Pupil Premium Statement

Thurlstone Primary School

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

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

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	8% 15 Pupils- Academic year 2026-2027 24 Pupils – Academic year 2025-2026
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2026
Statement authorised by	*Charlie Gibbins – executive head* *Beth Wise -head of school*
Pupil premium lead	*As Above*
Governor / Trustee lead	Sarah Teesdale - lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33, 490
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£33, 490

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attaining.

High-quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the greatest support. This has the greatest potential to improve outcomes and address differences in attainment, while benefiting all pupils across the school. Alongside this, we aim to sustain and improve outcomes for non-disadvantaged pupils.

Our Pupil Premium cohort represents a relatively small proportion of our school population, and pupils' circumstances and experiences are varied. We recognise that disadvantage does not present itself in the same way for every pupil. Therefore, rather than making assumptions about common barriers, our approach is informed by individual needs, robust assessment and professional knowledge, alongside consideration of emerging patterns across the cohort.

Potential barriers to learning and achievement may include:

- Gaps in prior learning, literacy or language development.
- Attendance, punctuality or engagement with learning.
- Social, emotional or wellbeing needs.
- Individual family circumstances.
- Limited access to resources, experiences or enrichment opportunities beyond school.
- Additional needs that may affect access to learning and participation.

Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment and an understanding of pupils' circumstances, rather than assumptions about the impact of disadvantage. The approaches we adopt complement one another to reduce barriers to learning, support pupils to excel and help them achieve their full potential, both socially and academically.

Our approach is informed by educational research and evidence, including recommendations from the Education Endowment Foundation's (EEF) *Guide to the Pupil Premium*. This evidence, alongside our understanding of individual pupils and their needs, informs our decisions about the provision and support we put in place.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and ongoing monitoring indicate that oral language skills and vocabulary remain an area for development for some disadvantaged pupils. We have begun introducing our Oracy Framework to support the development of pupils' vocabulary, confidence and ability to express their ideas. Refining and embedding the framework consistently across the school remains a priority, with ongoing monitoring to identify pupils who require additional support to develop their communication and language skills.
2	Assessments, observations and discussions with pupils indicate that reading remains an area of need for disadvantaged pupils across several year groups. A number of pupils working below age-related expectations in reading also have identified SEND, with some requiring continued support with phonics. Writing outcomes for disadvantaged pupils also indicate a need to strengthen pupils' ability to communicate and apply their learning effectively in writing. We will continue to prioritise the development of reading and writing skills, including phonics, fluency, comprehension, vocabulary and the application of these skills across the curriculum, through high-quality teaching and targeted support that responds to pupils' individual needs.
3	Assessments and ongoing monitoring indicate that maths attainment remains an area of focus for disadvantaged pupils across several year groups. A proportion of disadvantaged pupils are working below age-related expectations, with some also having identified SEND. We will continue to focus on securing mathematical understanding, addressing gaps in prior learning and developing pupils' fluency and confidence through high-quality teaching and targeted support.
4	Assessments, observations and ongoing discussions indicate that SEMH is a significant area of need among disadvantaged pupils, particularly those who also have SEND. A number of pupils within our Pupil Premium cohort are looked after or previously looked after. We recognise that individual experiences and circumstances may influence pupils' emotional wellbeing, relationships, emotional regulation and engagement with learning. Alongside this, attendance data and monitoring of participation indicate that some disadvantaged pupils experience barriers to regular attendance and accessing wider school experiences. These factors can affect pupils' readiness to learn, sense of belonging and ability to access the full range of opportunities available through school.

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
Improved oral language skills, vocabulary and confidence in communication among disadvantaged pupils.	Assessments and observations indicate improved oral language skills and vocabulary among disadvantaged pupils. This is evident through triangulation of evidence, including pupil voice, engagement in lessons, book scrutiny and ongoing formative assessment. The Oracy Framework is increasingly embedded and consistently applied across the school.
Improved reading attainment among disadvantaged pupils, including the development of early reading, fluency and comprehension skills.	Reading assessments demonstrate improved attainment and progress for disadvantaged pupils, with an increasing proportion working at age-related expectations. Pupils requiring additional phonics support make measurable progress towards securing the skills needed for fluent reading. KS1 reading outcomes in 2027/28 show an increasing number of disadvantaged pupils met the expected standard in the PSC.
Improved writing attainment and progress among disadvantaged pupils, enabling them to communicate their ideas effectively and apply their developing literacy skills across the curriculum.	Writing assessments and book scrutiny demonstrate improved attainment and progress among disadvantaged pupils, with an increasing proportion working at age-related expectations. Pupils demonstrate increased confidence and independence in writing, including their ability to organise and communicate ideas, use appropriate vocabulary and apply taught writing skills across different curriculum subjects.
Improved maths attainment and progress among disadvantaged pupils across the school, including at the end of KS2.	Assessments demonstrate improved progress and attainment in maths among disadvantaged pupils, with an increasing proportion achieving the expected standard or greater. Gaps in prior learning are identified and addressed through high-quality teaching and targeted support. KS2 maths outcomes in 2027/28 show an increasing number of disadvantaged pupils met the expected standard or greater.
To improve and sustain the emotional wellbeing, resilience and readiness to learn of disadvantaged pupils, particularly those with SEMH needs and other vulnerabilities, enabling them to engage	Sustained improvements in pupils' wellbeing, emotional regulation and engagement, demonstrated through: • Pupil voice, parent feedback and teacher observations. • Improved ability to recognise and communicate emotions and independently access appropriate regulation strategies. • Positive relationships and increased engagement in learning. • Improved attendance for disadvantaged pupils, with the gap between disadvantaged and non-disadvantaged pupils reducing where this has been identified as a barrier.

positively with school and make progress.	• Attendance data monitored regularly, with individual barriers identified and appropriate support put in place. • Appropriate support and provision reviewed regularly in response to individual needs.
To increase disadvantaged pupils' access to and participation in wider school experiences and enrichment opportunities, reducing financial and other barriers to participation.	Increased participation in enrichment opportunities, including residential visits, extracurricular activities and wider school experiences, demonstrated through: • Disadvantaged pupils accessing opportunities that may otherwise be unavailable to them due to financial or individual barriers. • Pupil voice indicating positive experiences and increased confidence, independence, interests and sense of belonging. • Participation monitored to identify and address any continuing barriers to access.

Activity in this academic year

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

Teaching

Budgeted cost: £4,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to refine and embed the Oracy Framework across the curriculum to develop pupils' oral language, vocabulary, confidence and ability to articulate their ideas. Staff development, leadership support and in-the-moment coaching will be used to strengthen consistency and develop classroom practice. 3 x Staff Meetings (3 hours x 8 staff) -£480.00	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	1, 4
Embedding dialogic activities across the school curriculum.	There is a strong evidence base that suggests oral language interventions,	1, 3

These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	
Continue to embed and refine the teaching of reading through the consistent implementation of Read Write Inc. Fresh Start and Fred's Teaching for Comprehension, both introduced following a review of reading provision with the English Hub. Use Fred's Teaching for Comprehension to develop pupils' listening, vocabulary, language and comprehension skills, encouraging them to share ideas, explain their thinking and engage more deeply with texts. Provide ongoing staff support, monitoring and coaching to strengthen the quality and consistency of delivery. Use assessment and progress information to identify pupils requiring additional support and ensure that teaching and interventions address individual gaps in phonics, fluency and comprehension. £108 annual subscription to Fred's Teaching £650 RWINc INSET day for all staff £400 RWInc portal subscription and Oxford Owl	EEF evidence identifies positive impacts from phonics approaches, particularly on early reading accuracy. Evidence also highlights the importance of developing reading comprehension through explicit teaching and strategies that support pupils to understand and engage with texts. EEF – Phonics EEF – Reading Comprehension Strategies	2
Engage with the Local Authority's English curriculum development programme, delivered through Tykes Teaching Alliance and	EEF evidence highlights the importance of developing pupils' literacy through a connected approach to reading, writing and spoken language. It emphasises the	1, 2

Barnsley Schools' Alliance, to strengthen subject knowledge and develop a coherent, evidence-informed approach to reading, writing and oracy across the school. Learning from the programme will inform curriculum planning, teaching approaches and assessment, with a focus on the development of vocabulary, reading comprehension, written composition and pupils' ability to articulate and communicate their ideas. Professional learning will be shared with staff and used to support consistent classroom practice. This will help ensure that disadvantaged pupils, including those with identified gaps in literacy, benefit from high-quality teaching and a curriculum that responds to their needs. Tykes English Curriculum training and cost of supply: £90 + £900	value of explicitly teaching vocabulary, developing reading comprehension and providing opportunities for pupils to articulate and organise their ideas through purposeful talk. Evidence also highlights the importance of supporting teachers to develop their knowledge and use evidence-informed approaches consistently, so that pupils benefit from high-quality literacy teaching across the curriculum. EEF – Improving Literacy in Key Stage 2 EEF – Oral Language Interventions EEF – Reading Comprehension Strategies	
Continue to develop the teaching of mathematics through the NCETM spiral curriculum and Mastering Number approaches, alongside engagement with Local Authority maths training. Use professional development to strengthen staff subject knowledge and the consistent use of concrete, pictorial and abstract representations, mathematical discussion, reasoning and problem-solving. Focus on developing pupils' mathematical understanding, identifying and addressing gaps in prior learning, and providing appropriate scaffolding and challenge to support disadvantaged pupils to make progress. Maths lead attendance supply cost: £500	The DfE Mathematics Guidance, developed in conjunction with the NCETM, draws on evidence-based approaches to effective maths teaching. EEF guidance highlights the importance of developing mathematical understanding through representations, mathematical reasoning and structured teaching. DfE – Mathematics Guidance: Key Stages 1 and 2 EEF – Improving Mathematics in Key Stages 2 and 3	1, 3

Targeted academic support

Budgeted cost: £41,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted one-to-one and small-group support for pupils who require additional help in reading, phonics and maths. Sessions will address identified gaps in learning, develop key knowledge and skills, and complement and reinforce pupils' normal classroom teaching. This will include the use of same day intervention. Pupil Premium funding will contribute towards this provision, ensuring that disadvantaged pupils receive appropriate additional support in response to their individual needs. Assessment and ongoing monitoring will inform the focus of support, with progress regularly reviewed. TA Cost - £110 x 5 times per week x 38 weeks = £20,900	Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF Parallel teaching will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	2, 3
Continue to provide additional phonics sessions for pupils who require further support to develop secure phonic knowledge and decoding skills. This provision will complement the school's existing phonics teaching and will be informed by regular assessment to identify gaps and monitor progress. Use the Read Write Inc. (RWI) online portal, including tuition videos and staff training materials, alongside school development days, to strengthen staff	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 over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	2

knowledge, consistency of delivery and the quality of targeted phonics support.		

Wider strategies

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and evaluate the use of MyHappymind, introduced last year, as part of the school's wider approach to developing pupils' social and emotional skills and emotional wellbeing. Ensure that SEL approaches are increasingly embedded into routine classroom practice, supporting pupils to understand and manage their emotions, develop positive relationships and build resilience. My Happy Mind subscription contribution: £2000	EEF evidence highlights the importance of developing pupils' social and emotional skills, with positive associations with academic performance, attitudes to learning, behaviour and relationships with peers. Evidence also supports a planned and consistent approach to social and emotional learning, helping pupils develop self-awareness, emotional regulation and positive relationships. Improving Social and Emotional Learning in Primary Schools | EEF	4
Build on the ELSA training completed by a member of the TA team last year to provide targeted support for disadvantaged pupils who require additional help with their social, emotional and mental health needs. Maintain and develop additional TA support in Year 3 and Year 4, where there is a significant number of disadvantaged pupils, to support emotional regulation, positive relationships, readiness to learn and engagement with classroom learning. Continue to develop staff confidence and consistency in using relational approaches and	EEF – Special Educational Needs in Mainstream Schools This guidance highlights the importance of understanding individual barriers to learning, using evidence-informed approaches and providing appropriate, targeted support to meet pupils' needs.	4

supporting pupils to recognise and manage their emotions. TA Cost - £110 x 5 times per week x 38 weeks = £20,900		
Continue to develop a consistent whole-school approach to behaviour, relationships and supporting pupils' individual needs. Provide staff development, professional discussion and in-the-moment coaching to strengthen the consistent application of behaviour expectations and relational approaches.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	4
Develop and evaluate the newly introduced Wild Roots provision, providing targeted opportunities for pupils with SEMH and communication and interaction needs to develop emotional regulation, positive relationships, communication skills, confidence and independence. Pupil Premium funding will contribute towards provision accessed by disadvantaged pupils as part of this group. Monitor individual pupil engagement, wellbeing and progress to evaluate the impact of the provision and identify next steps. Cost of teacher: £6,800	The EEF highlights the importance of developing pupils' social and emotional skills through planned opportunities to build emotional regulation, positive relationships and confidence. It also emphasises the need for provision to be responsive to individual needs and barriers to learning: EEF – Social and Emotional Learning EEF – Special Educational Needs in Mainstream Schools	4
Continue to reduce financial barriers to participation in wider school experiences and enrichment opportunities. Provide financial support towards the Year 6 Robinwood residential visit and extracurricular activities, including Rock Steady music lessons, where cost would otherwise prevent participation. Monitor participation to ensure disadvantaged pupils have opportunities to develop	Evidence highlights the wider benefits of enrichment opportunities, including the development of confidence, resilience, social skills, positive attitudes to learning and wider interests. The EEF recognises the value of arts participation and outdoor adventure learning, while also highlighting the importance of ensuring disadvantaged pupils can access these experiences. Reducing financial barriers can help pupils participate more fully in the wider life of the school and benefit	4

confidence, independence, relationships, interests and a sense of belonging. Additional enrichment support: £1000	from opportunities beyond the classroom. Arts Participation – EEF Teaching and Learning Toolkit Outdoor Adventure Learning – EEF Teaching and Learning Toolkit This recent evaluation identifies potential benefits of enrichment activities, including developing social skills, making friends, building resilience and exploring new interests. It also highlights that disadvantaged pupils can remain less likely to participate in enrichment activities than their peers. Evaluation of the Enrichment Partnership Programme – DfE	

Total budgeted cost: £20,330 (plus £10,760 if virtual schools allocate this for currently LAC) £53,728 total spend, but not all will be PP

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025/26, 24 pupils across the school were eligible for Pupil Premium funding. The cohort included pupils with a range of needs and starting points, including 11 pupils with SEND. There were also five pupils with EHCPs across the school, and a number of disadvantaged pupils experienced additional barriers relating to emotional wellbeing and engagement with learning. There were no disadvantaged pupils in EYFS during this academic year.

Attainment information for disadvantaged pupils indicates that, across the eligible cohort, 9 out of 24 pupils (37.5%) achieved the expected standard in reading, 4 out of 24 (16.7%) in writing and 8 out of 24 (33.3%) in maths. These outcomes highlight the continued need to improve attainment, particularly in writing, and to ensure that disadvantaged pupils are supported to achieve well from their individual starting points.

Key Stage 2 outcomes

Of the seven disadvantaged pupils in Year 6, six achieved the expected standard in SPaG (85.7%), five in maths (71.4%) and four in reading (57.1%). Only one pupil achieved the expected standard in writing (14.3%), and one pupil achieved the expected standard in the combined reading, writing and maths measure (14.3%).

Whole-school Key Stage 2 outcomes provide further context. The proportion of pupils achieving the expected standard was 87% in reading, 93% in SPaG, 83% in maths, 70% in writing and 77% in the combined reading, writing and maths measure.

The corresponding disadvantaged outcomes show the largest differences in writing, reading and the combined measure. These comparisons are with whole-school figures, which include disadvantaged pupils, rather than a direct comparison with non-disadvantaged pupils.

Wider attainment information

Whole-school assessment outcomes during 2025/26 included:

- Year 1 Phonics Screening Check: 91.7% achieved the expected standard.
- Year 2 phonics: 80% achieved the expected standard.
- Year 4 Multiplication Tables Check: 100% achieved a score of 21 or above, with an average score of 24.6. The disadvantaged pupil who took the check also achieved a score of 21 or above.

In the Phonics Screening Check, 91.7% of pupils achieved the expected standard, with a score of 32 or above. Seven pupils achieved full marks and the average score was 36. The one disadvantaged pupil who took the check achieved the expected standard. Of the three pupils

with SEND, one achieved the expected standard, although all three made significant progress over the year.

Wider barriers to achievement

Attendance

Disadvantaged pupils' attendance was 94.7% in 2025/26, broadly in line with the national figure for disadvantaged pupils (94.8%). However, a gap of 2.9 percentage points remained between disadvantaged pupils' attendance (94.7%) and that of non-disadvantaged pupils in school (97.6%).

This indicates that, although disadvantaged attendance was close to the national measure, the in-school attendance gap remains an area for continued focus. The school will continue to work with families to understand and address individual barriers to regular attendance, using appropriate support and early intervention.

Safeguarding, behaviour and emotional wellbeing

Monitoring through CPOMS and discussions within the school's inclusion processes identified a higher level of safeguarding and behaviour-related need among some disadvantaged pupils, particularly those who also have SEND. Recorded behaviour incidents indicated that emotional dysregulation was a contributing factor for a number of pupils.

This reinforced the importance of relational approaches, early identification of need and targeted support for pupils' emotional wellbeing, regulation and readiness to learn.

Enrichment and wider opportunities

The school has made free access to extracurricular clubs available to all disadvantaged pupils, removing financial barriers to participation. This approach has become embedded in school practice and provides disadvantaged pupils with opportunities to take part in a wider range of school activities, develop interests and build relationships with their peers.

The school will continue to ensure that financial barriers do not prevent disadvantaged pupils from accessing enrichment opportunities and wider school life.

Evaluation of the intended outcomes

Outcome 1: Improved oral language skills and vocabulary among disadvantaged pupils

The school has continued to develop its approach to oracy, with an emphasis on improving pupils' confidence, vocabulary and ability to express themselves. Strategies include explicit teaching of vocabulary, opportunities for purposeful talk, sentence stems and consistent approaches to partner discussion.

This work has supported the development of a more consistent approach to oracy across the school. However, measurable outcomes specifically relating to disadvantaged pupils are not

yet available. The impact of this work has therefore not yet been fully evaluated and remains an area for continued development.

Outcome 2: Improved early reading attainment among disadvantaged pupils

The disadvantaged pupil who took the Phonics Screening Check achieved the expected standard. Whole-school phonics outcomes were positive, with 91.7% of pupils achieving the expected standard, an average score of 36 and seven pupils achieving full marks.

Of the three pupils with SEND who took the check, one achieved the expected standard, although all three made significant progress over the year.

This provides some positive evidence of early reading outcomes. However, the outcome for one disadvantaged pupil is not sufficient on its own to establish a sustained improvement in disadvantaged pupils' early reading attainment.

Outcome 3: Improved maths attainment for disadvantaged pupils at the end of Key Stage 2

Five of the seven disadvantaged pupils in Year 6 achieved the expected standard in maths (71.4%). This was below the whole-school outcome of 83%.

These results indicate that positive outcomes were achieved by a number of disadvantaged pupils, but the intended improvement in disadvantaged KS2 maths attainment has not yet been fully realised. Improving maths attainment remains an important priority for the next academic year.

Outcome 4: Improved wellbeing and increased opportunities for disadvantaged pupils

The school has continued to develop its approach to pupil wellbeing and emotional support. My Happy Mind has been introduced as part of the school's wider wellbeing provision and ELSA training has increased the school's capacity to support pupils with social, emotional and mental health needs.

Free access to extracurricular clubs has been available to all disadvantaged pupils, removing financial barriers to participation and providing opportunities to take part in wider school life.

These developments represent positive steps in strengthening provision. However, measurable outcomes relating specifically to disadvantaged pupils' wellbeing are not yet available, so the impact of this work cannot yet be fully evaluated.

Overall evaluation

The 2025/26 evidence shows some positive outcomes, particularly in SPaG attainment among disadvantaged pupils, the achievement of the expected standard by the disadvantaged pupils who took the Phonics Screening Check and Multiplication Tables Check, and the provision of free access to extracurricular opportunities.

However, significant gaps remain in disadvantaged pupils' KS2 attainment, particularly in writing, reading and the combined reading, writing and maths measure.

Attendance for disadvantaged pupils was broadly in line with the national figure, although a gap remains between disadvantaged and non-disadvantaged pupils within school.

The school has also continued to develop its provision for oracy, emotional wellbeing and wider opportunities. While this work is becoming embedded, measurable evidence of its impact specifically for disadvantaged pupils is not yet available.

The evidence reinforces the need to continue developing consistent adaptive teaching, targeted academic support and provision that addresses pupils' wider barriers to learning, including emotional wellbeing and engagement.

The findings from this review have informed the refinement of the school's priorities for 2026/27. While the strategy continues to build on its existing focus on high-quality teaching, literacy, mathematics and pupils' wider needs, the latest attainment and monitoring information has highlighted areas requiring greater emphasis, particularly writing, alongside continued attention to attendance, emotional wellbeing and access to wider opportunities.

Priorities for the next academic year

- Improve disadvantaged pupils' attainment in reading and writing, with a particular focus on writing and securing the combined reading, writing and maths standard.
- Strengthen mathematical understanding and address gaps in foundational knowledge.
- Continue to develop oracy, vocabulary and opportunities for purposeful talk across the curriculum.
- Reduce the attendance gap between disadvantaged and non-disadvantaged pupils through early identification and appropriate family support.
- Continue to strengthen provision for pupils' emotional wellbeing, regulation and readiness to learn.
- Sustain disadvantaged pupils' access to extracurricular activities and wider school experiences, ensuring that financial barriers do not prevent participation.

Service Pupil Premium

During 2025/26, four pupils were eligible for Service Pupil Premium funding. Funding was used in line with the school's wider Pupil Premium strategy, enabling eligible pupils to access the support and provision available through the school's whole-school approach to supporting disadvantaged pupils.

No separate activities were required specifically for Service Pupil Premium pupils, as their needs were addressed through the existing provision.

Externally provided programmes

During 2025/26, the school accessed support from the English Hub to support the development of early reading and phonics provision. The school also received support from the South Yorkshire Maths Hub to support the development of mathematics teaching.

The school continued to embed the NCETM spiral curriculum and Mastering Number in EYFS and Key Stage 1, supporting the development of pupils' mathematical understanding and number fluency.

External ECM support also contributed to the school's wider provision for pupils, in line with the priorities identified within the Pupil Premium strategy.

Additional activity

No additional activity beyond that outlined within the school's Pupil Premium strategy was funded during 2025/26.