Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westbury Church of England Junior School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	44% (49% eligible for Free School Meals)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Year 3 of 3 2024-25 to 2026-27
Date this statement was published	First published December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Lindsay Clough Headteacher
Pupil premium lead	Eleanor Flynn Assistant Headteacher
Governor / Trustee lead	Brian Osborne Disadvantaged Learner Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,780.00
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	£189,780.00

Part A: Pupil premium strategy plan

Statement of intent

"If you get it right for the most disadvantaged, you get it right for everyone."
Sir Martyn Oliver, Ofsted Chief Inspector

Our aim is for all pupils, whatever their background or circumstances, to make good progress and achieve well across all areas of the curriculum. Our Pupil Premium Strategy focuses on levelling the playing field and ensuring that disadvantaged pupils have the support and opportunities they need to achieve their very best. This includes pupils who are already high attainers, for whom we want to ensure that disadvantage does not become a barrier to reaching their full potential.

As we move into the 2026–27 academic year, we recognise that disadvantage is not limited to pupils who receive Pupil Premium funding. We are particularly mindful of the expanded group of pupils who are eligible for Free School Meals (FSM). Although not all FSM-eligible pupils attract Pupil Premium funding, we recognise that they may still experience financial pressures or other barriers which can affect their education. We will therefore consider the needs of this wider group when planning our provision and will provide support where there is an identified need.

We will also consider the needs of other vulnerable pupils, including those who have a social worker, pupils with special educational needs, young carers and pupils who may be experiencing difficulties at home or in their wider lives. Where appropriate, the support and approaches outlined in this strategy will benefit these pupils too, whether or not they are eligible for Pupil Premium funding.

We also recognise that some families in our community are just above the threshold for Free School Meals and may face many of the same financial challenges as families who are eligible. We will continue to be mindful of these pupils and families and, where we identify a need, will look at how we can remove barriers and provide appropriate support.

High-quality teaching remains at the heart of our approach. We will focus particularly on the areas where disadvantaged pupils need the most support. This benefits disadvantaged pupils directly, while also improving outcomes for all pupils. We want to ensure that the progress and attainment of non-disadvantaged pupils are maintained and improved alongside the progress made by their disadvantaged peers.

The approaches in this strategy are based on evidence and our knowledge of our pupils. We will review their impact regularly through our termly pupil progress meetings and make changes where necessary. Our School Development Plan also reflects our commitment to identifying and supporting disadvantaged learners. We have chosen to adopt Wiltshire's Disadvantaged Learner Charter as part of this commitment.

Our approach is about the whole child. Academic progress is important, but so too are attendance, wellbeing, relationships, confidence and a sense of belonging. We

want all our pupils to feel safe, valued and able to engage positively with school and learning.

To ensure our approach is effective, we will:

- ensure disadvantaged pupils are challenged appropriately and supported to achieve highly, including those who are already high attainers;
- identify barriers to learning early and act quickly when additional support is needed;
- consider the needs of vulnerable pupils, including the wider group of FSM-eligible pupils who may not attract Pupil Premium funding;
- look at the needs of individual pupils rather than making assumptions based solely on their funding or family circumstances;
- take a whole-school approach, with all staff taking responsibility for disadvantaged pupils and maintaining high expectations of what they can achieve;
- regularly review the impact of our support and adapt our approach when needed;
- ensure disadvantaged pupils have access to high-quality teaching, wider opportunities and appropriate pastoral support; and
- work closely with pupils and families, and with other professionals where appropriate, to understand and address barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment** - End of year data (2023-24) shows a gap between the attainment of DL and non DL children. Data below is based on % meeting expected standard or above. Year 3: R -5% W -3% M -15% Year 4: R -11% W -7% M -6% Year 5: R -5% W +4% M -4% Year 6: R -5% W -9% M -14% The phonics baseline completed in September 2024 in year 3 showed that 9/20 (45%) DL children failed to reach the expected standard. The Multiplication Times table Check data from June 2024 showed that 12/27 DL children achieved 20+ (44%). 0/27 DL children achieved the pass mark of 25/25.
2	**Attendance** - Our attendance data from 2023-24 indicates that absence and persistent absence rates for our DL children have been significantly above the national average. The persistent absence rate amongst our DL children was 25.5% and their overall absence rate was 8.6%. This absence significantly impacts our DL progress and outcomes.
3	**Cost of Living and Impact on School Engagement** - This is evidenced through the high levels of children receiving pupil premium funding at school, the number of our families struggling financially and the number of families accessing foodbanks. We also have a number of families working multiple minimum wage jobs who do not qualify for pupil premium funding – these families are also struggling financially. There is a financial barrier with parents being unable to support children with correct uniform, PE kit, participation in extra-curricular clubs etc.
4	**SEMH** - Last year our assessments and observations identified a significant gap with children being able to self-regulate. This was evident in the numbers of children presenting with challenging behaviour. This further increases the demand on school systems, provision and capacity. Of our 109 DL children, 43 are also on the SEN register equating to 39%. Specialist nurture groups, ELSA and Forest School interventions have been oversubscribed. The number of children accessing the Mental Health Support Team for help has increased. 58% of all concerns (low and high level behaviour and safeguarding) recorded were for our DL's.

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
Attainment: Raise attainment levels for children in mainstream and the Resource Base.	• Standards raised for DL in mainstream to at least the same levels as their non-DL peers. • Phonics keep up and fluency reading sessions to indicate improved attainment for DL children participating. • MTC outcomes for DL children are in line with their non-DL peers.
Attendance: Improved attendance and punctuality within mainstream and the Resource Base.	• The overall absence rate for all pupils to be in line with national absence rates. • Reduce the absence rates of DL children so they are in line with their non-DL peers. • Reduce the number of DL who are classified as persistently absent so they are in line with their non-DL peers.
Cost of Living and Impact on School Engagement: Parental financial constraints are not a barrier to children's learning and participation in school life.	• DL children will take up at least 41% of all extra-curricular clubs run by teachers. • Affordable Schools project will be considered (2024-25) with full engagement 2025-26. • All children wear the correct school uniform and PE kit.
SEMH: Children being able to self-regulate their emotions so that it reduces the impact on theirs and others learning.	• New behaviour curriculum introduced 2024-25. Updated 2025-26. • Staff have good knowledge of regulation strategies and are skilled in supporting children to do this. • ILP's used effectively to support those who struggle to self-regulate. • De-escalation plans in place where needed and reviewed regularly with parents/carers. • Children's mental health remains a high profile for staff – led by our Mental Health Lead. • Reduction in the number of concerns recorded for our DL children.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £134,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional Teaching Assistants to add to add value to quality first teaching.	EEF Report on Use of TAs Our additional teaching assistants are used to add value to the quality first teaching provided by our teachers but also to help all pupils develop their independent learning skills. From our own experience, observations and evidence we maintain that this approach does improve outcomes for all children both academically, socially and emotionally. The school commits a substantial amount of it's own funding to additional teaching assistant support for pupils with high levels of need.	**1, 2, 3 and 4**
Continued training of all staff in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching. Purchase of new reading books that match phonics scheme/ teaching and investment in quality reading books for all classrooms.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Sounds Write	**1**

Continued membership of the Mobius Maths Hub Developing Mastery CPD for two teachers. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Continued implementation of White Rose Maths	White Rose Maths is influenced, inspired and informed by the work of leading maths researchers and practitioners across the world. The EEF guidance is based on a range of the best available evidence: EEF Maths Improving Maths KS2 and 3 Mobius Maths Hub	**1**
CPD on Self Regulation for mainstream and Resource Base staff	Social and Emotional Learning- EEF SEL Guidance EEF Self Regulation and Executive Function EEF Self regulation Strategies	**1, 2 and 4**
CPD on SEND – provided by Wiltshire LA Support from the MISA team. Autism and ADHD	EEF - Quality First Teaching SEND	**1, 4**
CPD Quality First Teaching To include: Fluency Scaffolding Teaching of Maths Teaching of English Handwriting Spellings Equitable Writing Strategy	EEF - Quality First Teaching EEF - Teaching Maths at KS2 and KS3 EEF - Improving English at KS2 EEF - Why focus on Fluency EEF - Scaffolding	**1,2 and 4**

	Kinetic Letters	
Continue to work in partnership with the Mental Health Support Team provided by Oxford Health NHS Foundation Trust Deliver further CPD to teachers and support staff. Courses delivered in school primarily to year 6 plus parenting courses. Oxford Health	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and Emotional Learning-EEF SEL Guidance	**4**
Enhancement of our teaching of GPS. Including Sounds Write approach to spellings and adoption of grammar and punctuation progression document.	Sounds Write	**1**
Further development of the teaching of writing. Equitable Writing Strategy (Wiltshire LA Training)	EEF - Quality First Teaching	**1**
Further development of the teaching of reading Just Read/Faster Reading Project Faster Reading Project Just Read Project Herts for Learning Reading Fluency Project Herts for Learning Fluency Project	EEF - Fluency	**1**

Kinetic Letters Kinetic Letters	Research School - Posture to Proficiency	**1**

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

Budgeted cost: £28,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastering Number intervention Mastering Number R and KS1 Mastering Number KS2	Gov - Coordinating Mathematical Success NCETM - Impact of Mastering Number	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Sounds Write	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Comprehension Intervention Additional support offered to children to boost and support reading comprehension	EEF Reading Comprehension Strategies	1
Writing Cafes Additional sessions for Greater Depth Writers and their parents – 6 times a year.	EEF Quality First Teaching	1

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on The Thrive Approach Support to be targeted at disadvantaged pupils who require social and emotional support. The Thrive Approach	Social and Emotional Learning-EEF SEL Guidance	**1**
Mental Health Support Team to run a parenting and behaviour group for parents. Oxford Health	EEF - Parental Engagement	**1,2,3,4**
Continue to work in partnership with the Mental Health Support Team provided by Oxford Health NHS Foundation Trust Courses delivered in school to year 5 and 6. 1:1 Support Oxford Health	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Social and Emotional Learning-EEF SEL Guidance	**4**
Play Therapy sessions targeted at disadvantaged learners.	Play Therapy	**4**
Forest School	Outdoor Learning EEF	**1 and 4**

Forest School		
Employment of our Family Support Worker to support vulnerable families.	For the FSW to be active within the community and support many families. EEF Working with Parents to Support Children's Learning	**1, 2, 3 and 4**
Embedding principles of good practice set out in the DfEs Working Together to Improve School Attendance New Attendance Policy launched. Robust tracking and monitoring of attendance in place. Senior Attendance Champion CPD and release time.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE – Working together to improve school attendance Working Together to Improve School Attendance DofE EEF Supporting Attendance EEF Tailored Approach to Attendance	**2**
Disadvantaged Lead CPD and release time.	Gain insights into national and authority level priorities. Share best practice amongst other DL champions. Share best practice, supply outreach support to other schools, research hub. EEF Leadership and Planning PP Meetings used to support teachers to prioritise vulnerable learners.	**1, 3 and 4**
Affordable Schools Programme CPD (Working alongside Westbury Infant School for wider community impact and consistency.) Wiltshire Affordable Schools Programme	Cost of living and impact on school engagement including parental financial constraints not being a barrier to children's learning. Preloved uniform, poverty proofing school practices to ensure this can take place. Researchers from Newcastle University have identified a link between reducing the stigma of poverty in schools and the reading and maths attainment of pupils. Newcastle University Research	**3**
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside	**1, 2 ,3 and 4**

	to respond quickly to needs that have not yet been identified. EEF Parental Engagement EEF Arts Participation	
After school club for reading and times table support.	Based on our observations, discussions and knowledge of our disadvantaged learners we have identified a lack of parental support at home, with homework, as a barrier to our disadvantaged children.	**1 and 2**
Behaviour curriculum launched Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	**1,2 and 4**
Family Hub Practical support, guidance and training for families	EEF Parental Engagement	**1, 2, 3 and 4**
New Senior Mental Health Lead appointed. New Strategy - Tiered approach Wellbeing Leaders appointed – Years 5 and 6	Supporting Mental Health and Wellbeing in Schools EEF Belonging	**1, 2, 3 and 4**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Impact is measured by looking at our key challenges and to what extent our selected activities have achieved our desired outcomes.
We look at active ingredients and their impact on our pupils when evaluating success.
We look at four strands when considering the impact our strategy has had on the progress and outcomes of our disadvantaged pupils.

1. Culture and ethos changes: staff acquisition of new knowledge and expertise
2. Implementation evaluation: staff use of new knowledge and expertise
3. Implementation evaluation: organisational support
4. Impact on pupils as learners (academic, social and emotional)

Attainment

Overall statutory assessment outcomes were above the national average across all subjects, including the combined measure. There has been significant improvement in pupil outcomes since the 2024–25 academic year, reflecting the impact of the strategies and actions implemented across the school. These positive outcomes are the result of the collective commitment and hard work of pupils, staff, families and the wider school community. Moving forward, there is further work to do to increase the proportion of pupils achieving Greater Depth and ensure that more pupils are supported to reach the highest standards of attainment.

Provisional National Data

Based on provisional Year 6 SAT data, our disadvantaged learners performed better than the national average in Reading, Writing, Maths and RWM Combined.

	DL National	DL School
Reading ARE	62.8%	74.1%
Writing ARE	60.9%	66.7%
Maths ARE	61.9%	71.4%
RWM Combined ARE	48.8%	61.9%

Combined Results (Reading, Writing and Maths) – Year 6

		2024-25	2025-26
Expected	**DL**	**34%**	**63%**
	Non-DL	**35%**	**73%**
Difference		**-1%**	**-10%**
Greater Depth	**DL**	**6%**	**0%**
	Non-DL	**5%**	**0%**
Difference		**-1%**	**0%**

Non-Disadvantaged Learners (Non-DL) outperformed Disadvantaged Learners (DL) by 10 percentage points. However, outcomes for DL were broadly in line with the national average, with 63% of pupils achieving the expected standard compared with the national picture. This indicates that, while the attainment gap within the school remains an area for continued focus, outcomes for Disadvantaged Learners are positive when considered in the context of national performance. Further work will focus on narrowing the gap between DL and Non-DL while continuing to support strong outcomes for all pupils.

English

Reading and Phonics

2025-26 Reading Results

Year 6

		2024-25	2025-26
Expected	**DL**	**60%**	**77%**
	Non-DL	**70%**	**80%**
Difference		**-10%**	**-3%**
Greater Depth	**DL**	**26%**	**9%**
	Non-DL	**25%**	**30%**
Difference		**+1%**	**-19%**

The attainment gap between Disadvantaged Learners (DL) and Non-Disadvantaged Learners (Non-DL) working at the expected standard has narrowed significantly, with only a 3 percentage point difference between the two groups. At 77%, outcomes for DL pupils are also above the national average of 75% for all pupils, demonstrating positive progress and attainment. The continued focus will be on sustaining these strong outcomes while further narrowing the gap between DL and Non-DL pupils.

Years 3 – 5 Attainment and Progress

Reading Years 3 - 5					
		Attainment		Progress	
		Expected Standard %	Greater Depth %	% Expected Progress	% Above Expected Progress
Year 3	DL	46	14	3	74
	Non-DL	67	13	3	67
	Difference	-21	-1	0	-7
Year 4	DL	39	11	28	33
	Non-DL	57	11	6	43
	Difference	-18	0	+22	-10
Year 5	DL	76	14	4	56
	Non-DL	44	40	7	64
	Difference	+32	-26	-3	-8

In years 3 - 5, non-Disadvantaged Learners continue to outperform Disadvantaged Learners in reading, indicating that further work is required to improve outcomes and narrow the attainment gap. Targeted interventions will continue to be used to address identified gaps, with a particular focus on prioritising pupils in receipt of Pupil Premium funding and ensuring that support is closely matched to their individual needs.

Significant investment has been made in developing the school's approach to reading. Accelerated Reader has been supported through staff training and investment in a wider range of books matched to pupils' reading abilities and Zones of Proximal Development (ZPD), promoting appropriate challenge, enjoyment and accessibility. The Herts for Learning Reading Fluency Project has also been introduced alongside the *Just Read* approach, with the Reading Lead receiving training and then implementing these complementary, evidence-informed strategies to develop pupils' fluency, expression and comprehension. A carefully selected reading spine further supports the development of a rich and consistent reading curriculum. Reading intervention has been targeted effectively, with 46% of pupils receiving

support being in receipt of Pupil Premium funding. Analysis of intervention impact shows that 73.5% of interventions for Disadvantaged Learners were judged to be effective or better, compared with 64.5% for Non-Disadvantaged Learners. This demonstrates a positive impact from targeted reading support, particularly for Disadvantaged Learners. In 2026–27, the focus will be on further embedding these approaches to ensure sustained improvements in reading fluency, comprehension and overall outcomes.

Writing

2025-26 Writing Results - Year 6

		2024-25	2025-26
Expected	**DL**	**46%**	**73%**
	Non-DL	**45%**	**80%**
Difference		**+1%**	**-7%**
Greater Depth	**DL**	**11%**	**0%**
	Non-DL	**8%**	**0%**
Difference		**+3%**	**0%**

There has been significant improvement in overall results, demonstrating positive progress in pupil attainment. Although the attainment gap between Disadvantaged Learners (DL) and Non-Disadvantaged Learners has widened slightly, outcomes for DL remain positive, with 73% achieving the expected standard, in line with the national average for all pupils. The focus moving forward will be on sustaining this improvement while continuing to reduce the attainment gap and ensure that DL pupils make strong progress.

Years 3 – 5 Attainment and Progress

Writing Years 3 - 5					
		Attainment		Progress	
		Expected Standard %	Greater Depth %	% Expected Progress	% Above Expected Progress
Year 3	DL	21	0	81	10
	Non-DL	43	3	87	10
	Difference	-22	-3	-6	0
Year 4	DL	22	0	92	4
	Non-DL	46	9	86	9
	Difference	-24	-9	+6	-5
Year 5	DL	29	5	80	16
	Non-DL	44	16	71	29
	Difference	-15	-11	+9	-13

Across Years 3–5, Non-Disadvantaged Learners continue to outperform Disadvantaged Learners in writing, highlighting an area where further work is required to narrow the attainment gap. The continued embedding of the new Equitable Writing Strategy is expected to provide a consistent approach to teaching and learning, with targeted support helping to improve outcomes for Disadvantaged Learners and reduce the gap over time.

The Equitable Writing Strategy was introduced across the whole school during 2025–26, with four teachers, including the subject lead, completing six days of training throughout the academic year. The learning from this training was shared through staff meetings and twilight sessions, supporting a consistent whole-school approach to writing. Carefully selected stimulus books have been introduced to provide engaging and appropriately challenging contexts for writing, while helping to create a more equitable starting point for all pupils and reduce the potential impact of differences in cultural capital. The strategy has been designed to support improved outcomes for Disadvantaged Learners in particular. In 2026–27, a further two teachers will undertake the Equitable Writing Strategy training, with a continued focus on embedding the strategy consistently across the school and further

developing the quality of writing teaching and learning. To further improve outcomes for pupils working at Greater Depth, termly Writing Cafés will be introduced**,** providing additional opportunities for pupils to extend, develop and refine their writing beyond the expectations of the curriculum.

Maths

2025-26 Maths Results - Year 6

		2024-25	2025-26
Expected	**DL**	**51%**	**77%**
	Non-DL	**60%**	**83%**
Difference		**-9%**	**-6%**
Greater Depth	**DL**	**14%**	**0%**
	Non-DL	**13%**	**37%**
Difference		**+1%**	**-37%**

In mathematics, the attainment gap between Disadvantaged Learners (DL) and Non-Disadvantaged Learners has narrowed slightly at the expected standard, demonstrating positive progress. However, the gap has widened at the Greater Depth level, highlighting the need for continued focus on supporting DL pupils to achieve the highest standards. Overall, outcomes for DL pupils remain positive, with 77% achieving the expected standard, above the national average of 75% for all pupils. The focus moving forward will be on sustaining strong outcomes while increasing the proportion of DL pupils achieving Greater Depth.

Years 3 – 5 Attainment and Progress

Maths Years 3 - 5					
		Attainment		Progress	
		Expected Standard %	Greater Depth %	% Expected Progress	% Above Expected Progress
Year 3	DL	64	47	0	58
	Non-DL	11	37	0	87
	Difference	+53	+10	0	-29
Year 4	DL	33	11	16	54
	Non-DL	49	20	6	51
	Difference	-16	-9	+10	+3
Year 5	DL	81	14	8	72
	Non-DL	48	48	0	86
	Difference	+33	-34	+8	-14

Disadvantaged Learners are performing well in Years 3 and 5, with positive outcomes across these year groups. Although attainment for DL pupils is lower in Year 4, a greater proportion of these pupils are making above expected progress, indicating positive progress over time. Continued monitoring and targeted support will help to build on this progress and improve attainment outcomes for DL pupils in Year 4.

The school continued its work with the Mobius Maths Hub and further developed staff expertise through Mastering Number training. Consistent use of the White Rose Maths scheme, alongside an 'I do, you do, we do' approach, adaptive teaching, effective working walls and manipulatives, ensured learning was responsive to pupils' needs. Targeted maths interventions supported disadvantaged pupils effectively, with 47% of pupils receiving intervention eligible for Pupil Premium funding. Intervention outcomes showed 74% of disadvantaged learners and 78% of non-disadvantaged learners achieving 'good or better' effectiveness.

Year 4 Multiplication Tables Check

		2024-2025	2025-2026
25/25	**DL**	17%	13%
	Non-DL	29%	37%
Difference		-12%	-24%
20+/25	**DL**	55%	50%
	Non-DL	68%	80%
Difference		-13%	-30%

The attainment gap between Disadvantaged Learners (DL) and Non-Disadvantaged Learners has increased in the Multiplication Tables Check (MTC). Improving multiplication facts fluency and reducing this gap will therefore be a key priority for 2026–27, with a continued focus on targeted support and ensuring that DL pupils have regular opportunities to develop confidence and accuracy in their times tables.

Attendance

	2021-22	2022-23	2023-24	2024-25	2025-26
Overall Attendance	92.1%	94.8%	92.8%	93.3%	94%
Disadvantaged	91.9%	93.4%	91.4%	90.1%	91.5%
Non-disadvantaged	92.3%	95.7%	93.8%	95.1%	95.8%
Difference	-0.4%	-2.3%	-2.4%	-5%	-4.3%
Overall Persistent Absence				18.89% (51 pupils)	15.45% (36 pupils)
Disadvantaged				37/51 children	29/36 children
Overall Persistent Absence with In Year Moves removed				16.2% (41 pupils)	12.44% (33 pupils)
Disadvantaged with In Year Moves removed				31/42 children	26/33 children

Overall attendance increased by 0.7%, with attendance for Disadvantaged Learners (DL) increasing by 1.4%, representing a greater rate of improvement than for Non-Disadvantaged Learners (0.7%). This positive progress reflects the impact of prioritising DL families for targeted attendance support, alongside the consistent implementation of rigorous attendance systems and processes. Continued focus on early identification, effective communication with families and targeted support will help to sustain and build on these improvements.

Whilst we have significantly reduced the number of persistently absent pupils, our data shows that disadvantaged learners (DL) continue to be disproportionately represented among those who are persistently absent. We will therefore continue to focus on and work closely with key families to identify and address barriers to regular attendance, providing targeted support where needed.

Cost of Living and Impact on School Engagement

At the start of 2025–26, the school was awarded Bronze Affordable Schools status, which helped to identify and strengthen the school's response to the needs of families within the local community. Through this work, a clear need was identified for accessible support for families, leading to the development of a Family Hub within the school. Over the past 12 months, the concept, purpose and physical space for the Family Hub have been developed, with a particular focus on supporting parents and carers with parenting challenges, anxiety and mental health, as well as providing guidance to help families support children experiencing anxiety. The Hub hosted its first course delivered by an external provider, Wiltshire Family and Community Learning, which delivered the *Family Wellbeing: Stronger Together* course. Six families participated, five of whom were in receipt of Pupil Premium funding. The formal launch of the Family Hub is planned for September, with a range of external services invited to work alongside the school, including SENDIASS, the School Nursing Team and Wiltshire Family and Community Learning. The Hub will provide a central, accessible space for families to access support, advice and services, strengthening the school's wider provision for pupils and their families.

Participation in after-school clubs remains positive, with 79% of Non-Disadvantaged Learners and 67% of Disadvantaged Learners accessing at least one club during the year. All Disadvantaged Learners who requested a place were offered a space on at least one after-school club, ensuring that financial circumstances did not prevent access to enrichment opportunities. However, 33 Disadvantaged Learners did not apply to attend any after-school club. While the school is aware of some individual family circumstances that may influence participation, further work is needed to understand the reasons why some pupils do not apply and to explore how we can encourage greater engagement and participation in the wider opportunities available.

Year 6 Residential - Of the 54 pupils in Year 6, 40 attended the residential. Of the 14 pupils who did not attend, six were disadvantaged learners (DL). All pupils who wished to attend were supported to do so, ensuring that financial circumstances were not a barrier to participation.

Year 6 Leavers Hoodies - A small group of disadvantaged learners (DL) were identified as not having ordered a Year 6 leavers' hoodie. Financial barriers were removed to ensure that all pupils who wanted a hoodie were able to receive one.

Social Emotional and Mental Health

Social and Emotional

The school has continued to develop its use of the Thrive approach to support pupils' emotional wellbeing and strengthen provision for families. Whole-school baseline assessments were completed by teachers, with two key wellbeing targets identified from each class action plan and reviewed termly. These targets are addressed through everyday classroom practice and PSHE lessons, alongside targeted group and individual support for pupils with identified needs. During 2025–26, 29 children received support from our Thrive Practitioners, of whom 21 (72%) were Disadvantaged Learners, demonstrating a strong focus on supporting pupils in receipt of Pupil Premium funding. Support has included targeted group work, one-to-one sessions where children have found group work challenging, ad hoc wellbeing support and twice-termly meetings for Young Carers. The impact of this support, while difficult to measure solely through quantitative data, has been evident in a range of positive outcomes, including improved behaviour and relationships with peers, increased confidence and willingness to express feelings and experiences, greater independence in making choices, improved ability to remain in class and increased confidence to contribute within the classroom. Young Carers have also benefited from opportunities to connect with other pupils who share similar experiences and to talk through any worries. The school has continued to strengthen its capacity to deliver the Thrive approach, with the Family Support Worker having completed Thrive training and due to complete Family Thrive Practitioner training in 2026–27, enabling her to extend the approach to supporting parents as well as children. The school also has a qualified Thrive Practitioner within the Resource Base, while a Teaching Assistant is undertaking the Thrive Wellbeing Leadership Apprenticeship V2, due for completion in May 2027. Moving forward, a key area for development will be supporting children to recognise and regulate their emotions, with a particular focus on pupils with SEND who may need additional support to understand and manage their emotional responses.

The Family Support Worker provided formal support to 15 families through Early Support Assessments as Lead Practitioner during 2025–26. Of these, 12 families were Disadvantaged Learner families**,** with support extending to 15 Disadvantaged Learner children in total**,** including siblings. This demonstrates a strong focus on providing targeted support to families and pupils who may be experiencing additional barriers to learning and wellbeing.

Behaviour

A new whole-school behaviour curriculum was introduced during 2025–26, supported by staff training to ensure a consistent approach to behaviour and expectations across the school. OPAL Play was also introduced at break and lunchtimes, providing pupils with a wider range of stimulating and engaging activities and contributing to improved behaviour during less structured times. House Teams were established, with pupils earning house points for demonstrating excellent work and positive behaviour, helping to reinforce and celebrate the behaviours we want to see across the school. In addition, a range of pupil leadership roles were introduced, including Head Pupils, Play Leaders and the Tech Team, providing pupils with opportunities to take on responsibility and contribute to school life. These roles have helped to develop pupils' sense of belonging, responsibility and pride in their school.

Exclusions

	Total Number of Children Excluded	Total number of exclusion Days	Total Number of Children Excluded in receipt of PP Funding	Total number of exclusion Days - chil in receipt of PP Funding
2024-25	18	87.5	15	61
2025-26	13	25.5	10	23.5
Difference	-5	-62	-5	-37.5

Exclusion data shows that overall behaviour across the school improved significantly during the 2025–26 academic year, with fewer pupils being excluded and a reduction of 62 days in the total number of exclusion days. However, Disadvantaged Learners (DL) continue to be disproportionately represented, accounting for 76% of pupils who were excluded and 92% of the total days of exclusion. Further work is needed to understand and address the underlying factors contributing to exclusions for DL pupils, strengthen early intervention and ensure that appropriate support is put in place to help pupils manage behaviour and remain successfully engaged in school.

Wellbeing

A new Senior Mental Health Lead was appointed during 2025–26 and completed the required statutory training. This has strengthened the school's capacity to support pupil mental health and wellbeing and has enabled closer working with the Family Support Worker, who had previously completed the training. A whole-school mental health and wellbeing audit was undertaken, including pupil and staff surveys, which helped to identify strengths and areas for further development. The school also increased its use of Mental Health Support Team (MHST) provision, enabling more targeted group support for pupils. The audit identified a need for a clearer, graduated approach to mental health and wellbeing support, and a new tiered strategy has been developed and planned for launch in 2026–27. Key priorities will include developing Wellbeing Leaders among pupils, further staff training and making more effective use of the group support available through the MHST.

The Mental Health Support Team (MHST) provided whole-school support to promote pupils' mental health and wellbeing. This included 1:1 support for eight pupils, six of whom were in receipt of Pupil Premium funding, as well as small-group support accessed by eight pupils, including six disadvantaged learners. In addition, all Year 6 pupils benefited from class-based support, with 42% of the cohort identified as disadvantaged learners.

Externally provided programmes

Programme	Provider
