Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2026 to 2027 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	**Spalding St Paul's Primary School**
Number of pupils in school	**June 2026: 176**
Proportion (%) of Pupil Premium eligible pupils	**Number on roll: 176** **Pupil Premium Children: 95** **54%**
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	**2025 – 2028**
Date this statement was published	**September 2026**
Date on which it will be reviewed	**September 2027**
Statement authorised by:	**Community Inclusive Trust**
Pupil premium lead	**Mrs Selina Ratchford / Mrs Katie Gray**
Governor / Trustee lead	**Local School Board (LSB)**

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	*PP: £1,550 (94 Children)* *Previously Looked After by Local Authority or other state care: £2,690 (1 Children)* *LAC: £2,690 (0 Children)* **£148,390**
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	**£0**
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	**£174,225**

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 68% of our SEND pupils and 39% 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 of learning for all pupils, with a particular focus on addressing the barriers faced by disadvantaged pupils. High-quality teaching is the most effective way to improve outcomes and narrow the attainment gap.
- **Language and literacy development,** ensuring all pupils develop secure communication and literacy skills through a consistent, evidence-informed approach to speaking and listening, phonics, reading fluency, comprehension, vocabulary development and writing.
- **Targeted support** for pupils who require additional academic or pastoral intervention, using timely, evidence-based strategies to accelerate progress and meet individual needs.
- **Wider strategies** to improve attendance, well-being and readiness to learn, enabling pupils to engage fully with school life and achieve their potential.

Our approach is flexible and **cohort-responsive**, acknowledging that gaps vary year on year.

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>
Cohort-specific variation in attainment in Reading, Writing and Maths: The pupil numbers and attainment gap between Pupil Premium and non-Pupil Premium children is highly cohort-specific. requiring flexible and responsive approaches to teaching and learning.
<table>
<tr><th>Class</th><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td>PP %</td><td>41%</td><td>61%</td><td>68%</td><td>38%</td><td>46%</td><td>71%</td><td>57%</td></tr>
</table>
<table>
<tr><td></td><td>EYFS: GLD</td><td>Year 1 Phonics</td><td>Year 4 Multiplication check</td><td colspan="8">Year 6</td></tr>
<tr><td></td><td></td><td></td><td></td><td colspan="2">Reading</td><td colspan="2">Writing</td><td colspan="2">Maths</td><td colspan="2">Comb</td></tr>
<tr><td></td><td></td><td></td><td></td><td>EXP</td><td>GDS</td><td>EXP</td><td>GDS</td><td>EXP</td><td>GDS</td><td></td><td></td></tr>
<tr><td>All</td><td>65%</td><td>83%</td><td>Average Scale Score: 23.7</td><td>50%</td><td>77%</td><td>60%</td><td>3%</td><td>63%</td><td>23%</td><td>43%</td><td>3%</td></tr>
<tr><td>PP</td><td>40%</td><td>71%</td><td>Average Scale Score: 23.4</td><td>53%</td><td>12%</td><td>59%</td><td>6%</td><td>53%</td><td>18%</td><td>41%</td><td>6%</td></tr>
<tr><td>Non-PP</td><td>65%</td><td>100%</td><td>Average Scale Score: 24.0</td><td>46%</td><td>0%</td><td>62%</td><td>0%</td><td>77%</td><td>31%</td><td>46%</td><td>0%</td></tr>
<tr><td>Difference</td><td>-25</td><td>-29</td><td>-0.6</td><td>+7</td><td>+12</td><td>-3</td><td>+6</td><td>-24</td><td>-13</td><td>-5</td><td>+6</td></tr>
</table>
</td></tr>
<tr><td>3</td><td>
High overlap with SEND: Complex needs and disadvantage are often combined.
22% of our whole cohort are SEND (9.7 EHCP)

71% of our SEND pupils are PP (27/38 pupils).
82.4% of our EHCP pupils are PP (14/17 pupils).
</td></tr>
<tr><td>2</td><td>
Low baseline attainment: Many PP pupils start below age-related expectations, particularly in EYFS.
</td></tr>
<tr><td>4</td><td>
EAL and Language development: A high proportion of pupils speak English as an Additional Language (EAL). Combined with the high level of disadvantage across the school, developing pupils' language and communication skills is a key priority to ensure they can access the curriculum and achieve well.
51.1% of our whole cohort are EAL

38.9% of our EAL children are PP (35/90 pupils)
</td></tr>
<tr><td>5</td><td>
Attendance and readiness to learn: Some PP pupils face wider challenges outside of school which can impact engagement.
100% of children in CP in last 6 years were PP (7/7 pupils)
74% of children in CIN in last 6 years were PP (20/27 pupils)
71% of children in Early Help in last 6 years were PP (15/21 pupils)
84% of children who have experienced Dometic Violence last 6 years were PP (16/19 pupils)
100% of children who have experienced parental imprisonment il last 6 years are PP
67% of children who are classed as Young Careers are PP (4/6 pupils)
</td></tr>
</table>

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
Quality first teaching in all classrooms, considering principles of effective classroom practice.	High proportion of SEND pupils are also and disadvantaged. Quality assurance processes identifies that all pupils experience lessons that enable at least good progress to be made, in line with their individual needs.
Disadvantaged pupils' progress improves in all year groups, in reading, writing and maths.	Intervention data shows accelerated gains. Progress data particularly for Year 6 shows a narrower/narrowing gap. The difference between disadvantaged KS2 pupils' attainment is comparable to non-disadvantaged pupils.
EYFS pupils eligible for PP make strong progress from baseline	Higher proportion achieve GLD by end of EYFS
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. Assessments to identify oral language needs will include: • Wellcomm (Early Years / ages 4 - 7) • Language for Thinking (Lower KS2) • Language for behaviour and Emotions (Upper KS2). These assessments will be triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupils develop the knowledge, skills, and confidence needed to be ready to learn by understanding how to keep themselves safe and support their wellbeing.	Pupils engage with Jigsaw PSHE lessons, Zones of Regulation and School Values, demonstrate an understanding of age-appropriate safety and wellbeing topics, and apply strategies that help them feel safe, confident, and ready to learn in school.
To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.	An increased number of extra-curricular visits, experiences and opportunities available for pupils throughout school. All children, including those who are disadvantaged, access the opportunities available to them as any barriers (i.e. financial) are supported.

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
First Quality Teaching 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. EEF: High-quality teaching	1, 2, 3
Support Assistants 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. EEF: Effective TA Deployment *Teaching Assistants (+4 months: EEF Toolkit)*	1, 2, 3
Attainment and Progress Use of robust assessment tracking systems to ensure children are well-prepared and confident to sit statutory tests. 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.	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 EEF: Assessment and Feedback *Feedback (+6 months - EEF Toolkit)*	1, 2, 3
Reading The school will develop a strong reading culture, ensuring all pupils become confident, fluent and enthusiastic readers through a consistent, evidence-informed approach to the teaching of phonics, reading fluency, vocabulary and comprehension. This will enable all pupils, particularly those who are disadvantaged, have SEND or speak English as an Additional Language (EAL), to access the full curriculum and achieve their potential.	The Education Endowment Foundation (EEF) provides strong evidence that high-quality reading instruction has a significant positive impact on pupils' attainment. Teaching that combines systematic phonics, reading fluency, vocabulary development and comprehension strategies is particularly effective in improving outcomes for disadvantaged pupils. A consistent whole-school approach to reading ensures that pupils develop the knowledge and skills required to read accurately, fluently and with understanding. Explicit teaching of vocabulary and comprehension, alongside regular opportunities to read high-quality texts, enables pupils to access learning across all curriculum areas. The EEF's Improving Literacy in Key Stage 1 and Improving Literacy in Key Stage 2 guidance reports recommend: • Developing pupils' oral language and vocabulary. • Teaching reading comprehension strategies explicitly. • Building reading fluency through regular, purposeful practice. • Providing high-quality texts that promote engagement and a love of reading. • Using assessment to identify pupils who require timely, targeted intervention. Research from the EEF also highlights that effective literacy approaches can provide significant additional months' progress, particularly for disadvantaged pupils, making reading a key priority within the school's Pupil Premium Strategy. *Reading Comprehension Strategies (+7 months: EEF Toolkit)*	1

Total Communication 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 EEF: Communication and Language Approaches *Communication and Language (+7 months: EEF Toolkit)* 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 EEF: Supporting Pupils with SEND. 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 EEF: English as an additional language.	4
Oracy Embedding vocabulary teaching across the curriculum through word aware approach. CPD on oracy and dialogic teaching strategies. Use of high-quality texts and structured discussion in lessons.	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. Word Aware Project	4
Oracy 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	The *Education Endowment Foundation (EEF) Teaching and Learning Toolkit* highlights that **oracy and speaking & listening interventions** can have a positive impact on attainment, particularly in reading and writing, as pupils develop vocabulary, reasoning, and confidence in communication. EEF: Oracy and Speaking and Listening *Oral Language interventions (+6 months: EEF Toolkit)* Research from the *National Literacy Trust* indicates that participation in performance and debate activities improves language development, self-confidence, and social skills, particularly for disadvantaged pupils. National Literacy Trust: Oracy Report	4
Readiness to Learn Improve the quality of social and emotional learning. These approaches will be embedded into routine educational practices and supported by funding our Emotional Learning Support Assistant (ELSA).	*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).* *EFF - SEL interventions (+4 months impact)*	

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
Phonics 1:1 phonics tuition delivered by RWI trained staff targeted at disadvantaged pupils who require further phonics support.	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. *EEF - Phonics toolkit strand (+5 months impact)*	
Attainment and progress Reading and Mathematics: Additional Teaching Assistant to deliver additional intervention in Phonics, Reading and Maths targeted at disadvantaged pupils who require further support.	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. -EEF: Phonics toolkit *Phonics (+5 months: EEF Toolkit)* -EEF: Improving Literacy in KS1 -EEF: Improving Mathematics in the Early Years and Key Stage 1 -EEF: Improving Literacy in Key Stage 2 -EEF: Improving Mathematics in Key Stages 2 and 3 *Small Group Tuition (+4 months: EEF Toolkit)* *One to One Tuition (+5 months: EEF Toolkit)*	1, 2, 3
Oracy Speech and language interventions for identified pupils. Targeted small-group work focusing on oracy, vocabulary, and sentence-building. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Funding of release time for training of following schemes: • Wellcomm (Early Years / ages 4 - 7) • Language for Thinking (Lower KS2) • Language for behaviour and Emotions (Upper KS2).	Vocabulary is important from Early Years right through to secondary schooling as a result of the vast explosion of topic specific information. 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 EEF: Oral Language interventions. *Oral Language interventions (+6 months: EEF Toolkit)* EEF: Preparing for Literacy (Improving communication, Language and Literacy in the early years) EEF: Small group tuition *Small Group Tuition (+4 months: EEF Toolkit)*	4
Behaviour and Wellbeing 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	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) Improving Social and Emotional Learning in Primary Schools The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people with a range social and emotional needs.	2, 3, 4
Wellbeing 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	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. EEF: SEND In Mainstream EEF: Improving Behaviour in School	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
Behaviour and Wellbeing The behaviour policy is consistently implemented to help pupils understand how their behaviour affects themselves and others. Through the PSHE curriculum and the Zones of Regulation approach, pupils develop self-awareness, emotional regulation, and positive behaviour that supports wellbeing, inclusion, and readiness to learn. Dojo shop supports positive behaviour. 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.	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. Ensuring that staff are trained in specific approaches forms part of the recommendations from the EEF EEF: Improving Behaviour in School EEF: SEND In Mainstream	4
Attainment and progress Subsidise 11+ tuition with a fully qualified teacher so that pupils are not disadvantaged in comparison to their peers at other schools.	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. EEF: Attainment Gaps	1
EYFS: Social Learning Deliver weekly Forest School sessions for EYFS, Year 1 and Year 2 pupils to support hands-on, experiential learning and support Oracy development. Continue developing the Forest School area and outdoor spaces to enhance learning opportunities to include training for staff.	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 outdoor learning provides opportunities for the above to take place within a class or small group setting. EEF Social and Emotional Learning Toolkit *Social and Emotional Learning (+3 months: EEF Toolkit)*	2, 4
Wellbeing: Develop pupils' ability to make informed choices about healthy eating, fitness and their emotional and mental well-being. -Creating and embedding breakfast for all child in school through 'Magic Breakfast' -Roots to Food	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. EEF: Improving Behaviour in School 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. *EEF: Magic Breakfast* *Magic Breakfast (+2 months: EEF Toolkit)*	5
Wellbeing Use of technology and apps to further enhance parental engagement.	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	5

	engagement in parents/carers in their child's learning as images and messages are shared about key aspects of learning. EEF: Working with Parents to Support Children's Learning *Parental Engagement (+4 months: EEF Toolkit)*	
Family Engagement Use of 'open' events to engage parents particularly those who are harder to reach.	Family learning supports parents and breaks down barriers between historic academic levels of parents and potential disengagement in their child's learning. EEF: Working with Parents to Support Children's Learning *Parental Engagement (+4 months: EEF Toolkit)*	5
Attendance Embedding principles of good practice set out in the DfE's Working Together to Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Attendance monitoring and early intervention for persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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:

- 2025 to 2026 academic years

<table>
<tr><th>Aim</th><th>Outcome</th></tr>
<tr><td>Teaching and Learning:
To ensure high quality teaching and learning in the classroom.</td><td>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)</td></tr>
<tr><td>Phonics & Reading:
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.</td><td><u>Year 1 Phonics:</u>
Achieve national average expected standard in Phonics Screening Check
<table>
<tr><th colspan="5">Phonics Screening</th></tr>
<tr><td></td><td>All</td><td>PP</td><td>NonPP</td><td>Gap</td></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>
<tr><td>2025–26:</td><td>83%</td><td>71%</td><td>100%</td><td>-29</td></tr>
</table>
<u>KS2</u>
<table>
<tr><th colspan="5">KS2 Reading</th></tr>
<tr><td></td><td>All</td><td>PP</td><td>Non PP</td><td>Gap</td></tr>
<tr><td>2021-22:</td><td>61%</td><td>50%</td><td>67%</td><td>17-</td></tr>
<tr><td>2022-23:</td><td>46%</td><td>44%</td><td>57%</td><td>13-</td></tr>
<tr><td>2023-24:</td><td>52%</td><td>55%</td><td>50%</td><td>+5</td></tr>
<tr><td>2024-25:</td><td>39%</td><td>56%</td><td>29%</td><td>+27</td></tr>
<tr><td>2025–26:</td><td>50%</td><td>53%</td><td>46%</td><td>+7</td></tr>
</table></td></tr>
<tr><td>Maths:
Improved maths attainment among disadvantaged pupils.</td><td><u>KS2</u>
<table>
<tr><th colspan="5">KS2 Maths</th></tr>
<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>
<tr><td>2025–26:</td><td>63%</td><td>53%</td><td>77%</td><td>-24</td></tr>
</table></td></tr>
<tr><td>Combined Reading, Writing and Maths KS2
Outcomes at the end of Key Stage 2 is narrowing year on year</td><td><u>KS2</u>
<table>
<tr><th colspan="5">KS2 Combined</th></tr>
<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>
</table></td></tr>
</table>

2023-24:	41%	36%	44%	-8
2024-25:	39%	56%	29%	+27
2025–26:	43%	41%	46%	-5

Oracy:
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.

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
	2025 -26:	28%	68%	+40
Speaking	2021-22:	32%	78%	+46
	2022-23:	40%	73%	+33
	2023-24:	40%	67%	+27
	2024-25:	36%	68%	+29
	2025–26:	28%	73%	+40

Attendance:
To sustain high levels of attendance for all pupils, particularly those who are disadvantaged and persistently absent.

Attendance				
	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
2025–26:	94.4%	92.5%	96.1%	3.1
Persistent Absence				
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
2025–26:	4.5%	4.5	0	4.5

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