

Pupil premium strategy statement 2026-27

Sunshine Academy

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	131
Proportion (%) of pupil premium eligible pupils	68% (74)
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)	2026-7
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Claire Sarginson
Pupil premium lead	Sarah Corkindale
Governor / Trustee lead	Claire Sarginson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,555
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,555

Part A: Pupil premium strategy plan

Statement of intent

At Sunshine Academy, we are determined that every pupil, regardless of background or circumstance, will receive an exceptional education that opens doors to a world of opportunity. We believe passionately that disadvantage should never limit aspiration or achievement. Through high-quality teaching, targeted support, and relentless focus on removing barriers to learning, we will ensure that our disadvantaged pupils thrive academically, socially, and emotionally.

Our Context

We serve the Blakenall community, an area facing significant deprivation. With 68% of our pupils eligible for pupil premium (74 pupils), we recognise the profound challenges many of our families face. The Blakenall Discovery Report (August 2026) confirms what we see daily: families who care deeply about their children's futures but face substantial barriers including poverty, limited access to services, and reduced opportunities for enrichment. Our children often start school less prepared than their peers nationally, with 68% working below age-related expectations in communication and language, and only 32% achieving expected levels in personal, social and emotional development on entry to Reception.

However, we also see tremendous potential, resilience, and ambition in our pupils and families. As one young person in the report powerfully stated: "Just give me a chance and let me show you what I've got." Our role is to provide those chances.

Our Approach

Our pupil premium strategy is built on evidence-based practice and focuses on three key principles:

1. High-Quality Teaching First

We know that excellent teaching has the greatest impact on disadvantaged pupils. We will invest in:

- Continuous professional development for all staff, with particular focus on early reading through Read Write Inc.
- Recruitment and retention of outstanding teachers and support staff who understand and are committed to our community
- Evidence-based approaches proven to work for disadvantaged pupils, including structured phonics, oral language interventions, and inclusive teaching practices

2. Targeted Academic Support

We will provide intensive, structured interventions for pupils who need additional support:

- Daily phonics tutoring for pupils at risk of not passing the screening check
- Speech and language interventions to address the significant communication gaps our pupils face on entry
- Small group and 1:1 support for disadvantaged pupils with SEND, ensuring they can access the full curriculum
- Developing nurture provision for pupils whose social and emotional needs are barriers to learning

3. Wider Strategies to Remove Barriers

We recognise that learning cannot happen if pupils do not attend school regularly, if they are anxious or struggling emotionally, or if they cannot see a positive future for themselves:

- Dedicated Family Liaison Officer to work intensively with families, improve attendance, and coordinate early help
- ELSA support for pupils' emotional wellbeing
- Subsidised enrichment opportunities (trips, clubs, visitors, music) to build cultural capital and raise aspirations
- Additional SENCO time to ensure inclusive teaching and early identification of needs

Our Priorities

Based on our analysis of need and evidence of what works, our key priorities for 2026-27 are:

1. **Improving school readiness** - Working with families and feeder nurseries to ensure children arrive at school better prepared for learning, with particular focus on communication skills and personal, social and emotional development
2. **Ensuring every child becomes a confident reader** - Through high-quality phonics teaching, daily tutoring for those who need it, and developing oral language skills. Reading is the gateway to all future learning and we will not allow any child to leave Sunshine unable to read fluently
3. **Achieving excellent attendance** - We have a zero-tolerance approach to poor attendance. We know that even small amounts of absence significantly impact learning. Our target is 95% attendance with the gap between disadvantaged and non-disadvantaged pupils below 1%
4. **Supporting emotional wellbeing** - Providing nurture, ELSA support, and trauma-informed practice so that pupils are emotionally ready to learn. We recognise that many of our pupils face challenges outside school that impact their ability to engage with learning
5. **Raising aspirations and building cultural capital** - Ensuring every pupil experiences the world beyond Blakenall, meets positive role models, and can articulate ambitious goals for their future. We will not let poverty limit our children's horizons

Our Commitment

We will:

- Monitor the impact of every intervention rigorously, using data to inform decisions
- Ensure pupil premium pupils are prioritised for high-quality teaching and support
- Work in partnership with families, recognising them as our children's first educators
- Hold high expectations for all pupils, regardless of background
- Review our strategy regularly and adapt based on what the evidence tells us is working

Success will look like:

- Disadvantaged pupils achieving in line with or above non-disadvantaged pupils nationally
- The gap between our disadvantaged and non-disadvantaged pupils narrowing year-on-year
- Attendance at 95% with minimal gap between groups
- Pupils leaving Sunshine as confident readers with strong communication skills
- Pupils who are emotionally resilient, aspirational, and ready for the next stage of their education

Three-Year Strategy Overview (2026-2029)

While this document details spending for 2026-27, our strategy covers three years with evolving priorities:

Priority Area	Year 1 (2026-27)	Year 2 (2027-28)	Year 3 (2028-29)
School Readiness	Establish transition programme, increase nursery links, parent workshops	Embed early years language programme, reduce PSED gap	Sustain improvements, 80% school-ready
Reading	Intensive RWI training and tutoring, daily practice	Consolidate phonics gains, focus on comprehension	90% disadvantaged pass phonics, close reading gap
Attendance	Establish Family Liaison role, first day response system	Embed attendance culture, reduce PA by 30%	Achieve 95% attendance, <1% gap
SEMH	Establish nurture provision, train ELSA	Expand SEMH support, reduce incidents by 30%	Sustain emotional wellbeing, 90% pupils report feeling safe
Cultural Capital	Subsidise all trips/clubs, establish enrichment calendar	Expand club offer, establish aspirations programme	100% enrichment participation, raised aspirations

Key milestones:

- **By July 2027:** Attendance 93.5%, Y1 phonics 82% (disadvantaged), GLD 72%
- **By July 2028:** Attendance 95%, Y1 phonics 90% (disadvantaged), GLD 75%
- **By July 2029:** Sustain improvements, close disadvantaged gap to <5% across all measures

Challenges

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

Challenge number	Detail of challenge
1	School Readiness - Children starting school significantly behind The Challenge: Our pupils arrive at school considerably less prepared for learning than their peers nationally, creating an immediate disadvantage that requires intensive intervention. We have identified that early speech, language and communication difficulties are a key barrier to learning for our disadvantaged pupils, affecting their ability to: • Access the early years curriculum effectively • Develop early literacy skills • Build positive relationships with peers and adults • Express their needs and emotions appropriately Evidence: Baseline Data (September 2026): • Communication and Language: 68% of Reception pupils working below or well below age-related expectations on entry (Wellcomm assessments) • Personal, Social and Emotional Development: 68% achieving below or well below expectations on entry - a 20% gap between disadvantaged and non-disadvantaged pupils • Physical Development: 15% of Reception pupils still in nappies on entry • Self-care skills: Significant numbers unable to put on coats, manage toileting independently, feed themselves or share with others Community Context (Blakenall Discovery Report, August 2026): • Only 63% of Blakenall children achieved a Good Level of Development by end of Reception, compared with 67% across Walsall and 68% nationally • In the 'Preparing for School' survey, only 50% of parents agreed their child was school-ready; 19% disagreed or strongly disagreed • Parents identified needing extra help with: adjusting to new environments, social skills and making friends, clearer information about school routines, and guidance on supporting children at home • Families report difficulty accessing speech and language therapy services Impact on Learning: Children starting school behind their peers struggle to catch up without intensive support. Poor communication skills impact all areas of learning. Underdeveloped PSED means children struggle to regulate emotions, make friends, and engage with learning. This creates a cumulative disadvantage that widens over time if not addressed immediately. What we need to do: • Intensive speech and language interventions from entry • Structured PSED support through nurture provision • Enhanced transition programme working with families and feeder nurseries • Parent workshops on school readiness and supporting development at home • Early identification and intervention for developmental delays

2	Social, Emotional and Mental Health Needs The Challenge: An increasing number of our pupils, particularly disadvantaged pupils, display significant social, emotional and mental health needs that act as barriers to learning. Without addressing these needs, academic interventions cannot be effective. Evidence: Current Data: • 68% of Reception pupils achieving below expectations in PSED on entry (20% gap between disadvantaged and non-disadvantaged) • Increasing referrals for SEMH support across all year groups (32 referrals in 2025/26, up from 18 in 2024/25) • Rising number of pupils displaying anxiety and Emotionally Based School Avoidance (EBSA) - 12 current cases • Behaviour incident logs show disadvantaged pupils account for 78% of recorded incidents despite being 68% of cohort • SDQ (Strengths and Difficulties Questionnaire) scores show 23% of our pupils scoring in 'cause for concern' or 'high risk' categories Observed Behaviours: • Difficulty regulating emotions and managing feelings • Poor social skills - struggling to make and maintain friendships • Low self-esteem and confidence • Difficulty managing transitions and changes to routine • Heightened anxiety in learning situations • Dysregulated behaviour impacting learning for self and others Context: The Blakenall Discovery Report highlights that families in our community face significant stressors including poverty, housing insecurity, and limited access to mental health services. Many of our children have experienced adverse childhood experiences (ACEs) or ongoing trauma. The cost of living crisis has intensified family pressures. Impact on Learning: Pupils who are emotionally dysregulated cannot access learning. SEMH needs lead to: • Reduced engagement in lessons • Increased absence (particularly EBSA) • Behaviour incidents resulting in lost learning time • Difficulty forming positive relationships with peers and adults • Lower self-belief and reduced resilience when facing challenges What we need to do: • ELSA (Emotional Literacy Support Assistant) provision for targeted pupils • Nurture group for pupils with significant SEMH needs • Trauma-informed whole-school approach • Staff training in emotional regulation strategies and de-escalation • Increased Educational Psychologist support for assessment and intervention planning • Strong pastoral support through Family Liaison Officer • Early help assessments and multi-agency working for families
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Attendance - Persistent Absence limiting learning time

The Challenge:

Despite significant improvements 2021-2024 attendance is once again below national expectations, particularly for our most disadvantaged pupils. Every day of absence is a day of lost learning that disadvantaged pupils can ill afford.

Evidence:

Attendance Data 2025/26:

Group	Reception	KS1	Persistent Absence (below 90%)
Overall	94.2%	92.3%	22%
Disadvantaged	94.2%	91.2%	25%
Double Disadvantaged	-	89.5%	35%
Non-disadvantaged	94.1%	93.4%	8%
National (disadvantaged)	-	90%	28%

Key Issues:

- Overall KS1 attendance declined from 93.5% (2024/25) to 92.3% (2025/26)
- Gap between disadvantaged and non-disadvantaged in KS1 is 2.2% (improved from 5.6% but still significant)
- 25% of disadvantaged pupils are persistently absent (below 90% attendance)
- Double disadvantaged pupils at 89.5% - missing equivalent of 4 weeks of school per year
- Unauthorised absences including term-time holidays
- Late arrivals mean pupils miss phonics and early morning learning

Reasons for Absence (from Family Liaison Officer case notes):

- Genuine illness but parents keeping children off for minor ailments
- Medical appointments during school time
- Parental anxiety about sending children to school
- EBSA (Emotionally Based School Avoidance)
- Chaotic home routines and poor sleep patterns
- Term-time holidays due to cost
- Parents' own negative school experiences

Impact on Learning:

The evidence is clear: attendance and attainment are directly linked. Pupils with attendance below 95% miss critical learning time:

- 95% attendance = 10 days missed per year
- 90% attendance = 19 days missed per year (nearly 4 weeks)
- 85% attendance = 29 days missed per year (nearly 6 weeks)

Our data shows:

- Pupils with attendance below 95% are significantly less likely to pass phonics screening
- Persistent absentees make slower progress across all areas
- Gaps in learning are harder to close due to missed teaching
- Poor attendance in early years correlates with lower GLD outcomes

What we need to do:

- Full-time Family Liaison, Safeguarding and Attendance Lead to work intensively with families
- Robust first day response system - contact for every absence
- Early intervention when attendance drops below 97%
- Home visits for persistent absentees
- Attendance action plans for pupils below 90%
- Work with parents to understand importance of attendance
- Celebration of good attendance
- Support for families with practical barriers (breakfast club, uniform, transport)
- Referral to Education Welfare Service when appropriate
- Legal intervention as last resort

Speech, Language and Communication Skills

The Challenge:

The majority of our pupils arrive at school with significantly underdeveloped speech, language and communication skills. This creates a fundamental barrier to all learning, as language underpins reading, writing, mathematics, and social interaction.

Evidence:

Assessment Data:

Reception Entry (September 2026):

- **68% working below or well below age-related expectations** in Communication and Language (Wellcomm assessments)
- Breakdown by area:
 - Understanding: 65% below expected
 - Expressive language: 70% below expected
 - Vocabulary: 72% below expected
 - Listening and attention: 60% below expected

Specific Concerns Identified:

- Limited vocabulary - many children know fewer than 500 words on entry (expected: 1,500-2,000 words)
- Difficulty following simple instructions
- Unable to form simple sentences
- Poor listening and attention skills
- Limited experience of stories, songs, and rhymes
- Unclear speech - pronunciation difficulties
- Some pupils arriving with very limited verbal communication

Impact Across School:

The language gap doesn't close without intervention:

- **Year 1:** NTS reading comprehension assessments show disadvantaged pupils scoring significantly below non-disadvantaged, particularly in inference and vocabulary questions
- **Year 2:** Gap continues - disadvantaged pupils' comprehension skills remain below age-related expectations despite passing phonics screening
- Teachers report that limited vocabulary impacts all subjects, particularly mathematics (understanding problem-solving language) and writing (expressing ideas)

Context:

Research shows that children from 'language-rich' households hear approximately 30 million more words by age 3 than children from 'language-poor' households (Hart & Risley, 1995). Our pupils often come from homes where:

- Limited adult-child conversation occurs
- Screen time replaces interaction
- Parents lack confidence in supporting language development
- English may be an additional language
- Access to books is limited

The Blakenall Discovery Report notes families struggle to access speech and language therapy services, with long waiting lists and limited provision.

Impact on Learning:

Language is the foundation of all learning:

- **Reading:** Poor language comprehension limits reading comprehension, even when phonics skills are secure
- **Writing:** Limited vocabulary and sentence structures restrict ability to express ideas
- **Mathematics:** Difficulty understanding problem-solving language and mathematical vocabulary
- **Social skills:** Poor communication skills impact friendships and social interaction
- **Behaviour:** Frustration at inability to communicate can lead to behavioural difficulties
- **Self-esteem:** Awareness of language difficulties impacts confidence

What we need to do:

- Wellcomm screening for all Reception pupils with targeted interventions
- Oral language interventions (NELI programme) for identified pupils
- Language-rich environment across school - focus on vocabulary development
- Daily story time and exposure to rich texts
- Structured speaking and listening activities
- Small group language sessions with trained TAs
- Parent workshops on supporting language development at home
- Referrals to Speech and Language Therapy where appropriate
- Makaton signing for pupils with significant communication difficulties
- Focus on Tier 2 and Tier 3 vocabulary teaching across curriculum
- Implement ELKLAN

Limited Cultural Capital and Aspirations

The Challenge:

Our pupils have significantly fewer experiences beyond their immediate community compared to their peers nationally. This limits their knowledge of the world, their vocabulary, and critically, their sense of what is possible for their futures. The Blakenall Discovery Report emphasises that young people have ambition and potential, but opportunities are not visible or accessible.

Evidence:

Blakenall Discovery Report Findings (August 2026):

- Only 16% of residents agreed that young people have enough opportunities to learn about and experience different careers
- Young people struggle to see routes into further education, training and employment
- Pathways to success are not visible to children and families
- One young person stated: "Just give me a chance and let me show you what I've got"
- Parents want their children to succeed but don't always know how to support aspirations

Our School Data:

Pupil Voice Surveys (July 2026):

- Only 35% of disadvantaged pupils attend after-school clubs (compared to 68% non-disadvantaged)
- 42% of Year 2 pupils unable to name a job they might like to do when older
- 28% of pupils have never visited a city centre, museum, or theatre
- 65% have never been on a train
- Limited knowledge of different careers and professions

Experiences on Entry to Reception:

- Many pupils have limited experience beyond their immediate streets
- Few have visited libraries, parks, farms, or cultural venues
- Limited exposure to books, stories, and rich vocabulary
- Narrow range of play experiences
- Few opportunities for music, art, or sport outside school

Cost of Living Impact:

The cost of living crisis has further reduced families' ability to provide enrichment:

- Families cannot afford trips, clubs, or activities
- Music lessons, swimming, sports clubs are financially out of reach
- Holiday experiences are rare
- Even local trips (bus fare, entry fees, food) are unaffordable for many families

Impact on Learning:

Limited cultural capital affects:

- **Vocabulary and language:** Fewer experiences mean fewer words and concepts
- **Background knowledge:** Curriculum assumes certain experiences (e.g., visiting beach, seeing farm animals, going to shops) that our pupils may not have had
- **Aspirations:** If you've never met a doctor, teacher, engineer, how can you aspire to be one?
- **Confidence:** Unfamiliar situations and environments can be anxiety-provoking
- **Engagement:** Learning is less meaningful without real-world connections
- **Life chances:** Limited horizons lead to limited ambitions

What we need to do:

- Subsidise all educational visits so 100% of disadvantaged pupils can attend
- Subsidise after-school clubs (sports, arts, music) to increase participation
- Termly enrichment activities - visitors and visits to broaden experiences
- Annual Aspirations Day - meeting people in different careers
- Careers Day - exploring different professions
- Residential visit subsidy for Year 2 pupils
- Rich curriculum with high-quality texts and diverse representation
- Vocabulary-rich teaching across all subjects
- Partnerships with local businesses and community organisations
- Parent engagement in enrichment opportunities

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	How we'll measure
School readiness significantly improved	• Reduce percentage of Reception pupils in nappies on entry from 15% (Sept 2026) to 5% (Sept 2028) • Increase percentage achieving expected level in PSED from 32% to 55% by July 2028 • 80% of parents report their child is school-ready (up from 50% in 2026)	• Reception baseline assessments • Parent surveys (termly) • Early years observations • Transition data from nursery settings
Mentally and emotionally resilient children	• Reduce behaviour incidents for disadvantaged pupils by 40% by July 2028 • 90% of disadvantaged pupils report feeling safe and happy at school (pupil voice surveys) • Reduce SEMH referrals by 30% • 85% of disadvantaged pupils achieve expected or above in PSED by end of Reception	• CPOMS behaviour logs (analysed termly) • Pupil surveys (twice yearly) • ELSA impact assessments • SDQ scores for targeted pupils • Reception and KS1 assessments
Increased attendance leads to improved attainment	• Overall attendance: 95% by July 2028 (from 92.3% in 2025/26) • Disadvantaged attendance: 94% by July 2028 (from 91.2%) • Reduce disadvantaged attendance gap from 2.2% to below 1% • Reduce persistent absenteeism for disadvantaged pupils from current 25% to below 15% • Zero unauthorised holidays	• Weekly attendance monitoring • Half-termly attendance reports to governors • Individual pupil attendance trackers • First day response data • Family Liaison Officer case notes
Improved oral language, comprehension skills and vocabulary	• 85% of Reception pupils achieve expected level in Communication and Language by July 2028 (from 32% on entry) • Reduce percentage working below age-related expectations in Wellcomm from 68% to 30% by end of Reception • Year 1 phonics: 90% of disadvantaged pupils pass screening (from 76% in 2025/26) • Year 2 phonics: 95% of disadvantaged pupils pass screening (from 84%) • Reading comprehension scores for disadvantaged pupils match non-disadvantaged by end of Year 2	• Wellcomm assessments (entry, exit) • Phonics screening data • NTS reading assessments • Teacher assessments • Book trawls showing vocabulary development • Gap analysis comparing disadvantaged pupils' progress with their non-disadvantaged peers • End-of-year data showing percentage of disadvantaged pupils meeting age-related

Intended outcome	Success criteria	How we'll measure
	• 100% of early years staff will have completed ELKLAN training and be able to confidently identify SLCN in disadvantaged pupils • All early years staff will implement evidence-based communication strategies consistently in their daily practice • At least 75% of disadvantaged pupils will meet age-related expectations in Communication and Language by the end of Reception • Disadvantaged pupils with identified SLCN will make accelerated progress, demonstrating at least 1.5 terms' progress per term in their communication and language development • Fewer disadvantaged pupils will require external speech and language therapy referrals due to effective early identification and in-school support	expectations in Communication and Language • Analysis of progress data showing acceleration for disadvantaged pupils with SLCN • Comparison with national data for disadvantaged pupils • Case studies demonstrating individual pupils' progress
All children experience the world beyond school and realise opportunities available	• 100% of disadvantaged pupils attend at least one educational visit per term • 60% of disadvantaged pupils attend at least one after-school club (from baseline of 35%) • 100% of pupils participate in Aspirations Day and Careers Day • Pupil surveys show 80% can articulate career aspirations • 90% of pupils can describe experiences beyond their immediate community	• Club registers • Trip participation records • Pupil voice interviews (termly) • Pupil aspiration surveys • Enrichment activity log • Parent feedback on enrichment opportunities

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Training for all staff (annual refresher and new staff induction)	DfE approved phonics scheme. Reading Framework 2021 states high-quality phonics teaching secures strong foundations in reading	1, 4
ELSA trained TA (salary contribution for dedicated ELSA time - 0.5 FTE)	Emotional literacy proven to improve emotional wellbeing of children. An exploratory evaluation of the Emotional Literacy Support Assistant (ELSA) shows positive impact on children's emotional wellbeing and self-esteem	1, 2
ELKLAN training for all early years staff	The Education Endowment Foundation (EEF) Toolkit shows that oral language interventions have high impact (+6 months' progress on average) for relatively low cost, and are particularly effective for younger children in early years and Key Stage 1 Research demonstrates that children from disadvantaged backgrounds are significantly more likely to start school with delayed speech and language development, and that this gap widens without early intervention The Berrow Report (2008) and 'Berrow: Ten Years On' (2018) emphasised the importance of early identification and whole-school approaches to supporting SLCN, highlighting the need for workforce training DfE research shows a strong correlation between communication skills at age 5 and academic outcomes at age 11, making early intervention critical By training all early years staff (rather than relying solely on external specialists), we create a language-rich environment throughout the school day, maximising opportunities for our disadvantaged pupils to develop their communication skills.	1, 2, 3, 4

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

Budgeted cost: £ 46,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Tutoring (2 trained TAs delivering daily 15-minute sessions to pupils not on track for phonics screening)	DfE approved phonics scheme. Reading Framework 2021. EEF: Phonics +5 months, very high evidence. Daily tutoring sessions for targeted pupils	1, 4
Nurture Group provision (staffing and resources for daily nurture sessions, sensory equipment, social skills resources)	Now You See Us report Executive Summary – Nurture UK. Evidence shows nurture groups improve social, emotional and behavioural outcomes, leading to improved academic progress	1, 2, 3, 4
Oral Language interventions (NELI programme, Wellcomm resources, small group language sessions)	Oral language interventions EEF +6 months, high evidence rating. Particularly effective for disadvantaged pupils	1, 4
Teaching assistant deployment (1:1 and small group support for disadvantaged pupils with SEND - 1.2 FTE)	One to one support for disadvantaged pupils with SEND to enable equal curriculum access. Frontiers in Education research. EEF: Teaching Assistant Interventions +4 months when structured appropriately	1, 2, 3, 4, 5

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison, Safeguarding and Attendance Lead (full-time post to work with families, improve attendance, coordinate early help)	The DfE guidance 'Working together to improve school attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF: Parental engagement +4 months	1, 2, 3, 4, 5
Additional SENCO time (2 days per week to monitor teaching, learning and behaviour, coordinate interventions)	Ensuring teaching is as inclusive as possible, breaks down learning barriers, improves behaviour. Early identification and intervention crucial for disadvantaged SEND pupils	1, 2, 3, 4
Educational Psychologist support (increased allocation for assessments, staff training, intervention planning)	Early identification and intervention ensures barriers to learning are broken down. Professional assessment enables targeted support	1, 2, 3, 4
Curriculum enrichment (subsidised clubs, educational visits, visiting speakers, residential subsidy, music tuition)	The British Association of Early Education research. Cultural Capital and Educational Attainment - Cambridge University Press. EEF: Arts participation +3 months. Addresses aspiration gap identified in Blakenall Discovery Report	5

Total budgeted cost: £ 146,555

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome	2024/25	2025/26	National Comparison	Analysis
Year 1 Phonics Screening	Overall: 71% Disadvantaged : 66%	Overall: 85% Disadvantaged : 76%	National disadvantaged: 68%	Strong improvement (+14% overall, +10% disadvantaged). Our disadvantaged pupils now outperform national disadvantaged average by 8%. RWI training and daily tutoring having significant impact. Gap between disadvantaged and non-disadvantaged reduced from 5% to 9% - still requires focus.
Year 2 Phonics Screening	Overall: 89% Disadvantaged : 83%	Overall: 85% Disadvantaged : 84%	National disadvantaged: 75%	Disadvantaged pupils outperform national by 9%. Small gap between disadvantaged (84%) and non-disadvantaged (86%) demonstrates effective catch-up interventions.
Good Level of Development	Overall: 63% Disadvantaged : 66%	Overall: 69% Disadvantaged : 67%	National: 68% National disadvantaged: 52%	Significant achievement - our disadvantaged pupils outperform national disadvantaged by 15%. Overall GLD now matches national. Gap between disadvantaged and non-disadvantaged (6%) is narrower than national gap. PSED and Communication & Language remain areas for development.
Attendance	Reception: 94.7% Disadvantaged : 92.0% Gap: 5.6% KS1: 93.5% Disadvantaged : 91.9% Gap: 5.6%	Reception: 94.2% Disadvantaged : 94.2% Gap: 0% KS1: 92.3% Disadvantaged : 91.2% Gap: 2.2%	National disadvantaged: 90%	Reception: Outstanding - gap eliminated, disadvantaged attendance matches non-disadvantaged. Early intervention with families proving effective. KS1: Gap reduced from 5.6% to 2.2% but overall attendance declined. Disadvantaged attendance still above national (91.2% vs 90%). Persistent absence remains concern, particularly for double disadvantaged pupils (89.5%).

What Worked Well in 2025/26

1. Read Write Inc. Programme

- Intensive staff training and daily tutoring led to 14% improvement in Y1 phonics
- Disadvantaged pupils now outperform national disadvantaged average
- Continue and expand in 2026/27

2. Early Years Transition Support

- Eliminated attendance gap in Reception
- GLD for disadvantaged pupils 15% above national disadvantaged
- Parent workshops well-attended (65% of Reception parents)

3. ELSA Support

- 15 pupils received ELSA support
- 80% showed improved SDQ scores
- Behaviour incidents reduced by 25% for ELSA pupils

Areas for Development in 2026/27

1. KS1 Attendance

- Overall attendance declined to 92.3% (from 93.5%)
- Need to strengthen first day response and persistent absence interventions
- Family Liaison Officer appointment will address this

2. PSED in Early Years

- Only 32% achieving expected level on entry
- Nurture group provision will target this
- Increase transition support with feeder nurseries

3. Persistent Absence

- Double disadvantaged pupils at 89.5% attendance
- Requires intensive family support and early help
- Target for 2026/27: reduce PA from 25% to 18%

4. Widening Gap in Phonics

- Gap between disadvantaged and non-disadvantaged widened from 5% to 9% in Y1
- Need to ensure Quality First Teaching benefits all pupils
- Continue targeted tutoring but also strengthen whole-class phonics teaching

Pupil Premium Spending 2025/26: Impact Summary

Investment	Amount	Impact
RWI Training & Tutoring	£18,000	Y1 phonics +14%, disadvantaged +10%
ELSA Support	£12,000	80% improved SDQ scores, 25% reduction in behaviour incidents
Attendance Officer (0.6 FTE)	£21,000	Reception gap eliminated, KS1 gap reduced to 2.2%
Enrichment & Trips	£8,000	100% disadvantaged pupils attended at least 2 trips, 45% attended clubs
TA Interventions	£35,000	GLD +6%, targeted pupils made accelerated progress

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	Provider
ELKLAN	ELKLAN Ltd
Read Write Inc.	Oxford University Press (Ruth Miskin Training)
NELI (Nuffield Early Language Intervention)	Nuffield Foundation/Oxford University Press
Wellcomm	GL Assessment
ELSA	Walsall Educational Psychology Service

Service pupil premium funding (optional)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils

Summary Table: Challenges at a Glance

Challenge	Key Evidence	Gap to Close	Priority Interventions
1. School Readiness	68% below expected in C&L and PSED on entry; 20% gap between disadvantaged and non-disadvantaged	Increase % achieving expected level from 32% to 55% by 2028	Speech & language interventions, nurture provision, transition support, parent workshops
2. SEMH	68% below expected PSED; 32 SEMH referrals; 12 EBSA cases; 23% high SDQ scores	Reduce behaviour incidents by 40%; 90% pupils feel safe and happy	ELSA support, nurture group, trauma-informed practice, EP support
3. Attendance	KS1: 92.3% overall, 91.2% disadvantaged; 25% persistent absence	Increase to 95% overall, 94% disadvantaged; reduce PA to below 15%	Family Liaison Officer, first day response, home visits, attendance action plans
4. Speech & Language	68% below expected on entry; comprehension gap continues through KS1	85% achieve expected C&L by end of Reception; close comprehension gap	Wellcomm screening, NELI, oral language interventions, language-rich environment
5. Cultural Capital	Only 35% attend clubs; 42% can't name career aspiration; limited experiences	60% attend clubs; 80% articulate aspirations; 100% enrichment participation	Subsidised trips and clubs, Aspirations Day, Careers Day, rich curriculum

How These Challenges Inform Our Strategy

Our three-tiered approach directly addresses these challenges:

Teaching (Challenge 1, 4): High-quality phonics and language teaching, CPD for staff

Targeted Support (Challenges 1, 2, 4): RWI tutoring, nurture group, ELSA, speech & language interventions, TA support

Wider Strategies (Challenges 2, 3, 5): Family Liaison Officer, attendance focus, enrichment opportunities, SENCO time, EP support