Pupil premium strategy statement – Lancasterian 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 - 2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Governing Body
Pupil premium lead	Paul Murphy
Governor / Trustee lead	Daniel Rudd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,690
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*	£264,690

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Lancasterian Primary School is to create a fairer society by making the best school. This ambition is rooted in our understanding of the challenges that some of our children face, including socioeconomic disadvantage, special educational needs and the demands of learning English alongside the curriculum. These challenges make our commitment to excellence all the more important. We must strive to be exceptional, delivering the highest quality teaching, care and wider opportunities to ensure that every child can overcome barriers, achieve their full potential and develop the knowledge, skills and confidence needed to succeed at secondary school and beyond. Central to this ambition is our determination that disadvantage should never limit a child's achievement, opportunities or future success.

Our Pupil Premium Strategy aims to ensure that disadvantaged pupils, whatever their starting points or individual circumstances, make strong progress, achieve highly across the curriculum and are well prepared for the next stage of their education. Our immediate aim is for disadvantaged pupils to achieve at least in line with disadvantaged pupils nationally, but we see this as a starting point rather than a ceiling. Our longer-term ambition is for disadvantaged pupils to achieve in line with non-disadvantaged pupils nationally, ensuring that all pupils, including those who are already high attainers, are supported and challenged to achieve their full potential.

We recognise that disadvantaged pupils are not a homogeneous group and that the barriers they face vary considerably. Our school community includes children with a wide range of starting points, experiences and needs, including pupils with SEND, those learning English as an additional language and those who have experienced disruption to their education. We identify barriers through careful analysis of attainment, progress, attendance and other relevant information, alongside our detailed knowledge of individual pupils and their families. We do not make assumptions about children's needs based on their disadvantaged status.

High-quality, inclusive teaching is at the heart of our approach, recognising that this has the greatest potential to improve outcomes for disadvantaged pupils while benefiting all learners. We invest in evidence-informed professional development, a rich and ambitious curriculum and consistently effective teaching through 'The Lancs Way'. This is complemented by carefully targeted academic interventions, particularly in language, literacy and mathematics, with provision adapted and reviewed according to identified needs.

We recognise that successful learning also depends on pupils feeling safe, included and ready to learn. Our strategy therefore addresses wider barriers through a strong

focus on attendance, pastoral support, positive relationships with families and equitable access to enrichment and personal development opportunities.

Our approach is closely aligned with the School Improvement Plan and informed by research, particularly from the Education Endowment Foundation. All staff share responsibility for the achievement of disadvantaged pupils, with senior leaders and governors monitoring the implementation and impact of our strategy. We will continually evaluate and refine our approaches to ensure that our resources are used effectively and that every disadvantaged pupil is supported to achieve, belong and thrive.

Challenges

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

Challenge number	Detail of challenge *(Based on data available when written in October 2026; final validated data may vary slightly)*
1	**Early development and language** Assessments and observations indicate that a proportion of children, including disadvantaged pupils, enter the school with levels of development below age-related expectations, particularly in communication, language and foundational learning. In 2026, 41% of disadvantaged pupils achieved a Good Level of Development, compared with 55% of disadvantaged pupils nationally. The school's diverse intake, including pupils at different stages of English language acquisition, further reinforces the importance of early identification and targeted support to secure strong foundations for learning.
2	**Phonics and reading** Internal and external assessments identify variation in the acquisition of phonics and reading skills among disadvantaged pupils. In 2026, 60% of disadvantaged pupils achieved the expected standard in Year 1 phonics, compared with 68% of disadvantaged pupils nationally. Assessment information also identifies pupils who require continued support with reading fluency and comprehension into Key Stage 2 to ensure confident access to the wider curriculum; in 2026, 59% of disadvantaged pupils achieved the expected standard in reading at Key Stage 2, slightly below the national figure of 63% for disadvantaged pupils.
3	**Writing** Assessments, book scrutiny and pupil progress reviews identify writing as an area in which some disadvantaged pupils benefit from additional support, particularly in developing vocabulary, sentence construction and the ability to write independently and at length. In 2026, 55% of disadvantaged pupils achieved the expected standard in writing at Key Stage 2, compared with 60% of disadvantaged pupils nationally.

	Securing consistently strong writing skills across the curriculum, alongside appropriate challenge for higher attainers, remains a priority.
4	**Mathematics** Internal and external assessments identify differences in disadvantaged pupils' mathematical knowledge and attainment, with some requiring additional support to secure foundational understanding, fluency and the independent application of mathematical concepts. In 2026, 55% of disadvantaged pupils achieved the expected standard in mathematics at Key Stage 2, compared with 62% of disadvantaged pupils nationally. Ongoing assessment enables gaps to be identified and addressed promptly, while ensuring appropriate challenge for pupils working at greater depth.
5	**Attendance** Analysis of attendance information, alongside discussions with pupils and families, identifies attendance and persistent absence as barriers to achievement for some disadvantaged pupils. In 2025/26, whole-school attendance was 92.2%, compared with 94.7% nationally, with cohort-level analysis also identifying particular attendance challenges among disadvantaged pupils. The underlying reasons vary considerably, requiring early identification, personalised support and close partnership with families and external agencies.
6	**Wider barriers to learning and participation** Pastoral records, staff observations and discussions with pupils and families identify a range of additional challenges affecting some disadvantaged pupils, including social and emotional needs, complex family circumstances, housing difficulties and pupil mobility. These factors can affect readiness to learn, consistency of engagement and access to wider opportunities. The school's ongoing monitoring of pastoral needs and participation in enrichment activities informs personalised support and helps ensure that disadvantaged pupils are fully included in all aspects of school life.

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
1. Disadvantaged pupils develop strong foundations in communication, language and early learning, enabling them to make a successful transition into Key Stage 1.	By the end of 2028/29, at least 60% of disadvantaged pupils achieve a Good Level of Development at the end of Reception. Assessments demonstrate strong progress from individual starting points, particularly in communication and language. Observations, pupil progress reviews and transition information provide evidence that pupils requiring additional support develop

	the foundational knowledge and skills needed for subsequent learning.
2. Disadvantaged pupils develop secure phonics knowledge, reading fluency and comprehension, enabling them to read confidently and access the wider curriculum.	By the end of 2028/29, at least 75% of disadvantaged pupils achieve the expected standard in Year 1 phonics, with those not meeting the standard receiving effective support to secure it subsequently. At Key Stage 2, at least 70% of disadvantaged pupils achieve the expected standard in reading. Internal assessments demonstrate sustained progress in reading fluency and comprehension, including for pupils requiring additional support beyond Key Stage 1.
3. Disadvantaged pupils become confident, independent writers who can communicate effectively across the curriculum.	By the end of 2028/29, at least 65% of disadvantaged pupils achieve the expected standard in writing at Key Stage 2, with an increasing proportion achieving greater depth. Assessments and scrutiny of pupils' work demonstrate improvement in vocabulary, sentence construction, accuracy and the ability to produce sustained, independent writing. Evidence from Quality Assurance Reviews confirms that these skills are increasingly applied across the curriculum.
4. Disadvantaged pupils develop secure mathematical knowledge, fluency and reasoning skills, enabling them to achieve highly and apply their learning independently.	By the end of 2028/29, at least 70% of disadvantaged pupils achieve the expected standard in mathematics at Key Stage 2, with at least 15% achieving greater depth. Internal assessments and pupil progress reviews demonstrate that gaps in mathematical knowledge are identified and addressed effectively, with pupils making strong progress from their starting points. Evidence also demonstrates that higher-attaining disadvantaged pupils receive appropriate challenge and achieve well.
5. Attendance among disadvantaged pupils improves, reducing barriers to learning and supporting sustained educational achievement.	By the end of 2028/29, attendance among disadvantaged pupils is at least 95%, with persistent absence reducing over the strategy period and any attendance gap between disadvantaged and non-disadvantaged pupils narrowing. Whole-school attendance is sustained at or above 95%, with persistent absence below 11%, in line with the school's improvement ambitions. Attendance monitoring and individual case reviews demonstrate the positive impact of targeted support for pupils and families experiencing barriers to regular attendance.
6. Disadvantaged pupils experience high levels of wellbeing, belonging and participation, enabling them	Pupil voice, parent/carer feedback and pastoral reviews demonstrate that disadvantaged pupils feel safe, included and supported, with outcomes consistently positive and broadly in line with their peers. Pupils

to thrive academically, socially and personally.	receiving targeted pastoral support demonstrate measurable improvement against individually identified needs. By the end of 2028/29, monitoring shows that participation by disadvantaged pupils in enrichment and wider personal development opportunities is at least in line with non-disadvantaged pupils, with practical and financial barriers systematically addressed.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed 'The Lancs Way' as the school's evidence-informed approach to high-quality, inclusive teaching. Strengthen the consistent use of explicit teacher modelling, guided practice, scaffolding, checking for understanding and adaptive teaching through focused training, WalkThrus and professional dialogue. Ensure these approaches maintain high expectations and support pupils to become increasingly independent learners.	The EEF's *Five-a-day* guidance identifies explicit instruction, cognitive and metacognitive strategies, scaffolding and flexible grouping as well-evidenced approaches that can improve access to learning. Its guidance on metacognition highlights the importance of modelling thinking, providing structured support and gradually developing pupils' independence. These principles align closely with the school's established pedagogical approach. EEF: Five-a-day – Supporting High-Quality Teaching EEF: Metacognition and Self-Regulated Learning	1, 2, 3, 4
Continue to invest in a broad, ambitious and inclusive curriculum, supported by effective subject leadership and high-quality resources. Further embed established curriculum approaches, including Opening Worlds in humanities, and ensure coherent sequencing, appropriate resources and opportunities to revisit and apply knowledge. Continue to ensure that the curriculum reflects the diversity of the school community and provides	Ofsted's research into curriculum quality highlights the importance of a broad, ambitious curriculum in which subject knowledge and skills are carefully sequenced to enable pupils to build progressively on prior learning. The EEF's review of cognitive science approaches further supports the deliberate organisation and revisiting of knowledge to strengthen understanding and long-term retention. These principles are particularly important in ensuring	1, 2, 3, 4

appropriate access and challenge for all pupils, including disadvantaged pupils.	disadvantaged pupils have access to a rich curriculum that develops the knowledge and understanding needed for future success. Ofsted: Curriculum Quality – Evaluating the Impact of the Education Inspection Framework EEF: Cognitive Science Approaches in the Classroom – Evidence Review	
Sustain and develop professional development, instructional coaching and subject leadership. Continue the school's programme of whole-staff and targeted CPD, instructional coaching and WalkThrus. Develop the expertise of middle leaders to model and support effective teaching within their subjects, including through collaboration with Haringey Education Partnership and other schools. Use findings from quality assurance processes to inform professional development priorities.	The EEF's *Effective Professional Development* guidance identifies evidence-informed mechanisms that make professional development more likely to improve classroom practice, including goal-setting, modelling, rehearsal, feedback and action planning. Its guidance also emphasises the importance of revisiting learning and embedding changes over time. These mechanisms underpin the school's sustained coaching and professional development approach. EEF: Effective Professional Development EEF: A School's Guide to Implementation	1, 2, 3, 4
Maintain continuity of high-quality teaching through the deployment of three experienced Higher Level Teaching Assistants (HLTAs). Provide consistent, planned cover for teacher release and absence, enabling teachers and leaders to undertake professional development, instructional coaching, curriculum planning and leadership activities while minimising disruption to pupils' learning.	The EEF identifies high-quality teaching as the most powerful means of improving outcomes, particularly for disadvantaged pupils. Its research into teacher recruitment and retention highlights the importance of manageable workloads, professional growth and removing practical barriers to professional development, including time constraints. This supports our use of planned cover to enable sustained teacher development. EEF: Recruiting, Retaining and Supporting Teachers EEF: Effective Professional Development	1, 2, 3, 4
Strengthen the teaching of communication, language and vocabulary from the Early Years onwards. Continue to develop staff expertise in high-quality interactions, explicit vocabulary teaching, purposeful classroom discussion and language-rich learning environments. Build on established approaches, including WordAware and Talk for	The EEF's Teaching and Learning Toolkit identifies oral language approaches as having a high impact on attainment, particularly when speaking and listening activities are integrated into the curriculum. Its *Preparing for Literacy* guidance emphasises the importance of developing communication and language through high-quality adult-	1, 2, 3

Writing, to support pupils' spoken language, comprehension and access to increasingly sophisticated curriculum content.	child interactions and meaningful opportunities for talk. EEF: Oral Language Interventions – Teaching and Learning Toolkit EEF: Preparing for Literacy	
Maintain and embed high-quality phonics and reading teaching across the school. Continue the consistent implementation of Sounds-Write, supported by ongoing staff training and appropriate teaching resources. Further embed the school's bespoke reading programme, with explicit teaching of reading fluency, vocabulary and comprehension, supported by high-quality texts and opportunities for pupils to apply reading strategies independently across the curriculum.	The EEF identifies systematic phonics teaching as an effective means of developing early reading skills, particularly for disadvantaged pupils. Its evidence on reading comprehension strategies highlights the importance of explicit instruction, modelling and gradual progression towards independent application. The DfE's *Reading Framework* reinforces the importance of systematic phonics, fluency, comprehension and a strong reading culture. EEF: Phonics – Teaching and Learning Toolkit EEF: Reading Comprehension Strategies DfE: The Reading Framework	2
Further strengthen the teaching of writing across the curriculum. Build on Talk for Writing and evidence-informed approaches to the explicit teaching of vocabulary, sentence construction, composition and transcription. Develop teacher expertise in modelling writing, providing scaffolding and progressively increasing opportunities for independent and extended writing. Embed the revised feedback and marking approach, ensuring that pupils respond meaningfully to feedback and improve their work.	The DfE's *Writing Framework* emphasises the importance of explicitly teaching handwriting, spelling, sentence construction and composition, enabling pupils to develop the fluency needed for confident, independent writing. The EEF's *Improving Literacy in Key Stage 2* guidance (Recommendations 4 and 5) supports the explicit teaching of writing composition strategies through modelling and supported practice, alongside developing transcription and sentence construction skills. Its feedback guidance highlights the importance of providing actionable feedback and opportunities for pupils to improve their work. DfE: Writing Framework – Summary EEF: Improving Literacy in Key Stage 2 – Recommendations 4 and 5 EEF: Teacher Feedback to Improve Pupil Learning	3
Continue to strengthen mathematics teaching from the Early Years to Key Stage 2. Build on White Rose Maths and Mastering Number through ongoing staff development, subject leadership and	The EEF's mathematics guidance recommends using assessment to build on pupils' existing knowledge, developing understanding through representations and manipulatives, and explicitly teaching mathematical	1, 4

high-quality resources. Maintain a strong focus on secure number knowledge, mathematical fluency, effective use of representations and manipulatives, reasoning and problem-solving. Ensure pupils develop secure conceptual understanding and receive appropriate support and challenge.	strategies and problem-solving. Its Early Years and Key Stage 1 guidance emphasises the importance of developing early number understanding. The DfE's primary mathematics guidance supports a coherent progression in essential mathematical concepts. EEF: Improving Mathematics in the Early Years and Key Stage 1 EEF: Improving Mathematics in Key Stages 2 and 3 DfE: Teaching Mathematics in Primary Schools	
Strengthen the use of assessment, feedback and responsive teaching to maximise disadvantaged pupils' progress. Continue to use formative and summative assessment, Pupil Progress Reviews, learning walks and Quality Assurance Reviews to identify individual starting points, monitor achievement and inform teaching. Embed the school's new Feedback and Marking Policy, ensuring that pupils receive timely, purposeful feedback, including through Progress Conferences, and have meaningful opportunities to respond to feedback and improve their work. Ensure that assessment information leads to timely adaptations, appropriate challenge and targeted support, with particular attention to disadvantaged pupils' progress and attainment.	The EEF's guidance on diagnostic assessment highlights the importance of identifying pupils' strengths, misconceptions and gaps in knowledge to inform responsive teaching and targeted support. Its *Teacher Feedback to Improve Pupil Learning* guidance emphasises the importance of timely, specific feedback that moves learning forward, together with planned opportunities for pupils to understand and act upon it. These principles underpin the school's new Feedback and Marking Policy, particularly the use of Progress Conferences and purposeful pupil responses to feedback. EEF: Diagnostic Assessment EEF: Teacher Feedback to Improve Pupil Learning	1, 2, 3, 4

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional one-to-one and small-group tuition for disadvantaged pupils in Year 6. Continue teacher- and senior leader-led tutoring, including before- and after-school provision, with a focus on	The EEF identifies one-to-one tuition and small-group tuition as effective approaches for improving attainment, particularly when support is carefully targeted at identified gaps and closely linked to classroom teaching. Its	2, 3, 4

identified gaps in reading, writing and mathematics. Use assessment information to select pupils, establish clear learning objectives and evaluate progress, ensuring additional teaching complements and builds on classroom learning.	research indicates average additional progress of five months for one-to-one tuition and four months for small-group tuition. The DfE's tutoring guidance reinforces the importance of careful planning, appropriate pupil selection and monitoring of impact. EEF: One-to-one Tuition EEF: Small-group Tuition DfE: Tutoring in Education Settings	
Provide the Year 6 Pendarren residential programme, combining intensive academic tutoring with outdoor education. Continue the annual residential programme during the Easter holidays, providing daily, focused teaching in preparation for Key Stage 2 assessments alongside outdoor adventure activities. Deploy teachers and teaching assistants to deliver additional academic support, while removing financial barriers to participation so that disadvantaged pupils can benefit fully from the programme.	The EEF's evidence on extending school time indicates that additional, purposeful academic learning can improve attainment, particularly when activities are carefully planned around pupils' needs. It also identifies potential benefits where additional academic teaching is combined with enrichment activities. Evidence on small-group tuition further supports the intensive teaching element of the programme. The outdoor education component offers wider personal development benefits, although the evidence for its direct impact on attainment is less secure. EEF: Extending School Time EEF: Small-group Tuition	2, 3, 4, 6
Provide an extended school day for Year 6 pupils to consolidate learning and address gaps in understanding. Continue the early start at 8:30am, providing an additional 30 minutes of focused teaching each morning from Monday to Thursday. Use this time to revisit learning from the previous day, address misconceptions and provide timely catch-up support, ensuring pupils develop secure knowledge and understanding in preparation for the transition to secondary school.	The EEF's evidence on extending school time identifies positive impacts on attainment when additional learning time is carefully planned and focused on pupils' needs, with an average impact of three additional months' progress. Its research on mastery learning also highlights the importance of identifying gaps in understanding and providing additional time and targeted support to ensure pupils secure essential knowledge before moving on. EEF: Extending School Time EEF: Mastery Learning	2, 3, 4
Deliver targeted phonics interventions for pupils who require additional support with early reading. Continue structured phonics catch-up provision, including Sounds-Write-based interventions, for pupils who have not secured expected phonics knowledge, including those in Key Stage 2 where necessary. Use	The EEF's research identifies phonics as an effective approach to developing early reading, with an average impact of five additional months' progress. Its evidence indicates that targeted phonics interventions can be particularly beneficial for pupils requiring additional support, especially when	2

regular assessment to identify gaps in decoding and word recognition, providing frequent, focused sessions delivered by appropriately trained staff.	delivered systematically through frequent sessions and matched to pupils' existing knowledge. EEF: Phonics – Teaching and Learning Toolkit EEF: Teaching Assistant Interventions	
Provide targeted interventions in reading, writing and mathematics to address identified gaps in learning. Use assessment information and Pupil Progress Reviews to identify disadvantaged pupils requiring additional support and provide appropriately matched individual or small-group interventions. Interventions will be evidence-based and selected and adapted according to pupils' needs, including support with reading fluency and comprehension, writing skills, mathematical fluency and foundational knowledge. Ensure interventions complement high-quality classroom teaching, with progress monitored regularly to evaluate impact and inform next steps.	The EEF identifies structured teaching assistant-led interventions, one-to-one tuition and small-group tuition as effective approaches for addressing specific learning needs, particularly when support is carefully targeted, delivered by appropriately trained staff and closely connected to classroom teaching. Its guidance emphasises the importance of using assessment to identify gaps, selecting appropriate interventions and evaluating their impact on pupils' progress. EEF: Teaching Assistant Interventions EEF: One-to-one Tuition EEF: Small-group Tuition	2, 3, 4
Provide targeted English language acquisition support through Flash Academy and additional language interventions. Continue access to Flash Academy for disadvantaged pupils at early stages of English acquisition, alongside appropriate teacher- and teaching assistant-led support. Use initial and ongoing assessment to identify language needs, target vocabulary and comprehension development, and support pupils to access the full curriculum as their English proficiency develops.	The Bell Foundation's guidance on EAL interventions recommends focused, time-limited support where assessment identifies a specific need, while maintaining access to mainstream classroom learning. The EEF's evidence on oral language interventions supports explicit vocabulary development and purposeful language interaction, particularly when linked to the curriculum. Its evidence on individualised instruction also supports matching learning activities and digital resources to assessed needs, with appropriate adult guidance and monitoring. These findings support the approach rather than establishing the effectiveness of Flash Academy specifically. The Bell Foundation: EAL Intervention Groups EEF: Oral Language Interventions EEF: Individualised Instruction	1, 2, 3

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

Budgeted cost: £62,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the full-time Pastoral Care Manager role to provide strategic leadership of pastoral support, attendance and behaviour. Continue to lead and coordinate the school's pastoral provision, identifying and addressing barriers to learning experienced by disadvantaged and vulnerable pupils. Oversee attendance and behaviour strategies, coordinate personalised interventions, work closely with families and external agencies, and ensure pupils with complex needs receive joined-up support. Monitor the effectiveness of pastoral interventions and their impact on pupils' engagement, wellbeing and educational progress.	The EEF's *Supporting School Attendance* guidance emphasises the importance of understanding individual barriers, coordinating appropriate support and working collaboratively with families to improve attendance. Its *Improving Behaviour in Schools* guidance recommends understanding pupils' individual circumstances, maintaining positive relationships and providing targeted support alongside consistent whole-school approaches. The EEF's evidence on parental engagement further highlights the importance of effective partnerships with families, particularly those experiencing additional barriers. EEF: Supporting School Attendance EEF: Improving Behaviour in Schools EEF: Parental Engagement	5, 6
Employ a full-time Pastoral Mentor to provide additional support for pupils experiencing barriers to learning. Working alongside the Pastoral Care Manager, the newly appointed Pastoral Mentor will provide personalised support to pupils experiencing difficulties with attendance, behaviour and emotional wellbeing. Responsibilities include proactive attendance intervention, working closely with families, individual pupil mentoring, restorative approaches, support for emotionally based school avoidance, and targeted interventions to strengthen behaviour for learning. The role will also support vulnerable pupils with their transition to secondary school.	The EEF's *Supporting School Attendance* guidance emphasises developing a thorough understanding of individual barriers, building trusting relationships and providing appropriately targeted interventions. Its *Improving Behaviour in Schools* guidance highlights the importance of understanding pupils' needs and using personalised approaches, while research into mentoring identifies potential benefits for pupils' engagement, behaviour and attitudes towards school. EEF: Supporting School Attendance EEF: Improving Behaviour in Schools EEF: Mentoring	5, 6
Implement the school's revised Attendance and Punctuality Policy to improve attendance and reduce persistent absence. Strengthen the consistent application of attendance	The DfE's statutory *Working Together to Improve School Attendance* guidance advocates a whole-school culture of attendance, early identification of difficulties,	5

procedures, including early identification of concerns, regular analysis of attendance patterns, personalised communication with families, targeted meetings and partnership working with Education Welfare and other agencies. Continue positive promotion of attendance through assemblies, pupil leadership initiatives and weekly class recognition, including providing board-game bundles for Friday Golden Time to classes achieving the agreed attendance threshold.	collaboration with families and targeted support to address underlying barriers. The EEF's attendance guidance reinforces the importance of understanding individual circumstances, strengthening belonging and using evidence to evaluate interventions. The DfE's communication guidance also recommends recognising improvements and small steps. DfE: Working Together to Improve School Attendance EEF: Supporting School Attendance DfE: Communicating with Parents about Attendance	
Embed the school's new Relationships and Behaviour Policy to further strengthen positive behaviour, relationships and emotional regulation. Provide staff training and ongoing support to secure consistent implementation of the Lancs Way approach to behaviour, including positive relationships, restorative practice, clear expectations and targeted support for pupils experiencing difficulties. Continue to develop individualised approaches that enable pupils with additional social, emotional and behavioural needs to remain fully included in school life.	The EEF's *Improving Behaviour in Schools* guidance identifies consistent whole-school approaches, positive relationships and an understanding of individual pupils as important foundations of effective behaviour provision. Its research into behaviour interventions supports combining universal approaches with targeted support. EEF: Improving Behaviour in Schools EEF: Behaviour Interventions	6
Provide therapeutic counselling and emotional wellbeing support for pupils experiencing additional difficulties. Continue to commission school-based therapeutic provision through Hope in Haringey, including appropriate individual support for pupils experiencing social, emotional and psychological difficulties. Work closely with families and relevant professionals to identify pupils requiring support, monitor their wellbeing and help them engage positively with learning and school life.	NICE guidance on social, emotional and mental wellbeing in schools recommends a whole-school approach that strengthens relationships, identifies pupils requiring additional support and maintains effective links with specialist services. The EEF's social and emotional learning guidance provides further evidence for developing pupils' emotional awareness, self-regulation and relationship skills. These sources support the wider rationale for early intervention and coordinated emotional support. NICE: Social, Emotional and Mental Wellbeing in Primary and Secondary Education EEF: Improving Social and Emotional Learning in Primary Schools	6

Strengthen engagement and partnership with parents/carers, particularly where families experience additional barriers to participation. Continue proactive and personalised communication, including follow-up where parents/carers have not attended consultation evenings, flexible opportunities for meetings, targeted parenting advice and support, and close collaboration with external agencies where appropriate. Ensure families are supported to understand and contribute to their children's learning, attendance and wider development.	The EEF's evidence on parental engagement identifies positive effects on pupil attainment, particularly where schools develop respectful partnerships, provide practical guidance and communicate positively and personally about children's learning. Its guidance emphasises understanding families' circumstances and addressing barriers to engagement rather than making assumptions about parental attitudes or aspirations. EEF: Parental Engagement EEF: Supporting School Attendance	5, 6
Provide an annual World of Work Week. Continue the whole-school programme connecting curriculum learning with the world of work through employer encounters, visits and practical experiences across a range of industries and professions. Ensure pupils encounter diverse role models and develop their understanding of future pathways, the skills needed for different careers and the relevance of their education to future opportunities.	The EEF's evidence on aspiration interventions highlights the importance of equipping pupils with the knowledge, skills and experiences needed to pursue future ambitions, rather than assuming that raising aspirations alone improves attainment. The DfE's *Enrichment Benchmarks* similarly promote purposeful experiences that broaden pupils' understanding of future opportunities and develop wider life skills. EEF: Aspiration Interventions DfE: Enrichment Benchmarks	6
Provide high-quality instrumental music teaching and enrichment through Haringey Music Service. Continue the Whole-Class Instrumental Teaching (WCIT) programme and associated opportunities for musical progression, enabling pupils to learn instruments, develop musical knowledge and skills, and experience performing and creating music. Ensure disadvantaged pupils have equitable access to musical experiences that might otherwise be limited by financial or practical barriers.	The EEF's *Arts Participation* evidence identifies positive effects on academic learning alongside wider benefits for engagement, confidence and wellbeing. It also recognises the intrinsic value of arts education and the importance of removing barriers to participation for disadvantaged pupils. The DfE's *Enrichment Benchmarks* emphasise equitable access to a broad range of artistic and cultural opportunities. EEF: Arts Participation DfE: Enrichment Benchmarks	6
Provide additional sporting and physical development opportunities through specialist football coaching. Continue to employ specialist coaches to deliver	The EEF's *Physical Activity* evidence identifies benefits for physical development, health and wellbeing, alongside a small positive average impact on attainment. Its research	6

structured lunchtime activities and after-school football provision, supporting positive play, physical activity, teamwork, cooperation and social development. Ensure disadvantaged pupils have equitable access to organised sporting opportunities, with additional support to overcome barriers to participation where necessary.	also recognises the potential contribution of structured sporting activities to school engagement. The DfE's *Enrichment Benchmarks* emphasise access to sporting opportunities and the development of wider personal and social skills. EEF: Physical Activity DfE: Enrichment Benchmarks	
Develop pupil leadership, responsibility and active participation through the House Captain system. Continue to provide a dedicated budget and structured opportunities for elected House Captains and Vice Captains to lead pupil-led initiatives, contribute to school improvement priorities, promote the school values and strengthen pupil voice. Ensure leadership opportunities are inclusive and representative of the school community, including disadvantaged pupils, and support children to develop confidence, responsibility, cooperation and wider leadership skills.	The DfE's *Enrichment Benchmarks* specifically recognise pupil leadership, pupil voice and opportunities to contribute to school and community life as important features of high-quality enrichment. The EEF's social and emotional learning guidance provides a complementary evidence base for explicitly developing relationship skills, responsible decision-making and social awareness. The impact of pupil leadership opportunities should be evaluated through participation and personal development outcomes rather than assumed improvements in academic attainment. DfE: Enrichment Benchmarks EEF: Improving Social and Emotional Learning in Primary Schools	5, 6

Total budgeted cost: £264,690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This evaluation draws on assessment and school performance information available at the time of writing in October 2026. Some data remains provisional and may vary slightly when validated results are published.

2026 attainment			
Attainment Area	*School Disadvantaged Pupils (v National Disadvantaged Pupils)* *Broadly in line with National (≤5% diff)* *In line with or above National*	*School Non-Disadvantaged Pupils (v National Non-Disadvantaged Pupils)*	*School All Children (v National Average All Children)*
% at expected standard or above in KS2 reading, writing & maths combined	50% (48%)	53% (70%)	52% (63%)
% at expected standard or above in KS2 reading	59% (63%)	67% (81%)	64% (75%)
% at expected standard or above in KS2 writing	55% (60%)	57% (79%)	56% (73%)
% at expected standard or above in KS2 SPAG	64% (61%)	73% (80%)	69% (74%)
% at expected standard or above in KS2 maths	55% (62%)	73% (82%)	65% (75%)
Y1 Phonics % at expected standard or above	60% (68%)	88% (86%)	81% (82%)
Rec GLD % at expected standard or above	41% (55%)	81% (76%)	70% (72%)

This review draws on data available at the time of writing in October 2026; some figures remain provisional and may vary slightly when validated data is published.

Academic outcomes in 2025/26 presented a mixed picture, with some notable successes alongside areas requiring further improvement. At Key Stage 2, 50% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined, exceeding the national disadvantaged figure of 48%. Outcomes in spelling, punctuation and grammar were also above the national disadvantaged benchmark (64% compared with 61%). In reading and writing, disadvantaged pupils achieved broadly in line with disadvantaged pupils nationally, with differences of four and five percentage points respectively. These outcomes demonstrate important areas of relative strength, although overall Key Stage 2 attainment was below the stronger results achieved in the previous two years due to cohort variation and high levels of additional needs in 2025/26.

Our analysis also identifies clear priorities for further improvement. In mathematics, disadvantaged attainment was seven percentage points below the national disadvantaged benchmark. In Year 1 phonics, disadvantaged attainment is eight percentage points below the national disadvantaged figure. The greatest gap was in Reception, where the proportion of disadvantaged pupils achieving a Good Level of Development was 14 percentage points below the national disadvantaged benchmark. These findings reinforce the importance of strengthening early foundations in communication, language and literacy, alongside ensuring consistently strong progress in mathematics.

The comparatively stronger outcomes for disadvantaged pupils at Key Stage 2 suggest that sustained exposure to the school's teaching, interventions and wider support may be having a cumulative positive impact over time, whereas pupils in the Early Years and Key Stage 1 have had less time to benefit from this provision and to close attainment gaps arising from differing starting points, reinforcing the importance of early intervention and sustained support throughout their primary education.

Our evaluation extends beyond academic outcomes. School monitoring, pupil and parent/carer feedback and external review findings provide strong evidence of the school's inclusive culture, personalised pastoral provision and extensive opportunities for personal development and enrichment. These approaches help disadvantaged pupils overcome barriers and participate fully in school life. Nevertheless, attendance and persistent absence remain significant challenges, requiring more intensive and personalised support for some pupils and families.

Our ambition is to secure outcomes for disadvantaged pupils that are consistently at least in line with disadvantaged pupils nationally, before progressively closing the gap with non-disadvantaged pupils nationally. The 2026 results demonstrate that, while we are achieving the first of these ambitions in

some areas, there remains considerable work to do across all subjects to realise our longer-term aspirations.

This evaluation has directly informed our revised 2026–2029 strategy. We will build on established strengths in inclusive teaching, curriculum provision and pastoral support, while strengthening the consistency of teaching, the precision and evaluation of targeted academic interventions, and our approach to improving attendance. Our priority is to secure sustained improvement so that every disadvantaged pupil, including higher attainers, is supported and challenged to achieve their full potential.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme *(The following externally provided programmes and services were funded, either wholly or in part, through the school's Pupil Premium allocation during the 2025/26 academic year.)*	**Provider**
Opening Worlds – Humanities Curriculum	Haringey Education Partnership / Opening Worlds Ltd
Teaching WalkThrus	Teaching WalkThrus International Ltd / Haringey Education Partnership
Word Aware	Thinking Talking (Stephen Parsons and Anna Branagan)
Talk for Writing	Talk for Writing (Pie Corbett and team)
Sounds-Write	Sounds-Write Ltd
White Rose Maths	White Rose Education
Pendarren Year 6 Residential Programme	Pendarren House Outdoor Education Centre / Haringey Council
FlashAcademy – English Language Acquisition	Learning Labs Ltd
School-Based Counselling	Hope in Haringey
Whole-Class Instrumental Teaching (WCIT)	Haringey Music Service

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

N/A