

Pupil premium strategy statement – Blakesley Hall Primary

This statement details our school's use of pupil premium funding to help improve the attainment

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year. If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	463
Proportion (%) of pupil premium eligible pupils	56% (258 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	P.Key
Pupil premium lead	J. Reid-Leonard P.Key
Governor / Trustee lead	J.Cronin

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£383,295
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£383,295

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to close gaps in learning, achievement, and enrichment opportunities, and to reduce the challenges faced by disadvantaged pupils. Our goal is to help them engage positively with school, reach their full potential, and take part confidently in the wider world.

We acknowledge that Early Years is an essential phase of child development, and that future success can be predicted from their end of year assessments (Good Level of Development). In order to support this, and ensure our most vulnerable children are able to reach this expected standard of attainment, we will focus on Early Years development for our pupil Premium students.

We recognise the challenges faced by vulnerable pupils, including those with a social worker and young carers. The actions outlined in this statement are designed to support their needs, whether or not they are considered disadvantaged.

Our approach places high-quality teaching at its core, with targeted support in areas where disadvantaged pupils need it most. This strategy has been shown to have the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged pupils across the school. The intended outcomes below also reflect our commitment to sustaining and improving attainment for non-disadvantaged pupils alongside the progress of their disadvantaged peers.

This three-year strategy intends to support students who may experience a range of barriers at home and school. We want our students to:

- Attend school regularly, and punctually, in order to maximise learning opportunities.
- Speak fluently, with confidence and knowledge, about a range of subjects, to prepare them for presentations, discussions and their future in the wider world.
- Enrich their learning experiences with extracurricular clubs, trips and activities.
- Attain and succeed to a high level of academic success, in-line with their peers, who may not experience the same disadvantages.
- Access to high-quality, inclusive teaching that begins from children's starting points and allows them to fulfil their full potential.

These intentions, in conjunction with high-quality teaching, are at the heart of our strategy.

We are also aware that some children, who may qualify for Pupil Premium Grant, do not have academic attainments 'gaps', and are academically parallel, or even above their non-disadvantaged peers. However, with targeted actions, these pupils are capable of reaching Greater Depth status at the end of KS2. Thus, we will adopt flexible approaches that will build incremental gains in attainment, for these children, as required.

Challenges

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

Challenge number	Detail of challenge
1 Oracy	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our dis-

	advantaged pupils than their peers. Limited oral language experiences in Reception contribute to underdeveloped communication skills, which negatively influence children’s ability to hear sounds and build strong phonics foundations.															
2 EYFS attainment	<p>Last strategy revealed that 23% of PP children achieved GLD, whereas 77% of PP did not achieve GLD. National Average was 67.7%, however children with FSM nationally attained 51.7% (PP was not specifically identified). Local comparisons within Birmingham showed a FSM GLD pass rate of 59.3%.</p> <p>Many children enter our reception not fully ready, as their independence, self-help skills, and confidence are still developing. These factors strongly influence their ability to manage routines, feel secure, and engage in learning. When these skills are limited, children often rely heavily on adults, which can hinder focus and progress.</p>															
3 Attainment gap	<p>Across EYFS, KS1 and KS2 Pupil Premium children tend to be outperformed by non PP students. Formative assessment will support staff in targeting teaching throughout the year, aiming to minimise this gap in attainment.</p> <table><tr><th>Phase</th><th>PP attainment</th><th>Non PP attainment</th></tr><tr><td>EYFS</td><td>23% PP attained GLD.</td><td>48%</td></tr><tr><td>KS1</td><td>Reading- 46% of achieved ARE Writing- 36% achieved ARE, Maths- 49% of achieved ARE,</td><td>Reading- 54% non-PP. Writing 40% non-PP. Maths- 60% non-PP.</td></tr><tr><td>KS1 phonics screen</td><td>74% of PP children passed</td><td>77% of cohort passed</td></tr><tr><td>KS2</td><td>Reading- 58% At or Above ARE Writing - 56% At or Above ARE Maths- 48% At or Above ARE</td><td>Reading- 70% non PP Writing- 66% non PP. Maths- 74% non PP.</td></tr></table> <p>Children’s current learning behaviours do not align with the expectations for their stage of education. Pupils need consistent support to strengthen positive learning habits, build confidence in their abilities, and develop resilience that can be maintained throughout the school day.</p>	Phase	PP attainment	Non PP attainment	EYFS	23% PP attained GLD.	48%	KS1	Reading- 46% of achieved ARE Writing- 36% achieved ARE, Maths- 49% of achieved ARE,	Reading- 54% non-PP. Writing 40% non-PP. Maths- 60% non-PP.	KS1 phonics screen	74% of PP children passed	77% of cohort passed	KS2	Reading- 58% At or Above ARE Writing - 56% At or Above ARE Maths- 48% At or Above ARE	Reading- 70% non PP Writing- 66% non PP. Maths- 74% non PP.
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4 Attendance	<p>Last strategy revealed 80 Pupil Premium children were identified as having attendance concerns, missing approximately 20 days per academic year or more, which equates to 49% of children with attendance concerns being PP.</p> <p>A whole school initiative is required as assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress and allows gaps in learning to form.</p>															
5 Enrichment	<p>Due to the high levels of deprivation within the local area, many of our children lack access to the experiences and opportunities that are commonly available to their peers. This limited exposure impacts the breadth of their background knowledge, which is a crucial foundation upon which the curriculum is built. As a result, pupils often begin learning from a disadvantaged starting point, requiring additional support to bridge gaps and ensure they can fully engage with and benefit from the curriculum.</p>															

After reviewing the previous strategy, it was revealed that not enough PP children are attending clubs, enjoying trips and wider social capital and cultural experiences. Approximately 9 to 20% was an average rate of pupil premium participation in extracurricular clubs.

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
1 Oracy To improve speaking and listening skills, including discussion, debate, fluency and presentation skills.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Children will actively contribute to their learning and school life, through pupil voice, school councils and classroom discussions.</p> <p>Children's speech and language skills do not hinder them accessing the curriculum in an age appropriate way.</p>
2 EYFS attainment To increase GLD attainment.	<p>In 2023/24, our internal rate of success was 23% for pupil premium, which is significantly below the national average of 67%.</p> <p>Reception target for attaining Good Level of Development (GLD) is 60% in the year 2024/25.</p> <p>Yearly reviews will help decide new targets for the remainder of this three-year policy.</p>
3 Attainment gap To reduce attainment gap between PP and non- PP across Reading, Writing and Maths.	<p>On average, non-disadvantaged pupils outperform their disadvantaged peers by approximately 10% throughout the course of time at primary school. From Y2 to Y6, the school trend reveals that pupil premium students have an attainment gap of: Reading 10%, Writing, 9% and Maths 10%, compared to their non-disadvantaged peers.</p> <p>This is an average of difference between PP and non-PP children. Some year groups have greater gaps; some have less.</p> <p>We seek to reduce this attainment differential and minimise the difference in rates of success for PP children.</p>
4 Attendance To achieve and sustain improved attendance for pupils, particularly PP children.	<p>Government targets are 96%, however, our average school rate of attendance was 89.9% for the year 2024/25.</p> <p>Therefore, we are aiming to increase attainment to 93% in the year 2025-26, with annual reviews and new aspirational targets being created for the remainder of this strategy.</p> <p>Attendance has been a challenge, historically, with both PP and non-PP children showing areas of concern. Of the 164 pupils identified as missing 20 or more days in education, 49% were pupil premium, and 51% were non-pupil premium. This requires a whole-school targeted approach.</p>

5 Enrichment To increase PP participation in clubs, trips and enrichment activities.	Providing a range of clubs, offering sports, arts, creative and academic opportunities for PP children to engage with. Encourage PP participation by offering to PP children first, and giving priority on places. Any trips planned for the school year can be funded to allow PP children to attend. 100% PP attendance is the expectation for school trips.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 192,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy CPD.	<u>Oral language interventions EEF</u> Research shows that oracy improves academic outcomes. High-quality classroom oracy fosters deeper understanding and is linked to better test scores, stronger exam performance, and enhanced knowledge retention, vocabulary acquisition, and reasoning ability.	1, 2, 3, 5 £6000
Wellcomm delivery to EYFS	The Wellcomm toolkit is designed to support children's speech, language and communication development in the early years. It has been shown to have positive outcomes for children who access the programme, with evidence indicating its effectiveness in improving language skills.	1, 2, 3 £2500
EAL CPD and resources.	EAL learners have a dual task at school: to learn English (language) and to learn <i>through</i> English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context. Specific teaching strategies and resources are therefore necessary to make the language of the curriculum accessible to learners who use EAL	1, 2, 3 EAL academy CPD £1,380 Resources: £2,500
Autism and Speech and language CPD for teachers	A considerable proportion of our Pupil Premium pupils are also on the SEND register, with speech and lan-	1, 2, 3 £2000

	guage needs identified as a key barrier to learning. This training equips teachers to address and reduce the challenges posed by speech, language and communication needs (SLCN), helping to improve pupil outcomes.	
Little Wandle Phonic CPD and resources.	Little Wandle Phonics is a systematic synthetic phonics program designed to create fluent readers, confident speakers, and willing writers.	2, 3 CPD £1450 Resources £2500
Clicker resource and CPD	Use of Clicker resulted in almost three times the number of words being written, with more than twice the number of multi-syllabic words used. Pupils requiring significant or average support took over a third less time to complete their work when using Clicker, and with over four times less help from teachers / TAs needed. Overall, pupils required help or prompting 6.5 times less when using Clicker to support their writing; highlighting the significance of Clicker in encouraging independent work.	1, 2, 3 £6000
Reading CPD and early reading CPD	The DfE Early Reading framework states the importance of the precursors to reading and the impact these can have on children's reading skills, reading for pleasure, vocabulary skills and writing outcomes. Therefore, teachers need to have effective CPD to ensure they are able to implement key learning and skills development in their lessons.	1, 2, 3 & 5 £6000
Writing CPD, team planning sessions and SLT Team teaching.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and	1, 2,3, 4, 5 £6550

	pupil outcomes (EEF – Effective Professional Development)	
Maths CPD and resources through Teaching for Mastery and Specialist Knowledge for Teaching Maths for key staff members	Teaching for Mastery - evidence from the Education Endowment Foundation (EEF) shows it leads to better progress (around one extra month) for pupils by building deep, secure understanding, reducing attainment gaps, and fostering confidence, especially in primary settings, by ensuring all children grasp concepts before moving on, unlike traditional approaches that can leave students behind.	1, 2, 3, 4, 5 £6000
Data analysis and Pupil Progress meetings – Cover for teachers to meet with SLT to analyse data and plan next steps.	<p>Pupil assessment can be used to provide vital information to teachers about pupils' learning. When used in this way, formative assessment is a crucial component of teaching, which has a positive impact on pupil learning (Black et al., 2004; Coe, 2013; Speckesser et al., 2018). It helps teachers decide:</p> <ul style="list-style-type: none"> • What pupils are learning and their current understanding • How they should respond to pupils' prior knowledge • What to do about pupil misconceptions • How and when to introduce new learning • What further support a pupil might need <p>(Sadler, 1989; Harlen & James, 1997; Black et al., 2004; Black & Wiliam, 2009; Christodoulou, 2017</p>	1, 2, 3, 4. £3,000
Feedback – CPD to ensure effective feedback for pupils including cover to allow peer support	EEF Teacher Feedback to Improve Pupil Learning 2021, highlights good quality feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.	1, 2, 3 £3000
Teaching assistants – SS, NY, LH, NP, GR, SA & JK	(EEF teaching and learning toolkit) Research which focuses on teaching assistants who provide one to one or	1,2,3,4,5 £145,950

	small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 111,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant intervention – small group same day keep up for reading and maths.	(EEF teaching and learning toolkit) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1, 2,3 4 See above
Additional small group Phonics Groups – keep up groups	Evidence shows that small group phonics interventions, especially one-to-one or very small groups (up to 5), significantly boost pupil progress, often adding months of progress by targeting specific needs, though one-to-one generally yields higher gains than groups.	1,2,3 See above
Speech and Language Therapy and additional provision	Evidence shows strong spoken language skills predict academic success, with poor early language skills leading to later achievement gaps. Effective progress relies on early identification and integrated, context-sensitive support, including embedding Speech & Language Therapists (SLTs) in schools for continuous coaching and collaboration with teachers, rather than just sporadic interventions, to ensure	1, 2,3,4 5 £4,500

	strategies become part of daily teaching and support long-term outcomes.	
Pupil conference - writing		
Additional teacher led groups for Reading and Maths – Y6	Evidence from the Education Endowment Foundation (EEF), a leading UK body, shows small group interventions are highly effective, yielding an average of four months' additional progress in primary and two months in secondary, especially when targeted, data-driven, and well-taught.	1, 3, 4 £30,000
Additional teacher led groups for Reading, writing and Maths – Y2	Evidence from the Education Endowment Foundation (EEF), a leading UK body, shows small group interventions are highly effective, yielding an average of four months' additional progress in primary and two months in secondary, especially when targeted, data-driven, and well-taught.	1, 3, 4. £77,000
1:1 reading intervention	<i>EEF recommendations 'Improving Literacy in Key Stage' (September 2020)</i> Modelling and discussions around language and comprehension 1:1 supports the development of early reading skills.	1,2,3

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

Budgeted cost: £79,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set in DfE's Improving School Attendance	EEF summary of evidence to improve attendance 2022 - The interventions that show promise take a holistic approach in understanding pupils and their specific need and address the specific barriers to attendance that have been identified.	3, 4 £35,000
Developing the quality of homework provision	Homework that is linked to classroom work tends to be more effective. In,	1, 2, 3 £2000

and accessibility including clubs.	particular, studies that included feedback had higher impacts on learning.	
Implementation of OPAL to develop the quality of play at break times.	OPAL (Outdoor Play and Learning) play benefits children by boosting creativity, resilience, social skills (cooperation, teamwork, communication), problem-solving, and physical health through inclusive, risk-managed outdoor play, leading to happier kids, better behaviour, and improved readiness for learning in class.	1, 4, 5 £6,000
Funding / subsidising costs of trips and visits.	Educational visits can have significant benefits, such as enhancing the educational experience of pupils and bringing the curriculum to life. They enhance academic, social, and personal development for students.	1, 4, 5 £10,000
Developing the breadth and access to Out of Hour Learning.	Extra-curricular activities give pupils the chance to explore sports, music, arts and drama. These opportunities are particularly valuable for children growing up in poverty, who are less likely to be able to access them elsewhere. As well as being a source of fun and a time to socialise, before- and after-school clubs help children concentrate and improve their attainment.	1, 2, 3, 4, 5 £5,000
Contingency funding for acute issues.	Based on our prior experience, we have identified the need to set a small amount of funding aside to respond quickly to needs of individual disadvantaged pupils that have not yet been identified e.g. bus passes, clothing.	4, 5 £500
Development of music provision within the school and nurturing pupils' talents and interests.	The importance of music education in primary schools cannot be overstated. It plays a vital role in children's development, bringing joy while shaping cognitive, emotional, and social skills.	1, 4, 5 £4,500
Contribution to the salary of a learning mentor (also trained mental health first aider) to support pupils with one-to-one mentoring	The Education Endowment Foundation (EEF) highlights that disadvantaged children often have weaker Social and Emotional Learning (SEL) skills, linked to poorer mental health	2, 3, 4, 5 £10,000

for social and emotional issues as well as small group sessions focusing on aspects of wellbeing and mental health.	and lower attainment, but targeted support like mentoring and SEL interventions significantly helps improve these skills, boosting academic and personal outcomes. These strategies are especially beneficial for closing the achievement gap, with SEL interventions potentially yielding 4+ months of learning gain in a year, emphasizing their importance in curriculum planning, notes the EEF's research	
Implementation and staff CPD to delivery the Forest school programme and skills.	<p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	1, 2, 3, 4, 5 £6,795

Total budgeted cost: £383,295

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data analysis for the outcomes for disadvantaged children at Blakesley Hall for the academic year 2024/25 based on national assessment data for EYFS, key stage 2 performance data, phonics check results and the school's internal summative and formative assessments.

Oracy

The development of oracy skills remains a priority for the school community. In the first year of implementation (2024/25), children have responded positively to "Talking Tuesdays" and enjoy the debate element. Year group assemblies have been incorporated into the collective worship overview, providing children with the opportunity to perform for an audience. The children are using the terminology of "agree," "disagree," or "build" in their answers and utilise sentence stems to help them form sentences. "Talking Tuesday" slides have been sent out to parents/carers, who have enjoyed the opportunities to discuss a range of topics with their children. Staff planning shows different styles of group discussions which encourage children to play different roles in a discussion or debate. This has resulted in improved justification and more children speaking in full sentences. Children's confidence with their language is increasing, and they are more willing to speak in front of others. The next step is to integrate oracy opportunities into all curriculum subjects and develop subject leaders' confidence to monitor and enhance learning.

Staff CPD has included a visit to a local school to observe embedded practice and the introduction of key documents on progression in language structures and oracy skills.

EYFS –Disadvantaged outcomes are not included for EYFSP as they are not published nationally, however in the majority of cases outcomes will be the same as the ones for free school meals.

GLD

	Whole School	FSM6	Non FSM6	Difference
School	63.5%	58.3%	65%	-6.7%
Literacy	63.5%	58.3%	65%	-6.7%
Maths	80.8%	75%	84%	-9%

In the academic year 2024/25, the school increased the number of pupils who achieved GLD by 15.5% on the previous year, closing the gap on national significantly. There was an in-school difference of -6.7% between FSM pupils compared to our non-FSM pupils in 2025, which is significantly lower than the in-school gap in 2024 (FSM 25% and non-FSM 51.8% a difference of -26.8%).

The outcomes for our FSM children (58.3%) was higher (+33.3%) than the previous year. The number of FSM achieving GLD was higher than the Birmingham average by -1.2%, and the gap in between FSM and Non-FSM in school was + 2.1% smaller than the gap for Birmingham as a whole.

Phonics

Phonics has been and remains a priority for the school. The school has been receiving support from the Little Sutton English Hub, and staff have benefited from individual programmes of support provided by this external agency. Action plans have been tailored to meet the specific needs of individual pupils and are regularly reviewed in collaboration with Little Sutton.

The phonic outcomes for 2024/25 are as follows:

Year 2 Phonic outcomes:

- 25.0% of Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 1 pupil out of 4.
- This is 28.8% lower than the national Non-Disadvantaged cohort at 53.8%.
- The gap to Non-Disadvantaged pupils nationally has improved by 6.1% from -34.9% in 2023/24, to -28.8% in 2024/25.
- Year 2 Disadvantaged cohort's Phonics Expected Standard has increased by 1.9% from 23.1% in 2023/24, to 25.0% in 2024/25.
- The Disadvantaged Year 2 pupil(s) in the school are in percentile 55 for Phonics Expected Standard when compared to other schools.

Year 1 Phonics Outcomes:

- 57.9% of Year 1 Disadvantaged cohort achieved the expected standard in Phonics (11 pupils out of 19).
- This is 25.4% lower than the national Non-Disadvantaged cohort at 83.3%.
- The gap to Non-Disadvantaged pupils nationally has decreased by 14.1% from -11.3% in 2023/24, to -25.4% in 2024/25.
- Year 1 Disadvantaged cohort's Phonics Expected Standard has decreased by 14.3% from 72.2% in 2023/24, to 57.9% in 2024/25.
- The Disadvantaged Year 1 pupil(s) in the school are in percentile 66 for Phonics Expected Standard when compared to other schools.

The drop is partly due to the number of children with complex needs allocated to the resource base who were unable to access the test.

KS2

Data analysis from the KS2 NCAs revealed:

- 30.0% of Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths (15 pupils out of 50).
- This is 39.6% lower than the national Non-Disadvantaged cohort at 69.6%.
- The gap to Non-Disadvantaged pupils nationally has decreased by 10.2% from -29.4% in 2023/24, to -39.6% in 2024/25.
- Disadvantaged cohort's Reading, Writing & Maths Expected Standard has decreased by 8.0% from 38.0% in 2023/24, to 30.0% in 2024/25.
- The Disadvantaged pupils are in percentile 77 for Reading, Writing & Maths Expected Standard when compared to other schools.

	2025 School - Exp	2025 School High score	2025 PP - exp	2025 Non PP - Exp	Differ- ence	2025 PP – High score	2025 Non PP – High score	Differ- ence
Read- ing	57.5%	19.5%	49%	75%	-26%	10.2%	32.1%	-21.9%
Writing	60.9%	0%	49%	78.6%	-29.6%	0%	0%	0%
Maths	56.3%	6.9%	46.9%	75%	-28.1%	2%	14.3%	-12.3%
Com- bined	43%	0%	30.6%	64.3%	-33.7%	0%	0%	0%

Attendance

During the academic year 2024-25, attendance for pupil premium pupils was 87.9% which is well below the school's expected level. This was a slight decrease on the previous year (-0.4%) partly due to much higher levels of sickness absence than usual. The gap between PP and NPP is currently 3.8%.

2024/25	School	National	Difference
Whole School	89.4%	94.8%	- 5.4%
PP	87.9%	92.2%	- 4.3%
Non-PP	91.7%	95.8%	- 4.1%
Year Comparison	23/24	24/25	Difference
PP	88.3%	87.9%	- 0.4%
Non- PP	90.5%	91.7%	+ 1.2

Enrichment

Enrichment opportunities for pupil premium children continue to be a priority for our school. The Senior Leadership Team (SLT) is actively monitoring out-of-hours learning to identify the uptake among pupil premium children. Visitors and trips are subsidised to support participation and provide experiences that families might not otherwise be able to afford. Subject leaders run clubs to promote their subjects and broaden the range of opportunities available to students. The school also operates a small breakfast club to support families, which will now be extended to all families who wish to attend. Additionally, we are developing partnerships with local organisations to offer after-school programmes, arts and sports activities, and mentoring schemes. These initiatives aim to enhance the overall educational experience and personal development of primary school children in our community, particularly those from deprived backgrounds.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Formative and Summative assessment	SONAR
Reading comprehension	Grammarsaurus
Staff CPD	National College

Standardised testing for Y1, 3, 4 & 5	NFER
Play provision and development	OPAL
Phonics	Little Sutton English Hub
Maths CPD and high-quality teaching.	Teaching for Mastery and SKTM
CPD and Teaching and Learning strategic support.	BEP

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Our activities will focus on building essential life skills such as confidence, resilience, and socialising. We will encourage and support disadvantaged pupils to participate actively.

In designing our new pupil premium strategy, we have undertaken thorough planning, implementation, and evaluation to understand why previous activities did not achieve the expected impact. We also received support from our School Improvement Partner, who helped us review the provisions for our most disadvantaged pupils. We triangulated evidence from multiple sources, including assessments, class book scrutiny, and conversations with parents, students, and teachers, to identify the challenges faced by disadvantaged pupils. Additionally, we reviewed various reports, studies, and research papers on the effective use of pupil premium, the impact of disadvantage on educational outcomes, and strategies to address socio-economic challenges.

We utilised the EEF's implementation guidance to develop our strategy, particularly the 'explore' phase, to diagnose specific pupil needs and determine the most effective activities and approaches for our school. We will continue to use this guidance throughout the implementation of our activities. A robust evaluation framework has been established for our three-year approach, and we will adjust our plan over time to secure better outcomes for our pupils.