

# Pupil Premium Strategy Statement – HGJ 2025-28

**2025/2026**

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	High Greave Junior School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Claire Cawthorne, Headteacher
Pupil premium lead	Matt Finch, Deputy Headteacher
Governor / Trustee lead	Joel Breedon, Trust Partner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,315
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£181,315

# Part A: Pupil premium strategy plan

## Statement of intent

At High Greave Junior School, our ambition is for all pupils—particularly those eligible for the Pupil Premium—to make better than expected progress in reading, writing and mathematics. Through consistently high-quality teaching, carefully targeted support and strengthened opportunities for reinforcement of learning at home, we aim for every child to achieve outcomes at least in line with national standards by the end of Year 6.

We are committed to ensuring that pupils develop age-appropriate communication skills, enabling them to confidently express their views, advocate for their needs and engage fully with all aspects of school life.

We strive to equip pupils with the cultural capital they need to become happy, successful and well-rounded individuals who make positive contributions to their community and the wider world.

To support this, we ensure pupils have access to a broad range of enrichment experiences, both within school and beyond. These experiences are designed to enhance academic achievement, strengthen well-being, deepen knowledge and understanding of the world, and develop vocabulary.

The mental and physical health of our pupils is a key priority. We are committed to providing the safeguards, adjustments and pastoral support necessary to ensure that all children can access learning effectively. For children and families identified as vulnerable or in need, we offer an intensive pastoral support service, designed to remove barriers and promote stability, resilience and success.

We work in close partnership with families, external agencies and members of the local community to ensure that all stakeholders are fully engaged in children's education and development.

### Our Core Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to meet or exceed the expected standard across all subjects.
- To support pupils' health and well-being so they can engage effectively with learning.
- To ensure that all pupils experience a rich and varied curriculum, including high-quality enrichment.
- To enable pupils to communicate clearly and confidently at an age-appropriate level.
- To engage all stakeholders in supporting pupil learning, progress and well-being.

## How We Will Achieve This

- By ensuring that teaching and learning opportunities are carefully designed to meet the needs of all pupils.
- By providing high-quality, targeted provision for vulnerable pupils, including those who are disadvantaged, ensuring that their needs are rigorously assessed and addressed.
- By recognising that some pupils who experience disadvantage may not meet the criteria for Free School Meals. We therefore reserve the right to use Pupil Premium funding to support any child, or group of children, whom the school has legitimately identified as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Additional safeguarding and welfare needs
2	Additional mental health and wellbeing
3	Low levels of attendance
4	Low attainment on entry and exit
5	Lack of experiential knowledge and cultural capital
6	Poor retention of knowledge
7	Speaking and listening
8	Children present with a wide range of behavioural needs

## 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
Improve support mechanisms for poor attenders	<ul style="list-style-type: none"><li>• Strong procedures in place and evidenced through CPOMs</li><li>• Consistent and rigorous approach embedded as described by the attendance policy</li></ul>

Improve support for children with safeguarding and welfare needs	<ul style="list-style-type: none"> <li>• Strong protective procedures in place and evidenced through CPOMs</li> <li>• Consistent and rigorous approach embedded as described by the safeguarding policy</li> <li>• Intervention available for children or families with safeguarding and welfare needs</li> </ul>
Improve support for children with mental health and wellbeing needs	<ul style="list-style-type: none"> <li>• Children have curriculum opportunity to discuss and learn about mental health issues and supportive strategies</li> <li>• Schemes (P4C and 1Decision) will be implemented and there will be consistent delivery across the school</li> <li>• Interventions available through learning mentor for children with identified needs</li> </ul>
Experiential knowledge and cultural capital	<ul style="list-style-type: none"> <li>• Children will have access to a wide range of cultural capital opportunities and experiential knowledge</li> </ul>
Speaking and listening	<ul style="list-style-type: none"> <li>• Children will have a systematic approach to vocabulary development</li> <li>• Children will have opportunities to develop speaking and listening skills through Tribe and the wider curriculum</li> <li>• Children will have access to a wide range of speaking and listening activities through the maths and literacy schemes used.</li> </ul>
Poor retention of knowledge	<ul style="list-style-type: none"> <li>• The school will have a systematic approach to retrieval of knowledge from across the curriculum</li> <li>• Intervention will be used to support the recall of core knowledge</li> </ul>
Low attainment on entry and exit	<ul style="list-style-type: none"> <li>• Embedded coaching and TLC professional development systems to support the improvement to quality first teaching.</li> <li>• To increase the percentage of children achieving the expected standard in reading, writing and maths</li> <li>• Address gaps in learning of phonics through a systematic delivery</li> </ul>
Behavioural Needs	<ul style="list-style-type: none"> <li>• The number of fixed term and permanent exclusions remains low</li> <li>• Behaviour needs are identified and supported in a systematic way</li> <li>• Staff receive CPD on positive behaviour management and restorative practice</li> <li>• Targeted interventions available through learning mentor for children with identified needs</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£81,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop CPD approaches to enhance quality of teaching – TLC and coaching	<p>High-quality teaching is the most effective strategy for closing gaps and supporting behaviour, communication and knowledge retention.</p> <p><b>EEF – <i>Effective Professional Development</i></b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><b>EEF – <i>Improving Behaviour</i> (emphasises impact of skilled teachers)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	4, 6, 7, 8

<p>Increase leadership capacity through NPQ courses</p>	<p>Strong leadership improves teaching quality, curriculum coherence and staff confidence. Investing in leadership development builds sustainable capacity to improve outcomes for disadvantaged pupils across the school.</p> <p><b>DfE NPQs improve leadership effectiveness and school outcomes</b></p> <p><a href="https://www.gov.uk/guidance/national-professional-qualifications-npgs">https://www.gov.uk/guidance/national-professional-qualifications-npgs</a></p>	<p>4, 6, 8</p>
<p>Embed Power Maths &amp; Literary Curriculum to improve consistency</p>	<p>Consistent, structured curricula reduce variation in teaching quality and ensure disadvantaged pupils benefit from clear progression, high expectations and carefully sequenced learning.</p> <p><b>DfE/EEF – Maths Guidance: KS2</b></p> <p><a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p> <p><b>EEF – KS2 Literacy Guidance</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>4, 6</p>
<p>Purchase standardised diagnostic assessments (Renaissance STAR)</p>	<p>Standardised assessments enable early identification of gaps in learning, allowing targeted interventions to be precisely matched to pupils’ needs and monitored over time.</p> <p><b>EEF – Using Standardised Tests</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/assessment">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/assessment</a></p>	<p>4, 6</p>
<p>Training for staff to interpret and administer assessments</p>	<p>Accurate assessment ensures staff make informed decisions about teaching and intervention, preventing disadvantaged pupils from falling further behind due to unmet or misunderstood needs.</p> <p><b>EEF – Teacher Feedback to Improve Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>4, 6</p>

<p>CPD to strengthen dialogic activities across the curriculum</p>	<p>Staff training ensures dialogic approaches are used effectively and consistently, maximising their impact on communication, engagement and learning retention for disadvantaged pupils.</p> <p><b>EEF – Oral Language Interventions</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>5, 6, 7</p>
<p>Continued phonics CPD from English Hub</p>	<p>Ongoing training ensures phonics teaching remains precise, evidence-based and responsive, reducing the risk of pupils developing persistent reading difficulties.</p> <p><b>DfE English Hubs – Improving Early Reading</b></p> <p><a href="https://www.gov.uk/government/publications/english-hubs-programme">https://www.gov.uk/government/publications/english-hubs-programme</a></p>	<p>4, 6</p>
<p>Enhancement of maths teaching aligned with DfE/EEF guidance</p>	<p>Improving maths teaching through evidence-based guidance ensures disadvantaged pupils access high-quality instruction that builds understanding, fluency and problem-solving skills.</p> <p><b>DfE Teaching Mathematics in Primary Schools</b></p> <p><a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p> <p><b>EEF Improving Mathematics in KS2</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-3</a></p>	<p>4, 6</p>
<p>Teacher release time for Maths Hub CPD (Teaching for Mastery)</p>	<p>Dedicated time for training and implementation allows staff to embed mastery approaches effectively, improving consistency and long-term outcomes for disadvantaged learners.</p> <p><b>Maths Hubs – Teaching for Mastery (DfE funded programme)</b></p> <p><a href="https://www.ncetm.org.uk/maths-hubs/">https://www.ncetm.org.uk/maths-hubs/</a></p>	<p>4, 6</p>

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

Budgeted cost: **£62,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed dialogic activities to support articulation &amp; vocabulary</p>	<p>Dialogic teaching strengthens understanding, vocabulary and reasoning. This approach supports disadvantaged pupils to articulate ideas, deepen learning and retain key knowledge.</p> <p><b>EEF – Oral Language Interventions (high impact, low cost)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>5, 6, 7</p>
<p>Purchase Rising Stars Vocabulary</p>	<p>Explicit vocabulary instruction supports pupils who may have limited language exposure. This improves comprehension, confidence and access to the full curriculum.</p> <p><b>EEF – Improving Literacy in KS2 (explicit vocabulary instruction)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>5, 6, 7</p>
<p>Purchase of a DfE-validated Systematic Synthetic Phonics scheme (Little Wandle)</p>	<p>A validated phonics programme ensures high-quality, consistent early reading instruction, enabling disadvantaged pupils to develop secure decoding skills and become confident readers.</p> <p><b>DfE – Validated Systematic Synthetic Phonics Programmes</b></p> <p><a href="https://www.gov.uk/government/collections/phonics-teaching-materials">https://www.gov.uk/government/collections/phonics-teaching-materials</a></p> <p><b>EEF – Phonics</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>4, 6, 7</p>
<p>Structured academic interventions informed by diagnostic assessments</p>	<p>Diagnostic-led interventions allow teaching to be precisely targeted to pupils' identified gaps, increasing the likelihood of accelerated progress and improved retention of key knowledge and skills.</p> <p><b>EEF – Using Diagnostic Assessment to Improve Teaching and Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/assessment">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/assessment</a></p> <p><b>EEF – Targeted Academic Support</b></p>	<p>4, 6</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/targeted-academic-support">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/targeted-academic-support</a>	
Small-group and one-to-one support delivered by trained staff (including HLTA deployment)	<p>Well-trained staff delivering structured small-group or one-to-one interventions can significantly improve outcomes, particularly when support is aligned closely with classroom learning and delivered consistently.</p> <p><b>EEF – Teaching Assistant Interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><b>EEF – Oral Language Interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	4, 6, 7, 8
Targeted phonics interventions	<p>Targeted, systematic phonics interventions support pupils who have not yet secured early reading skills, enabling improved access to the wider curriculum and long-term academic success.</p> <p><b>EEF – Phonics</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>DfE – Systematic Synthetic Phonics Guidance</b>  <a href="https://www.gov.uk/government/collections/phonics-teaching-materials">https://www.gov.uk/government/collections/phonics-teaching-materials</a></p>	4, 6, 7

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

Budgeted cost: **£36,815**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improve the quality of social and emotional learning (SEL)</p>	<p>Strong social and emotional skills support pupils' readiness to learn, resilience and behaviour, reducing barriers to academic success for disadvantaged pupils.</p> <p><b>EEF – <i>Improving Social and Emotional Learning in Primary</i></b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>1, 2, 3, 8</p>
<p>SEL embedded into routines – 1Decision, P4C</p>	<p>Integrating SEL into everyday routines helps pupils develop self-regulation, communication and empathy, supporting wellbeing, behaviour and engagement with learning.</p> <p><b>EEF – <i>Behaviour Guidance Report</i></b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><b>EEF – <i>Metacognition / Self Regulation</i></b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2, 3, 5, 7, 8</p>
<p>Consistent adults (2x HLTA) to cover learning and strengthen relationships</p>	<p>Providing consistent adult support builds strong relationships, emotional security and continuity of learning, particularly for pupils with additional needs or disrupted experiences.</p> <p><b>EEF – <i>Teaching Assistant Interventions</i></b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><b>EEF – <i>Behaviour (importance of consistent adult relationships)</i></b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1, 2, 3, 8</p>

<p>Whole-staff behaviour and anti-bullying training</p>	<p>A consistent, whole-school approach to behaviour creates a calm, safe learning environment where disadvantaged pupils can thrive academically and emotionally.</p> <p><b>DfE – Behaviour in Schools</b></p> <p><a href="https://www.gov.uk/government/publications/behaviour-in-schools-advice-for-headteachers-and-school-staff">https://www.gov.uk/government/publications/behaviour-in-schools-advice-for-headteachers-and-school-staff</a></p> <p><b>EEF – Improving Behaviour</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1, 2, 3, 8</p>
<p>Continuous coaching on behaviour (Sherrington, Bennett, Finnis)</p>	<p>Ongoing coaching supports staff to refine behaviour strategies, ensuring consistent expectations and effective responses to a wide range of behavioural needs.</p> <p><b>EEF – Effective Professional Development</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><b>DfE – Behaviour in Schools</b></p> <p><a href="https://www.gov.uk/government/publications/behaviour-in-schools-advice-for-headteachers-and-school-staff">https://www.gov.uk/government/publications/behaviour-in-schools-advice-for-headteachers-and-school-staff</a></p>	<p>8, 3, 2, 1</p>
<p>Annual behaviour and safeguarding training for all staff</p>	<p>Regular training ensures staff remain vigilant, confident and skilled in safeguarding and behaviour management, protecting vulnerable pupils and supporting their wellbeing.</p> <p><b>DfE – Keeping Children Safe in Education (KCSIE)</b></p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education-2">https://www.gov.uk/government/publications/keeping-children-safe-in-education-2</a></p>	<p>1, 2, 8</p>

<p>Embedding principles from DfE Improving School Attendance</p>	<p>A strategic, evidence-based approach to attendance helps identify and address barriers early, improving engagement and learning outcomes for disadvantaged pupils.</p> <p><b>DfE – Improving School Attendance</b></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance</a></p>	<p>3, 1, 2</p>
<p>Employment of a Senior Safeguarding Officer &amp; Family Support Worker</p>	<p>Dedicated safeguarding and family support capacity enables early identification of need, effective multi-agency working and targeted support for families, reducing barriers to attendance, engagement and learning.</p> <p><b>DfE – Keeping Children Safe in Education</b></p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><b>DfE – Working Together to Safeguard Children</b></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children--2">https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</a></p> <p><b>EEF – Parental Engagement</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 2, 3, 8</p>
<p>Pastoral and wellbeing interventions for pupils &amp; families</p>	<p>High-quality pastoral support improves pupils’ emotional regulation, engagement with learning and attendance, particularly for disadvantaged pupils facing complex social or emotional barriers.</p> <p><b>EEF – Improving Social and Emotional Learning in Primary Schools</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>1, 2, 3, 8</p>

	<p><b>EEF – Improving Behaviour in Schools</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	
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**Total budgeted cost:** £139,380

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024/2025 academic year.

#### Academic Year 2024/2025

##### Safeguarding Data

Pupil Premium funding has strengthened the school's capacity to manage a high and complex safeguarding caseload effectively. Investment has enabled strong leadership, clear and accessible safeguarding procedures, robust communication systems and extensive staff training that exceeds statutory requirements. The curriculum is used purposefully to promote pupils' understanding of safety and responsibility.

As of July 2025, safeguarding data shows 10 pupils supported through Early Help, 1 pupil at Child in Need, and no pupils subject to Child Protection plans. This reflects effective early identification, timely intervention and strong partnership working with families and external agencies, reducing escalation and ensuring pupils' needs are met promptly. 2024/25 Caseload:

Number of pupils at Early Help (July 25) = 10

Number of pupils at Child In Need (July 25) = 1

Number of pupils at Child Protection (July 25) = 0

##### Attendance data

Nationally in 2024/25, primary school attendance was approximately 93%, with persistent absence around 18%. High Greave Junior School's overall attendance of 92.4% is broadly in line with national figures. The attendance gap between Pupil Premium pupils (92.1%) and non-Pupil Premium pupils (93.2%) remains relatively small, reflecting the positive impact of targeted attendance support and strong relationships with families.

Persistent absence at High Greave (18.8%) is comparable to the national picture. However, disadvantaged pupils remain significantly more likely to be persistently absent (24.2%) than their non-disadvantaged peers (5.8%), mirroring national trends. This highlights both the effectiveness of current strategies in maintaining overall attendance and the continued need to prioritise targeted intervention for disadvantaged pupils with complex barriers to regular school attendance.

Whole Schools	92.4%
PP Attendance	92.1%
Non-PP Attendance	93.2%
PA Total	18.8%
PP PA	24.2%
Non-PP PA	5.8%

### Behaviour and Exclusions data

Pupil Premium funding has enabled sustained daily SEMH support, contributing to a significant reduction in exclusions over time. Following high exclusion figures in 2018/19 (35 exclusions, 45 days lost), exclusions have steadily reduced, with zero exclusions recorded in 2024/25.

This sustained improvement demonstrates the impact of early intervention, consistent adult support and a positive, inclusive behaviour culture. The school is now well-placed to meet pupils' behavioural needs within school, minimising disruption to learning and supporting pupils' long-term engagement.

2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Number of Pupils = 10	Number of Pupils = 1	Number of Pupils = 0	Number of Pupils = 2	Number of Pupils = 2	Number of Pupils = 1	Number of Pupils = 0
Number of exclusions = 35	Number of exclusions = 4	Number of exclusions = 0	Number of exclusions = 2	Number of exclusions = 5	Number of exclusions = 3	Number of exclusions = 0
Total number of days = 45	Total number of days = 3.5	Total number of days = 0	Total number of days = 1	Total number of days = 3	Total number of days = 4.5	Total number of days = 0.0

### Outcomes Data

In mathematics, outcomes are a clear strength. The proportion of pupils achieving the expected standard (78%) exceeds national averages (74%), with disadvantaged pupils (73%) significantly outperforming national disadvantaged figures (61%). This indicates a strong impact of targeted teaching and intervention.

In reading, school outcomes (63%) are in line with national disadvantaged outcomes (63), with a small gap remaining between disadvantaged pupils (59%) and their peers. Writing outcomes show disadvantaged pupils (64%) performing above national disadvantaged figures (59%), although greater depth remains an area for development.

In SPAG, attainment remains below national levels for both all pupils and disadvantaged pupils, indicating a priority area for future strategy refinement.

Overall, combined outcomes show that 55% of disadvantaged pupils achieved the expected standard, exceeding the national disadvantaged figure (47%) and narrowing the attainment gap. This demonstrates that the Pupil Premium strategy has had a positive impact on academic outcomes, while also identifying clear priorities for continued improvement.

### **Pupils Achieving the Expected Standard in Reading**

- National: **75%**
- National Disadvantaged: **63%**
- National Greater Depth: **33%**
- School: **63%**
- School Disadvantaged: **59%**
- School Greater Depth: **15%**

### **Pupils Achieving the Expected Standard in Maths**

- National: **74%**
- National Disadvantaged: **61%**
- National Greater Depth: **26%**
- School: **78%**
- School Disadvantaged: **73%**
- School Greater Depth: **25%**

### **Pupils Achieving the Expected Standard in Writing**

- National: **72%**
- National Disadvantaged: **59%**
- National Greater Depth: **13%**
- School: **68%**
- School Disadvantaged: **64%**
- School Greater Depth: **0%**

### **Pupils Achieving the Expected Standard in Spelling, Punctuation & Grammar (SPAG)**

- National: **73%**
- National Disadvantaged: **60%**
- National Greater Depth: **30%**
- School: **50%**
- School Disadvantaged: **43%**
- School Greater Depth: **13%**

### **Pupils Achieving the Expected Standard (Combined)**

- National: **62%**
- National Disadvantaged: **47%**
- School: **58%**
- School Disadvantaged: **55%**

## Externally provided programmes.

Programme	Provider