continuing to be overwhelmingly positive. The school has been creative in finding ways to involve parents in their child's learning; they regularly attend learning experience, accompany school trips and attend outcomes to celebrate and share their child's achievements. To ensure strong communication, parents are encouraged to attend parents' evenings, and teachers actively reach out to those

who do not book appointments. Information events have been held to explain the phonics scheme, The Year Four Multiplication Check and Year 6 SATs. Teachers regularly highlight and promote the importance of early reading and provide guidance on supporting children at home. Reading records provide practical tips to help parents feel confident when assisting with homework. Daily reading remains a priority and reading awards as well book recommendations are shared in newsletters to remind parents of the importance of reading regularly with their child.

Ongoing Focus

While significant progress has been made, the school remains committed to:

- Sustaining the closing of attainment gaps through early intervention and quality first teaching.
- Continuing to refine support for SEND disadvantaged pupils, ensuring needs are met both academically and socially.
- Broadening enrichment and cultural capital opportunities to ensure all pupils, regardless of background, are well-prepared for the next stage of their education and life.
- Working closely with pupils and families of those children with attendance of less than 95%.

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
Trust School Improvement Support	PPAT Education Trust
Parent Family Support Advisor (PFSA) Service	Lovington C of E Primary
MHST (Mental Health Support Team)/Young Somerset	NHS/Integrated Therapy Service
Unlocking Letters and Sounds	ULS
ELSA (Emotional Literacy Support Assistant) Training and Supervision	Educational Psychology Service
Virtual School	Somerset County Council
Inclusion Advice Line	Somerset County Council

Educational Psychologist Advice	Dr. Jeremy Side & Somerset County Council.
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Service Pupil Premium funding was used to provide a range of themed after-school club activities, helping to enhance the provision available to our Service children. Funding also supported the school in appropriately recognising and marking key events, including Remembrance Day.
The impact of that spending on service pupil premium eligible pupils
Feedback from teachers and pupil voice indicates a positive impact on the emotional wellbeing of our Service children, helping them to feel settled, supported and able to thrive in school. Pupils report feeling valued as part of the school community, which has supported their ability to engage positively with learning and school life.