



## Pupil Premium Strategy Statement (Primary)

### Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	<b>Spalding St Paul's Primary School</b>
Number of pupils in school	<b>June 2025: 194</b>
Proportion (%) of Pupil Premium eligible pupils	Number on roll: 195 Pupil Premium Children: 115 <b>59%</b>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	<b>2025 – 2028</b>
Date this statement was published	<b>September 2025</b>
Date on which it will be reviewed	<b>September 2026</b>
Statement authorised by:	<b>Community Inclusive Trust</b>
Pupil premium lead	<b>Mrs Selina Ratchford / Mrs Katie Gray</b>
Governor / Trustee lead	<b>Local School Board (LSB)</b>

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	PP: £1515 (115 Children) Previously Looked After by Local Authority or other state care: £2630 (0 Children) LAC: £26302 (0 Children) <b>£174,225</b>
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£174,225</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Spalding St Paul's Primary School, we are committed to ensuring that every child, regardless of background, has access to high-quality teaching and learning opportunities.

We work to remove barriers to learning, addressing common and individual challenges based on a deep understanding of our school community. We use strong evidence to guide our actions.

With over 50% of our children eligible for Pupil Premium, including 73% of our SEND pupils and 40% of our EAL pupils, we recognise the additional barriers that many of our pupil's face. We provide targeted help to close learning gaps and ensure pupils needing social and emotional support get the help they need from our pastoral team or external professionals. We also support vulnerable pupils, like those with social workers or young carers, whether they are disadvantaged or not.

Our strategy prioritises:

- **Quality First Teaching (QFT)** as the foundation for all learning, focusing on areas where disadvantaged pupils need the most help. QFT helps close the gap between disadvantaged and other pupils.
- **Strong communication and language development**, ensuring that all pupils — particularly those with SEND and EAL — develop the speaking, listening, and vocabulary skills needed to access the curriculum.
- **Targeted support** for pupils who need additional academic or pastoral intervention.
- **Wider strategies** to support attendance, well-being, and readiness to learn.

Our approach is flexible and **cohort-responsive**, acknowledging that gaps vary year on year. Last year, outcomes showed that Pupil Premium pupils performed in line with, or above, their peers across most measures.

Challenge number	Detail of challenge																																								
1	<p><b>Cohort-specific variation:</b> The attainment gap between Pupil Premium and non-Pupil Premium children is highly cohort-specific. requiring flexible and responsive approaches to teaching and learning.</p> <p>Last year, Pupil Premium children achieved in line with, or above, their non-Pupil Premium peers across most key measures:</p> <table><tr><th></th><th>EYFS: GLD</th><th>Year 1 Phonics</th><th>Year 4 Multiplication check</th><th colspan="4">Year 6</th></tr><tr><th></th><th></th><th></th><th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>Comb</th></tr><tr><td>PP</td><td>63%</td><td>71%</td><td>Average Scale Score: 21.2</td><td>58</td><td>78</td><td>66</td><td>55</td></tr><tr><td>Non-PP</td><td>76%</td><td>71%</td><td>Average Scale Score: 21.3</td><td>28</td><td>43</td><td>50</td><td>28</td></tr><tr><td>Difference</td><td>-13</td><td>0</td><td>-1</td><td>+30</td><td>+35</td><td>+16</td><td>+27</td></tr></table>		EYFS: GLD	Year 1 Phonics	Year 4 Multiplication check	Year 6								Reading	Writing	Maths	Comb	PP	63%	71%	Average Scale Score: 21.2	58	78	66	55	Non-PP	76%	71%	Average Scale Score: 21.3	28	43	50	28	Difference	-13	0	-1	+30	+35	+16	+27
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2	<p><b>High overlap with SEND:</b> 21% of our children have SEND needs with 5% having and EHCP. With 73% of our SEND pupils eligible for PP, complex needs and disadvantage often combine.</p>																																								
3	<p><b>Language development:</b> Over half our children are EAL.</p> <p>40% of EAL pupils are also PP, with limited vocabulary on entry affecting access to the wider curriculum.</p> <p>Our disadvantaged children generally have poor language skills and limited vocabulary on entry to school.</p>																																								
4	<p><b>Attendance and readiness to learn:</b> Some PP pupils face wider challenges outside of school which can impact engagement.</p> <p>17% of Pupil Premium children have had social care involvement.</p> <p>10% of Pupil Premium children have social care involvement and are SEND</p> <p>59% of children whose attendance has fallen below 90% are eligible for Pupil Premium.</p> <p>All absence contracts and Legal proceedings followed up by the school have been Pupil Premium Children.</p>																																								
5	<p><b>Low baseline attainment:</b> Many PP pupils start below age-related expectations, particularly in EYFS.</p>																																								

## 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
High-quality teaching benefits all pupils, especially disadvantaged learners	<p>Attainment and progress data shows gaps are closing or reversed.</p> <p>Lesson visits and monitoring demonstrate strong adaptive teaching and scaffolding.</p>
Targeted interventions accelerate progress for PP pupils with SEND or EAL	<p>Intervention data shows accelerated gains</p>
Pupil Premium pupils develop strong communication, speaking, and listening skills to enable them to access the full curriculum, engage confidently with peers and adults, and express themselves effectively.	<p>PP pupils confidently contribute to class and group discussions, use a widening vocabulary with increasing accuracy and fluency.</p> <p>Assessment data shows measurable progress in communication skills.</p>
Attendance and readiness to learn improve	<p>PP attendance is in line with peers; fewer behaviour / engagement concerns</p>
EYFS pupils eligible for PP make strong progress from baseline	<p>Higher proportion achieve GLD by end of EYFS</p>

## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>First Quality Teaching</b> Ensure high-quality teaching and learning in every classroom, with consistent use of adaptive strategies, clear feedback, scaffolding, and high expectations.  Ensure all staff have access to high-quality CPD, coaching and mentoring to strengthen teaching practice and curriculum delivery.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="#">EEF: High-quality teaching</a>	1, 2, 5
<b>Support Assistants</b> All classes have a full time TA to support with structured interventions, one to one mentoring and support.  Ongoing CPD is targeted at the effective deployment of teaching assistants.	The school utilises the EEF guidance when deploying teaching assistants. Teaching assistants are a vital part of our workforce: when used effectively they extend high-quality teaching, strengthen inclusive classrooms, and accelerate pupil progress. Our approach focuses on placing TAs where they add most value — supporting whole-class instruction, delivering structured small-group interventions, and offering targeted one-to-one support for identified barriers to learning — while ensuring teachers retain overall responsibility for planning, assessment and curriculum intent. <a href="#">EEF: Effective TA Deployment</a> <i>Teaching Assistants (+4 months: EEF Toolkit)</i>	1, 2, 5
<b>Total Communication</b> The school will become a total communication school, ensuring all pupils, including those with SEND or EAL, can access and use a range of communication methods (verbal, visual, gesture, symbol, and assistive technology) to fully participate in learning and social interactions.	The EEF provides substantial evidence supporting the implementation of a Total Communication approach in schools, particularly for pupils with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL).  Implementing a Total Communication approach involves ensuring that all pupils, including those with SEND and EAL, have access to a range of communication methods. This can include verbal communication, visual supports, gestures, and assistive technologies. By integrating these strategies, schools can create an inclusive environment where all pupils can participate fully in learning and social interactions.  The EEF's Early Years Toolkit indicates that communication and language approaches benefit young children's learning. Using multiple approaches, such as teaching and modelling vocabulary, interactive reading, and teaching through collaborative talk, supports the development of children's communication and language <a href="#">EEF: Communication and Language Approaches</a> <i>Communication and Language (+7 months: EEF Toolkit)</i>  The EEF's guidance report on Special Educational Needs in Mainstream Schools emphasizes the importance of strategies like scaffolding and explicit instruction to support pupils with SEND. These strategies can be adapted to include various communication methods, ensuring that all pupils can access the curriculum effectively <a href="#">EEF: Supporting Pupils with SEND</a>  The EEF's systematic review on English as an Additional Language (EAL) suggests that targeted interventions focusing on language and literacy development can be effective for EAL pupils. This aligns with the principles of a Total Communication approach, which utilizes multiple communication methods to support language acquisition <a href="#">EEF: English as an additional language</a>	2, 3, 5

<p><b>Oracy</b> Embedding vocabulary teaching across the curriculum through word aware approach.</p> <p>CPD on oracy and dialogic teaching strategies.</p> <p>Use of high-quality texts and structured discussion in lessons.</p>	<p>Vocabulary is important from Early Years right through to secondary schooling as a result of the vast explosion of topic specific information.</p> <p>Oral language interventions can have a high impact on pupil outcomes. These interventions emphasize the importance of spoken language and verbal interaction in the classroom, including approaches such as targeted reading aloud, explicitly extending pupils' spoken vocabulary, and using structured questioning to develop reading comprehension <a href="#">EEF: Oral Language interventions</a> <i>Oral Language interventions (+6 months: EEF Toolkit)</i></p> <p>Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all students. <a href="#">Word Aware Project</a></p>	3
<p><b>Oracy</b> Pupils engage in enrichment opportunities that promote oracy, confidence, and communication skills, such as school productions, debates, performances, and presentations. All pupils, particularly disadvantaged pupils, are given access to experiences that enhance speaking and listening skills beyond the classroom</p>	<p>The <i>Education Endowment Foundation (EEF) Teaching and Learning Toolkit</i> highlights that <b>oracy and speaking &amp; listening interventions</b> can have a positive impact on attainment, particularly in reading and writing, as pupils develop vocabulary, reasoning, and confidence in communication. <a href="#">EEF: Oracy and Speaking and Listening</a> <i>Oral Language interventions (+6 months: EEF Toolkit)</i></p> <p>Research from the <i>National Literacy Trust</i> indicates that participation in performance and debate activities improves language development, self-confidence, and social skills, particularly for disadvantaged pupils. <a href="#">National Literacy Trust: Oracy Report</a></p>	3
<p><b>Attainment and Progress</b> Use of robust assessment tracking systems to ensure children are well-prepared and confident to sit statutory tests.</p> <p>Ensure that that data is utilized fully to identify children at risk of falling behind and allow for provision of interventions. Training for staff to ensure assessments are interpreted accurately.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction <a href="#">EEF: Assessment and Feedback</a> <i>Feedback (+6 months - EEF Toolkit)</i></p>	1, 2, 5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attainment and progress</b> <b>Reading and Mathematics:</b> Additional Teaching Assistant to deliver additional intervention in Phonics, Reading and Maths targeted at disadvantaged pupils who require further support.</p>	<p>Small group tuition and structured Teaching Assistant-led interventions can accelerate progress, particularly when interventions are targeted, consistent, and closely aligned with classroom learning. Intensive tuition in small groups is often used to support lower-attaining learners or those falling behind, but it can also be employed more generally to ensure effective progress or to teach challenging topics and skills.</p> <p><a href="#">-EEF: Phonics toolkit</a> <i>Phonics (+5 months: EEF Toolkit)</i> <a href="#">-EEF: Improving Literacy in KS1</a> <a href="#">-EEF: Improving Mathematics in the Early Years and Key Stage 1</a> <a href="#">-EEF: Improving Literacy in Key Stage 2</a> <a href="#">-EEF: Improving Mathematics in Key Stages 2 and 3</a> <i>Small Group Tuition (+4 months: EEF Toolkit)</i> <i>One to One Tuition (+5 months: EEF Toolkit)</i></p>	1, 2, 5
<p><b>Oracy</b> Speech and language interventions for identified pupils. Targeted small-group work focusing on oracy, vocabulary, and sentence-building.</p>	<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><a href="#">EEF: Preparing for Literacy (Improving communication, Language and Literacy in the early years)</a> <a href="#">EEF: Small group tuition</a> <i>Small Group Tuition (+4 months: EEF Toolkit)</i></p>	3

<b>Behaviour and Wellbeing</b> The Emotional Literacy Support Assistant (ELSA) will support children's behaviour and wellbeing by providing targeted sessions to develop emotional literacy, self-regulation, and talking skills. These sessions will help pupils use language effectively to manage their behaviour, communicate their feelings, and develop strategies to regulate their emotions and respond positively in social situations	<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> <a href="#">Improving Social and Emotional Learning in Primary Schools</a>	2, 3, 4
<b>Wellbeing</b> Educational psychologist (Futures in Mind) provides direct work with pupils as well as staff CPD to support with classroom practice, interventions and personalised approaches to develop skills of staff across the school.  There will also be direct work with parents as part of this process and in addressing any barriers to learning	<p>Approximately 80% of the pupils who receive educational psychologist support are disadvantaged. Educational psychologist involvement has been proven to support with addressing barriers to engagement within the classroom and ensure that continue to make good progress.</p> <a href="#">EEF: SEND In Mainstream</a> <a href="#">EEF: Improving Behaviour in School</a>	2, 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Behaviour and Wellbeing</b> Behaviour policy is actively used to teach pupils about how their behaviours impact on others. Behaviour strategies are taught and embedded consistently across the school to support wellbeing, inclusion, and learning.  Pupils develop oracy and purposeful use of language to support self-regulation, reflection, and positive behaviours that benefit their own learning and the learning of others. Staff model and teach language strategies explicitly to help pupils articulate emotions, resolve conflicts, and make positive behaviour choices.  Staff have the training, confidence, and skills to support a wide range of behavioural and academic needs, particularly for disadvantaged pupils facing additional barriers.	<p>The EEF guidance sets out evidence-based recommendations to help schools promote positive behaviour and create safe, supportive learning environments. Good behaviour is achieved through consistency, relationships, and teaching positive behaviours, not just sanctions. Whole-school approaches work best when combined with targeted support and staff development.</p> <p>Ensuring that staff are trained in specific approaches forms part of the recommendations from the EEF</p> <a href="#">EEF: Improving Behaviour in School</a> <a href="#">EEF: SEND In Mainstream</a>	2, 3, 4
<b>Attainment and progress</b> Subsidise 11+ tuition with a fully qualified teacher so that pupils are not disadvantaged in comparison to their peers at other schools.	<p>Research and evidence demonstrates that disadvantaged pupils lack many of the opportunities available to those who are not disadvantaged. This can be due to both financial and environmental factors. The school looks to 'level the playing field' within this respect and provide all pupils with a wide range of experiences that they can draw upon in learning and develop a deeper understanding of the world around them.</p> <a href="#">EEF: Attainment Gaps</a>	1, 2
<b>EYFS: Social Learning</b> Deliver weekly Forest School sessions for Pre-School and EYFS pupils to	<p>Social and Emotional Learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Forest School and</p>	3, 5



<p>support hands-on, experiential learning and support Oracy development.</p> <p>Continue developing the Forest School area and outdoor spaces to enhance learning opportunities to include training for staff.</p>	<p>outdoor learning provides opportunities for the above to take place within a class or small group setting.</p> <p><a href="#">EEF Social and Emotional Learning Toolkit</a>  <i>Social and Emotional Learning (+3 months: EEF Toolkit)</i></p>	
<p><b>Wellbeing:</b>          Develop pupils' ability to make informed choices about healthy eating, fitness and their emotional and mental well-being.</p> <p>-Creating and embedding breakfast for all child in school through 'Magic Breakfast'          -Roots to Food</p>	<p>Good Nutrition helps students show up at school prepared to learn. Because improvements in nutrition make students healthier, students are likely to have fewer absences and attend class more frequently. Studies show that malnutrition leads to behaviour problems, and that sugar has a negative impact on child behaviour.</p> <p><a href="#">EEF: Improving Behaviour in School</a></p> <p>The Magic Breakfast project provided schools with support and resources to offer a free, universal, before-school breakfast club. The aim of the project was to improve attainment outcomes by increasing the number of children who ate a healthy breakfast.</p> <p><a href="#">EEF: Magic Breakfast</a>  <i>Magic Breakfast (+2 months: EEF Toolkit)</i></p>	<p>1, 2, 3, 4, 5</p>
<p><b>Wellbeing</b>          Use of technology and apps to further enhance parental engagement.</p>	<p>E-schools app is used to engage with parents and carers. Dojo, Facebook and Twitter is used to share the learning that takes place in school with parents/carers this happens 'live' and increases engagement in parents/carers in their child's learning as images and messages are shared about key aspects of learning.</p> <p><a href="#">EEF: Working with Parents to Support Children's Learning</a>  <i>Parental Engagement (+4 months: EEF Toolkit)</i></p>	<p>4</p>
<p><b>Family Engagement</b>          Use of 'open' events to engage parents particularly those who are harder to reach.</p>	<p>Family learning supports parents and breaks down barriers between historic academic levels of parents and potential disengagement in their child's learning.</p> <p><a href="#">EEF: Working with Parents to Support Children's Learning</a>  <i>Parental Engagement (+4 months: EEF Toolkit)</i></p>	<p>4</p>
<p><b>Attendance</b>          Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Attendance monitoring and early intervention for persistent absence.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

**Total budgeted cost: £170,000**

# 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:

- 2021 to 2025 academic years

Aim	Outcome																																																							
<b>Teaching and Learning:</b> To ensure high quality teaching and learning in the classroom.	Teaching and learning across the school is good or better due to clear curriculum progression documents in place. Staff have been given access to quality Professional Development  This can be seen through the performance management cycle and outcomes.  OFSTED judgement for Teaching and Learning was Good (June 2024)																																																							
<b>Oracy:</b> To improve oral language skills and vocabulary across the school.	Followed Oracy 21 project and introduced word aware. This has been well implemented in EYFS and is beginning to be used across the whole school. 2022 data was pre-lockdown children. 2023 / 2024 data included many of children coming from our Pre-schools setting. <table><tr><th colspan="5">Communication and language:</th></tr><tr><th></th><th></th><th>Baseline</th><th>End of Year</th><th>Difference</th></tr><tr><td rowspan="4">Listening and Attention</td><td>2021-22:</td><td>32%</td><td>79%</td><td>+47</td></tr><tr><td>2022-23:</td><td>37%</td><td>71%</td><td>+34</td></tr><tr><td>2023-24:</td><td>40%</td><td>67%</td><td>+27</td></tr><tr><td>2024-25:</td><td>36%</td><td>75%</td><td>+39</td></tr><tr><td rowspan="4">Speaking</td><td>2021-22:</td><td>32%</td><td>78%</td><td>+46</td></tr><tr><td>2022-23:</td><td>40%</td><td>73%</td><td>+33</td></tr><tr><td>2023-24:</td><td>40%</td><td>67%</td><td>+27</td></tr><tr><td>2024-25:</td><td>36%</td><td>68%</td><td>+29</td></tr></table>	Communication and language:							Baseline	End of Year	Difference	Listening and Attention	2021-22:	32%	79%	+47	2022-23:	37%	71%	+34	2023-24:	40%	67%	+27	2024-25:	36%	75%	+39	Speaking	2021-22:	32%	78%	+46	2022-23:	40%	73%	+33	2023-24:	40%	67%	+27	2024-25:	36%	68%	+29											
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<b>Phonics &amp; Reading:</b> RWI and Accelerated Reader scheme used across the school. Children have access to high quality texts through guided reading lessons, English lessons and reading across the school.	<b>Year 1 Phonics:</b> <i>Achieve national average expected standard in Phonics Screening Check</i> <table><tr><th colspan="5">Phonics Screening</th></tr><tr><th></th><th>All</th><th>PP</th><th>NonPP</th><th>Gap</th></tr><tr><td>2021-22:</td><td>58%</td><td>56%</td><td>63%</td><td>7-</td></tr><tr><td>2022-23:</td><td>70%</td><td>53%</td><td>87%</td><td>-34</td></tr><tr><td>2023-24:</td><td>77%</td><td>78%</td><td>75%</td><td>+3</td></tr><tr><td>2024-25:</td><td>72%</td><td>71%</td><td>71%</td><td>0</td></tr></table> <b>KS1</b> <table><tr><th colspan="5">KS1 Reading</th></tr><tr><th></th><th>All</th><th>PP</th><th>Non PP</th><th>Gap</th></tr><tr><td>2021-22:</td><td>48%</td><td>43%</td><td>53%</td><td>-10</td></tr><tr><td>2022-23:</td><td>50%</td><td>50%</td><td>50%</td><td>0</td></tr><tr><td>2023.24</td><td colspan="4">No Statutory testing</td></tr></table>	Phonics Screening						All	PP	NonPP	Gap	2021-22:	58%	56%	63%	7-	2022-23:	70%	53%	87%	-34	2023-24:	77%	78%	75%	+3	2024-25:	72%	71%	71%	0	KS1 Reading						All	PP	Non PP	Gap	2021-22:	48%	43%	53%	-10	2022-23:	50%	50%	50%	0	2023.24	No Statutory testing			
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<div><div>Maths:</div><div>Improved maths attainment among disadvantaged pupils.</div></div>	<div><div><div><div><div>KS1</div></div><div><div>KS1 Maths</div><table><tr><td></td><td>All</td><td>PP</td><td>Non PP</td><td>Gap</td></tr><tr><td>2021-22:</td><td>52%</td><td>43%</td><td>60%</td><td>-17</td></tr><tr><td>2022-23:</td><td>46%</td><td>44%</td><td>50%</td><td>-6</td></tr><tr><td>2023-24:</td><td colspan="4">No Statutory testing</td></tr></table></div></div></div><div><div><div><div><div>KS2</div></div><div><div>KS2 Maths</div><table><tr><td></td><td>All</td><td>PP</td><td>Non PP</td><td>Gap</td></tr><tr><td>2021-22:</td><td>68%</td><td>50%</td><td>78%</td><td>-28</td></tr><tr><td>2022-23:</td><td>53%</td><td>50%</td><td>57%</td><td>-7</td></tr><tr><td>2023-24:</td><td>45%</td><td>36%</td><td>50%</td><td>-14</td></tr><tr><td>2024-25:</td><td>57%</td><td>67%</td><td>50%</td><td>+17</td></tr></table></div></div></div></div></div>		All	PP	Non PP	Gap	2021-22:	52%	43%	60%	-17	2022-23:	46%	44%	50%	-6	2023-24:	No Statutory testing					All	PP	Non PP	Gap	2021-22:	68%	50%	78%	-28	2022-23:	53%	50%	57%	-7	2023-24:	45%	36%	50%	-14	2024-25:	57%	67%	50%	+17
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<div><div>Combined Reading, Writing and Maths KS2</div><div>Outcomes at the end of Key Stage 2 is narrowing year on year</div></div>	<div><div><div><div><div>KS2</div></div><div><div>KS2 Combined</div><table><tr><td></td><td>All</td><td>PP</td><td>Non PP</td><td>Gap</td></tr><tr><td>2021-22:</td><td>54</td><td>30%</td><td>67%</td><td>-37</td></tr><tr><td>2022-23:</td><td>37%</td><td>25%</td><td>50%</td><td>-25</td></tr><tr><td>2023-24:</td><td>41%</td><td>36%</td><td>44%</td><td>-8</td></tr><tr><td>2024-25:</td><td>39%</td><td>56%</td><td>29%</td><td>+27</td></tr></table></div></div></div></div>		All	PP	Non PP	Gap	2021-22:	54	30%	67%	-37	2022-23:	37%	25%	50%	-25	2023-24:	41%	36%	44%	-8	2024-25:	39%	56%	29%	+27																				
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<div><div>Wellbeing:</div><div>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</div></div>	<div><div>School continues to do the 5 Ways to Well Being as part of our PHSE scheme.</div></div>																																													
<div><div>Attendance:</div><div>To sustain high levels of attendance for all pupils, particularly those who are disadvantaged and persistently absent.</div></div>	<div><div><div><div><div>Attendance</div><table><tr><td></td><td>All</td><td>PP</td><td>Non PP</td><td>Gap</td></tr><tr><td>2021-22:</td><td>91.81%</td><td>91.21%</td><td>92.35</td><td>1.14</td></tr><tr><td>2022-23:</td><td>90.42%</td><td>89.82%</td><td>91.29</td><td>1.47</td></tr><tr><td>2023-24:</td><td>93.9%</td><td>92.7%</td><td>95.5%</td><td>2.5</td></tr><tr><td>2024-25:</td><td>94.9%</td><td>94.3%</td><td>95.7%</td><td>1.4</td></tr></table></div><div><div>Persistent Absence</div><table><tr><td>2021-22:</td><td>28.4%</td><td>15.4%</td><td>13%</td><td>2.4</td></tr><tr><td>2022-23:</td><td>32.4%</td><td>19.9%</td><td>12.3%</td><td>7.6</td></tr><tr><td>2023-24:</td><td>19.7%</td><td>21.8%</td><td>6.4%</td><td>15.4</td></tr><tr><td>2024-25:</td><td>16.8%</td><td>13</td><td>4%</td><td>9</td></tr></table></div></div></div></div>		All	PP	Non PP	Gap	2021-22:	91.81%	91.21%	92.35	1.14	2022-23:	90.42%	89.82%	91.29	1.47	2023-24:	93.9%	92.7%	95.5%	2.5	2024-25:	94.9%	94.3%	95.7%	1.4	2021-22:	28.4%	15.4%	13%	2.4	2022-23:	32.4%	19.9%	12.3%	7.6	2023-24:	19.7%	21.8%	6.4%	15.4	2024-25:	16.8%	13	4%	9
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Star Assessment	Renaissance
Accelerated Reader	Renaissance
Times Tables	Rockstars
Read Write Inc	Ruth Miskin

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	0
What was the impact of that spending on service pupil premium eligible pupils?	0