Pupil Premium Strategy Statement

KEY: Updated 19.7.2026

- This statement details the school's use of Pupil Premium funding to help improve the attainment of disadvantaged pupils;
- It outlines the school's Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school;
- This is a new, 3 year plan for 2024-2025 to 2026-2027. The intended outcomes are for the three-year period and have been reviewed for 2025-2026. They will continue to be monitored and reviewed regularly, in line with the school development plan

School Overview

Detail	Data
School name	The Robert Drake Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 to 2026-2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs Coe and Mrs Jackson Co-Headteachers
Pupil Premium leads	Mrs Coe and Mrs Jackson Co-Headteachers
Governor	Natalie Koekemoer

Funding overview for 2026-2027

Detail	Amount
Pupil premium funding allocation this academic year	£72,850
Recovery premium funding allocation this academic year	£0
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	£72,850

Part A: Pupil Premium Strategy Plan

Statement of intent

The objectives and key principles of The Robert Drake Primary School's Pupil Premium strategy:

- All members of staff and governors are committed to having high aspirations and ambitions for all pupils ensuring that they achieve their full potential, regardless of any disadvantage;
- The curriculum is a curriculum of hope, building resilience in all pupils;
- Teaching is, and promotes, acts of sincere kindness, building the mental wealth of all pupils and developing the necessary skills to succeed;
- Curriculum planning will ensure that all entitled pupils develop a deep understanding of acquired knowledge and a range of skills that will prepare them for future learning and the next stage of their education;
- The development of important attributes in pupils is key, in every aspect of school life, such as the school ethos (we are all special, different and unique), the school values (kindness, honesty and respect) and the school rules (everyone has the right to learn, to be safe and to be respected);
- The school builds on positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults;
- Pupils are encouraged to believe that they can achieve goals, both academic and personal and are enabled to make informed decisions about their wellbeing, health and relationships and to build their tolerance, resilience and self-efficacy (belief about ability and capacity to accomplish a task or to deal with the challenges of life);
- The curriculum offers flexibility and, if specific needs arise, it is adapted in a timely manner (taking into account individual needs and contextual information including different backgrounds), removing any barriers to learning;
- The school aims to provide access to a variety of rich learning experiences through extra-curricular activities, themed events, educational visits and sporting activities.

The school's Pupil Premium Strategy will ensure that:

- The funding will be used to diminish the difference between the achievement of targeted pupils and their peers;
- No pupils are disadvantaged. All pupils will have access to key learning and vocabulary for all lessons;
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for the funding;
- The additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives;
- All staff are aware of entitled pupils, ensuring positive outcomes for all;
- Entitled pupils are treated equally and as favourably as others;
- The additional funding is used suitably to address the challenges faced by pupils entitled to pupil premium;
- Through effective use of this additional funding, the school is fully committed to ensuring that the individual needs of each entitled pupil are met;
- As a result of the additional funding, entitled pupils will make better progress and achieve higher standards in all areas of the curriculum, including individual personal development and emotional wellbeing.

The impact on educational attainment from expenditure of the funding is reflected in the results of the school and the attitudes and behaviour of the pupils. The school has extensive monitoring and support systems in place to ensure optimum outcomes for all pupils, including those who are most vulnerable. The strategy is embedded in our whole-school ethos.

Documents referred to supporting Pupil Premium strategy development:

- The EEF Guide to Pupil Premium (updated September 2025);
- The Sutton Trust;
- 'Learning, not Labels' Improving Outcomes for Disadvantaged and Vulnerable Learners- Marc Rowland July 2020;
- The Disadvantaged Strategy (Essex County Council and Marc Rowland).

Challenges

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

Challenge number	Detail of challenge
1	Oral, language and listening skills. Pupils continue to start school with lower level language skills and a more limited vocabulary which has a direct impact on the development of reading and writing skills. Attainment of a large proportion of children on entry to EYFS continues to be characteristically below that which is typical of that expected for their age (consistent with other schools in the borough of Castle Point).
2	Personal, social and emotional development. Social and emotional issues can impact on concentration, motivation and resilience. This often creates barriers to learning for identified pupils.
3	Understanding of, and retaining information acquired, (key vocabulary and key learning) in reading, writing and maths for identified pupils. This can lead to gaps in learning over time.
4	Having major changes in staff over the past three years (7/11 new teachers), it is essential to address the potential challenges by integrating all staff into previously established Assessment for Learning (AFL) practices. AFL is a critical component of our instructional approach, focusing on ongoing assessment and feedback to improve pupils' learning. The following challenges highlight areas that need to be considered and monitored to ensure the continued success of AFL strategies are embedded in learning and teaching. This may include: deepening staff's understanding of AFL Principles, varied experience in AFL techniques, professional development needs, consistency in feedback and assessment, integration into collaborative practices, ongoing monitoring and support.
5.	The attendance rate for pupils eligible for Pupil Premium in 2025-2026 is 90.58%, 24-2025 is 91.04%, 2023-2024 is 94.1%. 2022-2023 was 94.35% (2021-2022: 92.99%). Continue to monitor attendance as part of the whole school development plan, this includes close monitoring of identified pupils. Low attendance reduces identified pupils' school hours and causes them to fall behind. Continue to use the school's attendance officer to provide advice and support for identified families.

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
Continue to improve oral, language and listening skills so that pupils develop increased independence in their attitude and approach to learning. This includes: • Knowing and understanding all key learning and vocabulary for all areas of the curriculum; • Developing confidence when speaking, using a wider range of words, in grammatically correct sentences, in all areas of the curriculum.	Quantitative: • Pupils use a wider range of words in their speech and can correctly use and apply key vocabulary and key learning in all subjects; • Assessments and significantly improved oral, language and listening skills so that pupils develop increased independence in their attitude and approach to learning. Qualitative: • Observations and teachers' records show pupils using newly learnt key vocabulary and key learning in appropriate contexts. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Continue to: • Improve pupil confidence and well-being; • Effectively support the social and emotional needs of identified pupils in a timely manner.	Quantitative: • Teacher assessment indicates pupils' understanding of learning experiences thus resulting in rapid pupil progress, by the end of the year, from their different starting points and/or meeting at least age related expectations. Qualitative: • Teachers report reduced barriers to learning; • Identifed pupils are observed to have improved concentration, motivation and resilience; • Teacher/Learning Mentor/Pupil Support Officer observation of positive engagement and participation in various learning and social experiences.
Continue to improve pupil achievement for identified pupils: • Intervene, where necessary, so that they reach age related expectations or make accelerated progress from their different starting points in phonics, reading, writing and maths; • Develop knowledge and understanding of all key learning and vocabulary, so that they reach	Quantitative: • Increased scores on standardised tests and internal assessments; • Identified pupils make rapid progress by the end of the year so that they meet at least age-related expectations in comparison to all other pupils nationally and those with the same starting points. Qualitative:

age related expectations or make accelerated progress from their different starting points.	• Observations and feedback demonstrate a deeper understanding and application of key concepts learnt; • Identified pupils 'know more and remember more' key learning and vocabulary.
Teachers utilise a range of effective AFL strategies consistently: • Pupils receive timely, specific, and actionable feedback; • Instruction is tailored to meet the diverse needs of all pupils; • A range of questioning techniques (open-ended and closed questions) to stimulate thinking and understanding. • Pupils demonstrate deeper understanding and retention of key vocabulary and key learning.	Quantitative: • AFL strategies are embedded in every day learning and teaching (learning observations); • Increased number of feedback instances recorded in pupils' work; • Curriculum adaptations documented planning and observed in classroom practice; • Improved performance in formative and summative assessments. Qualitative: • Teacher reflections and peer reviews/discussions highlight the successful use of varied and effective AFL techniques and strategies; • Pupil feedback indicates clarity and usefulness of feedback for improvement; • Pupils' work and assessments show evidence of critical thinking and application of knowledge.
Increase attendance rates for identified pupils.	Reduce the number of persistent absentees among pupils eligible for Pupil Premium.

Activity in this Academic Year
This details how we intend to spend Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching
Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regularly revisiting key vocabulary and key learning in all areas of the curriculum. Show and Tell - pupils bring an item from home and explain its significance to the class. This encourages speaking in front of a group, organising thoughts, and using descriptive language. Storytelling - engage pupils in storytelling sessions where they create and share their own stories. Use Drawing Club (EYFS) and 'Sentence Stacking', story starters or picture prompts to stimulate creativity and narrative skills. Circle Time Discussions – pupils discuss a topic, share their thoughts, and listen to their peers. This helps in turn-taking, active listening, and expressing ideas clearly. Interactive activities – teachers use interactive whiteboard activities to enhance speaking and listening skills. Pupils use computers and headphones. Pupils listen to a variety of information linked to their current curriculum topics, follow along with the text or information, improving their listening comprehension and vocabulary. Role-Playing and Drama – Plan opportunities in the curriculum for role-play and drama activities where pupils act out scenarios or stories. This enhances expressive	Developing language and listening skills is crucial for pupils' academic success and overall communication abilities. This is evident in the school's statutory assessments, where the school is above national averages in all areas. These activities have been chosen because there is a significant body of evidence supporting the importance and effectiveness of these skills developed through the range of activities listed. National Literacy Trust (NLT) - The NLT emphasises that early language skills are fundamental to literacy development. Children who develop strong oral language skills are better prepared for reading and writing. They also perform better academically and are more likely to succeed later in life. Education Endowment Foundation (EEF) - The EEF's Teaching and Learning Toolkit identifies oral language interventions as having a high impact on pupil outcomes. Such interventions can significantly improve reading, writing, and overall academic performance. The Toolkit notes that the impact of these interventions is particularly strong for younger children and those from disadvantaged backgrounds.	1, 2, 3, 4,

language, social interaction skills, and empathy. Regularly read books aloud to the class and engage pupils with questions and discussions about the story. This promotes listening skills and comprehension, as well as vocabulary development. Talk partners and group activities – pupils collaborate on tasks, discuss ideas, and solve problems together. This fosters communication, negotiation, and listening skills. Debates and Discussions – Plan opportunities in the curriculum for structured debates or discussions on age-appropriate topics. Encourage pupils to express their opinions and listen to opposing views, fostering critical thinking and respectful listening. Showcase presentations – pupils prepare and deliver presentations on a topic of interest. This builds confidence in public speaking and helps organise their thoughts coherently. Rhymes and songs - incorporate rhymes, songs, and chants into daily routines. This can improve phonemic awareness, pronunciation, and listening enjoyment. Guest speakers - invite guest speakers to talk about their experiences or professions. Encourage pupils to listen attentively and ask questions, promoting curiosity and active listening. Question and answer sessions - after reading a book or watching an educational video, hold sessions where pupils ask and answer questions about the content. This	It has been observed, in school, that by implementing these activities, a more dynamic and responsive learning environment is created where pupils actively engage in their learning process and receive the feedback they need to improve. These practices support both vocabulary acquisition and listening comprehension.	

reinforces comprehension and speaking skills.		
Social and emotional learning opportunities – classroom discussions and circle times- regularly scheduled sessions where pupils can share their feelings, experiences, and challenges in a safe and supportive environment. Emotion recognition activities - use discussion, real life situations, games and activities to help pupils recognise and label their emotions. Mindfulness and relaxation exercises – this may include listening to calming music, deep breathing exercises and yoga. Social skills training - role-playing scenarios to practice skills like active listening, empathy, conflict resolution, and cooperation. Confidence building activities - regularly acknowledge and celebrate individual and group achievements to build self-esteem. Public speaking opportunities - encourage pupils to present in front of the class through, for example, show-and-tell, book reports, or class plays. Responsibility roles - assign classroom jobs or responsibilities to give pupils a sense of ownership and importance. Physical activity - incorporate regular physical activities, such as PE, break and lunchtimes games and movement breaks, to boost physical health and mood. Healthy eating education - teach pupils about nutrition and promote healthy snacks to promote physical wellbeing.	There are many benefits observed by supporting and promoting social and emotional wellbeing. Improved academic performance in all statutory assessments. Pupils are observed to develop essential social skills, such as empathy, cooperation, and communication. These skills contribute to better relationships with peers and adults. Teaching pupils how to manage their emotions and cope with stress effectively had led to increased resilience.	1, 2, 3

Creativity - offer a range of clubs, for example, art, music, and drama classes to allow students to express themselves creatively and therapeutically. Nature-based activities – plan for Forest School and outdoor learning experiences to help pupils connect with the environment and reduce stress. Anti-bullying activities - implement comprehensive anti-bullying policies and programs to create a safe and inclusive school culture. Parent and community involvement - engage parents and the community in school activities to create a strong support network for pupils.		
Phonics: Monster Phonics Scheme. Phonics games - online phonics games or apps that help pupils recognise and practice letter sounds. Sound sorting - sorting activities where pupils categorise pictures or words based on their beginning, middle, or ending sounds. Blending and segmenting practice. Phonics songs and rhymes that emphasise phonetic patterns and sounds. Reading phonics books (levelled). Reading: Accelerated Reader Scheme. Whole class reading sessions where the teacher guides and supports pupils through a text. Reading corners in each classroom with a variety of books to encourage independent reading. Book Club – regular opportunities for pupils to present and discuss books they have read, fostering a love for reading and improving comprehension skills.	End of Year Phonics Screening: Results are higher than national average. MTC test average scores are higher than the national average. End of KS2 statutory assessments are: • Working at the expected level - above national averages in all areas; • Working at the higher level - above national averages in reading, maths and EGPS and in line with national for writing. Pupils are well prepared for the next stage of their education from a range of different starting points. There is strong evidence that teaching reading for fluency and inference skills, including mastery and extending the most able already implemented have high impact for low cost.	1, 2, 3

Paired reading – pupils read to each other, which can build confidence and fluency. Writing: Drawing Club (EYFS) and Sentence Stacking activities. Provide daily prompts to encourage pupils to write in all areas of the curriculum, helping to improve their writing skills. Help pupils to plan and organise their writing before they begin. Dedicated time for writing, where pupils can work on various stages of writing, from brainstorming to publishing. Peer review - pupils give and receive feedback on their writing. Regular practice of handwriting to improve fine motor skills and writing legibly. Maths: Math games – use games to make maths fun and engaging. Use a range of resources to help pupils understand mathematical concepts. Use real-world problems/scenarios to show the relevance of maths in everyday life. Overlearning of all basic skills – develop fluency in addition, subtraction, multiplication and division facts. Programmes including: White Rose, Timestables Rockstars, Numbots..	Use of the Education Endowment Foundation (EEF) Teaching and Learning Toolkit shows that effective feedback, meta-cognition and self-regulation and reading comprehension strategies have high impact for very low cost.	
Sharing clear learning intentions (key vocabulary and key learning). Use simple, pupil-friendly language. Use a range of questioning techniques (open-ended and closed questions) to stimulate thinking and understanding. Adapt questioning to suit individual needs to support learning and encourage deeper thinking and self-assessment.	AfL has been supported by a variety of research studies and educational reports, which demonstrate its effectiveness in enhancing pupils' learning and outcomes. When teachers use AfL strategies effectively, pupils benefit through improved achievement, increased motivation, and a greater ability to take charge of their own learning.	1, 2, 3, 4

Use talk partners during discussion and to review each other's work. For example, pose a question to the class, pupils to think about it individually, then discuss it with a partner before sharing their thoughts with the larger group to encourage active participation and reflection. Pupils to assess their own work. For example, create checklists and teach them how to use these tools and reflect on their progress. Encourage pupils to reflect on their learning. For example, did they understand it well or do they need a little bit more help. At the end of a lesson, ask pupils to state one thing they learned and one question they still have to provide insight into their understanding and areas that need further clarification. Provide timely and specific feedback that focuses on next steps of learning and supporting understanding. Use strategies such as, for example, two things they did well and one area for improvement. Encourage pupils to set specific, achievable goals for their learning. Review these goals regularly and discuss their progress and strategies for achieving them.	Education Endowment Foundation (EEF) Reports The EEF's Teaching and Learning Toolkit suggests that AfL strategies, such as feedback, metacognitive strategies, and peer assessment, have a positive impact on pupil outcomes. Feedback, in particular, was found to have a very high impact on learning with a relatively low cost, suggesting that it is a highly effective intervention. National Foundation for Educational Research (NFER) Studies Research by NFER has shown that AfL practices help to close the achievement gap between different groups of pupils. For example, studies have found that formative assessment practices are particularly beneficial for low-achieving pupil, helping to raise their performance levels and improve their engagement in learning. Sutton Trust Report (2011) The Sutton Trust's report on improving the impact of teachers on pupil achievement highlights that AfL practices are among the most effective strategies for improving pupil outcomes. The report notes that formative assessment helps teachers identify student needs more accurately and tailor instruction accordingly.	

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

Budgeted cost: £5, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and Talk Boost activities for EYFS and KS1 pupils: activities that develop vocabulary, narrative skills, active listening and phonological	WELLCOMM impact: 2025-2026: 9 out of 15 pupils made good progress at the end of EYFS 2026. 1 out of 7 pupils	1, 2

awareness include all of the above, where relevant, plus: word of the day, category games, picture story sequencing, reading aloud, rhyming games, sound matching and sentence building. Listening games and activities – pupils play games that require careful listening or following multi-step instructions. These games improve attention and listening accuracy.	identified as eligible for Pupil Premium in EYFS achieved a Good Level of Development. These pupils will be closely monitored in 2026-2027. 2024-2025: 6 out of 7 pupils made good progress at the end of EYFS 2025. 2 out of 7 pupils identified as eligible for Pupil Premium in EYFS all achieved a Good Level of Development. 2025-2026 outcomes - three pupils who completed the WellComm assessment in EYFS and were identified as working just below age-related expectations continue to be working towards age-related expectations in reading, writing and mathematics. One pupil is currently on the SEND register, and the needs of the other two pupils are being monitored closely, with consideration being given to SEND identification where appropriate. All pupils have received timely and targeted interventions to address identified needs. These interventions have supported pupils in making incremental progress and developing the knowledge and skills required to move towards age-related expectations. Ongoing assessment and monitoring will ensure that support remains responsive to their individual needs. NELI impact 2023-2024: 6/7 pupils made good progress. Next steps of learning for identified pupils have been shared with year 1 class teachers. These will also be	

	reflected in One Plans, where appropriate.	
Timely interventions for identified pupils in phonics, reading, writing and maths. Interventions are based on the teaching activities listed herein. This may include, for example, developing phonics knowledge, reading and writing skills, inference skills and fluency in the four number operations.	Ongoing assessment, monitoring and review demonstrates that pupils make accelerated progress from their different starting points.	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £27,025.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have access to educational visits which provide memorable and enjoyable experiences which enrich the curriculum. This includes the year 6 residential trip.	Pupils' learning is enriched through a range of physical and curriculum based educational visits, putting learning into context. Personal development and Cultural Capital is developed through a wide range of experiences. This provides pupils with the knowledge which enables them to widen their personal aspirations. Pupils have access to a wide, rich set of experiences which has provided them with excellent opportunities to develop their talents and interests; helping to engender an appreciation of human creativity and achievement. Carefully planned educational visits for this year aim to provide a similar experience and enrich pupils' experiences of the world around them.	1,2,3
Social and emotional learning opportunities – walk and talk, SMART thinking style activities, comic strip conversation style activities. Learning Mentor and Pupil Support Officer to provide tailored activities for identified individuals/groups of pupils. Buddy systems – where appropriate, pair older pupils with younger ones to provide	Barriers to learning are reduced. This is evident in all statutory assessments for identified pupils. Secondary schools have commented that Robert Drake pupils are well prepared for the next stage of their education. Feedback from pupils indicates that they can now independently problem solve some situations.	

mentorship and build a supportive school community. BATIC counselling service - provide access to school counsellors for identified pupils. The Happiness Hub lunchtime support and activities - a space with a range of resources on mental health and wellbeing, including books, games, and informational materials. Trauma Perspective Practice (TPP) training - equip teachers with the skills to recognise and address social and emotional issues in their pupils. When Essex County Council renew their TPP training programme in 2026-2027, implement this again for staff.	The number of pupils supported at the beginning of the year compared to the end of the year has decreased. Well trained staff, including a Learning Mentor and Pupil Support Officer, effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups and key stages so that new skills or coping strategies learnt can be further developed.	
Improved attendance for identified pupils.	Enhance provision already in place: • Liaise regularly with identified families with the School Attendance Officer to promote regular attendance at school; • Continue to support identified families (early intervention); • Continue to promote attendance using all new strategies (including attendance heroes, new attendance policy and checklists).	4

Total budgeted cost: £72,850

Part B: Review of Outcomes in the Previous Academic Year (2025-2026)

Pupil Premium Strategy Outcomes (Impact)

The impact on educational attainment from the expenditure of the Pupil Premium funding is reflected in the school's academic results and the attitudes and behaviour of the pupils. Where there are no identified needs, most pupils make at least good progress from their different starting points. Alongside high-quality teaching, a range of ongoing and timely intervention results in pupils knowing more and remembering more. This demonstrates that by regularly reviewing and adapting provision, most identified pupils fulfil their potential, are working at the expected level and are well prepared for the next stage of their education.

Most pupils are starting to make significant gains in their self-confidence and approaches to learning which has had a positive impact on end of year attainment and pupil progress.
Linked to the outcomes set last year, there are high impact outcomes for relatively low-cost investment.

PUPIL PREMIUM - END OF KS2 TEACHER ASSESSMENT 2026 – ACHIEVEMENT

Working at the Expected Level

KEY: above national

	National 2026	School All Pupils	School Pupil Premium
No. of pupils		46	9
Expected standard in reading, writing and maths	63%	83%	78%
Expected standard in reading	75%	89%	89%
Expected standard in writing (TA)	73%	98%	89%
Expected standard in EGPS	74%	89%	78%
Expected standard in maths	75%	87%	89%
Expected standard in Science (TA)	82%	96%	89%

Working at Greater Depth

KEY: above national

	National 2026	School All pupils	School Pupil Premium
No. of pupils		46	9
Greater Depth in reading, writing and maths	9%	9%	22%
Greater Depth in reading	31%	43%	44%
Greater Depth in writing (TA)	13%	20%	22%
Greater Depth in EGPS	30%	59%	67%

Greater Depth in maths	27%	46%	67%

All staff members are accountable for pupil progress. Pupils have made significant gains when compared to other pupils nationally. Continue this effective programme for the current Year 6 pupils.
Additional intervention for identified pupils has supported pupil progress.
Effective booster groups mean that pupils are starting to make significant gains in their self-confidence and approaches to learning and they have had a positive impact on end of year attainment and pupil progress. These groups now need to be implemented for newly identified pupils.
Well trained staff effectively identify pupils' next steps of learning during lessons and marking of books. Additional intervention for pupils in Year 6 has supported pupil progress.
Timely intervention means that the attainment gap between pupils entitled to support from the Pupil Premium Funding and all other pupils nationally is diminishing. This strategy now needs to continue and be implemented for newly identified pupils.
Staff observed improvements in the general wellbeing of identified pupils which demonstrates the impact of the in-school counselling service.
The continued support provided by a Pupil Support Officer and Learning Mentor have significantly benefited pupils identified as eligible for Pupil Premium. Targeted support has addressed specific social and emotional needs. This dedicated attention has led to sustained attendance, increased engagement in learning activities, and higher attainment levels. Through personalised and timely intervention, the Pupil Support Officer and Learning Mentor have helped bridge the achievement gap, fostering an inclusive and supportive educational environment for all pupils.
The Happiness Hub continues to profoundly impact on pupils eligible for Pupil Premium by creating a nurturing environment that prioritises their mental well-being and personal development. Through the Hub's diverse activities, pupils have experienced enhanced emotional resilience, greater self-confidence, and improved social skills. This holistic support has not only fostered a positive school experience but also contributed to better academic performance, ensuring that every pupil has the opportunity to thrive both personally and academically.

Participation in extra-curricular clubs has had a significant positive impact on pupils eligible for Pupil Premium. New clubs, introduced during 2023-2024, 2024-2025 and 2025-2026, promote a range of activities and skills including art skills, computing skills, physical health and teamwork. These clubs offer a constructive outlet for energy, reduce stress and boost self-esteem. Additionally, involvement in sports activities has improved pupils' social skills and sense of belonging, leading to better engagement in school activities and enhanced academic performance. The holistic development provided by clubs ensures that all pupils, regardless of background, have the opportunity to thrive both physically, creatively and academically.

During 2024-2025 and 2025-2026, further enhanced parental engagement has had an extremely positive impact on pupils identified as eligible for Pupil Premium. Fostered by a stronger home-school connection, this collaborative approach has led to increased parental involvement in their children's education, resulting in improved academic outcomes and greater pupil motivation. By working closely with parents, staff have been able to better support pupils' individual needs, leading to higher levels of attendance, improved behaviours for learning and a more supportive learning

environment. This partnership ensures that identified pupils receive comprehensive support at school, contributing to their overall success and well-being.

The emphasis on spoken language in all subjects has had a positive impact on all pupils by enhancing their communication skills and boosting their confidence. For example, in music, discussing lyrics, compositions, and performances has deepened their understanding and appreciation of the subject. In PE, verbal instructions, teamwork, and reflections on performance have improved their collaborative skills and physical literacy. In RE, engaging in discussions about beliefs, values, and cultural diversity has enriched their critical thinking and empathy. This holistic approach to spoken language across all subjects has fostered a more inclusive and dynamic learning environment, supporting both academic and personal growth. This needs to continue to be enhanced and is identified in all subject leader action plans in 2026-2027.

The implementation of key vocabulary and vocabulary progression documents in each subject has enhanced pupils' understanding of subject specific vocabulary.

The integration of spoken language in phonics, WELLCOM (speech and language assessment used in EYFS) and ongoing phonics assessments has had a positive impact on the learning and progress of identified pupils. Enhanced focus on spoken language in phonics instruction has improved pupils' reading fluency and comprehension by reinforcing their understanding of phonemic awareness and sound-letter correspondence. WELLCOM programme's emphasis on oral language skills has significantly boosted vocabulary, sentence structure, and overall communication abilities, laying a strong foundation for English development. Additionally, incorporating spoken language in phonics assessments has provided a more comprehensive understanding of pupils' progress, enabling tailored interventions that address specific needs. This multifaceted approach has resulted in improved English outcomes, greater confidence in communication, and a more supportive learning environment for identifier pupils. WELLCOM results 2025-2026 – see information above in 'targeted academic support'.

Reviewed in July 2026 specific to outcomes/success criteria identified:

Intended outcome- oral language skills:

- This was a key priority in the school's development plan for 2024-2025. For 2025-2026, speech and language was included into all subject action plans, rather than a key priority.
- This is because all actions noted for 2024-2025 have been achieved but need to continue to further enhance language development. 2026-2027 - continue to embed across the school.

Intended outcome - improve pupil confidence and well-being and effectively support the social and emotional needs of identified pupils in a timely manner.

Quantitative data:

- End of EYFS, Phonics Screening, Multiplication Tables Check and End of Key Stage 2 SATs remain above national averages. All other year groups – most pupils have made at least expected progress and are working at age related expectations. For those pupils making less than expected progress or working

below age related expectations, tailored interventions are in place and are closely monitored and reviewed to maximise learning opportunities.

Qualitative data:

- Barriers to learning are reducing, as reported by teachers;
- Identified pupils demonstrate improved concentration, motivation, and resilience;
- Increased positive engagement and participation in learning and social activities, as observed by teachers, learning mentor and pupil support officer.

Continue to embed across the school

Intended outcome - continue to improve pupil achievement for identified pupil.

Quantitative data;

- See comments in section above.

Qualitative data:

- Pupils are starting to demonstrate a deeper understanding and application of key concepts through observations and feedback;
- Identified pupils are starting to retain and recall key learning and vocabulary more effectively;
- This also shows that more effective formative assessment strategies are being used.

Continue to embed across the school.

Intended outcome - teachers continue to utilise a range of effective AFL strategies consistently.

- This was a key priority in the school's development plan for 2024-2025. Assessment remained a key priority for 2025-2026 to further enhance the systems and processes across the school as well as staff's knowledge and understanding. 2026-2027 - continue to embed across the school.

Quantitative Data:

- Teachers consistently implement a higher frequency of Assessment for Learning (AfL) strategies during lessons;
- Pupils receive more frequent and meaningful feedback, as evidenced in their work.

Qualitative data:

- Teacher reflections and peer reviews highlight the successful implementation of effective AFL techniques and strategies;
- Pupil feedback shows that feedback is clear, actionable, and supports their improvement;
- Pupils' work and assessments are starting to demonstrate critical thinking and the effective application of knowledge.

Continue to embed across the school.

Intended outcome - increase attendance rates for identified pupils.

Overall attendance:

2025-2026: for pupils eligible for Pupil Premium was 90.58%

During 2025-2026, the attendance rate for pupils eligible for Pupil Premium was 90.58%**,** which is below the national average. Improving attendance remains a key priority for the school, as regular attendance is essential to ensuring pupils can access the full curriculum and achieve their potential.

We continue to work closely with identified families to understand and address barriers to attendance. Through regular communication, targeted support, early intervention, and collaboration with external agencies where appropriate, we aim to improve attendance outcomes for disadvantaged pupils. Attendance is monitored closely, and bespoke support is provided to help families ensure that pupils attend school regularly and benefit fully from the educational opportunities available to them.

In 2024-2025, attendance for pupils eligible for Pupil Premium was 91.04%.
In 2023-2024, attendance for pupils eligible for Pupil Premium was 94.13%
In 2022-2023, attendance for pupils eligible for Pupil Premium was 94.35%.
In 2021-22, attendance for pupils eligible for Pupil Premium was 92.99%.
Attendance will continue to be a focus in the school development plan for 2026-2027.

Externally provided programmes
Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
None	

Service pupil premium funding (optional)
For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	A Learning Mentor dedicated to the social and emotional wellbeing is available throughout the school day to problem solve for all pupils. Learning Mentors are aware of identified pupils and any support they may need as required.
What was the impact of that spending on service pupil premium eligible pupils?	Good value for money. Identified pupil/s working at age related expectations and making good progress. This also demonstrates positive behaviours for learning.

Further information (optional)

From triangulation of a range of sources (including assessment, learning walks, book looks, pupil, parent, staff and governor views, challenges faced by families), the Pupil Premium Strategy will be supplemented by additional activity that is not funded by this strategy. This includes:

- Mental Health Lead to continue to embed TPP and mental health and wellbeing knowledge and strategies;
- When Essex County Council renew their TPP training programme in 2026-2027, implement staff training for Trauma Perceptive Practice (TPP) and other identified areas of emotional wellbeing;
- Continue to develop assessment procedures for Monster Phonics;
- Forest School and outdoor learning provision for every pupil;
- Continue to develop expertise across all curriculum areas, taking into account staff CPD surveys, Education Endowment Fund (EEF) research, Ofsted updates and subject associations' information.