



Pupil premium strategy statement 2025/2026

This statement has been updated to detail our school's use of pupil premium for 2024/2025 funding to help improve the attainment of our disadvantaged pupils.

It outlines our three-year 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	Wyndham Spencer Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	32.67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024-2027
Date this statement was published	December 2025 (Year 2)
Date on which it will be reviewed	Autumn 2026 (Year 3)
Statement authorised by	Laurie Baczynski (Executive Principal)
Pupil premium lead	Michelle Garton
Governor / Trustee lead	Suzannah Hemmings

Funding overview 2025/2026

Detail	Amount
Pupil premium funding allocation this academic year	£187,860
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	£187,860

Part A: Pupil premium strategy plan

Statement of intent

We are driven to be a world-class example of a truly exceptional primary school – one that creates, grows, and nurtures ambitious individuals who know that they can achieve a world of endless possibilities, irrespective of background.

We provide exceptional teaching and learning opportunities each day, underpinned by our ambitious, broad and balanced WONDER curriculum as well as diagnostic, swift and impactful feedback and assessment, in order to provide these opportunities for all our children. We know that such exceptional teaching is central to improving outcomes for all pupils, particularly our most disadvantaged. Therefore, woven into our culture is a commitment by all members of our school community, including staff, to always seek to improve through being ambitious, creative and innovative. Being the base of Derby Research School, our approaches are rooted in evidence-based practice so that we can effectively support our children to achieve world-class outcomes as well as disseminating this best practice to others within the locality and therefore impacting the lives of children beyond our own gates.

Our Pupil Premium strategy works towards supporting all our Wyndham children, including our most disadvantaged, to be:

- Self-regulated learners able to approach tasks, monitor and evaluate their learning and emotions independently (metacognition)
- Confident individuals who are self-aware about their well-being and health
- Resilient and think deeply in order to problem solve across all areas of the curriculum, including areas which are non-academic
- Fluent and skilled readers who are able to navigate texts with confidence, reading to learn across the curriculum
- Citizens of the world showing a respect and tolerance with a deep moral compass
- Exposed to a rich array of experiences to build cultural capital
- Armed with fluency of knowledge and skills to face new challenges
- Articulate communicators to present and share their ideas, argue their viewpoint and reflect on challenge
- Effective collaborators who show mutual respect to those around them
- Have sky-high aspirations for themselves now and for the future, where they can achieve a world of endless possibilities

In being able to achieve the above, in turn, this should ensure that we are able to stimulate social mobility and high aspirations for our pupils' futures. This means that a central feature of our Pupil Premium funding is around raising the attainment and

progress of our children so that any gaps between PP and non-PP pupils close over time in order for our children eligible for Pupil Premium to:

- Have above national average attainment and progress for children identified as PP
- Have above national average attainment and progress for children identified as non-PP
- Raise aspirations and increase social mobility for our PP children, knowing that they can achieve a world of endless possibilities
- Support pupils' well-being and mental health so that they feel happy, safe and confident now and in the future

Challenges

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

Challenge number	Detail of challenge
1	Assessments, discussions and observations of pupils reflect poor oral language skills upon entry to school, including vocabulary, linked to limited life experiences and availability of access to quality texts in the home, with high-levels of SLCN. In KS1 and KS2, these vocabulary gaps are more prevalent among our disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers, often caused by pupils' poor physical development in the early years. On entry to Reception class in the last this year, between 33% of our disadvantaged pupils arrive below age-related expectations compared to 22% of other pupils. This gap remains but narrows to the end of KS2
3	A significant proportion of children within school have a range of personal, social, emotional and developmental needs which require additional support, 46 pupils (28 of whom are disadvantaged – 61%) currently require additional support with social and emotional needs. This includes 1:1 and group based social and emotional intervention delivered by trained staff in school and external services.
4	From attendance data, disadvantaged pupils have historically had lower attendance than their peers (although this is showing a positive upward trend over the past two years). Our analysis indicates the impact that this has on pupils' education due to lost learning time. From 24-25 data, disadvantaged pupils' attendance was 92.7% compared to 93.8% from their peers. Moreover, 19.4% of disadvantaged pupils were 'persistently absent' compared to 17.9% of their peers during the academic year 24-25.
5	Our assessments and discussions with pupils and families identify that many pupils have limited access to enrichment opportunities beyond the school gates and therefore impact upon the wider aspirations they may have for themselves. Additionally, a lack of experiences impacts upon pupils' background knowledge, a vital lever for understanding in reading.

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.

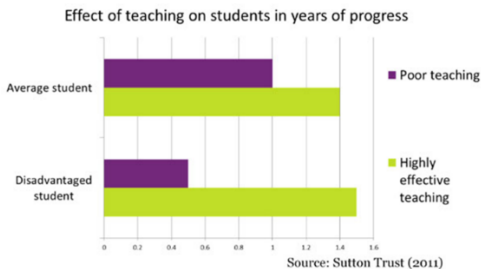
Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	- Children will be able to communicate their ideas confidently and articulately, listening to others in order to converse and respond purposefully in lessons and ongoing formative assessments - Assessments and observations reflect an increase in language and vocabulary skills evidenced in book look and lesson visits - Increased use of inclusive, communication friendly strategies - Reduction in identified pupils with SLCN as they transition into school
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: - Qualitative data from student voice, student and parent surveys and teacher observations show pupils are able to articulate their feelings confidently and are able to self-regulate - Increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: - Overall attendance for all pupils at least 97% and the attendance gap between disadvantaged and their peers to be significantly reduced to no more than 2% - The percentage of all pupils who are persistently absent being at least in line with national percentages
Increased % of pupils passing the phonics screening check in Year 1	Phonics outcomes in 2026/27 show that at least 92% of pupils pass the phonics screening check with disadvantaged pupils achieving within 5% of this score.
Improved reading attainment for disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2026/27 show that at least 85% of disadvantaged pupils met the expected standard and 30% higher standard. Internal school improvement verifies these findings through moderation.
Improved writing attainment and progress for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2026/27 show that at least 85% of disadvantaged pupils met the expected standard and 20% higher standard. Internal school improvement verifies these findings through moderation.

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: £ 115, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD across the year for <u>all staff</u> including internal CPD (E.g. threads include Oracy, reading fluency, writing sequence, inclusion by design, adaptive teaching and an Instructional Coaching model) as well as external CPD (E.g. Sounds and Syllables, Little Wandle NCETM, Derby Research School)	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' (The EEF Guide to the Pupil Premium, 2019). We know that high-quality teaching makes the difference for all pupils, especially our most disadvantaged (Sutton Trust, 2011) so this is key to our PP strategy. In order to offer such high-quality teaching and learning, we know that all our staff need to be highly qualified, given time to reflect and research and continually develop their practice in order to secure professional excellence.  Source: Sutton Trust (2011)	1, 2, 3
Recruitment and retention of staff including Early Career Teachers, Apprentice LAs and those beyond this to support effective leadership development and roles. For example, through ECT training and TLRs (Inclusion Champions, EYFS Lead, Senior Curriculum Lead, SENDco)	Highly effective teaching has the biggest impact upon pupils' learning (Sutton Trust, 2011 – above) and so ensuring that our most skilled and experienced staff stay within the profession is vital to enhancing pupils' outcomes, especially if we are to buck the trend of 33% of teachers leaving the profession after 5 years, as outlined in the DfE's Recruitment and Retention Strategy. Therefore, offering a range of different career pathways, qualifications and roles specific to the interests and strengths of our practitioners is integral to us at Wyndham.	1,2,3,4,5

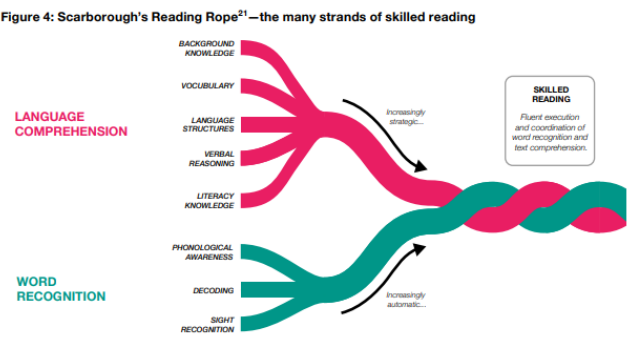
Non-Fiction Texts: Curriculum Enhancers purchased for each class to develop wider reading and research across our WONDER curriculum as well as purchasing non-fiction books for our in-class libraries for pupils to take home to enjoy reading as rewinds, pauses and fast-forwards to their curriculum	As outlined by Alex Quigley (2020), 'Reading will prove the master skill of school, unlocking the academic curriculum for our pupils...the habitual act of 'learning to read' and going on to 'read to learn' is an ever-present part of school life.' We know that if pupils have difficulties with reading, they will struggle to access the curriculum as a whole so ensuring pupils have access to explicit, high-quality reading instruction, provided by staff who have received training in this area) as well as access to a range of texts across the curriculum is key to developing this crucial skill for our pupils (EEF, Improving Literacy in Secondary Schools, 2018).	1, 2, 5
Educational apps and websites including Times tables Rock Stars, Phonics Play, Now Press Play, LBQ (subscription and training)	Many of our Education Apps are used as a platform to complete work at home. The completion of targeted work at home can have up to 3 months impact upon primary pupils which is increased to up to 6 months when homework is set using digital technology (EEF, Teaching and Learning Toolkit) as we know that this can also be motivating and more engaging for our pupils. We have provided devices for those pupils we know do not have access to one at home in order to support them accessing such apps.	1, 2, 5
Purchasing of DfE validated Systematic Synthetic Phonics Programme and resources	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds, according to the EEF Toolkit. Whilst phonics does not necessarily impact upon comprehension, the Little Wandle phonics programme also revolves around accessing a Learn to Read book three times a week, which focuses on key areas of fluency, comprehension and prosody. We know that the repeated reading element of this is beneficial to developing pupils' fluency also as outlined in the EEF Guidance Report, Improving Literacy in KS1, stating three times reading a text is the optimum amount of time to read in order to develop fluency.	1, 2, 5

Reading Plus (Years 3 – 6) Minimum of 3 timetabled sessions each week. Teachers to support learning within lesson and through weekly analysis of data to identify pupils who need additional support.	<i>Disadvantaged pupils could particularly be supported by computer adaptive learning, which identifies gaps in learning via diagnostic assessment and provides personalised follow up activities, also supporting the teacher to see which pupils may need additional support.</i> <u>Reading Plus - trial EEF</u> <i>Internal success in own school and other schools of similar context in our Trust.</i>	1,2,5
---	---	-------

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

Budgeted cost: £ 24,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions for identified children delivered by trained LAs – subscriptions and cost of staff to be released	We know that 'language provides the foundation of thinking and learning and should be prioritised' (EEF Guidance Report, Improving Literacy in KS1). Therefore, oracy is central to our whole-school approach, especially considering the low starting points which many of our children enter Wyndham with. Ensuring that we swiftly identify and provide support for pupils who require it means that we are able to address and remove barriers in children's early years. This is vital as we know that SLCN can have lasting impacts upon life beyond childhood if unsupported such as being four times more likely to have reading difficulties, three times as likely to have mental health needs and twice as likely to be unemployed into adulthood (Law, J., Charlton, J., Asmussen, K. (2017). Language as a Child Wellbeing Indicator).	1, 2, 5
Physical Literacy interventions – training and cost of staff to be released	Approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress on average in terms of cognition, especially in English and Maths, according to the EEF Toolkit.	2

	However, physical development is also important for its own sake and the wider benefits of physical activity include health and wellbeing outcomes.	
Little Wandle Rapid Catch-up Programme/Fluency (Year 2 and above) for pupils who do not pass the PSC/in the bottom 20% to secure pupils' phonics and reading skills – resources and time for staff to be released	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds, according to the EEF Toolkit within the phonics strand. We know that for older pupils receiving intensive small group support, this has up to 4 months impact for pupils. From the research, we know that 'phonics should be matched to children's current level of skill in terms of their phonemic awareness and knowledge of letter sounds and patterns'. This rapid catch up programme allows children to have intensive support which is tailored, from ongoing assessments and analysis, to the specific stage which children are working at.	1, 2
Purchasing of Reading Plus programme (3 year licence) focused around developing pupils' fluency in Key Stage Two	Reading is a complex task which relies upon the development of a range of skills in order for pupils to be skilled readers. This is exemplified by Scarborough's Reading Rope: Figure 4: Scarborough's Reading Rope²¹—the many strands of skilled reading  Importantly, word recognition and fluency continues to still be a priority as pupils enter Key Stage Two. When pupils become fluent readers, it frees up cognitive space in order for pupils to be able to comprehend what they are reading. This becomes increasingly important as pupils read to learn across the curriculum.	1, 2, 5
Use of a tutor for small group reading tuition targeted at specific needs.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/toolkit/small-group-tuition/	

To use digital strategies to improve learning	Using Digital Technology to Improve Learning EEF Technology will be used to help teachers explain and model in a wide variety of ways. Examples include using video to introduce new content, or using a visualiser to project worked examples onto a whiteboard. Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning. Technology has the potential to improve both assessment and feedback, particularly in terms of speed and efficiency.	

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

Budgeted cost: £ 75, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National School Breakfast Programme – Providing breakfast for all pupils upon arriving into school (25% of cost) and cost of staffing	We have been part of the programme since 2020-2021 and noticed the impact it had on our pupils enjoying breakfast together as a time to connect with peers and staff as well as being a way to ensure all pupils were fed and ready to learn ahead of the day. Similar projects, such as Magic Breakfast, have been evaluated by the EEF, reflecting impact of up to 2 months learning progress due to the correlation between children having access to breakfast and a healthy start to the day for targeted pupils. The National School Breakfast Programme (NSBP) is funded by the Department for Education and delivered by Family Action to support schools in England to provide children with a healthy breakfast at the start of the school day. They are committed to	3, 4

	supporting child development, believing a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.	
Elite Football League interventions 1 x weekly	Knowing our pupils and their influences and motivations are key to building relationships and securing positive behaviour outcomes for our pupils. Therefore, providing interventions which are targeted towards our pupils and their specific needs support them to understand and regulate their behaviours. (EEF, Guidance Report: Improving Behaviour in Schools, 2019)	3, 4, 5
Nurture model which provides groups and individual high-quality provision for children with SEMH needs. This includes: Counselling, forest school, cooking, ELSA, lego therapy, circle of friends	20.3% of 8 to 16 year olds had a probable mental disorder. More than 1 in 4 children aged 8 to 16 years (26.8%) with a probable mental disorder had a parent who could not afford for their child to take part in activities outside school or college, compared with 1 in 10 (10.3%) of those unlikely to have a mental disorder. Mental Health of Children and Young People in England, 2023 - wave 4 follow up to the 2017 survey - NHS England Digital Social and Emotional Learning Social and emotional learning EEF A key adult is someone who as Rita Pierson said is a “champion” for a child. They provide them with a “secure base” within school, someone who can help to regulate their emotions and build a trusting relationship with. The Key Adult - Making a difference - SEMH	
After-school enrichment opportunities (staffing and resources)	Having a range of after-school enrichment opportunities is important for us to be able to extend the opportunities which our children may not otherwise have access to, developing their life experiences and cultural capital. Ofsted have outlined that the development of cultural capital is key to enable pupils to be educated citizens of the future (Ofsted, 2019). Participation in a range of experiences such as the arts and sports also have evidence to support their impact on pupils’ progress (EEF Toolkit).	3, 4, 5

School essentials (including the purchasing of uniform, water bottles and book bags)	Pupils from more disadvantaged backgrounds are less likely to be able to afford a school uniform, especially due to the rising cost of living. There is currently a lack of evidence to support uniform having an impact on academic outcomes but the EEF acknowledges that uniform contributes to the wider school ethos, behaviour and importantly, attendance (EEF Toolkit, School Uniform). We know from providing this for a number of years that families greatly appreciate support towards purchasing school uniform as well as PE kits.	3, 4
To support families with children with low attendance. SOL Attendance Diamond. Begins with teachers and support staff having conversations with families and escalated support if needed. CPD for staff around importance of attendance and changing language from percentages to days. Recognition of positive attendance through individuals and classes. Raising profile of attendance through weekly dojo posts.	<i>Build a holistic understanding of pupils and families and diagnose specific needs.</i> <i>Communicate effectively with families.</i> Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation Working together to improve school attendance - GOV.UK	
Breakfast club funded places	Our TAC team have identified children who would benefit from a place within Breakfast Club based on their knowledge of children and families in order to offer breakfast, increase attendance and offer bespoke learning interventions. We know that children are more likely to learn effectively if they have had access to a healthy breakfast. The EEF trialled the 'Magic Breakfast' programme and found up to 2 months learning progress for pupils attending the Breakfast Club in KS1 and KS2 (EEF, Working with Parents to Support Children's Learning, 2018)	3, 4
Half-termly author visits/visitors	The National Literacy Trust's evidence from the 2019 Annual Literacy Survey states the positive impact author visits can have on pupils attitude and attainment in reading. The report found that pupils who had an author visit: compared to not:	1, 2, 5

	• Were twice as likely to read above the expected level for their age (31% vs 17%) • Were more likely to enjoy reading (68% vs 47%) and writing (44% vs 32%) • Were more likely to be highly confident in their reading (37% vs 25%) and writing (22% vs 17%)	
--	---	--

Total budgeted cost: £ 214, 210

Research used to underpin our strategy

- Clark & Teravainen, *School Libraries: A Literature Review of Current Provision and Evidence of Impact*, National Literacy Trust, 2017, https://cdn.literacytrust.org.uk/media/documents/2017_06_30_free_research_-_school_library_review_XxR5qcv.pdf
- Department for Education, *Holidays, Activities and Food Programme*, 2021, <https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021>
- Department for Education, *Retention and Recruitment Strategy*, 2019, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf
- Department for Education, *The Reading Framework: Teaching the Foundations for Literacy*, 2021, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf
- Education Endowment Foundation, *Guidance Report: Preparing for Literacy*, 2018.
- Education Endowment Foundation, *Guidance Report: Improving Literacy in Key Stage One*, 2020.
- Education Endowment Foundation, *Guidance Report: Improving Literacy in Key Stage Two*, 2017.
- Education Endowment Foundation, *Guidance Report: Improving Literacy in Secondary Schools*, 2018.
- Education Endowment Foundation, *Guidance Report: Improving Mathematics in the Early Years and Key Stage 1*, 2020.
- Education Endowment Foundation, *Guidance Report: Improving Mathematics in Key Stages 2 and 3*, 2020.
- Education Endowment Foundation, *Guidance Report: Special Educational Needs in Mainstream Schools*, 2020.
- Education Endowment Foundation, *Guidance Report: Working with Parents to Support Children's Learning*, 2018.
- Education Endowment Foundation, *Guide to the Pupil Premium*, 2019.

- Education Endowment Foundation, *Teaching and Learning Toolkit*, <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
- Education Endowment Foundation, *Early Years Toolkit*, <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit>
- Oxford Language Report, *Why Closing the Word Gap Matters*, 2018, <http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk>
- The Sutton Trust, *Improving the Impact of Teachers on Pupil Achievement in the UK*, 2011
- Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had to date on pupils from September 2021 (the implementation of our first 3-year strategy) and including the implementation of our newest strategy from September 2024.

➤ Improve attainment for disadvantaged pupils

In order to track trends, attainment and progress year on year and within each year, we record this using our Primary Tracker. From this, each half term, we create position statements for each year group which outlines our pupils' progress across RWM so we are able to track and monitor pupils' progress for all groups, including our disadvantaged pupils, and provide additional targeted support where appropriate to ensure that pupils are making at least expected progress in relation to their starting points. This is discussed through half-termly 'Pause and Play' Pupil Progress Meetings with the Vice Principal and also supplemented by bi-weekly Data Drill Downs in year group team to discuss and showcase progress made and support which needs to be swiftly put in place.

Internal data from last year shows that the gap for disadvantaged pupils is narrowing in many year groups in particular, our Year 1 and Year 5 pupils (24/25). In particular, this narrowing of the gap can be seen from our 2024-2025 Year 6 cohort (see below) in which pupils significantly outperformed other PP pupils nationally in addition to achieving broadly in line with all 'other' pupils across the school. This is despite the fact that nationally, there has been an overall increase in the disadvantaged gap index from the previous year. However, our outcomes at the end of KS2 do not reflect this, especially at the 'greater depth' standard in which outcomes have improved since 2023-2024 for our PP pupils (+2% combined GDS, +4% Reading, +12% Writing, +4% Maths)

Below reflects our attainment for 2024-2025 KS2. This is based on statutory assessments.

From SATs at the end of KS2, these show that our disadvantaged pupils are performing significantly above PP pupils nationally across all subjects and broadly in line with 'all'. This shows a continued positive trend from the previous year also, particularly with writing in which PP pupils have shown most progress within attainment. This positive trend reflects the ongoing impact of strategies we have implemented above, particularly around writing and oracy, the ongoing strategies already in place and the focus on high quality teaching for all pupils we have at Wyndham Spencer Academy. This shows that we continue to work towards our targets outlined across our current and previous three-year strategy (2021-2024), especially those relating to reading and writing.

Below reflects our Phonics Screening Check Attainment for 2024-2025. This is based on statutory assessments.

Phonics 2024-2025 Attainment (Year 1)

Passed the PSC (based on /40)	All	National all	WSA PP	National PP
	45/59 – 76%	80%	10/14 – 71%	67%

The data from 2024-2025 reflects that our PP pupils are not yet performing in line with 'all' pupils here at Wyndham but do continue to outperform PP pupils nationally. This is an anomaly in terms of our historical data trends and was an ongoing area we have

Key Stage Two 2024-2025 Attainment

	WSA All	National all	WSA PP	National PP (based on 2024 data for Reading, Writing and Maths GDS)	WSA <u>Non-PP</u>	National non-PP (based on 2024 data for Reading, Writing and Maths GDS)
Reading, Writing & Maths EXS	64%	62%	60%	47%	67%	69%
Reading, Writing & Maths GDS	7%	8%	7%	4%	7%	11%
Reading EXS	67%	75%	67%	63%	67%	81%
Reading GDS	20%	33%	20%	18%	20%	33%
Writing EXS	77%	72%	72%	59%	81%	78%
Writing GDS	23%	13%	23%	6%	23%	16%
Maths EXS	73%	74%	67%	61%	80%	68%
Maths GDS	17%	26%	20%	13%	13%	29%

focused on across last academic year due to our knowledge around ongoing assessments. However, this does reflect progress from children's start points in the

EYFS as well as identified complex needs within the cohort and is something we have continued to support as our pupils enter Year 2. Additionally, our data at the end of KS2 reflects that by the time our pupils leave us, this gap is narrowed due to the ongoing support and importance we acknowledge within this area. Our implementation of Little Wandle during 2022 has supported our pupils to acquire the relevant phonics knowledge needed in a sequential way, according to the programme, and swiftly intervene with any pupils who may require further support through daily 'Keep Ups'. However, this does remain a focus for this academic year (see above and SDP) as we strive to ensure that all pupils are able to acquire the relevant phonics skills needed by Year 1 to ensure pupils have the skills needed to read fluently, confidently and widely for pleasure in addition to unlocking the academic curriculum.

- **Improved oral language skills and vocabulary among disadvantaged pupils.**

Speech, Language and Communication register

	Autumn 2021/22	Autumn 2022/23	Autumn 2023/24	Autumn 2024/25	Autumn 2025/26
FS1	4	7	6	2	9
FS2	7	6	7	12	10
Year 1	3	6	4	6	5
Year 2	3	2	3	4	6
Year 3	2	1	2	2	1
Year 4	0	2	1	3	0
Year 5	0	0	2	1	1
Year 6	0	0	0	0	1
Total	19	24	25	30	33

Our internal data for pupils with identified Speech, Language and Communication Needs (SLCN) reflects our ongoing need to support pupils with their oral language as well as vocabulary due to its importance in supporting pupils academically as well as in their wider emotional development. From the data, it can be observed that the number of pupils identified with SLCN reduces significantly for pupils in UKS2 compared to pupils upon entry to school. In particular, this academic year shows a reduction in pupils needing any SLCN support across Key Stage 2 from the previous two academic years. This shows the ongoing impact of our work within this area from qualified staff

carrying out speech and language interventions in addition to the high-quality teaching around oracy and vocabulary within lessons based on ongoing CPD.

As can be seen from our internal data above, we have an increased amount of pupils who require speech and language interventions upon entry to us across the EYFS and Key Stage One within this academic year, particularly within our nursery (FS1). Due to this, we have increased the amount of staff release time to support with speech and language interventions in addition to oracy being a significant priority outlined on our SDP for this academic year. This will support consistent pedagogies being implemented across school, particularly using CPD and resources from Voice 21 implemented during 2024-2025. Such a focus on oracy will enable pupils to more successfully and confidently access each learning episode as well as the wider curriculum.

- **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

Attendance

	National	All-WSA	PP – National	PP - WSA
2024-2025				
All	93.1%	94.13%	89.4%	92.84%
PA	18.7%	17.09%	33%	23.87%

According to the 2024-2025 data, attendance is now above national percentages for 'all' pupils and also shows that PP pupils' attendance continues to be better than percentages found nationally. Whilst it does show a slight decrease from the previous year, this is also reflective of the national picture which has shown a decrease across all areas too, particularly due to term-time holidays, periods of illness during the Autumn term and an increase in absences relating to more complex needs.

Our continued efforts to support high attendance at school reflects the impact of PP/SDP actions which have been outlined such as our Engagement Ambassador having a renewed focus on attendance with our disadvantaged and PA pupils in order to support them to transition into school each morning more successfully as well as working alongside our Attendance Officer and DSL with strategic actions based around improving attendance. We will aim to ensure that this positive progress is maintained across this academic year and improved in line with our historical trend due to the impact attendance has on pupils' access to learning and progress across the curriculum.

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
Reading Plus	Reading Solutions UK
Physical Literacy	IPLA
Little Wandle	Wandle Learning Trust
Family Fisher Trust	FFT Aspire
Speech Link	Multimedia Ltd
LBQ	Learning By Questions

Service pupil premium funding – N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our three-year Pupil Premium Strategy is enabling us to focus on the factors which we can control in order to support all pupils, especially those who are the most affected by disadvantage. We have used an array of evidence in order to support and add rigour to our strategy to identify the 'best bets' for supporting our disadvantaged pupils. In particular, EEF Guidance reports and the toolkit, which has a real focus on disadvantaged pupils, have been a real driving force to direct and reinforce the decisions we have made with regards to our PP spend, all underpinned by effective implementation plans. As Derby Research School, all staff are knowledgeable and up-to-date with the most current research as part of our ongoing professional development package for all staff, which ensures that we are able to deliver exceptional teaching and learning for all pupils; we know that this is the most impactful strategy for effectively supporting all pupils, including our most disadvantaged.

As demonstrated by our strategy outcomes and progress so far, this is an ongoing, collaborative journey between all stakeholders in our school community in terms of how we can support all our pupils to achieve world-class outcomes and stimulate social mobility through a range of academic and wider strategies.

Please see our School Development Plan which outlines our key priority areas for 2025-2026 and supports our ongoing Pupil Premium Strategy.