Pupil Premium Impact Review of 2025-2026

- Through the *Leader in Me* approach, 100% of PP pupils have demonstrated increased independence, responsibility and ownership of their learning, evidenced through goal setting, leadership roles and established classroom routines. Pupils are increasingly able to complete learning tasks with reduced adult support, as shown through teacher assessment and classroom observations. All PP pupils are confident in their leadership responsibilities, including one pupil trained as a Junior Road Safety Officer (JRSO), who further developed their leadership skills by leading a Collective Worship for the whole school, and 50% of PP pupils trained and actively fulfilling Play Leader roles, supporting positive behaviour, synergy and social interaction during playtimes.
- 100% of PP pupils have accessed at least one extra-curricular club or event, including football, multi-sports, gymnastics and wraparound provision, ensuring high levels of engagement in enrichment activities and promoting wider skills such as teamwork, resilience and creativity beyond the classroom.
- 100% of PP pupils have accessed residentials, curriculum trips, workshops and visiting speakers, with costs fully or partially subsidised where necessary to ensure full participation. This has significantly enhanced cultural capital and ensured equitable access to a broad range of enriched learning experiences.
- All of PP pupils accessed high-quality Music provision throughout the year, learning to play the ukulele as part of whole-class ensemble teaching. Each PP pupil had individual access to an instrument, ensuring full participation in practical music-making, performance and progression of musical skills. Staff delivery was strengthened through targeted CPD, supporting confident and consistent teaching of instrumental skills (ukulele).
- 100% of PP pupils received personalised academic support through carefully mapped provision plans, including targeted 1:1 and small group interventions in Reading, Writing and Maths, ensuring learning needs were precisely identified and addressed.
- 86% (6/7) of PP pupils are now meeting Age Related Expectations (ARE) in Reading, demonstrating strong progress from previous outcomes. This improvement reflects the impact of targeted English interventions and a whole-school focus on reading for pleasure through initiatives such as Story Wings and the Reading Challenge, supported by strong parental engagement through workshops and parent consultations.
- 100% of PP pupils have demonstrated improved confidence in oracy skills over the year, with increased participation in class discussions, questioning and explanation of reasoning across subjects. Teacher assessment shows a higher frequency of independent verbal contributions and improved use of subject-specific vocabulary, known across the school as "Preston Words".
- 86% (6/7) of PP pupils are now meeting ARE in Maths, an increase from 4 out of 7 pupils the previous year, demonstrating accelerated progress. This has been driven by consistent pre-teaching, structured catch-up interventions and the introduction of Number Stacks, with further impact continuing to be monitored.

- All Upper Key Stage 2 PP pupils participated in the Metacognition Maths project, supporting the development of independent learning behaviours. As a result, 2 out of 3 pupils are now

meeting ARE in Maths, reflecting improved outcomes compared to the previous year. Pupils demonstrate increased ability to set targets, reflect on their learning and respond to feedback, with reduced reliance on adult support and increased engagement in self-assessment strategies.

- 100% of PP pupils have shown measurable progress in handwriting following consistent implementation of the Nelson Handwriting scheme and NHS-linked fine motor interventions delivered in small groups. This has improved fluency, presentation and writing stamina across the curriculum.
- PP pupils have developed increased understanding of global and community issues, with 100% engaging in curriculum-linked learning related to sustainability, fairness and responsibility. Pupil voice evidence indicates a growing awareness of their role within both local and wider communities.
- Upper Key Stage 2 pupils accessed swimming provision, with all previously non-swimmers now able to swim unaided by the end of the programme. This demonstrates clear progress in water confidence, safety awareness and core physical skills.
- 2 PP pupils received targeted support from TALA (Therapeutic Active Listening Assistant), resulting in improved emotional wellbeing and increased school attendance, supporting greater consistency in learning engagement.
- 100% of PP pupils accessed personalised emotional regulation support, including Positive and Worry Books, safe spaces and individual Zones of Regulation toolkits. This has supported improved self-regulation and contributed to a reduction in behaviour incidents across the year, as evidenced through school behaviour analysis.
- 100% of PP pupils have been formally recognised for their achievements through Leadership and Values Awards, celebrating their individual successes, attitudes and contributions. In addition, 2 PP pupils have attended the Headteacher's Tea Party in recognition of sustained effort, positive behaviour and exemplary conduct.
- 100% of PP pupils received Free School Meals and any additional resources required for full participation in school life, ensuring equity of access and removing financial barriers to learning, enrichment and opportunity.