

Pupil premium strategy statement – Catcliffe Primary School

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.

Updates for the academic year 2025-26 are in red

School overview

Detail	Data
Number of pupils in school	154 140
Proportion (%) of pupil premium eligible pupils	36% 37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	Jessica Singh, Headteacher
Pupil premium lead	Chloe Bird, Senior Leader
Governor / Trustee lead	Joel Breedon, Trust Partner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,388 £90,415
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£68,388 £90,415

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is rooted in the belief that high-quality first teaching is the most effective tool to improve outcomes for all pupils, including those from disadvantaged backgrounds. We aim to ensure that every child receives exceptional teaching that challenges and supports their learning, regardless of their starting point. By focusing on the fundamental principles of quality first teaching, we empower staff to create an inclusive and stimulating environment where all pupils, including those eligible for Pupil Premium, can thrive and achieve their full potential.

As a school, we are committed to ensuring that all children make good progress across the curriculum, irrespective of the barriers they may face due to their background or individual challenges. We recognise that children who are eligible for Pupil Premium funding may require additional support to overcome obstacles related to socio-economic disadvantages, and our strategy reflects this awareness. By embedding a strong focus on the core principles of teaching and learning, we provide a solid foundation for all pupils, including those facing challenges, to achieve academically, socially, and emotionally.

A key aspect of our strategy is the consideration of equity over equality. We understand that while all children deserve equal opportunities, not all children require the same level of support to succeed. Our approach ensures that resources, interventions, and support are tailored to the unique needs of each child, recognising that some will need more help to reach the same outcomes as their peers. This equitable approach allows us to break down barriers and address specific challenges faced by disadvantaged pupils, ensuring that all children can access a rich, broad curriculum.

Our Pupil Premium strategy is continually reviewed and adapted to ensure it meets the changing needs of our pupils. We closely monitor the progress of all children, particularly those receiving Pupil Premium funding, and use data-driven insights to refine our approach. By placing quality first teaching at the heart of our strategy and focusing on equity, we are confident that we can provide the best possible outcomes for all our pupils, enabling them to make strong progress and develop into well-rounded, confident individuals.

Challenges

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

Challenge number	Detail of challenge
1	Poor levels of communication and language.
2	Low levels of emotional literacy.
3	Our whole school attainment data from 2023-24 shows that our Pupil Premium pupils are falling behind in Reading.
4	A high percentage of our pupils on the Pupil Premium register are also on the school's SEND register.
5	Less opportunities to consolidate learning in school at home.
6	Limited access to wider opportunities.
7	Low levels of attainment upon entry to school.
8	Whole School data from 2023-24 shows that Pupil Premium pupils are off track in Writing.

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
Improved listening and interaction skills.	<ul style="list-style-type: none"> Evidence from learning walks will show that pupils can follow multi-step instructions independently in 3 out of 4 observed classroom activities. Data from CPOMS will show a decrease in the number of low-level disruption incidents linked to listening and interaction. 75% of pupils demonstrate progress in social communication targets on the Speech and Language Therapy (SALT) framework.
Enhanced vocabulary and language skills.	<ul style="list-style-type: none"> All pupils learn and correctly use one new word a day from the Vocabulary Ninja scheme of work. The percentage of pupils achieving GLD in Communication and Language upon exit of EYFS will improve from 50% to 75%. Reading data from diagnostic assessments will show an increase in the number of pupils that are able to

	answer higher-order comprehension questions involving inference and analysis.
Pupils will demonstrate improved emotional literacy.	<ul style="list-style-type: none"> • Data from CPOMs will show a reduction in instances of behaviour linked to SEMH. • There will be a reduction in the amount of time that pupils spend out of class for emotional regulation. • An increase in the number of pupils achieving their individual emotional literacy targets in their Individual Behaviour/SEND plans.
Pupil Premium Attainment will improve in Reading.	<p>End of KS2 SATs reading data for this cohort (2026) will show a less than 10% difference between PP and non-PP children.</p> <ul style="list-style-type: none"> • Whole school reading data will demonstrate a reduction in the gap in attainment between PP and non-PP pupils.
Ensure SEND provision matches the needs of pupils.	<ul style="list-style-type: none"> • 90% of parents of SEND pupils report satisfaction in their termly SEN reviews with the provision their child receives. • 80% of SEND pupils express positive feelings about the support they receive and their learning experiences, as gathered through termly pupil voice. • 80% of pupils with SEND meet or exceed their individual targets in IEPs or EHCPs by the end of the academic year.
Increase parental engagement.	<ul style="list-style-type: none"> • An increase in parental access to Seesaw with a target of 90% for each class. • An increase in parents' evening attendance. Consistent systems in place to follow up skipped appointments. • A sustained increase in the use of apps such as Doodle and TT Rockstars by PP families. • An increase of parental attendance to exhibitions of learning. • Parental interaction and communication will be consistent for all pupils.
Higher percentage of pupils will access after school club provision.	<ul style="list-style-type: none"> • The proportion of pupils attending after-school clubs aligns more closely with the overall school demographic, reducing any gaps (e.g., by socioeconomic background, SEND status). • All parents of targeted pupils are contacted directly and offered information or incentives to support after-school club attendance (e.g., free trial sessions, funded places, free childcare support for siblings).

Higher percentage of pupils will access enrichment activities within the community.	<ul style="list-style-type: none"> Community partnerships are established with available local organisations (e.g., museums, sports clubs, arts groups) to provide free or discounted access to enrichment activities for PP families. Financial or logistical barriers (e.g., cost, transport) are reduced for all targeted pupils for community-wide sports fixtures.
Intervention provided at the earliest opportunity.	<ul style="list-style-type: none"> 100% of parents of pupils identified for early intervention are informed and engaged in the process within 2 weeks of the intervention starting, as documented on CPOMS. 100% of pupils flagged for potential support through teacher observations, baseline assessments, or behaviour monitoring are reviewed within 2 weeks of identification.
Pupil Premium Attainment will improve in Writing.	<ul style="list-style-type: none"> Whole school writing data will demonstrate a reduction in the gap in attainment between PP and non-PP pupils. A higher percentage of PP pupils will be on track for the Age Related Expectation in writing.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2024-25)** to address the challenges listed above.

Updates for the academic year 2025-26 are in red.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£34,194**

Budgeted cost: £62, 454

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of digital standardised diagnostic assessments (STAR Reading assessment) to enable accurate data tracking and detailed gap analysis. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;">Target Update</div>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 3.

Provision ended	Provision completed	Provision to continue in 2025-26		
Notes				
STAR assessments used to track PP groups progress and attainment across school.				
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources including high quality class texts, Vocabulary Ninja resources and will fund ongoing teacher training and release time. Teachers will read aloud daily to children, modelling fluency. Adopting a dialogic approach will be at the heart of both teacher professional development and curriculum design.</p>			<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 3, 4, 7
Target Update				
Provision ended	Provision completed	Provision to continue in 2025-26		
Notes				
<p>In 2025/26 school year we will implement Grammarsaurus Spelling. Evidence suggests that this approach to spelling also has a positive impact on oracy and comprehension skills.</p>				
<p>Purchase of Little Wandle Letters and Sounds Revised to secure stronger phonics teaching for all pupils.</p>			<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	1, 3, 7

<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="3" style="color: red; font-weight: bold;">Target Update</td> </tr> <tr> <td style="width: 33%;">Provision ended</td> <td style="width: 33%;">Provision completed</td> <td style="width: 33%; color: yellow; font-weight: bold;">Provision to continue in 2025-26</td> </tr> <tr> <td colspan="3" style="color: red; font-weight: bold;">Notes</td> </tr> <tr> <td colspan="3" style="color: red; font-weight: bold;">Little Wandle embedded in EYFS and KS1.</td> </tr> </table>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26	Notes			Little Wandle embedded in EYFS and KS1.			Phonics Teaching and Learning Toolkit EEF	
Target Update														
Provision ended	Provision completed	Provision to continue in 2025-26												
Notes														
Little Wandle embedded in EYFS and KS1.														
<p>Purchase of Walkthru's for teacher CPD.</p> <p>We will fund teacher release time to enable all teaching staff to work in Teaching and Learning Communities and to access Walkthru resources and additional CPD.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="3" style="color: red; font-weight: bold;">Target Update</td> </tr> <tr> <td style="width: 33%;">Provision ended</td> <td style="width: 33%;">Provision completed</td> <td style="width: 33%; color: yellow; font-weight: bold;">Provision to continue in 2025-26</td> </tr> <tr> <td colspan="3" style="color: red; font-weight: bold;">Notes</td> </tr> <tr> <td colspan="3" style="color: red; font-weight: bold;">Teaching and Learning Communities are an integral part of our staff CPD provision and will continue in this academic year.</td> </tr> </table>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26	Notes			Teaching and Learning Communities are an integral part of our staff CPD provision and will continue in this academic year.			<p>The EEF suggests that effective professional development incorporates key mechanisms such as building knowledge, providing opportunities for practice, and encouraging reflection. "WalkThrus"-based programs are designed to deliver these mechanisms by supporting teachers in building knowledge of teaching practices step by step, modeling and rehearsing techniques, and sustaining practice over time to develop more effective habits.</p> <p>Walkthru's</p> <p>Additionally, the DfE's report on evidence-informed teaching highlights the significance of utilizing research-based methods to improve educational outcomes. While it does not mention specific resources, the report underscores the value of approaches that are grounded in evidence, much like the methodologies presented in "WalkThrus."</p> <p>DfE. Evidence-informed teaching: an evaluation of progress in England.</p>	1, 3, 4, 7
Target Update														
Provision ended	Provision completed	Provision to continue in 2025-26												
Notes														
Teaching and Learning Communities are an integral part of our staff CPD provision and will continue in this academic year.														
<p>Additional teacher temporarily in post for the mornings to split the Year 5s and Year 6s into separate year group classes with a smaller amount of children in each.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="color: red; font-weight: bold;">Target Update</td> </tr> </table>	Target Update	Reducing class sizes Teaching and Learning Toolkit EEF	3, 8											
Target Update														

Provision ended	Provision completed	Provision to continue in 2025-26		
Notes				
Provision finished with the end of the 2024/25 school year. This had a positive impact on end of KS2 outcomes (see part B).				
Purchase of Grammarsaurus 'Place Value of Punctuation and Grammar' training course and resources.			The course is designed to give teachers and teaching assistants the subject knowledge to teach the Place Value of Punctuation and Grammar unit. For leaders, it shares how to implement this 4-week unit across the primary phase so that it can have a profound impact on pupils. It has seen many schools move from poor and average results to 70-90% expected in writing.	8
Target Update				
Provision ended	Provision completed	Provision to continue in 2025-26		
Notes				
Grammarsaurus PVPG is fully embedded in our writing curriculum and all staff have completed the training.				
Additional support staff (3 x 16.5 hours a week) to ensure that each class has Teaching Assistant in the mornings.			EEF – The Impact of Teaching Assistants	2, 3, 4, 7, 8
Target Update				
Provision ended	Provision completed	Provision to continue in 2025-26		
Notes				
n/a				
Additional class teacher (3 days a week) in school's nursery provision to enable FS1 and FS2 to be taught separately with smaller class sizes.			EEF – Reducing Class Sizes EEF – Small Group Tuition	1, 2, 3, 7, 8

This will enable class teachers to provide high quality small group tuition for their learners to and identify and close gaps early for our disadvantaged pupils.		
Staff training and CPD focus on oracy in classrooms.	EEF – Communication and Language Approaches	1, 2, 7, 8

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

Budgeted cost: **£17,097**

Budgeted cost: **£13,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed						
<p>Small group intervention for pupils in need of additional support with reading, delivered by a TA in addition to normal lessons.</p> <p>‘Reading Plus’ intervention used in small groups supported by an adult.</p> <table border="1" data-bbox="165 1406 630 1570"> <tr> <th colspan="3">Target Update</th> </tr> <tr> <td>Provision ended</td> <td>Provision completed</td> <td>Provision to continue in 2025-26</td> </tr> </table> <p>Notes</p> <p>Reading Plus to continue in KS2 interventions.</p>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26	<p>Reading Plus has been extensively implemented in England. A number of studies have reported positive impacts on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reading-plus-2024-25-trial</p>	3
Target Update								
Provision ended	Provision completed	Provision to continue in 2025-26						
<p>One to one and small group tuition delivered by class teachers for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE’s guide:</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	3, 4, 5						

<p>Tutoring: guidance for education settings</p> <p>Teachers have access to high quality resources and we will fund additional release time to enable specific class teachers to deliver intervention.</p> <table border="1" data-bbox="165 443 630 600"> <tr> <th colspan="3">Target Update</th> </tr> <tr> <td>Provision ended</td> <td>Provision completed</td> <td>Provision to continue in 2025-26</td> </tr> </table> <p>Notes</p> <p>Class teacher's to receive additional release time where possible to deliver interventions.</p>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26		
Target Update								
Provision ended	Provision completed	Provision to continue in 2025-26						
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <table border="1" data-bbox="165 1120 630 1276"> <tr> <th colspan="3">Target Update</th> </tr> <tr> <td>Provision ended</td> <td>Provision completed</td> <td>Provision to continue in 2025-26</td> </tr> </table> <p>Notes</p> <p>Phonics sessions to continue for those pupils in Year 2 who are identified as needing continued support to close gaps in phonic knowledge.</p>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	7
Target Update								
Provision ended	Provision completed	Provision to continue in 2025-26						
<p>PSHE curriculum design includes, 'Tribe Time' a daily planned session targeting a wide range of skills but also designed to improve listening, social and vocabulary skills for all pupils of all ages.</p> <table border="1" data-bbox="165 1937 630 1998"> <tr> <th>Target Update</th> </tr> </table>	Target Update	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 6					
Target Update								

Provision ended	Provision completed	Provision to continue in 2025-26		
Notes				
Tribe Time is a valued session in the school's daily timetable.				
<p>Creation of a homework club for targeted children who are working below the expected level with a particular focus of working with PP children.</p> <p>Children will work in small groups using 'Doodle' and supported by an adult.</p>			<p>Research shows homework clubs can have a positive impact on progress and this further increases when using digital technology such as 'Doodle'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3, 4, 5
<p style="text-align: center;">Target Update</p>				
Provision ended	Provision completed	Provision to continue in 2025-26		
Notes				
Homework Clubs continue to be offered to all learners. Class teachers target key learners.				
<p>Purchase of SEND Management and provision mapping software to ensure we map and manage SEND provision effectively.</p>			<p>Tes Provision Map is a software tool designed to assist schools in managing and tracking provisions for pupils, particularly those with special educational needs (SEN). Several case studies and user testimonials suggest that it can positively impact pupil outcomes.</p> <p>TES - Provision Map to improve outcomes</p>	4
<p style="text-align: center;">Target Update</p>				
Provision ended	Provision completed	Provision to continue in 2025-26		
Notes				
Provision Map embedded and used consistently across school.				
<p>Purchase of SEND assessment framework to accurately assess</p>			<p>The Education Endowment Foundation highlights that disadvantaged pupils with SEND</p>	4

<p>and support pupils working well-below the Age-Related Expectation.</p>	<p>benefit most from accurate assessment, targeted support, and high-quality feedback, all of which are enabled through small-step assessment systems such as B Squared.</p> <p>The Department for Education states that Pupil Premium funding should be used to remove barriers to learning and ensure that provision is closely matched to pupils' individual needs. B Squared supports this by enabling staff to adapt teaching and interventions based on detailed assessment information.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,097

Budgeted cost: £13,980

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Whole staff training on LEARNER code and anti-bullying approaches with the aim of continuously developing our school ethos and maintaining good behaviour across school.</p> <table border="1" data-bbox="165 1556 630 1877"> <tr> <td colspan="3" data-bbox="165 1556 630 1619" style="text-align: center;">Target Update</td> </tr> <tr> <td data-bbox="165 1619 320 1718">Provision ended</td> <td data-bbox="320 1619 475 1718" style="text-align: center;">Provision completed</td> <td data-bbox="475 1619 630 1718">Provision to continue in 2025-26</td> </tr> <tr> <td colspan="3" data-bbox="165 1718 630 1780">Notes</td> </tr> <tr> <td colspan="3" data-bbox="165 1780 630 1877">Training complete. Embedded practise in school.</td> </tr> </table>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26	Notes			Training complete. Embedded practise in school.			<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	2, 4
Target Update														
Provision ended	Provision completed	Provision to continue in 2025-26												
Notes														
Training complete. Embedded practise in school.														
<p>Social Emotional Learning interventions delivered by Peak Education & Sport Limited. These sessions will focus on the Zones of Regulation with the</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	2												

<p>aim of improving the emotional literacy of pupils.</p> <table border="1" data-bbox="165 295 632 456"> <tr> <th colspan="3">Target Update</th> </tr> <tr> <td>Provision ended</td> <td>Provision completed</td> <td>Provision to continue in 2025-26</td> </tr> </table> <p>Notes</p> <p>Interventions completed. Staff also had access to further training on the Zones of Regulation. This complements our approach to behaviour in school.</p>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26	<p>Social and emotional learning Teaching and Learning Toolkit EEF</p>	
Target Update								
Provision ended	Provision completed	Provision to continue in 2025-26						
<p>Implementation of a nurture provision to support pupils experiencing challenges in aspects of school life, including peer relationships, mental health, and emotional well-being.</p> <p>Nurture provision led by full time Learning Mentor.</p> <table border="1" data-bbox="165 1211 632 1373"> <tr> <th colspan="3">Target Update</th> </tr> <tr> <td>Provision ended</td> <td>Provision completed</td> <td>Provision to continue in 2025-26</td> </tr> </table> <p>Notes</p> <p>Learning Mentor continues to provide this support to our learners.</p>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 4
Target Update								
Provision ended	Provision completed	Provision to continue in 2025-26						
<p>Increase opportunities for parental engagement throughout the school year. This could be but is not limited to, any of the following:</p> <p>Stay and Play Welcome/class booklets Meet the teacher Workshops</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental Engagement Teaching and Learning Toolkit EEF</p>	5						

<p>Exhibitions Coffee mornings Performances</p> <table border="1" data-bbox="167 331 630 492"> <tr> <th colspan="3">Target Update</th> </tr> <tr> <td>Provision ended</td> <td>Provision completed</td> <td>Provision to continue in 2025-26</td> </tr> </table> <p>Notes</p> <p>We have enhanced this provision by increasing the frequency of parental workshops offered throughout the school year.</p>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26		
Target Update								
Provision ended	Provision completed	Provision to continue in 2025-26						
<p>Provide fully funded places in after-school clubs for pupils on the Pupil Premium register to remove financial barriers and promote equal access. Prioritise invitations to Pupil Premium pupils for clubs that support their interests, well-being, or academic progress. Actively communicate to families through direct outreach the availability of free places and offer childcare provision for siblings provisions to eligible families.</p> <table border="1" data-bbox="167 1473 630 1635"> <tr> <th colspan="3">Target Update</th> </tr> <tr> <td>Provision ended</td> <td>Provision completed</td> <td>Provision to continue in 2025-26</td> </tr> </table> <p>Notes</p> <p>All PP offered free places on after school clubs.</p>	Target Update			Provision ended	Provision completed	Provision to continue in 2025-26	<p>Department for Education (DfE): The DfE's report titled "An unequal playing field: extra-curricular activities, soft skills and social mobility" examines the role of extracurricular activities in developing soft skills and promoting social mobility among school students. The report suggests that participation in such activities can enhance pupils' soft skills, which are valuable in the labour market and contribute to improved educational outcomes.</p> <p>Department for Education (DfE)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts Participation Teaching and Learning Toolkit EEF</p>	6
Target Update								
Provision ended	Provision completed	Provision to continue in 2025-26						
<p>Provide targeted attendance support for disadvantaged pupils through mentoring, family liaison, and early intervention.</p> <p>Examples of how we approach this in school:</p>	<p>The Education Endowment Foundation identifies attendance as a key factor in closing the attainment gap, noting that targeted pastoral</p>							

<ul style="list-style-type: none"> • Attendance mentor / key adult check-ins • Breakfast club and morning nurture provision offered free of charge to families who need it • Support with transport, uniform, or equipment • Regular communication with families 	<p>approaches can improve engagement and learning outcomes.</p>	
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Total budgeted cost: £68,388

Total budgeted cost: £90, 415

Part B: Review of the previous academic year

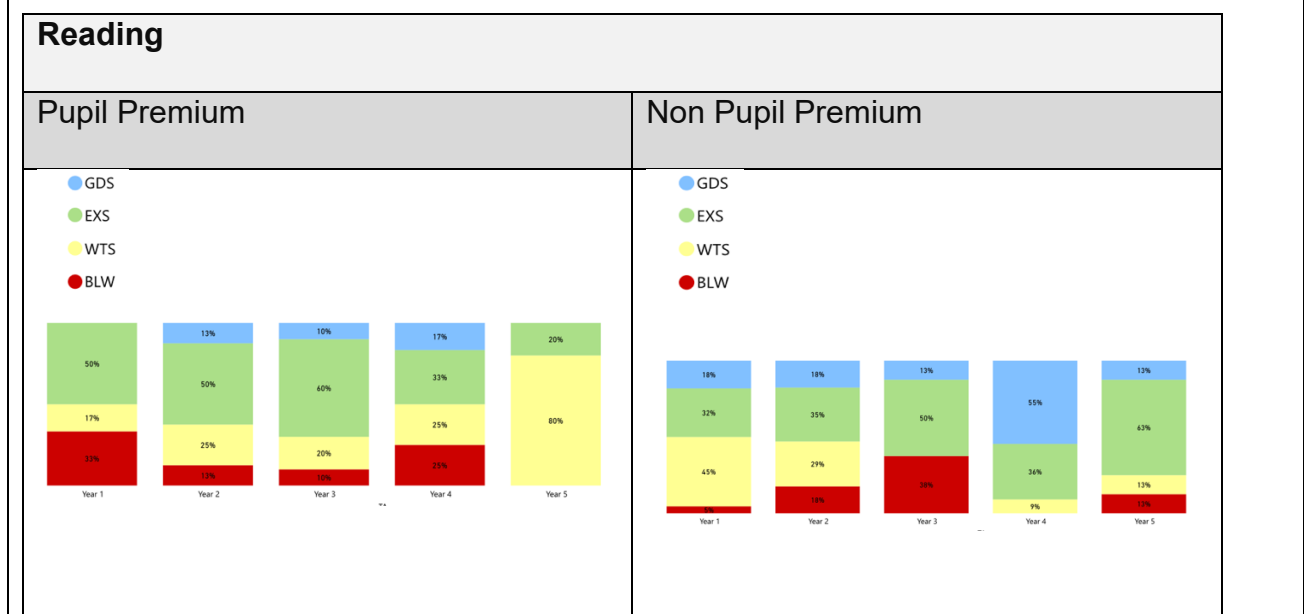
Outcomes for disadvantaged pupils

Review of the academic year 2024-25

- There is a consistent attainment gap between Pupil Premium (PP) and Non-Pupil Premium (Non-PP) pupils across reading, writing and maths.
- Reading outcomes are strongest for PP pupils, with the majority achieving the expected standard, though a notable minority remain below and no PP pupils achieve above expected.
- Writing is the weakest area for PP pupils, with most working below the Expected Standard by the end of KS2.
- Maths outcomes for PP pupils are mixed, with some achieving expected and above expected standards, but a significant proportion remaining below expected.
- Across all subjects, PP pupils are under-represented at the higher standard, indicating a gap in stretch and challenge rather than access alone.

Data Insights 2024-25

Year 1 to Year 5 outcomes (2024-25)



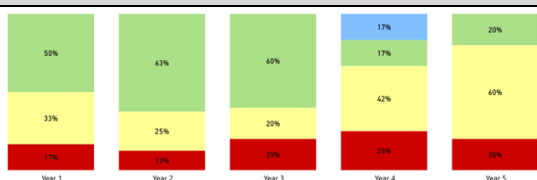
Across the school, Non-Pupil Premium pupils attain higher in reading than Pupil Premium pupils, with a greater proportion working at the expected standard or greater depth. Pupil Premium pupils remain over-represented in the below and well-below expected categories, indicating a clear attainment gap.

Positively, a substantial proportion of Pupil Premium pupils are working at the expected standard, demonstrating that many are accessing age-related reading outcomes. This suggests that core reading provision and targeted support are effective for a significant number of disadvantaged pupils.

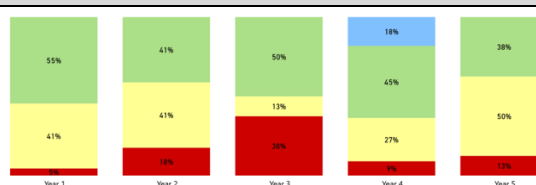
However, fewer Pupil Premium pupils reach greater depth compared to their peers, highlighting the need to further strengthen challenge, vocabulary development and higher-order comprehension to close the gap and improve outcomes for all.

Writing

Pupil Premium



Non Pupil Premium

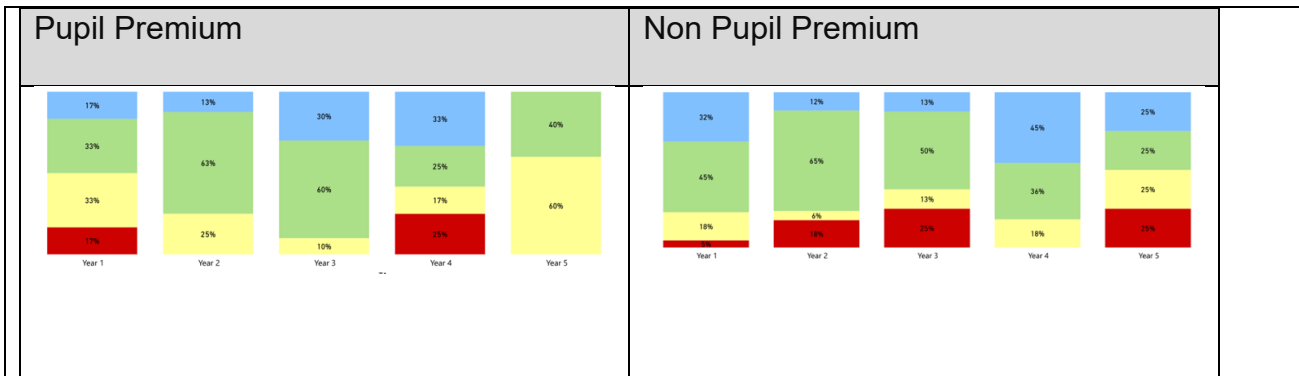


Across the school, Non-Pupil Premium pupils attain more highly in writing than Pupil Premium pupils, with a larger proportion working at the expected standard or greater depth. Pupil Premium pupils are over-represented in the below and well-below expected categories, indicating a clear attainment gap in writing.

Positively, there are many Pupil Premium pupils who are working at the expected standard, particularly where structured teaching approaches and targeted support are in place. This suggests that quality-first teaching and intervention are enabling a significant number of disadvantaged pupils to access age-related writing outcomes.

However, a higher proportion of Pupil Premium pupils remain below expected compared to their peers. This highlights the need to further close the gap and raise attainment for disadvantaged pupils.

Maths

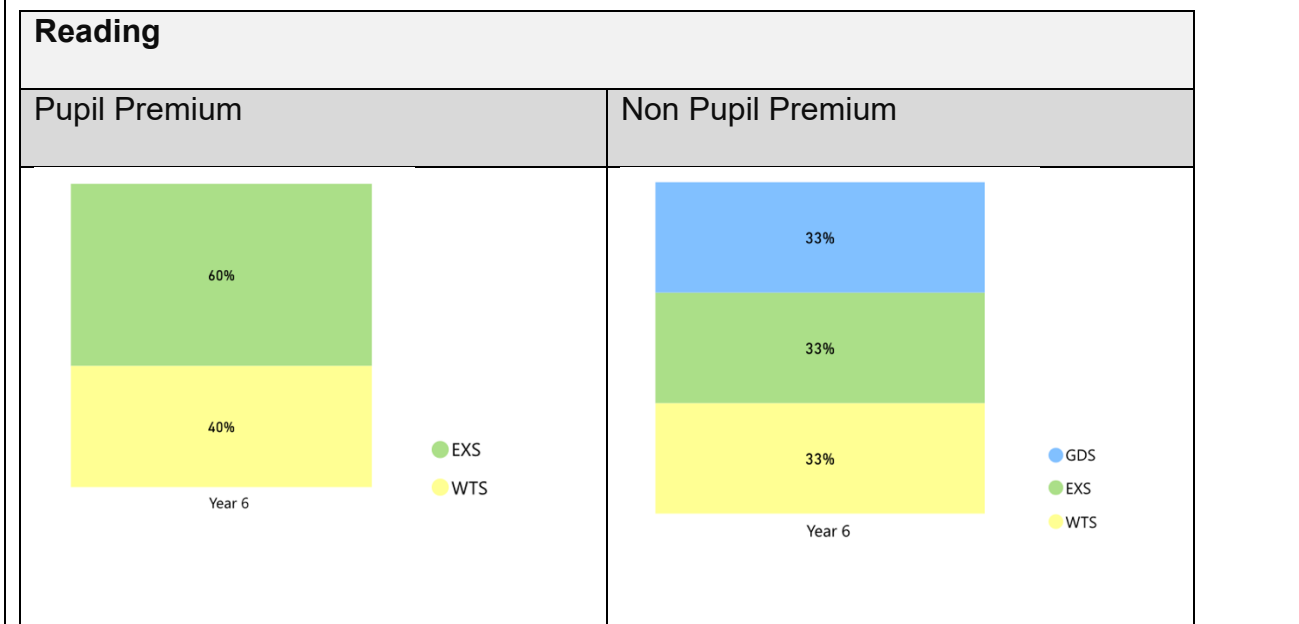


Maths outcomes show that a higher proportion of Non-Pupil Premium pupils are working at the expected and above expected standards, while a greater proportion of Pupil Premium pupils remain below expected. Pupil Premium pupils are more likely to be working below the expected standard, indicating an ongoing attainment gap in maths.

Positively, many Pupil Premium pupils are achieving the expected standard in maths, demonstrating that core maths teaching and targeted interventions are supporting disadvantaged pupils to access age-related learning. There is also evidence of some higher attainment among Pupil Premium pupils, showing that disadvantage does not prevent success where support and challenge are effective.

However, the proportion of Pupil Premium pupils achieving greater depth remains lower than that of their peers, and a higher proportion continue to work below expected. This highlights the need to further strengthen fluency, reasoning and problem-solving, and to ensure consistent challenge for disadvantaged pupils to close the gap.

End of KS2 outcomes (2024-25)

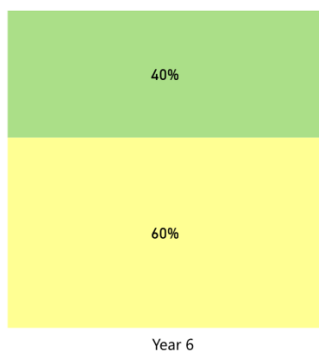


The end of 2025 Year 6 reading data shows that Pupil Premium attainment is split, with 60% having met the expected standard compared with 40% who had not met the expected standard, and no pupils working above expected. This indicates that while a majority of disadvantaged pupils are reaching age-related expectations, a sizeable minority are not yet secure, so closing the gap to expected remains a priority.

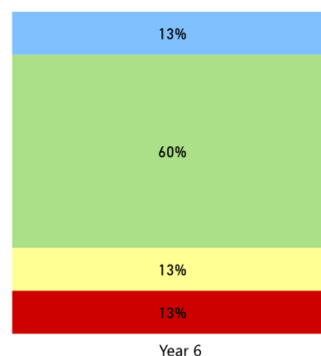
For Non-Pupil Premium pupils, attainment is more evenly spread across the three bands, with a higher proportion working above expected and a smaller proportion below expected compared to Pupil Premium pupils. Overall, this suggests a clear gap at the higher standard, and also a gap in securing the expected standard for Pupil Premium pupils, as a larger share remain below expected.

Writing

Pupil Premium



Non Pupil Premium



The end of 2025 Year 6 writing data shows that Pupil Premium attainment is significantly lower than Non-Pupil Premium attainment. For Pupil Premium pupils, 40% are working at the expected standard (green), while 60% are working below the expected standard (yellow), with no pupils working above expected. This indicates that the majority of disadvantaged pupils did not secure age-related expectations in writing by the end of Key Stage 2.

In contrast, Non-Pupil Premium pupils demonstrate stronger outcomes, with 60% working at the expected standard, 13% working above expected, and a smaller proportion working below or well below expected. This highlights a clear attainment gap at both the expected and higher standard, with writing being a particular area of challenge for Pupil Premium pupils.

Overall, the data suggests that writing remains a key priority for disadvantaged pupils, particularly in securing basic transcription, sentence structure and stamina for extended writing, alongside increasing opportunities for challenge once expected standards are met.

Maths

Pupil Premium	Non Pupil Premium
<p>Year 6</p>	<p>Year 6</p>
<p>The end of 2025 Year 6 maths data shows that Pupil Premium outcomes are mixed. 40% of Pupil Premium pupils met the Expected Standard and a further 20% achieved the Greater Depth Standard, which is a positive outcome and shows that some disadvantaged pupils are achieving strong attainment by the end of Key Stage 2. However, 40% of Pupil Premium pupils remained below the Expected Standard, indicating that a significant proportion did not fully secure age-related mathematical understanding.</p> <p>In comparison, Non-Pupil Premium pupils attained higher overall, with 47% having met the Expected Standard and 27% meeting the Greater Depth Standard, and a smaller proportion not meeting the Expected Standard in comparison to Pupil Premium pupils. This demonstrates a clear attainment gap, particularly in securing the expected standard for all Pupil Premium pupils.</p> <p>Overall, while there is evidence of higher attainment among some Pupil Premium pupils in maths, reducing the proportion working below expected remains a key priority, alongside continuing to increase challenge and reasoning opportunities for disadvantaged pupils who are secure.</p>	
<p>General Findings</p>	
<ul style="list-style-type: none"> • There is a consistent attainment gap between Pupil Premium (PP) and Non-Pupil Premium (Non-PP) pupils across reading, writing and maths. • Reading outcomes are strongest for PP pupils, with the majority achieving the expected standard, though a notable minority remain below and no PP pupils achieve above expected. • Writing is the weakest area for PP pupils, with most working below the Expected Standard by the end of KS2. • Maths outcomes for PP pupils are mixed, with some achieving expected and above expected standards, but a significant proportion remaining below expected. • Across all subjects, PP pupils are under-represented at the higher standard, indicating a gap in stretch and challenge rather than access alone. 	

Review of the academic year 2023-24

Reading

- Comprehension and Word Reading attainment shows the biggest gap in EYFS between PP and Non PP groups.
- Low attainment in reading for PP groups of children continues into KS1. This tells us that intervention in the EYFS stage needs to be as early and as effective as possible.
- Overall in KS2, the gap between PP pupils and Non PP attainment in reading is widening with more PP pupils falling further behind the ARE towards the end of KS2.

Writing

- Writing is a weaker area across school with less pupils overall achieving EXS and GDS in all year groups.
- The gap between PP and Non PP is less significant in writing than in reading.
- Although the overall attainment in writing is lower than in reading across school, these improvements need to be driven by whole school improvements and not PP.

Maths

- Fewer pupils from the PP group are achieving GDS in mathematics compared to Non PP groups.
- In Upper Key Stage Two, more PP pupils are performing better in comparison to other subjects. This tells us that targeted interventions and quality first teaching lower down the school are having a positive impact.

Communication and Language

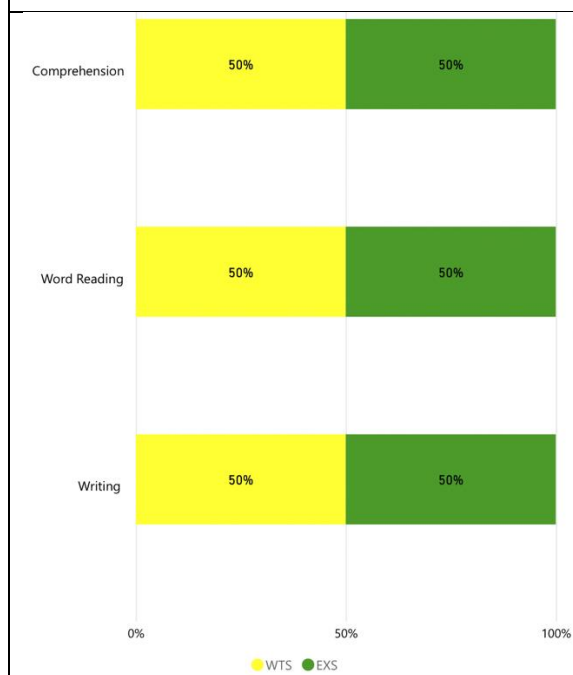
- Upon entry to EYFS, PP pupils have lower literacy skills when compared to Non PP groups which demonstrates the importance of early intervention.

Data Insights 2023-24

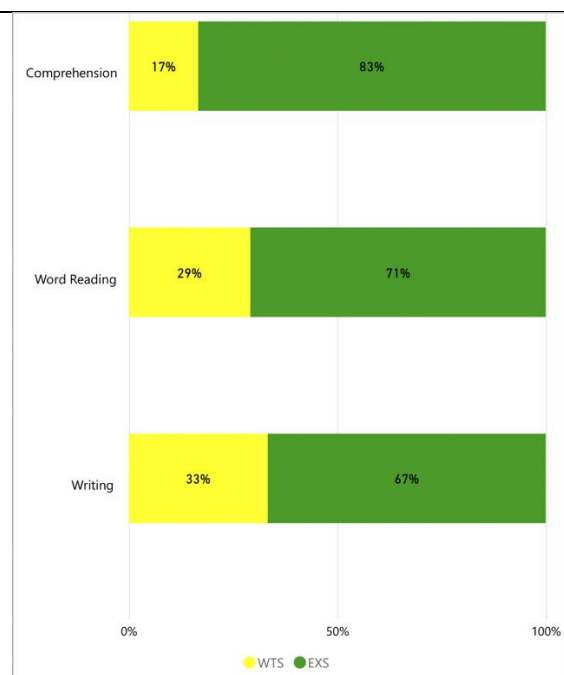
Reading

EYFS

PP pupils – Literacy

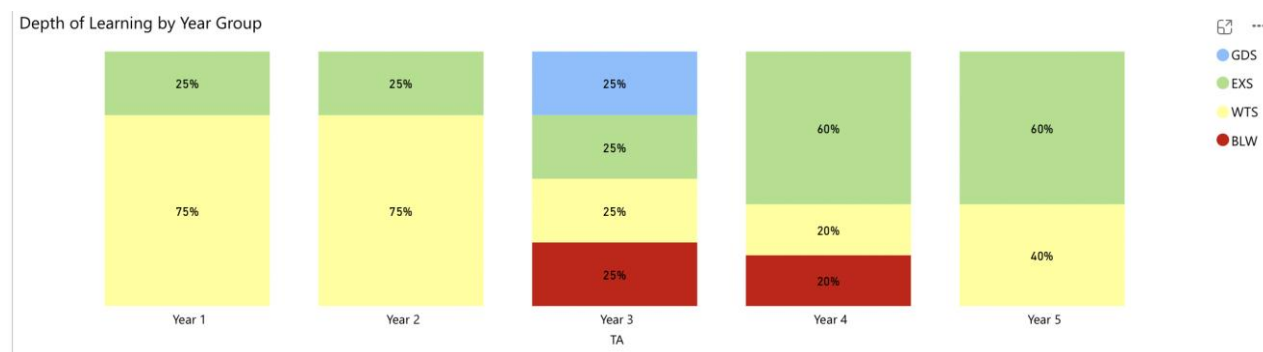


Non PP pupils – Literacy

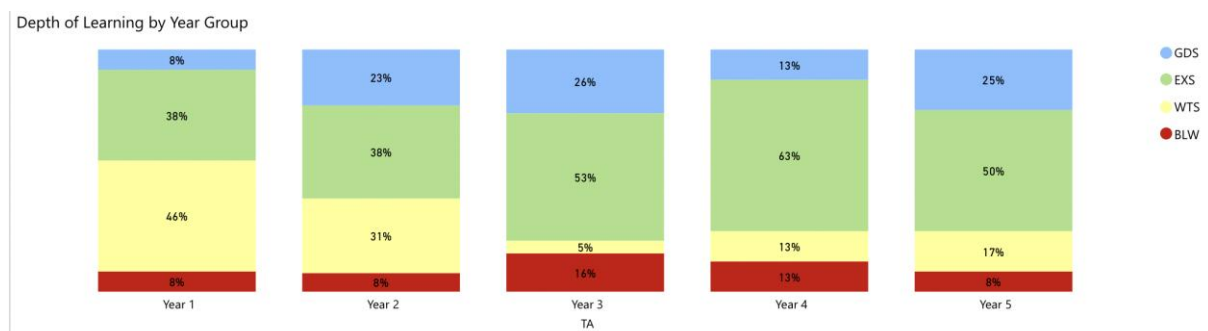


Y1-Y5

PP pupils – Reading



Non PP pupils – Reading



End of KS2 Data

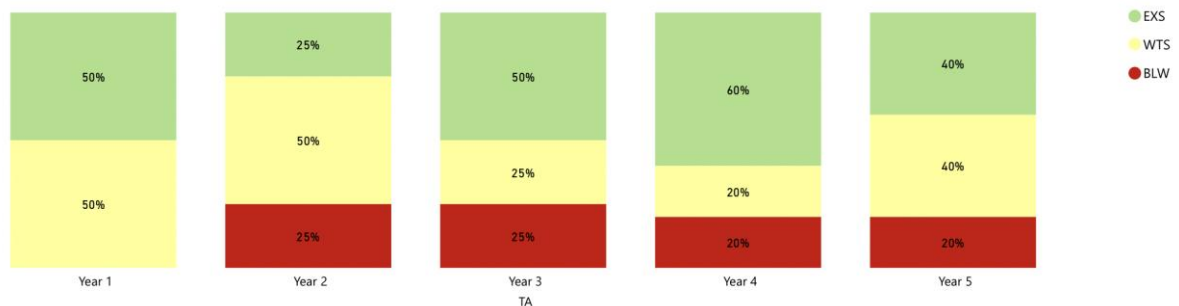
EXS		GDS	
PP	Non PP	PP	Non PP
50%	86%	0%	29%

Writing

Y1-Y5

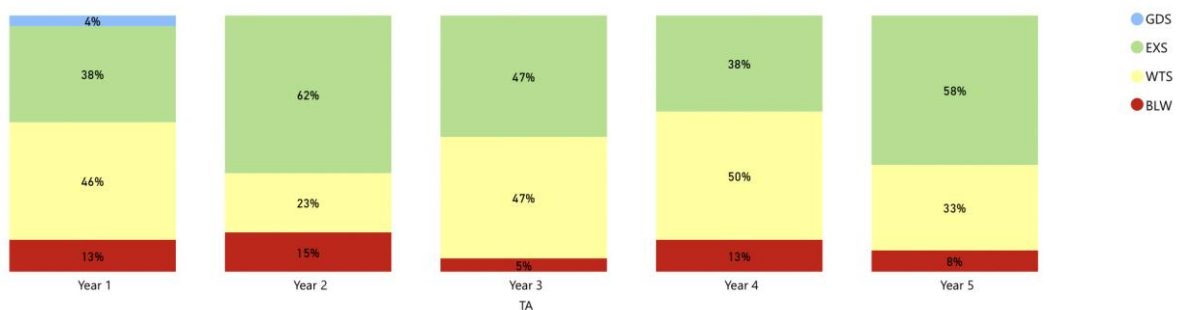
PP pupils – Writing

Depth of Learning by Year Group



Non PP pupils – Writing

Depth of Learning by Year Group



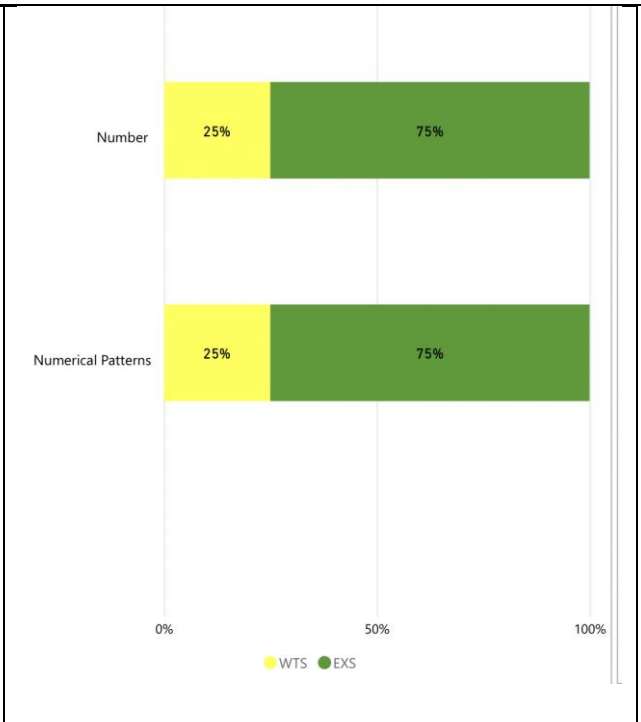
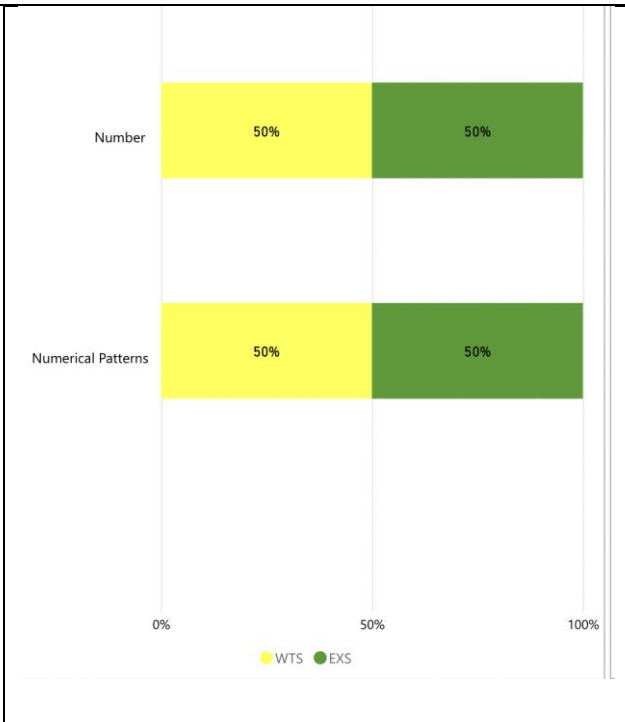
End of KS2 Data

EXS		GDS	
PP	Non PP	PP	Non PP
50%	100%	0%	14%

Maths

EYFS

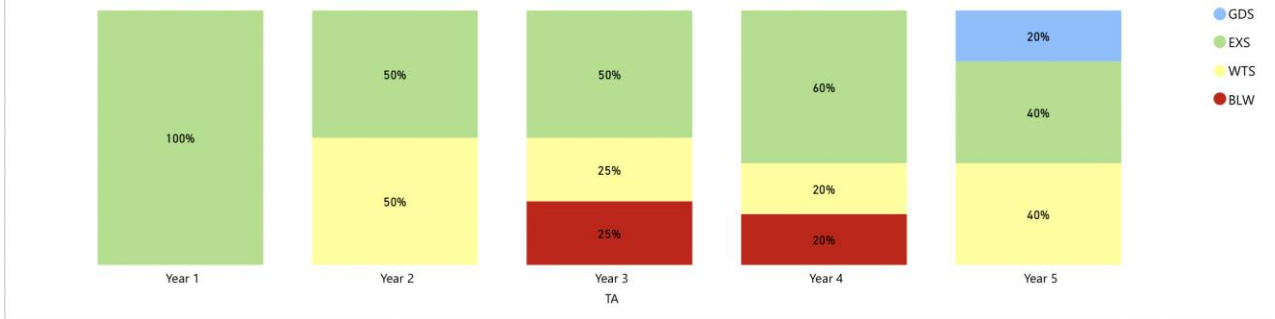
PP pupils – Maths	Non PP pupils – Maths
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Y1-Y5

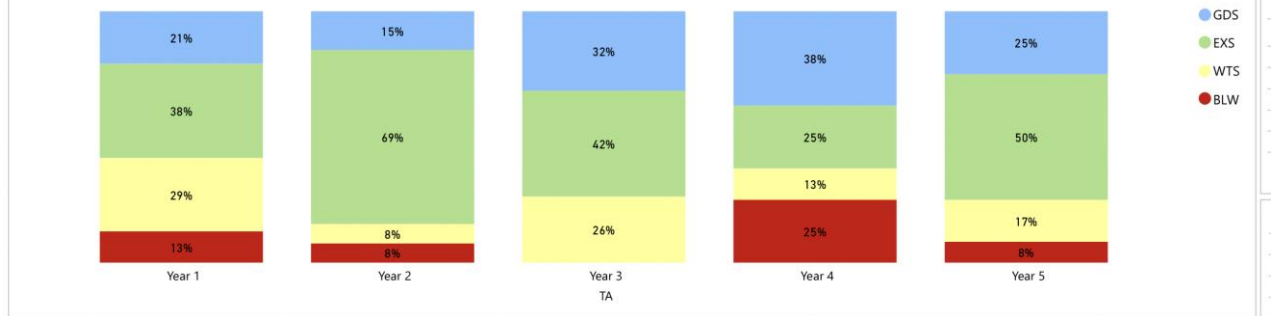
PP pupils – Maths

Depth of Learning by Year Group



Non PP pupils – Maths

Depth of Learning by Year Group



End of KS2 Data

PP pupils – Maths

EXS		GDS	
PP	Non PP	PP	Non PP
50%	86%	0%	29%

Communication and Language

EYFS

