



Review against 2025/26 intended outcomes and success criteria

This review evaluates the impact of the 2025/26 pupil premium strategy against the success criteria published in the academy statement.

Intended outcome	2025/26 success criteria	Evaluation and evidence	Status	2026/27 implication
Close the attainment gap in Reading, Writing and Maths (KS2)	PP combined R/W/M: 31% → 50%; PP Maths: 44% → 60%; PP Writing: 69% → 75%.	- Year 6 disadvantaged outcomes: Reading 64%, Writing 43%, Maths 50%, R/W/M combined 36% (14 pupils). - Reading was comparatively stronger, but the published writing, maths and combined targets were not reached.	Not met	Retain as a core priority. Sharpen diagnosis of writing and maths gaps, strengthen responsive teaching and intervention, and track disadvantaged pupils from Y3 onwards against end-of-KS2 milestones.
Increase EYFS GLD for PP pupils	Raise PP GLD from 14% to 40%; embed effective early intervention and communication focus.	- Disadvantaged GLD reached 75% (3/4), exceeding both the 40% target and the whole-cohort GLD of 74.5%. - SEF evidence - improvement to targeted support, effective assessment and high-quality early intervention.	Met	Sustain the approach, while recognising the very small PP cohort. Continue communication/language, early literacy and early identification as priorities.
Raise attendance of PP and SEND pupils	FSM attendance at least 92.5%; persistent absence for FSM/SEND below 10%.	- Raleigh disadvantaged attendance improved from 88.8–89.7% in 2024/25 to approximately 94.0–94.2% in 2025/26, above the attendance target; - SEND attendance improved to 92.0–92.9%. Overall, PA reduced to 12.8%.	Partially met	Continue personalised attendance plans, first-day response, home visits and multi-agency work. Track PP and SEND PA separately
Improve quality and consistency of interventions	100% of TAs deliver tracked, structured interventions; QA	SEF and external audit evidence show targeted interventions are increasingly well matched, monitored and embedded; staff are trained and	Partially met	Use a single intervention register including baseline, intended outcome, frequency,



	shows consistent application and pupil progress.	leaders use assessment and intervention review to adjust support.		fidelity check and exit measure. Sample TA delivery termly and report the proportion meeting the agreed standard.
Build cultural capital and enrichment access	All PP pupils participate in at least two enrichment activities; monitor trips, clubs and leadership roles.	- Academies provide 39 extra-curricular clubs; 82% of available places are taken - SEF evidence increasing participation by disadvantaged and vulnerable pupils. This is positive evidence of access.	Partially met	Continue participation tracking at pupil level and add a termly PP dashboard showing number and type of activities accessed, with direct follow-up for pupils with low/no participation.
Strengthen curriculum continuity between KS1 and KS2	Transition tracking shows no drop in progress; moderation aligned between phases.	98% transfer from Raleigh to Admirals and describes transition as seamless, with curriculum coherence and consistency strengthened through trust collaboration and monitoring.	Partially met	Introduce matched Y2→Y3 PP tracking for reading, writing and maths, with joint moderation and a first-half-term review of pupils whose attainment/progress dips after transition.
Improve engagement of PP families and reduce barriers to attendance	Two personalised touchpoints per term for all FSM/SEND families; action plans in place for PA families.	- SEF evidence - rigorous attendance monitoring, first-day response, home visits, multi-agency working and personalised family support. - Family relationships are reported as positive and these approaches are associated with substantial attendance improvement.	Partially met	Retain targeted family engagement, but record touchpoints consistently and audit the proportion of PP/SEND families receiving the planned minimum contact and action planning.



Outcomes for disadvantaged pupils

The 2025/26 strategy had a positive and, in some areas, substantial impact, but outcomes were uneven. Early Years and phonics targets were exceeded and attendance improved significantly. However, the academies will therefore retain the three-tier approach of high-quality teaching, target academic support and wider strategies, while making the 2026/27 success criteria more measurable and routinely reportable.

Priorities arising for 2026/27

- Accelerate disadvantaged writing and mathematics in KS1 and KS2, with explicit milestones for each year group and particular focus on pupils currently below age-related expectations.
- Protect and replicate the successful EYFS/phonics model: precise assessment, rapid intervention, consistent routines and close monitoring of disadvantaged pupils.
- Maintain the attendance strategy, but report disadvantaged and SEND attendance and persistent absence separately for Raleigh and Admirals, with the <10% PA target tracked directly.
- Strengthen intervention quality assurance so that leaders can evidence fidelity, duration, progress and exit impact for every PP-funded intervention.
- Introduce explicit higher attainer/Greater Depth tracking for disadvantaged pupils in reading, writing and maths.
- Move enrichment and family-engagement monitoring to pupil-level measures so the academy can verify the published participation and contact thresholds.
- Use matched Y2-to-Y3 disadvantaged transition data to test whether curriculum continuity is preventing a drop in progress.