

Part B: Review of Outcomes in the Previous Academic Year (2025-2026)

Pupil Premium Strategy Outcomes

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

At the end of the academic year, Broadwindsor CE VC Primary School had 87 pupils on roll, including 14 pupils eligible for Pupil Premium funding (16%). The school continued to implement a range of evidence-informed strategies to support disadvantaged pupils academically, socially and emotionally. Provision was monitored through termly pupil progress meetings, assessment data, provision mapping, attendance reviews and pupil voice activities.

Intended Outcome	Impact and Review 2025-2026
Closely monitor attainment and progress across EYFS, KS1 and KS2 and ensure Pupil Premium children achieve expected outcomes in English and Maths through quality first teaching and targeted intervention.	Assessment information was reviewed termly and interventions adapted accordingly. In KS2, disadvantaged pupils achieved: Reading Expected+ 31.25% , Writing Expected+ 25% , Maths Expected+ 12.5% , GPS Expected+ 25% and Combined Reading, Writing and Maths Expected+ 12.5% . Whilst attainment remains below national figures, individual pupils made progress from their starting points through targeted support and quality first teaching.
Improve early reading and phonics outcomes.	Read Write Inc. continued to be implemented consistently across the school. In 2026, 70% of Year 1 pupils achieved the expected standard in the Phonics Screening Check and 80% of Year 2 pupils met the expected standard. Targeted catch-up interventions were provided for pupils requiring additional support.
Improve language development and vocabulary acquisition.	Vocabulary continued to be a whole-school priority. Teachers explicitly taught subject-specific vocabulary across curriculum subjects and planned opportunities for discussion and oracy. Pupil voice activities demonstrated increasing confidence in speaking about learning and wider school experiences.
Support disadvantaged pupils	A significant proportion of disadvantaged

Intended Outcome	Impact and Review 2025-2026
with SEND to make strong progress from their starting points.	pupils also had SEND needs. Provision included targeted academic interventions, emotional literacy support, Forest School, Lego Therapy, specialist SEND advice and regular review of individual support plans. Pupils made progress towards personalised targets and benefited from tailored support.
Improve writing outcomes across the school.	Writing was a key school improvement priority. Staff training, moderation and a focus on writing across the curriculum resulted in strong whole-school outcomes. At KS2, 75% of pupils achieved the expected standard in writing, exceeding the national figure of 72%. Disadvantaged pupils achieved 25% expected standard, indicating that improving writing outcomes for this group remains a focus.
Ensure disadvantaged pupils have access to a broad and rich curriculum including extra-curricular opportunities and educational visits.	Pupil Premium funding supported access to educational visits, residential experiences, breakfast club, swimming lessons, music, sporting activities and extra-curricular clubs. Financial support ensured that disadvantaged pupils could participate fully in school life and access the same opportunities as their peers.
Improve mathematical fluency and number recall.	The Year 4 Multiplication Tables Check produced a school mean score of 20.13 out of 25, compared with the national average of 21. 18.75% of pupils achieved full marks. Arithmetic fluency remains an area for continued development, particularly for disadvantaged pupils.
Improve attendance for disadvantaged pupils.	Attendance was monitored closely throughout the year. Leaders worked proactively with families and external agencies where barriers to attendance were identified. Attendance remains a key priority within the next phase of the strategy.
Ensure all disadvantaged pupils	Pupils accessed a range of support including

Intended Outcome	Impact and Review 2025-2026
receive appropriate pastoral and wellbeing support.	emotional literacy interventions, mentoring, social skills programmes and family support. This strengthened engagement with learning and promoted positive wellbeing and resilience.

Key Assessment Outcomes 2025-2026

Measure	School Outcome	Disadvantaged Pupils	National (2025)
EYFS Good Level of Development	64%	Cohort too small to report	68.3%
Year 1 Phonics	70%	Included within cohort	80%
Year 2 Phonics	80%	Included within cohort	89%
KS2 Reading Expected+	56.25%	31.25%	75%
KS2 Writing Expected+	75%	25%	72%
KS2 Maths Expected+	50%	12.5%	74%
KS2 GPS Expected+	68.75%	25%	72%
KS2 Combined RWM Expected+	37.5%	12.5%	61%
KS2 Science Expected+	75%	Not separately reported	81%
Year 4 MTC Mean Score	20.13	Included within cohort	21.0

Summary of Key Findings

Strengths

- **64% of children achieved a Good Level of Development in EYFS**, demonstrating improving outcomes in the early years and providing a stronger foundation for future learning.
- **75% of pupils achieved the expected standard in KS2 writing**, exceeding the national average of 72%.
- The school continued to provide a broad, rich curriculum with disadvantaged pupils fully participating in trips, residential, clubs and enrichment activities through financial support where necessary.
- Strong pastoral and SEND support ensured pupils' emotional needs were met and barriers to learning were addressed effectively.
- Early reading remained a priority, with targeted phonics interventions helping pupils secure key foundational skills.
- Relationships with families remained positive and enabled early intervention where additional support was required.

Areas for Further Development

- Reduce attainment gaps between disadvantaged pupils and their peers, particularly in reading and mathematics.
- Continue to improve combined Reading, Writing and Mathematics outcomes for disadvantaged pupils.
- Increase attendance for a small number of disadvantaged pupils whose attendance remains below school expectations.
- Further strengthen vocabulary acquisition, language development and reading comprehension across the curriculum.
- Continue to develop mathematical fluency and recall skills through targeted interventions and quality first teaching.

Overall Evaluation

The school's Pupil Premium strategy continued to have a positive impact during 2025-2026. Although attainment data shows that gaps remain between disadvantaged pupils and national averages, many pupils faced additional barriers

including SEND, SEMH and attendance challenges. Through high-quality teaching, targeted interventions, strong pastoral care and access to enrichment opportunities, disadvantaged pupils were supported effectively and made progress from their individual starting points. The school will continue to focus on raising attainment in reading, writing and mathematics, strengthening attendance and ensuring that all disadvantaged pupils achieve their full academic, social and emotional potential.

Priorities for 2026-2027

- Raise attainment in reading and mathematics for disadvantaged pupils.
- Continue to improve writing outcomes and opportunities to write across the curriculum.
- Strengthen early reading and language development provision.
- Improve attendance for disadvantaged pupils.
- Ensure disadvantaged pupils with SEND receive highly effective personalised support.
- Increase opportunities for enrichment, leadership and wider curriculum participation.
- Further develop parental engagement to support learning and attendance.

Externally Provided Programmes

Programme	Provider
Read Write Inc. Phonics	Ruth Miskin Training
Accelerated Reader	Renaissance

Programme	Provider
Words First	Dorset SEND Services
NELI (where required)	Nuffield Early Language Intervention