

Part B: Review of the previous academic year 2025-2026 - Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 24/25 academic year.

1. To achieve and sustain improved attendance for disadvantaged pupils in comparison with end of 2024 data and national data.

Attendance	National 2025	2024 - 2025	National 2026	2025 - 26
Pupil Premium Overall	91.5%	93.5%	TBC%	93.6%
Overall attendance	94.8%	94.9%	94.2%	94.8%
Persistent Absence - PP	32.35%	20.2%	TBC%	20.7%
Persistent Absence - Overall	18.14%	13.8%	15.8%	15.8%

End of 2026 success criteria achieved.

- **Strong Improvement:** School's overall attendance is slightly above the national average in both years — a sign of consistent culture-building and likely effective safeguarding work.
- **Pupil Premium Focus:** PP attendance has improved from 93.5% to 93.6%, outpacing the national rate (2025) by nearly 0.21 percentage points.
- **Persistent Absence Challenges:**
- The pupil premium persistent absence rate has increased by 0.5 percentage points this year. Persistent absence remains a key area for improvement, and reducing absence rates for disadvantaged pupils will be a priority target for the next academic year.

Next Steps:

Six-weekly attendance tracker meetings will be held from the start of each term to review attendance patterns, provide timely support for families and celebrate improvements and successes.

Targeted interventions will be implemented for pupils at risk of persistent absence, including deep dives into underlying barriers such as transport difficulties, mental health needs and levels of family engagement.

Personalised attendance plans with pupil voice will be used where appropriate to ensure support is tailored to individual circumstances and regularly reviewed for impact.

2. To achieve improved outcomes for disadvantaged pupils at the end of EYFS.

GLD	School 2024 - 2025	National 2024 – 25	School 2025 - 2026
PP	31% (4/13)	52%	50% (5/10)

End of 2025 success criteria not achieved:

- There's been a **19% increase** 2025-2026.
- Importantly, this cohort entered with an exceptionally **low baseline of 9% GLD on entry**, suggesting widespread developmental delay, trauma or unmet early needs.

Progress in RWM

	Reading	Writing	Maths
On entry	26%	26%	30%
End of Reception	64%	64%	72%
Difference	+38%	+38%	+42%
PP end of Reception (10)	50%	50%	70%

- Pupil Premium outcomes were particularly strong in Maths, where PP pupils achieved **70%**, close to the cohort figure of **72%**.
- In Reading and Writing, PP outcomes (**50%**) were lower than the overall cohort (**64%**), indicating that while disadvantaged pupils made good progress, narrowing the attainment gap in literacy should remain a focus.

Next steps:

- A high prevalence of SEND, speech and language delay, and limited access to high-quality early education.
- Socioeconomic challenges and familial circumstances impacting school readiness.
- The EYFS Leader has developed a bespoke next-steps document, enabling leaders to analyse the barriers faced by the nine pupils who did not achieve a Good Level of Development and identify strategies to address these in Year 1. Common themes have informed EYFS planning, provision and targeted interventions.
- An EYFS Readiness Group will commence in Autumn Term 1, rather than Summer Term 1 as implemented this year, to provide earlier support for identified pupils and accelerate progress from the outset of their reception year.
- Partnerships with local nurseries will be further developed to align transition planning, share information effectively and improve school readiness for vulnerable and disadvantaged children.

3. To achieve improved outcomes for disadvantaged pupils at the end of KS1 and KS2.

	Reading	Writing	- Maths
PP KS1 2025	Attainment 21%	Attainment 21%	Attainment 21%
PP KS1 2026	Attainment 69%	Attainment 69%	Attainment 62%
PP KS1 National 2025	Not statutory so no data	Not statutory so no data	Not statutory so no data
PP KS2 2025	81%	69%	63%
PP KS2 2026	71%	64%	71%
PP KS2 National 2025	63%	61%	62%

End of 2025 success criteria partially achieved:

Significant improvement in KS1 pupil premium outcomes across all core subjects between 2025 and 2026.

- Reading increased from **21% to 69%** (+48 percentage points).
- Writing increased from **21% to 69%** (+48 percentage points).
- Maths increased from **21% to 62%** (+41 percentage points).

KS2 pupil premium attainment remained above national averages in all three subjects in 2026.

- Reading: **71%** compared with **63% nationally** (+8 percentage points).
- Writing: **64%** compared with **61% nationally** (+3 percentage points).
- Maths: **71%** compared with **62% nationally** (+9 percentage points).

While KS2 Reading and Writing outcomes saw a slight decline from the strong 2025 cohort, attainment remained above national pupil premium outcomes, indicating that disadvantaged pupils continue to achieve well.

Maths was a notable strength at KS2, with pupil premium pupils exceeding national attainment by 9 percentage points.

The substantial improvement in KS1 outcomes demonstrates the positive impact of targeted support, early intervention and high-quality teaching for disadvantaged pupils.

4. Disadvantaged pupils will have experienced a wide range of enrichment activities.

Success criteria **achieved:**

The percentage of disadvantaged pupils who will have accessed an after-school club will be above 100%. Motivation to join extra-Curricular clubs At Hillbourne Primary, we have seen a remarkable 100% take-up rate for extra-curricular clubs, thanks to our "Your Time" initiative on Fridays. This program ensures that all pupils, including those who are Pupil Premium (PP) and Special Educational Needs (SEN), are actively involved in a club. The diverse range of clubs available, such as STEM, gardening, gymnastics, mindfulness, and board games, caters to various interests and abilities, motivating pupils to participate enthusiastically. These clubs provide valuable opportunities for pupils to explore new hobbies, develop skills, and build friendships in a supportive environment. The inclusive nature of "Your Time" fosters a sense of belonging and encourages all pupils to engage fully in school life, enhancing their overall educational experience. The percentage of disadvantaged pupils who attend school trips and visits will be at least equal to the non-disadvantaged group. **Achieved.**

The percentage of disadvantaged pupils taking on roles and responsibilities will be above 70% of the total. **Achieved.** Disadvantaged pupils represented 82.3% of the children taking on roles and responsibilities.

All children will have taken part in forest school sessions during the year.
Achieved. All Year groups accessed forest school during the academic year.

5. Pupils with mental health needs will be quickly identified and have their needs met and pupils will be able to self-regulate with greater independence.

End of year 1:

Mental health intervention assessments will indicate improved outcomes in at least 80% of cases. **Achieved** 89 children took part in 14 different mental health interventions during the year with very positive outcomes. All year 6 pupils, for example felt well-prepared for the transition to secondary school.

Pupil voice surveys will show that pupils understand the Zones of Regulation and access this resource when needed. **Achieved**

Question – Pupil Wellbeing Survey July 2025 (208 Pupil's Response).	Strongly – Somewhat Agree	Disagree – Strongly Disagree
When I feel sad or worried, there are things I can do to make myself feel better .	85%	15%
When I feel angry, there are things I can do to calm myself down .	85.5%	14.5%

Question – Pupil Wellbeing Survey July 2026 (207 Pupil's Response).	Strongly – Somewhat Agree	Disagree – Strongly Disagree
When I feel sad or worried, there are things I can do to make myself feel better .	95%	5%
When I feel angry, there are things I can do to calm myself down .	90.7%	9.3%

Key Insights

- Success criteria achieved. Mental health intervention assessments showed improved outcomes in well over 80% of cases. A total of 89 pupils accessed 14 different mental health interventions, resulting in highly positive outcomes across the school.
- Strong impact of targeted support. Intervention programmes successfully supported pupils' emotional wellbeing, resilience and self-regulation. For example, all Year 6 pupils reported feeling well-prepared for transition to secondary school.
- Improved self-regulation. Pupil survey results show a significant increase in pupils' confidence in managing their own emotions:

- The proportion of pupils who agreed that they know what to do when they feel sad or worried increased from 85% in 2025 to 95% in 2026 (+10 percentage points).
- The proportion of pupils who agreed that they know what to do when they feel angry increased from 85.5% in 2025 to 90.7% in 2026 (+5.2 percentage points).
 - Successful embedding of the Zones of Regulation. Pupil voice demonstrates that children understand strategies to support their emotional wellbeing and are increasingly able to access these independently when needed.
 - Growing culture of wellbeing. The reduction in pupils reporting difficulty managing emotions suggests that wellbeing provision is becoming embedded across the school, helping pupils develop greater resilience and independence.
 - Continued focus. While outcomes are very positive, a small minority of pupils (5% for sadness/worry and 9.3% for anger) still report needing additional support with self-regulation, highlighting the need for ongoing targeted intervention and universal wellbeing provision.

Next Steps

- Continue to embed the **Zones of Regulation** across the school to strengthen pupils' independent self-regulation skills.
- Maintain **targeted mental health interventions** and closely monitor impact through assessment and pupil voice.
- Provide **additional support for pupils identified as vulnerable** or requiring ongoing emotional wellbeing support.
- Strengthen **early identification and family engagement** to ensure needs are addressed promptly.
- Continue to develop **effective transition support**, particularly for pupils moving between key stages.

Externally provided programmes

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

Programme	Provider
Think Bricks	Think Bricks Education
Reading Revival	Reading Revival
Lego Therapy	Lego Therapy
Talk About	Alex Kelly
Little Wandle – Letters and Sounds	Little Wandle
Wellcomm	GL Assessments
Pegs to paper	Nexus