

St Mary's Church of England Primary School
'Dream, Believe, Achieve!'
 'With God, all things are possible.' Matthew 19:26
 Pupil Premium Strategy Statement 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 the outcomes for disadvantaged pupils last academic year.

School Overview:

Detail	Data
Number of pupils in school:	221
Proportion (%) of pupil premium eligible pupils:	24.7%
Academic year that our current pupil premium strategy plan covers:	2025 – 2028
Date this statement was published:	December 2025
Date on which it will be reviewed:	December 2026
Statement authorised by:	Mrs. R. Ayres (Head Teacher)
Pupil premium lead:	Mrs. A. Nethercot
Governor lead:	Mrs. E. Stock

Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year:	£90,900.00
Pupil premium funding carried forward from previous years:	£0.00
Total budget for this academic year:	£90,900.00

Part A: Pupil Premium Strategy Plan

Statement of intent:

At St Mary's Church of England Primary School, we are committed to ensuring that every disadvantaged pupil thrives academically, socially and emotionally, regardless of their starting point. As one of the most deprived primary schools in Leicestershire (ranked 27th out of 275), many of our pupils face significant socio-economic challenges which can affect attendance, wellbeing, language acquisition and readiness to learn. A substantial proportion of our disadvantaged pupils also have additional needs: 28% are identified with SEND (compared with 17% nationally) and 7.4% have an EHCP (above the 4.3% national figure). Our priority is to ensure that these pupils - and all disadvantaged learners - receive high-quality, personalised support so they make strong progress from their individual starting points and experience success in a way that reflects their abilities, needs and potential.

This current plan (2025/26 to 2027/28) works towards achieving these objectives by:

- Using Pupil Premium funding to address academic gaps, strengthen early language and literacy, develop mathematical foundations, improve attendance, and meet pupils' social, emotional and mental health needs within the context of high deprivation.
- Providing targeted academic support across EYFS, Key Stage 1 and Key Stage 2, ensuring disadvantaged pupils receive high-quality teaching, well-sequenced intervention and timely support that accelerates progress.
- Investing in professional development so all staff can accurately identify need, adapt teaching effectively and deliver strong provision for disadvantaged pupils, including the 28% who also have SEND and those with EHCPs, both above national figures.
- Allocating structured intervention time, enabling pupils to revisit learning, secure key knowledge and close gaps rapidly.
- Ensuring equity of experience and opportunity by supporting access to nutrition, uniform, resources, enrichment and wider cultural capital, recognising that St Mary's is the 27th most deprived primary school in Leicestershire.
- Working closely with families through early help, workshops, individual guidance, attendance support and multi-agency collaboration, building parental confidence, improving engagement and removing practical or emotional barriers to learning.

The key principles of St Mary's Strategy Plan are:

- To secure high-quality early language, communication, phonics and early literacy foundations across EYFS and Key Stage 1, ensuring disadvantaged pupils begin their school journey with the strongest possible start.
- To provide targeted, evidence-informed academic support in Reading, Writing and Maths, enabling disadvantaged pupils to make accelerated progress and systematically close attainment gaps.
- To ensure consistently high-quality, adaptive teaching and strong SEND provision, so that disadvantaged pupils - including those with complex additional needs - receive the personalised support they require to thrive.
- To reduce attendance barriers and strengthen engagement for pupils and families, ensuring disadvantaged pupils can access teaching, learning and the wider curriculum consistently and confidently.
- To address the social, emotional and wellbeing needs associated with high levels of deprivation, creating a safe, nurturing environment where disadvantaged pupils feel regulated, supported and ready to learn.
- To ensure equity of experience, access and opportunity for all disadvantaged pupils, regardless of their starting points or personal circumstances, including access to enrichment, resources, nutrition and wider school life.
- To build self-efficacy, independence and aspiration in disadvantaged pupils, promoting confidence, resilience and a belief in their ability to succeed now and into the future.

Challenges

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

	Detail of challenge:
1	Attainment and Progress Gaps in Reading, Writing and Maths Disadvantaged pupils currently attain less well than their peers across all core subjects. School data shows: • Reading: 69% of disadvantaged pupils achieved ARE in 2024–25 compared with 81% of non-PP pupils. • Writing: 63% of disadvantaged pupils achieved ARE compared with 75% of non-PP pupils. • Maths: 61% of disadvantaged pupils achieved ARE compared with 68% of non-PP pupils. • At KS2, only 27% of disadvantaged pupils met the RWM combined standard, compared to 65% of non-PP. • Greater depth outcomes for disadvantaged pupils are significantly lower than for their peers across subjects. These gaps demonstrate a continued need for targeted work to secure accelerated progress and reduce long-term disparities.
2	Attendance and Engagement Barriers Disadvantaged pupils have lower attendance and higher persistent absence than non-PP pupils. • In 2024–25, 52.6% of disadvantaged pupils achieved good or excellent attendance compared with 65.8% of non-PP pupils. • PP attendance sits at 92.9.2%, below both non-PP pupils (95.6%) and national averages. • A significant proportion of pupils (around 25%) did not start their education at St Mary's and have joined the school after the beginning of EYFS, contributing to increased mobility across cohorts. • Many disadvantaged pupils experience disrupted routines, family instability or practical barriers such as transport difficulties. These factors limit disadvantaged pupils' access to consistent teaching, pastoral support and intervention.
3	Social, Emotional and Wellbeing Needs Linked to High Deprivation St Mary's is the 27th most deprived primary school in Leicestershire (Deprivation Summary Analysis), placing it within the top 10% of most deprived schools in the county. This context contributes to: • Increased financial hardship, including food, uniform and resource insecurity. • Higher levels of CP, CIN and EBS involvement. • Lower parental engagement in school learning and a greater need for pastoral, SEMH and multiagency support. • Reduced access to wider enrichment and cultural capital opportunities. These challenges significantly affect readiness to learn, emotional regulation and daily engagement in school life.
4	High SEND Overlap and Complexity Within the Disadvantaged Cohort A substantial proportion of disadvantaged pupils have SEND or complex additional needs.

	• 28% of disadvantaged pupils are SEND or monitored for SEND (significantly above national averages). • 4 disadvantaged pupils currently have EHCPs, with further applications in progress. • Several PP pupils enter school with significant developmental delay (e.g. some pupils entering EYFS 9–12 months developmentally behind). • Many disadvantaged SEND pupils work below ARE and require ongoing targeted intervention, specialist support and carefully adapted teaching. This overlap creates a high level of complexity that directly impacts progress, attainment and inclusion.
5	Low Early Language, Communication and Early Literacy Foundations Many disadvantaged pupils start school with weaker foundations in language, vocabulary and early literacy. Key indicators include: • In EYFS 2024–25, 50% of disadvantaged pupils achieved GLD compared with 69% of non-PP pupils. • Phonics outcomes show variability: ○ Y1: 88% of disadvantaged pupils passed (above non-PP: 83%). ○ Y2 resits: Only 75% of disadvantaged pupils passed vs 93% of non-PP. • Early oracy gaps persist and continue into KS1 and KS2, affecting reading, writing and wider curriculum access. These early gaps in language and phonics foundations influence long-term attainment and progress.
6	Inequitable Access to Enrichment, Cultural Capital and Wider School Experiences Many disadvantaged pupils have limited access to enrichment activities, wider learning experiences and the resources needed to fully participate in school life. These gaps in cultural capital affect pupils' confidence, readiness to learn and their ability to draw on broader life experiences in classroom tasks, particularly in reading comprehension, writing and the wider curriculum. Evidence shows: • Some disadvantaged pupils have restricted access to trips, visits, extra-curricular clubs and wider enrichment opportunities compared with their peers. • Financial barriers mean that a number of families require support with uniform, PE kit, equipment and basic resources, impacting pupils' sense of belonging and readiness to learn. • Pupil voice indicates that disadvantaged pupils often have fewer out-of-school experiences to draw upon in discussions, vocabulary work and applied writing tasks. • Teachers report that a number of disadvantaged pupils lack background knowledge or firsthand experiences that support deeper understanding in subjects such as history, geography, science and English.

	• These cultural capital gaps contribute to lower confidence, reduced engagement and difficulty applying real-life context to learning, widening the gap in outcomes over time. This challenge highlights the need for a sustained, strategic approach to ensure equity of experience and access, so that disadvantaged pupils are fully equipped - both academically and socially - to thrive and succeed alongside their peers.
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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
To close attainment and progress gaps in Reading, Writing and Maths for disadvantaged pupils. Disadvantaged pupils make accelerated progress so that increasing proportions achieve age-related expectations in Reading, Writing and Maths. Gaps with non-disadvantaged pupils reduce steadily year-on-year, and more disadvantaged pupils reach greater depth standards, particularly by the end of Key Stage 2.	• The proportion of disadvantaged pupils achieving ARE in Reading, Writing and Maths increases year-on-year across all key stages. • The attainment gap between disadvantaged and non-disadvantaged pupils reduces each year (e.g., from current gaps of 12% in Reading, 12% in Writing and 7% in Maths). • At KS2, more disadvantaged pupils achieve the expected standard and greater depth in RWM combined, with progress scores improving from previous years. • Book looks, assessment data and pupil voice show accelerated progress and improved independence for disadvantaged pupils. • Disadvantaged pupils demonstrate improved fluency, vocabulary and mathematical reasoning in class and in assessments.
To improve attendance and engagement for disadvantaged pupils so they attend school more regularly and participate more fully in learning. Disadvantaged pupils demonstrate sustained improvements in attendance, with reductions in persistent absence and fewer pupils falling below 90%. Mobile pupils settle quickly and access timely support. Engagement, participation and readiness to learn increase as barriers to attendance are reduced.	• The proportion of disadvantaged pupils achieving good or excellent attendance increases term-on-term. • Persistent absence among disadvantaged pupils reduces from current levels. • Fewer disadvantaged pupils fall below 90% attendance. • Disadvantaged pupils' attendance moves closer to non-disadvantaged peers (currently 52.6% vs. 65.8% achieving good/excellent attendance). • Mobile pupils settle quickly, attend regularly and access support promptly, with SEMH and attendance interventions showing measurable impact. • Increased engagement in class routines, intervention attendance and wider school participation.

To strengthen disadvantaged pupils' social, emotional and wellbeing outcomes so they are ready to learn and able to access the full curriculum. Disadvantaged pupils develop stronger emotional regulation, resilience and confidence. They experience improved wellbeing, greater stability and increased participation in enrichment, leadership and wider school opportunities. Families experiencing hardship receive support that enables pupils to thrive in school.	• Reduced number of behaviour and SEMH incidents involving disadvantaged pupils, as shown through CPOMS, pastoral logs and behaviour data. • Improved emotional regulation and engagement observed through learning walks and classroom monitoring. • Higher participation of disadvantaged pupils in enrichment, leadership roles, clubs and events. • Increased family engagement in school events, workshops and support programmes (e.g., improvement from current low workshop attendance levels). • Improved wellbeing and self-efficacy indicated through pupil voice, play therapy reports, and pastoral monitoring. • Families report increased confidence and reduced barriers linked to hardship, supported by access to uniform, food, FSW support and attendance initiatives.
To ensure disadvantaged pupils with SEND receive high-quality, well-targeted provision that enables strong progress from their starting points. Disadvantaged pupils with SEND access consistently high-quality adaptations, interventions and specialist support. They make sustained academic, social and emotional progress, with provision closely aligned to their needs. Families and external agencies report confidence in the support and progress of these pupils.	• Disadvantaged pupils with SEND make strong progress from individual starting points in RWM, evidenced through internal assessment and work scrutiny. • High-quality adaptations and scaffolding are consistently evident in lessons, planning and books. • Specialist interventions (e.g., SALT, Autism Outreach, play therapy) lead to improved communication, emotional regulation and independence. • Families and external agencies report positive impact and improved provision for pupils with complex needs. • Increased consistency in provision across classes and phases, with targeted support monitored, reviewed and evaluated regularly.
To improve early language, communication, phonics and early literacy foundations for disadvantaged pupils. Disadvantaged pupils develop stronger vocabulary, communication and early reading skills. Increasing proportions achieve GLD in EYFS, pass the phonics screening in Y1, and demonstrate secure early decoding, fluency and oracy. Early gaps in language and literacy reduce so pupils enter KS2 with stronger foundations for learning.	• Increased proportion of disadvantaged pupils achieving GLD in EYFS (from current 50% towards non-PP outcomes of 69%). • Improved outcomes in Communication & Language and early literacy areas, demonstrated through observations and EYFS assessments. • Higher proportion of disadvantaged pupils passing the Y1 Phonics Screening Check and fewer requiring resits in Y2. • Disadvantaged pupils show improved decoding accuracy, blending fluency and phonics phase security. • Language-rich practice and oracy interventions lead to measurable gains in vocabulary and expressive/receptive language.

	• Early reading books and phonics stages match disadvantaged pupils' needs more consistently, supporting fluency development.
To ensure disadvantaged pupils have equitable access to enrichment, cultural capital and wider learning experiences that broaden their understanding of the world and strengthen their engagement with the curriculum. Disadvantaged pupils access a rich and varied range of experiences that enhance background knowledge, develop vocabulary and deepen understanding across the curriculum. They demonstrate improved confidence, a stronger sense of belonging and greater readiness to learn. Pupils increasingly draw upon shared experiences in discussions and written outcomes, helping to reduce gaps in knowledge and cultural capital compared with their peers.	• Disadvantaged pupils participate in enrichment activities (trips, visitors, workshops, clubs and thematic curriculum experiences) at rates increasingly comparable to their non-disadvantaged peers. • Pupil voice demonstrates improved confidence, enjoyment and the ability to draw upon shared experiences in discussions, group work and classroom contributions. • Teachers observe stronger background knowledge, greater use of subject-specific vocabulary and improved application of real-world understanding in reading, writing and broader curriculum subjects. • Written outcomes show increasing evidence of pupils using enriched experiences to inform ideas, vocabulary choices and contextual understanding. • Disadvantaged pupils access appropriate uniform, resources and equipment, resulting in improved well-being, belonging and readiness to learn. • Families report reduced financial barriers to participation in school events and enrichment activities through targeted Pupil Premium support. • Gaps linked to cultural capital narrow over time, with disadvantaged pupils increasingly able to access learning at a similar depth and breadth to their peers.

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: **£70,000.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Pupil Premium Lead (non class-based) as well as Family Support Worker.	The EEF's <i>Pupil Premium Guide</i> states that improving outcomes for disadvantaged pupils requires strategic leadership, high-quality teaching, and consistent implementation, not just individual interventions. "School leaders should ensure that improving the quality of teaching for disadvantaged pupils is a top priority, supported by targeted professional development and robust systems." (EEF, <i>Using Pupil Premium: Guidance for School Leaders</i>)	1, 2, 3, 4 & 5.
Training & resource purchase for staff in key areas.	The EEF's <i>Effective Professional Development</i> guidance states that training is most effective when it: • Is focused on improving classroom practice • Is sustained over time • Is closely aligned to pupils' needs • Is supported by resources that enable implementation "High-quality professional development is a key mechanism for improving classroom practice, and therefore pupil outcomes." (EEF – <i>Effective Professional Development</i>)	1, 3, 4 & 5.
ELSA (supervisions and top-up training x 3)	Ongoing ELSA training and supervision ensure that pupils with additional social and emotional needs continue to receive effective, targeted support. There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, reducing reduced levels of school exclusions by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009) • Behaviour Interventions • DfE Attendance Evidence Report	2 and 3.

Maths Hub – Mastery Learning	The EEF Teaching and Learning Toolkit identifies mastery learning as having an average impact of +5 months' progress. Mastery approaches focus on securing deep understanding of key concepts before moving on, supported by structured progression, frequent assessment and responsive teaching. Engagement with the Maths Hub supports staff to develop consistent, high-quality mastery approaches across the school, strengthening curriculum coherence and teaching practice. EEF highlights that improving the quality of teaching through evidence-informed CPD is the most effective way to improve outcomes for disadvantaged pupils. EEF– Mastery learning (Teaching and Learning Toolkit): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 & 4

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
YR, 1 & 2 interventions: Small group & one-to-one sessions, carried out by teachers, including: - additional phonics; - speech & language; - reading fluency & comprehension; - Early maths; - handwriting/fine motor skills;	EEF Teaching & Learning Toolkit: • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Early numeracy approaches: very high impact for very low cost (+6 months). EEF 'Preparing for Literacy' report recommendation: "Monitor the product and process of children's handwriting and provide additional support as necessary".	1 & 5

Y3/4 interventions: Small group & one-to-one sessions, carried out by teachers, including: - precision learning - speech & language; - reading fluency & comprehension; - spelling & handwriting; - maths pre-teach/reteach/catch-Up.	EEF Teaching & Learning Toolkit: • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Mastery learning: high impact for very low cost (+5 months)	1 & 4
Y5/6 interventions: Small group & one-to-one sessions, carried out by teachers, including:	EEF Teaching & Learning Toolkit: • Feedback: very high impact for very low cost (+6 months). • Homework: high impact for very low cost (+5 months). • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Metacognition and self-regulation: very high impact for low cost (+7 months).	1 & 4
Doodle Maths (whole-school access with targeted use and home learning).	The EEF highlights the importance of secure foundational knowledge and fluency in mathematics, particularly for disadvantaged pupils. Adaptive, structured practice supports targeted intervention by enabling pupils to rehearse key skills, receive immediate feedback and close gaps in understanding. Providing additional opportunities for practice beyond the classroom supports pupils who require extra reinforcement to secure core mathematical knowledge. Improving Mathematics in Key Stages 1 & 2 and the Early Years. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2 & 4.
Jane Considine Reading Comprehension resources.	The EEF identifies reading comprehension as a key priority for disadvantaged pupils and highlights the effectiveness of explicit instruction in comprehension strategies, vocabulary development and access to high-quality texts. Whole-class approaches that strengthen teaching quality and consistency across the school are more effective than isolated interventions in improving reading outcomes.	1, 5, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,000.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support work carried out by the school's FSW including: - pastoral support; - attendance & lateness; - parental support; - behaviour support; - ELSA support; - LAC support; - other-agency referrals & liaison.	EEF Teaching & Learning Toolkit: • Behaviour interventions: moderate impact for low cost (+4 months). • Parental engagement: moderate impact for very low cost (+4 months). • Social & emotional learning: moderate impact for very low cost (+4 months). "Amongst the most commonly mentioned barriers were family life and low attendance, but amongst the most commonly identified initiatives were literacy and numeracy support, showing that the strategies are not always targeting support where it is most needed. The report recommends that governing boards take a more holistic approach to their pupil premium spending to better address 'specific barriers to learning that hold back pupil premium students.'" https://www.nga.org.uk/News/NGA-News/July2018-Sept-2018/Characteristics-of-the-mosteffective-pupil-premium.aspx	2, 3, 4, 6
Support with cost of school trips, uniform, purchase of key resources, milk and Breakfast Club for invited PP pupils. (This is NOT Wrap-around care).	"Breakfast consumption in children has been found to: • Improve cognitive function, particularly memory, attention, and executive function • Improve academic performance, including school grades and achievement test scores • Increase on-task behaviour in the class" https://www.familyaction.org.uk/ourvoices/2019/10/04/the-impact-of-breakfast-onlearning-in-children/ "Parents worry about the impact poverty has on their children, particularly that they may be bullied. Children living in poverty frequently report feeling excluded and embarrassed, citing it as a 'key source of unhappiness', and worry about their parents in turn." https://cpag.org.uk/child-poverty/effects-poverty	2, 3, 6

	“Childcare and housing are two of the costs that take the biggest toll on families’ budgets.” https://cpag.org.uk/child-poverty/child-povertyfacts-and-figures	
‘Commando Joe’ Activities (in-class) to help support character development and self-efficacy (also part-funded via PE Grant).	Jean Gross re importance of developing self-efficacy: “When a disadvantaged child is underachieving, we often simply need to ask ourselves what we can do to make them feel more powerful in their own lives?” ‘Reaching the Unseen Children: Practical strategies for closing stubborn gaps in disadvantaged groups’.	3
Lunchtime 1:1 Support	Implementing 1:1 support at lunchtimes, where it is less structured than the classroom environment, can ensure that quick intervention and support can be put in place when issues arise. Targeted approaches that are tailored to pupils’ needs such as regular reviews or behaviour assessments may be appropriate where pupils are struggling with behaviour. A reduction in behavioural issues can lead to better academic outcomes. https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions	4
Extra-Curricular Activities	Evidence shows that children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The overall impact of enrichment activities on academic achievement is positive. EEF Life Skills and Enrichment: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	6
Utilise EWO services to target focus PP children, with a particular focus on raising attendance of PP families.	Attendance is crucial for ensuring Pupil Premium children achieve their potential, yet disadvantaged pupils are more likely to face barriers that affect consistent school attendance. To mitigate this, schools closely monitor attendance, provide personalised support and mentoring, and work with families and external agencies to address challenges. EEF - Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendancefamily-liaison-officers-as-a-school-level-strategy-to-improveattendance	2
Play Therapy	The school will prioritise interventions that develop pupils’ social and emotional learning, recognising the strong link between wellbeing and academic success. These approaches will focus on improving pupils’ ability to interact positively with others, build resilience and manage their own emotions	1, 2, 3

	effectively. By strengthening these skills, disadvantaged pupils will be better equipped to engage in learning, overcome barriers, and achieve improved academic and personal outcomes. EEF – Improving social and emotional learning in primary schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Increasing Parent Engagement	Evidence from the EEF's Teaching and Learning Toolkit shows that parental engagement strategies - involving parents in supporting children's learning - can be associated with improved outcomes for pupils (+3 - 4 months). EEF Parental engagement (Teaching and Learning Toolkit). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=chatgpt.com	2, 3 & 6

Total budgeted cost: £90,000

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

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

Actions	Impact
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that the majority of disadvantage pupils make at least expected progress. Pupils eligible for Pupil Premium are showing strong year-on-year growth in attainment. • In 2023–24, 44% reached the expected standard. • In 2024–25, this increased significantly to 58%, reflecting the positive impact of ongoing support and high-quality teaching. While attainment for non-PP pupils also rose (from 53% to 70%), the accelerated improvement of disadvantaged pupils demonstrates encouraging momentum. While the overall gap has increased, the fact that attainment for disadvantaged pupils has improved shows that strengthened teaching and inclusive practice are benefiting all learners. Continued focus on high-quality instruction is helping to raise outcomes for pupils eligible for Pupil Premium alongside their peers. We continue to strive to ensure that all children reach their own potential. EYFS and phonics outcomes demonstrate that pupils are now being given a strong start to their education, with a clear improvement in early reading foundations. In 2023–24, only 66% of pupils passed the Year 1 Phonics Screening Check, placing the school in the 10th percentile nationally and significantly below the national average of 80%. In response, the school strengthened its focus on early language and phonics teaching, informed by <i>Strong foundations in the first years of school</i>, which emphasises the importance of high-quality teaching, consistency of practice and secure early reading foundations in Reception and Key Stage 1. As a result, outcomes improved markedly in 2024–25, with 85% of pupils passing the Phonics Screening Check, exceeding the national figure of 80% and placing the school in the 62nd percentile nationally. This improvement reflects strengthened teaching practice, targeted staff training, consistent phonics delivery and timely support for pupils at risk of falling behind. These outcomes indicate that pupils, including those who are disadvantaged, are now developing more secure early reading skills, providing a stronger foundation for future learning and progression through Key Stage 1.

Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes show that the majority of disadvantage pupils make at least expected progress. Nationally, 72% of pupils met the expected standard in writing in both 2023–24 and 2024–25, indicating stable outcomes in writing at a national level. Within this context, pupils eligible for Pupil Premium at our school have historically achieved well in writing: • In 2023–24, 100% of disadvantaged pupils achieved the expected standard. • In 2024–25, 75% achieved the expected standard, maintaining a strong level of attainment overall. For non-PP pupils, outcomes similarly improved from 77% to 85%, contributing to a widening of the gap. However, disadvantaged pupils continue to perform broadly in line with national expectations, and their outcomes reflect the impact of high-quality teaching, effective scaffolding and targeted support.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes show that the majority of disadvantage pupils make at least expected progress. KS2 maths outcomes highlight a mixed picture for disadvantaged pupils, with areas of strength alongside clear priorities for improvement. Nationally, attainment in maths remained stable, with 73% of pupils achieving the expected standard in 2023–24 and 74% in 2024–25. For pupils eligible for Pupil Premium at our school: In 2023–24, 67% achieved the expected standard, performing above non-PP pupils (60%) and showing strong attainment within the cohort. In 2024–25, outcomes for disadvantaged pupils dipped to 50%, while attainment for non-PP pupils rose to 73%. This has resulted in a widening of the attainment gap. However, outcomes in the Multiplication Tables Check (MTC) show improving foundations in pupils' mathematical fluency, although this remains an identified area for further development. In 2023–24: 19% of pupils achieved full marks (25/25) (37 pupils). This was below the national figure of 34% and put the school in the 25th percentile nationally. In response, the school strengthened its focus on securing strong mathematical foundations, with particular emphasis on multiplication fluency. This included targeted staff training, improved consistency in teaching approaches, and increased focus on rehearsal, recall and application of multiplication facts within daily maths teaching. In 2024–25: 35% of pupils achieved full marks (48 pupils). This was just below the national figure of 37%

	This improvement demonstrates positive progress in pupils' multiplication knowledge and recall, reflecting the impact of strengthened teaching practice and curriculum focus. While outcomes remain slightly below national, the upward trend indicates that pupils are developing more secure foundations in number and times tables, which are essential for success across the wider maths curriculum. This aligns with national guidance emphasising the importance of strong foundational knowledge in mathematics, enabling pupils to access more complex mathematical concepts with confidence as they progress through Key Stage 2. While the 2024–25 data reflects a decline for disadvantaged pupils, this provides a clear focus for targeted support moving forward. The rise in non-PP outcomes indicates that whole-school teaching and learning improvements are having a positive impact, and our next steps will ensure that disadvantaged pupils benefit from this progress equally. Reducing the maths attainment gap is therefore a key priority, with a renewed focus on high-quality instruction, targeted intervention, and curriculum accessibility for pupils eligible for Pupil Premium.
Improved attendance and punctuality among disadvantaged pupils. Better than national achieved. (School Pupil Premium vs National Pupil Premium). Continue to aspire to 95%+ for those eligible for Pupil Premium.	Attendance of disadvantaged pupils is at least in line with the attendance of non-disadvantaged pupils by the end of the current plan. Attendance of disadvantaged pupil group for the 2024-2025 academic year was 92.9%. This is better than comparable national data for PP pupils (89.4%). However, it was below our school attendance percentage of 95.6% for those who are not eligible for Pupil Premium funding. Attendance for all pupils is closely monitored, with timely action taken whenever concerns arise. Strong communication between school and families enables staff to identify barriers to attendance early and work collaboratively to remove them. Where additional help is needed, support from the Family Support Worker or external agencies is sought without delay.
Improved behaviour and focus in class for disadvantaged pupils with SEMH needs, leading to improved attainment.	Children with SEMH needs will be well supported and have the right provision in place, with a key focus on early identification. There is strong evidence that provision for disadvantaged pupils with SEMH needs has improved. Early identification processes have strengthened, enabling timely intervention and more accurate support planning. Pupils are increasingly well supported through consistent routines, pastoral check-ins, targeted SEMH strategies and collaboration with external agencies where needed. This is reflected in a reduction in CPOMs relating to disruptive or dysregulated behaviour and fewer instances requiring SLT support, indicating that pupils are developing increased independence in managing their emotions and behaviours. Learning walks and teacher feedback also demonstrate improved classroom engagement and greater readiness to learn.

	Overall, this success criteria has been met with clear, positive progress, though ongoing refinement will continue to be a priority. Intervention groups will be successful and improve educational outcomes for disadvantaged pupils. Intervention groups have had a positive impact on both behaviour and academic engagement for disadvantaged pupils. Improved focus and regulation have enabled pupils to access interventions more consistently, and teachers report stronger participation and increased task completion within group sessions. For several pupils, this has translated into improved attainment, particularly where SEMH barriers previously prevented sustained learning. While outcomes vary between individuals, the overall picture shows that interventions are contributing meaningfully to improved progress for disadvantaged pupils with SEMH needs. Continued monitoring will ensure provision remains well targeted and responsive.
Improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.	Children will have been exposed to rich learning experiences thread into the curriculum that supports in levelling the playing field and improving outcomes. Children will be closer to the level of their peers when it comes to talking about experiences and applying this to written outcomes. Over the year, pupils have accessed a wider range of curriculum-linked enrichment activities – including trips, visitors, outdoor learning, themed workshops and hands-on experiences – that have enriched their understanding of the world and strengthened cultural capital. Evidence from pupil voice indicates that disadvantaged pupils are increasingly able to talk confidently about experiences they have taken part in, and teachers report that these shared experiences have supported pupils in contributing more fully to class discussions. This has helped to reduce the gap between disadvantaged pupils and their peers when drawing on real-life knowledge in subjects such as writing, reading comprehension and foundation curriculum areas. In written outcomes, staff have observed an improvement in pupils' ability to use subject-specific vocabulary, descriptive detail and personal connections to learning. This suggests that enrichment is helping pupils apply experience-based knowledge more effectively within classroom tasks. Although gaps still exist for some pupils, the increased access to high-quality enrichment has contributed positively to well-being, engagement and academic outcomes, supporting disadvantaged pupils in becoming better prepared for future learning. Overall, this success criteria has been met with positive impact, and enrichment will continue to be planned strategically to embed cultural capital throughout the curriculum.
Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.	Pupils will show improved self-esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers. Provision to ensure disadvantaged pupils have access to the correct clothing, uniform and essential equipment has had a clear and positive impact on their well-being and readiness to learn. Pupils who previously lacked suitable items (such as uniform, PE kit etc). are now able to participate fully in school life without feeling different from their peers. Staff observations show that pupils present with increased confidence and a stronger sense of belonging, and they are more willing to engage in lessons and wider school activities.

	Several families have also fed back that having uniform support has eased pressure at home, contributing to more settled pupils in school. Pupils appear more comfortable alongside their peers, demonstrating increased self-worth and identity within the school community.
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