

Pupil Premium Strategy Statement 2026-2027

This statement details Woodlands Primary School's use of pupil premium funding for the 2026 to 2027 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2026-2027, how we intend to spend the funding in this academic year, and the impact that the 2025-2026 spending of pupil premium had within our school.

School overview 2026-2027

Detail	Data
Number of pupils in school	As at 1/10/26: • 548 (including our Hedgehogs Nursery). • 527 (excluding our Hedgehogs nursery). • 466 (excluding Squirrels and Foxes)
Proportion (%) of pupil premium eligible pupils	Proportion of pupils currently eligible for pupil premium (R-Y6): 19.31% / 90 pupils, based on the school's October 2026 census/current pupil roll (not including EYPP in Squirrels and Foxes, of which there are 11). Pupil Premium eligible pupils: Targeted FSM/Ever 6: 81 Previously looked-after children (PLAC): 2 Looked-after children (LAC): 1 - PP+ managed through the Virtual School Head/PEP arrangements EYPP: 11 Service Pupil Premium eligible pupils: Service children: 6
Academic year/years that our current pupil premium strategy plan covers	September 2025 - September 2028 (<i>Year 2 of a 3-year rolling cycle</i>)
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Dr Victoria Carr
Pupil premium lead	Sharon Liversey
Governor / Trustee lead	Tracy Sadler

Funding overview 2026-2027

Detail	Amount
Pupil premium funding allocation this academic year DfE 2026/27 allocation, calculated in accordance with the 2026/27 conditions of grant and technical note, principally using the October 2025 census and subsequent DfE allocation updates. Pupil premium: allocations and conditions of grant 2026 to 2027 - GOV.UK	£133,140 (based on 89 pupils) not including EYPP
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,140 (including Targeted FSM/Ever 6, PLAC and Service Pupil Premium funding; LAC PP+ is included only where funding has been formally delegated to Woodlands through the relevant Virtual School Head/PEP arrangements)

Part A: Pupil premium strategy plan 2026-2027

Statement of intent

At Woodlands Primary School, our ultimate intention is to ensure all children become happy, confident, and highly resilient learners who achieve their full potential. We provide a purposeful, inspiring, and inclusive learning environment where every child accesses high-quality teaching and learning opportunities.

Contextual & Multi-Layered Barriers

Our school has changed materially, becoming a highly inclusive mainstream school with expanding LA-commissioned Specialist Inclusion Base (SIB) provision. Our EHCP proportion sits at 8.63% (classified in the IDSR as well above average nationally), with a heavy concentration in our youngest cohorts (EYFS to Year 3). Consequently, our disadvantaged pupils may experience multi-layered barriers where socioeconomic disadvantage intersects with complex Special Educational Needs and Disabilities (SEND), speech, language and communication needs (SLCN), and significant social care involvement.

Our approach is diagnostic rather than label-led. Eligibility for pupil premium does not, in itself, tell us what prevents an individual child from succeeding. Leaders therefore triangulate

attainment and progress, attendance and punctuality, SEND and communication need, safeguarding and social-care information, behaviour and regulation, pupil and family voice, participation in enrichment and wider contextual information. This enables us to identify the actual barriers experienced by individual disadvantaged pupils and cohorts and to deploy funding where it is most likely to improve educational outcomes.

At Woodlands, disadvantage frequently intersects with other vulnerabilities, but these are not synonymous. A pupil may be disadvantaged without SEND, have SEND without socioeconomic disadvantage, or experience multiple overlapping barriers. Our strategy therefore avoids lowering expectations or attributing weaker attainment automatically to disadvantage or SEND. The ambition remains that disadvantaged pupils access the same ambitious curriculum, develop secure foundational knowledge and achieve as highly as their individual starting points and needs allow.

Collective Leadership & Inclusion

In line with current DfE pupil premium guidance and our whole-school approach to inclusion, addressing disadvantage is a collective leadership responsibility that extends beyond any single role, funding stream or attainment threshold. Senior leaders, the SENDCo, pastoral and safeguarding teams, subject leaders and phase leaders work collaboratively to identify and remove barriers to learning and wellbeing.

Therefore, this strategy sits alongside the school's 2026–27 Inclusion Strategy and wider School Improvement Plan. Pupil Premium funding is one element of a broader, coherent approach to removing barriers to learning. It complements, but does not replace, SEND/high-needs funding, the Inclusive Mainstream Fund, Early Years inclusion funding and the school's delegated resources. Leaders ensure that expenditure is attributed appropriately while provision is strategically coordinated around the needs of the child.

Our expanding LA-commissioned SIB provision is therefore relevant to understanding the context in which disadvantage operates at Woodlands, but Pupil Premium is not used as a substitute for the funding required to meet statutory SEND provision.

Decoupling of Free School Meals (FSM) and Pupil Premium

We explicitly note the operational landscape change associated with the expansion of free school meal entitlement. While our broader FSM cohort has grown, we distinguish pupils eligible through Targeted FSM/Ever 6 and other statutory Pupil Premium criteria from pupils who receive meals solely through the expanded FSM entitlement. Eligibility identifies access to funding; it does not, by itself, define the barrier experienced by an individual pupil.

The Three-Tiered Approach

Following evidence-based research from the Education Endowment Foundation (EEF), our strategy is built upon a balanced, three-tiered model:

1. **High-Quality Teaching:** Supporting an effective, adapted curriculum framework for all.

2. **Targeted Academic Support:** Implementing structured, immediate interventions for catch-up and entry acceleration.
3. **Wider Strategies:** Overcoming non-academic barriers, including social-emotional needs, severe dysregulation, and persistent absence.

Challenges 2026-2027

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

Challenge number	Detail of challenge
1	Socioeconomic disadvantage and unequal access to wider experiences Growing community deprivation (including hidden deprivation) limits wider "beyond the school gate" enrichment and life experiences. This restricts disadvantaged pupils' conceptual understanding of time, place, and people, impacting their access to a broad curriculum.
2	SEND, communication and language needs intersecting with disadvantage Baseline assessments show low oracy and communication skills upon entry, combined with a significant, rising density of complex autism and SLCN within our lower school cohorts.
3	Social, emotional, safeguarding and family barriers An increasing number of disadvantaged families require extensive multi-agency support (Early Help, TAF, CIN and CP frameworks). Pupils experiencing complex family circumstances, adversity or safeguarding vulnerability may present with significant emotional dysregulation and may not always be ready to learn without targeted support.
4	Inconsistency in core aggregate attainment standards Published historic data and the school's 2026 provisional/unvalidated outcomes demonstrate that consistency in whole-cohort attainment remains an improvement priority. Priorities include increasing the proportion meeting the expected standard in Year 1 phonics, securing strong mathematical fluency through the Year 4 MTC, improving expected-standard outcomes in KS2 reading, writing and mathematics, and increasing the proportion of disadvantaged pupils attaining the higher standard/greater depth where this is appropriate - particularly for pupils who enter the school later in the key stage.
5	Persistent Absence Barriers & School Avoidance Disadvantaged pupils remain disproportionately vulnerable to persistent absenteeism and Emotionally Based School Non-attendance (EBSN) driven by underlying family or SEMH challenges.

6	Mobility, interrupted prior learning and curriculum continuity School analysis demonstrates a difference between outcomes for pupils who have received sustained primary education at Woodlands and some pupils entering later in the primary phase. Some disadvantaged pupils join with gaps in prior learning, disrupted educational histories and/or limited assessment information. Rapid identification of what pupils know and can do, followed by precise teaching and intervention, is therefore essential to enable pupils to access the Woodlands curriculum and catch up quickly.
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Intended outcomes 2026-2027

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
Universal Access to Broad Enrichment Disadvantaged pupils will experience a highly enriched curriculum with subsidised trips, residentials, and extra-curricular clubs.	No disadvantaged pupil is prevented from participating in a curriculum visit or residential for financial reasons; participation in wider opportunities is tracked and any gap against peers is reduced; pupil voice reflects strong engagement, high self-esteem, and robust cultural capital development.
Rapid Progress in Oracy and Communication Targeted early intervention will close communication gaps rapidly upon school entry.	Mainstream PP pupils with identified communication and language needs demonstrate strong progress from baseline through school assessments/intervention measures; where national comparative data is available, outcomes move towards or in line with national benchmarks; non-speaking pupils in specialist provision demonstrate measurable progress against their specific EHCP communication targets.
Accelerated Academic Attainment & Cohort Consistency Disadvantaged pupils will achieve accelerated progress, narrowing the gap against non-disadvantaged peers nationally across Y1 Phonics, Y4 MTC, and KS2 outcomes.	The gap between mainstream PP and non-PP pupils narrows significantly. Disadvantaged pupils demonstrate strong progress from identified starting points and the attainment gap between disadvantaged pupils and their peers nationally narrows over the strategy period. Pupils who are below age-related expectations receive timely support and demonstrate accelerated progress; disadvantaged pupils capable of attaining the higher standard are identified and achieve increasingly strong outcomes. Leaders separately analyse sustained-Woodlands and later-entry cohorts diagnostically to evaluate curriculum impact and the effectiveness of catch-up.

Robust Social-Emotional Regulation and Readiness to Learn Comprehensive pastoral, ELSA, and therapeutic interventions will ensure vulnerable pupils can safely regulate their emotions.	Reduced internal crisis incidents; reduced recurrence of serious dysregulation and repeated suspension among identified pupils via highly targeted, adapted regulation spaces.
Improved Attendance and Reduced Persistent Absence Attendance of disadvantaged pupils improves from the 2025/26 baseline and barriers to attendance are identified and addressed at pupil level.	The attendance and persistent-absence gaps between disadvantaged pupils and relevant national comparators narrow over the strategy period. Individual pupils with persistent absence receive timely, reviewed support matched to the identified barrier.

Activity in this academic year 2026-2027

This details how we intend to spend our pupil premium this academic year (2026-2027) to address the challenges listed above.

We adopt a tiered approach that comprises three categories:

- 1 **High Quality Teaching** – ensuring high quality teaching for all pupils.
- 2 **Targeted Academic Support** – evidence informed interventions.
- 3 **Other Wider Strategies** – addressing non-academic barriers to learning.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £11,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Adaptation & Quality First Teaching	<i>Evidence Supporting:</i> DfE and EEF evidence identifies high-quality teaching, diagnostic assessment and responsive curriculum adaptation as the strongest foundation for improving disadvantaged pupils' outcomes. Ensuring an effective teacher is supported to adapt delivery to meet complex SEND/disadvantaged intersections is the primary lever for closing the gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3, 4, 5, 6
Bespoke Subject Knowledge CPD & Specialist Training	Where specialist SEND training is supported through PP expenditure, this is because it addresses a diagnosed barrier affecting disadvantaged pupils; PP does not replace high-needs or statutory SEND funding. For example, targeted deployment of Maths Hub/First 4 Maths, Literacy Company frameworks, Read Write Inc development days, and specialised Attention Autism	2,4

	training, PEACE training for children in early years who's parents are in the armed forces and the SIB. <i>Evidence Supporting:</i> EEF evidence supports oral-language approaches and metacognitive/self-regulation strategies where these address diagnosed barriers; impact depends on strong implementation and monitoring.	
Mathematical fluency, reasoning and attainment	Historic KS2 mathematics outcomes identified mathematics as a school-improvement priority. Pupil Premium activity therefore supports high-quality mathematics teaching, professional development, responsive grouping, fluency development and targeted intervention for disadvantaged pupils at risk of falling behind. <i>Evidence/rationale:</i> Summer 2026 whole-school data provides early evidence of impact: whole-cohort KS2 mathematics increased from 63% to 72% at expected standard, while Year 4 MTC outcomes strengthened substantially, with 81% scoring at least 23/25 and 53% achieving full marks. Leaders will use pupil-level assessment to determine whether these improvements are being secured equally for disadvantaged pupils and sustained across cohorts.	4,6
Disadvantaged high prior attainers	Teachers and subject leaders identify disadvantaged pupils capable of attaining greater depth/higher standards and ensure that adaptations and intervention do not inadvertently narrow their curriculum or reduce cognitive demand. Monitoring will specifically consider the proportion of disadvantaged pupils working at greater depth and the quality of challenge they experience. <i>Evidence/rationale:</i> DfE guidance explicitly requires schools to diagnose the needs of higher-attaining disadvantaged pupils and ensure they continue to make strong progress.	4,6

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

Budgeted cost: £ 56,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Immediate "Catch-Up and Keep-Up" Daily Phonics Tutoring	Daily assessment-responsive Read Write Inc teaching, with immediate 1:1 tutoring for pupils at risk of falling behind. Leaders analyse outcomes at pupil level rather than relying solely on the statutory whole-cohort	2, 4, 6

	percentage, particularly where disadvantage intersects with complex SEND/SLCN. <i>Evidence/rationale:</i> 2026 analysis demonstrated that 78% of mainstream Year 1 pupils who sat the check met the expected standard and cumulative mainstream attainment increased to 88% by the end of Year 2. This provides school-level evidence that the approach is strengthening mainstream phonics outcomes. Impact on disadvantaged pupils will be monitored separately at pupil level through half-termly RWI assessment and statutory outcomes.	
Structured Early Years & Lower School Communication Interventions	Systematic delivery of Wellcomm and Time to Talk frameworks across EYFS and KS1 cohorts, alongside the Bell Foundation framework for EAL pupils. <i>Evidence supporting this approach:</i> EEF evidence supports oral-language approaches where language and communication have been identified as barriers to curriculum access. Impact is strengthened where intervention is well matched to need and implemented consistently.	2,4
Targeted Extended School Academic / Fluency Clubs	Structured after-school booster and mathematical fluency clubs (utilising Teach Active and TT Rockstars frameworks) targeting pupils vulnerable to missing age-related expectations. <i>Evidence supporting this approach:</i> EEF evidence indicates that additional instructional time can be beneficial where it is targeted precisely and complements, rather than substitutes for, high-quality classroom teaching. This activity supports consolidation of mathematical fluency and responds to identified pupil-level gaps.	4

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

Budgeted cost: £ 64,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust Inclusive Attendance Framework & EWO Liaison	Attendance is treated as both an educational and inclusion priority. Leaders analyse disadvantaged attendance and persistent absence at individual-pupil level and identify the underlying barrier rather than relying upon generic attendance responses. The Attendance Officer, senior attendance champion, SENDCo, DSL/DDSL and Learning Mentor work collaboratively where absence intersects with SEND, EBSN, safeguarding, family difficulty or social-care involvement. Responses range from early parental contact and attendance panels through to Early Help, multi-agency planning, EWO liaison and carefully reviewed	3,4,5,6

	reintegration arrangements. Support and reasonable adjustment do not mean reduced ambition for attendance: the aim is full-time attendance wherever appropriate, with any temporary alternative arrangements regularly reviewed and reduced as soon as the pupil's needs allow. <i>Evidence supporting this approach:</i> Regular attendance is fundamental to educational achievement. Whole-school attendance in 2025/26 was 95.5%, compared with 95.0% nationally, while attendance for pupils with SEND was 94.9%, compared with 92.4% nationally. This provides encouraging evidence that pupils with SEND are successfully accessing school despite the complexity of need. These figures provide positive whole-school and inclusion context but do not substitute for analysis of disadvantaged attendance; PP attendance and persistent absence will therefore be tracked separately against the 2025/26 baseline and addressed at pupil level.	
High-Intensity Pastoral and Social-Emotional Interventions	Maintenance of a Full-Time Learning Mentor and 2 x ELSA trained practitioners to manage multi-agency case files (CIN, CP, TAF) and provide immediate, evidence-informed emotional regulation and pastoral support. <i>Evidence supporting this approach:</i> EEF evidence supports targeted social-emotional and behaviour interventions where these are matched to diagnosed need and implemented alongside strong classroom practice.	1,3,5
Targeted regulation, sensory and inclusion provision	Planned and responsive access to carefully structured regulation and sensory environments, including The Burrow, which is a developing KS1 provision (a previous iteration of which was trialled for the same cohort when they were in Reception), enabling identified pupils to regulate, communicate and become ready to learn. Such provision is not an alternative curriculum or destination; it is designed to maximise successful access to the ambitious curriculum and participation alongside peers, according to individual need. Leaders monitor frequency, duration, purpose and impact of provision to ensure pupils do not drift into unnecessary separation from peers or learning. <i>Evidence supporting this approach:</i> DfE's pupil-premium menu includes approaches supporting pupils' social, emotional and behavioural needs. EEF evidence supports targeted social-emotional and behaviour interventions when they are matched to diagnosed need and implemented carefully.	3
Subsidised Extracurricular Enrichment &	Targeted subsidy, up to 100% where required, for curriculum visits, residential experiences and wider enrichment so that financial hardship does not prevent disadvantaged pupils from participating.	1

Cultural Capital Funding	<i>Evidence supporting this approach:</i> DfE's menu of approaches explicitly recognises enrichment and wider life experiences as appropriate wider strategies where they address identified barriers to educational success. Participation and impact are evaluated through take-up, pupil voice and links to curriculum learning.	
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Total budgeted cost: £133, 140

Service Pupil Premium

Service Pupil Premium is considered separately from the school's socioeconomic disadvantage strategy. Eligible service pupils are not necessarily financially disadvantaged. The funding is used primarily to mitigate barriers associated with service family life, including parental deployment, mobility, transition and emotional wellbeing, and may also support academic progress where an individual need is identified. Provision and impact are reviewed at pupil level.

LAC pupil premium plus is managed by the relevant Virtual School Head and is only included in the school budget where funding has been formally delegated to Woodlands through the child's PEP arrangements.

Implementation, Monitoring and Responsive Adaptation

This strategy is monitored throughout the academic year rather than evaluated only retrospectively. The Pupil Premium Lead and senior leaders undertake regular pupil-level reviews to evaluate whether planned provision is addressing the identified barriers to learning and improving outcomes for disadvantaged pupils.

Monitoring triangulates attainment and progress in reading, writing and mathematics; phonics and MTC milestones; attendance, persistent absence and punctuality; behaviour, suspension and regulation information; SEND/EHCP outcomes where applicable; safeguarding and multi-agency involvement; participation in enrichment and wider opportunities; and pupil, parent and teacher voice.

Subject and phase leaders share responsibility for knowing the disadvantaged pupils within their areas and evaluating whether curriculum implementation enables them to learn successfully. Analysis considers disadvantage alongside, but does not conflate it with, SEND, EAL, mobility, safeguarding vulnerability or other barriers.

Where monitoring indicates that an intervention, strategy or deployment is not having sufficient impact, leaders adapt provision and/or expenditure rather than continuing an approach simply because it appears within the published strategy. Conversely, where evidence demonstrates positive impact, leaders consider how successful practice can be sustained or extended.

The designated governor and governing body receive termly evaluation against the strategy's intended outcomes and scrutinise expenditure, implementation and impact, including whether leaders have adapted approaches where evidence indicates insufficient effect. The annual published review therefore forms part of an ongoing cycle of diagnosis to implementation to monitoring to evaluation to adaptation, rather than a standalone retrospective exercise.

This monitoring forms part of the school's wider self-evaluation cycle and is deliberately aligned with the School Improvement Plan, Inclusion Strategy, attendance and safeguarding evaluation and subject-leadership monitoring, ensuring that disadvantage is considered consistently across school improvement rather than as a separate initiative.

Part B: Review of outcomes in the previous academic year 2025-2026

Pupil premium strategy outcomes 2025-2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

1. Contextualisation & Similar Schools Evaluation

During 2025/26, Woodlands remained a mainstream school with an increasingly high concentration of specialist inclusion provision. Statutory aggregate thresholds must therefore be interpreted alongside the school's unusually high EHCP profile and the inclusion of pupils with profound communication needs within statutory cohorts. Our diagnostic review identifies areas of improvement alongside continuing inconsistency across subjects and cohorts. We accept statutory outcomes in full, while using pupil- and cohort-level analysis alongside national and similar-school comparators to understand impact and determine next steps.

2. Academic Attainment Review (Summer 2026 Unvalidated Data)

Our mathematical strategic priority demonstrated clear impact last year. Key Stage 2 whole-cohort mathematics attainment rose significantly to 72% expected standard (climbing from 63% in 2025), narrowing the gap to the 75% national average. Combined RWM also progressed upward to 54%.

Crucially, our diagnostic analysis of "Sustained Woodlands Provision" (pupils who completed their core primary education with us building on strong foundations and prior learning) provides encouraging evidence of the effectiveness of sustained curriculum provision:

Cohort Metric (Summer 2026)	Reading	Writing	Mathematics	Combined RWM
Woodlands Mainstream Sustained Provision	79%	73%	77%	67%
National Averages (Comparative Baseline)	75%	73%	75%	63%

This analysis is used diagnostically to evaluate the impact of sustained curriculum provision. It does not remove later-entry pupils from the school's accountability or reduce our responsibility to accelerate their learning.

- Year 4 MTC: Provides encouraging evidence that the school's increased emphasis on mathematical fluency is having impact, with 88% scoring 20+, 81% scoring 23+, and 53% achieving full marks (up from 35% in 2025).
- Phonics: The statutory whole-cohort figure was 62%. Thirteen pupils were disapplied from the screening check, including 12 non-speaking pupils in specialist provision who were not yet able to access the check and one mainstream pupil with significant SEND. Of the 50 mainstream pupils who sat the check, 39 met the expected standard (78%). By the end of Year 2, cumulative mainstream phonics attainment reached 88%, compared with a 91%

national figure, providing encouraging evidence that catch-up structures are helping more pupils reach the expected standard by the end of Year 2.

3. Inclusion, Attendance, and Behaviour

- **Attendance:** Whole-school attendance in 2025/26 was 95.5%, compared with 95.0% nationally. Attendance for pupils with SEND was particularly strong at 94.9%, compared with 92.4% nationally. This provides encouraging evidence that pupils with SEND are successfully accessing school despite the complexity of need. However, leaders recognise that strong whole-school and SEND attendance figures do not, in themselves, demonstrate that attendance barriers for disadvantaged pupils have been resolved. Individual PP attendance and persistent absence therefore remain subject to close analysis and targeted intervention in 2026/27.
- **Pastoral and Wellbeing Impact:** The pastoral team coordinated multi-agency support for 8 PP pupils through TAF, 6 with CIN involvement, 7 at CP level and 13 who experienced social-care assessment during the year. More than 26 disadvantaged pupils accessed ELSA support. This demonstrates the extent to which socioeconomic disadvantage may intersect with safeguarding, family instability and emotional wellbeing at Woodlands. Pastoral expenditure is therefore not peripheral to the attainment strategy: where these circumstances create barriers to attendance, regulation or readiness to learn, addressing them is necessary to enable successful curriculum access.
- **Suspension Analysis:** Following a historically low period (0 suspensions in Spring 2025), school data shows a subsequent rise in 2025/26 to 24 suspension events involving 12 pupils. Leaders' analysis identifies a highly concentrated pattern involving a small number of pupils rather than evidence of widespread low-level disruption: one pupil accounted for 10 of the 24 events and three pupils accounted for 15. Many incidents involved serious physical aggression requiring appropriate safeguarding responses. The school continues to implement robust, bespoke risk assessments and reintegration pathways while maintaining high behavioural expectations and protecting the safety of pupils and staff. Leaders do not regard a low suspension rate as an end in itself: repeated suspension triggers individual review of antecedents, reasonable adjustments, risk assessment, provision, reintegration and whether additional specialist or multi-agency support is required.

What the 2025/26 evaluation indicates we need to change

Evaluation demonstrates clear strengths but also inconsistency. Mathematics improved substantially and MTC outcomes provide encouraging evidence that fluency is strengthening lower down the school. Mainstream phonics catch-up improved significantly by the end of Year 2. Attendance and SEND attendance remain positive.

However, whole-cohort KS2 reading and writing outcomes in 2026 were below national expectations; higher-standard attainment remains insufficiently consistent; the statutory Year 1 phonics headline remains below national; disadvantaged persistent absence requires continued scrutiny; and a small number of highly complex pupils experienced repeated suspension.

Consequently, the 2026/27 strategy does not simply repeat previous expenditure. It increases emphasis on consistency of high-quality classroom teaching, early language and phonics, mathematical fluency, rapid diagnosis and catch-up for later entrants, greater-depth challenge, attendance at pupil level, highly individualised support where disadvantage intersects with SEND, safeguarding or significant dysregulation, and greater scrutiny of the impact of interventions on disadvantaged pupils specifically.

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
X Tables Rockstars subscription	TT Rockstars
Phonics Development Days	RWI
Commando Joes Character Education	Commando Joes
Spelling Shed	Spelling Shed
Data analysis/demographic analysis/assessment	INSIGHT
IDL	IDL solutions
Charanga music curriculum	Charanga
Primary Languages Network	Primary Languages
Read Write Inc Phonics	RWI
Picture News	Picture News