

# Pupil Premium Strategy Statement - St Mary's CE Primary School – 2024-27

## Review Autumn 2025

DfE Number – 871/3070

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

It outlines our pupil premium strategy:

- school
- how we intend to spend the funding in these academic years and the expected outcomes for disadvantaged pupils following our intended actions.

### School overview

Detail	Data
Number of pupils in school	626 Rec-Yr6 678 inc Nursery
Proportion (%) of pupil premium eligible pupils	<b>Rec-Yr6</b> 181/626 28.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Aut 2024 – Aut 2027
Date this statement was published	December 2024
Date on which it will be reviewed	<b>Autumn 2025</b> Autumn 2026

	Autumn 2027
Statement authorised by	Mrs Saba Khan
Pupil premium lead	Mrs Zoe Brotherston
Governor / Trustee lead	Mrs Mandy Sindhu

## School PPG Profile – Autumn 2025

Currently, we have 28.9% of our pupils eligible for the Pupil Premium Grant. Numbers tend to increase as children move through KS2 and their Universal Free School Meals entitlement comes to an end. However, over the last year we have seen an increase in eligible pupils in KS1. Year 3 (38.2%) and year 6 (33.3%) currently hold the highest % of PPG across the school.

Our numbers are slightly higher than those this time last year:

December 2024	PPG Total	179/626
		28.5%
		(National Average 24.6%)

December 2025	PPG Total	181/626
		28.90%
		(National Average 25.7%)

Overall, our percentage eligible for PPG has remained stable with only a slight increase of 0.4% - this is below the national increase of 1.1% as stated below:

**FSM - Percentage of pupils**

# 25.7

Eligible for free school meals - up from 24.6 in 2024

The DfE report the following in their Schools, Pupils and Their Characteristics report for 2024-25:

***The number of pupils in schools in England has decreased***

*There has been a decrease of 59,600 (0.7%) pupils across all school types from the previous year, with a total of over 9 million pupils. This includes all state-funded and independent schools. The number of schools has increased slightly, by 26 to 24,479.*

***Free school meal eligibility continues to increase***

***25.7% of pupils are eligible for free school meals, up from 24.6% in 2024. This represents almost 2.2 million pupils.***

***1.6 million infant pupils were recorded as taking a free school meal on census day***

*Of those, almost 1.3 million are not normally eligible for FSM through the criteria above and received them under the Universal Infant FSM policy. This is a similar pattern to previous years.*

***The average class size for infant pupils (reception, year 1 and year 2) has decreased***

*Infant class size has decreased slightly to 26.2 from 26.6 in 2024, this is the lowest infant class size since 2009. There is a statutory limit of 30 pupils in an infant class.*

Currently our PPG percentage of 28.9% is 3.2% higher than the national average of 25.7%. This is unsurprising when taking into consideration the local area, mobility and deprivation factors – our school postcode falls within the 25% most deprived areas in the country.

Below is a further breakdown of our PPG register. This is by year group class and gender. Overall, we have more girls on the PPG register than boys.

PPG Total	181/626	PPG Totals	Number on roll	%
	28.90%	Whole School	181/626	28.90%
	(National Average 25.7%)			
		Rec	19/89	21.30%
		Year 1	26/90	28.90%
		Year 2	25/89	28.00%
		Year 3	34/89	38.20%
		Year 4	23/89	25.80%
		Year 5	24/90	26.70%
		Year 6	30/90	33.30%
		Females	102/181	56.30%
		Males	79/181	43.70%

A monthly update of this information is sent to staff to ensure they are aware of the PPG children in their classes and any changes to the register. This allows for current pupils to be a priority when planning, teaching and learning.

Our data shows a distinct rise in PPG for our current Year 3 cohort. Year 3 teachers are aware of this and tailor planning, curriculum and intervention to ensure the needs of the growing number of disadvantaged pupils are met.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,430
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£245,430

## Part A: Pupil premium strategy plan

### Statement of intent

At St Mary's it is our intention that all pupils make good progress and achieve high attainment across the curriculum. This is irrespective of background, academic ability or the challenges they face in their day to day lives. Our Pupil Premium Strategy focuses on supporting those children identified as disadvantaged to achieve in line with their peers. We will focus on key challenges that are preventing our disadvantaged pupils from attaining equally well. Our approach will be responsive to both common challenges and our pupils' individual needs.

Quality first teaching is at the centre of our School Development Plan and Pupil Premium Strategy. Evidence (EEF) shows that this has the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. We intend to place priority on CPD for teachers and support staff to consistently raise the quality of wave 1 provision for our pupils and in turn non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our PPG strategy plays an integral part to wider school plans for education recovery, notably in its targeted support through our school-based Recovery Curriculum for pupils whose education has been worst affected, including non-disadvantaged pupils and a long term plan for School Led Tuition.

Our approach will be responsive to common challenges and individual needs, rooted in formative and summative assessment, not assumptions about the impact of disadvantage. Research, school data and Parent/Pupil voice have highlighted that common barriers to learning for disadvantaged pupils can include, but are not limited to:

- Lower attendance
- Lack of resources
- Weaker language skills
- Parental engagement and support

We adopt a whole school approach at St Mary's, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will measure the impact of the PPG spend at least annually. We will continue to focus on diminishing differences between our disadvantaged pupils and those not in receipt of the funding. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. At the end of each academic year the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

Access to enrichment opportunities has also been highlighted as a challenge for disadvantaged families and therefore at St Mary's we work closely with families to communicate openly and offer support where appropriate.

The approaches we have adopted complement each other to help disadvantaged pupils make good or accelerated progress. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1 and 2	Narrowing the attainment gap across reading, grammar and phonics between disadvantaged and non-disadvantaged pupils.

Narrowing the attainment gap across maths between disadvantaged and non-disadvantaged pupils.

Whole school data for 2023-24 shows, in some year groups, a significant gap (more than 10%) between the attainment of PPG and Non-PPG pupils.

In Year 1 less than 50% of PPG pupils reached the expected level for Reading and Maths.

The Maths assessment levels showed a significant gap in Upper Key Stage 2. In KS1 less than 70% of PPG pupils achieved the expected levels for Maths by the end of the academic year.

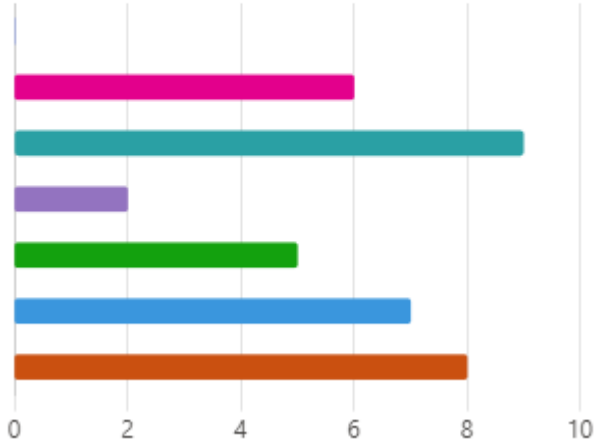
PPG/Non PPG

		READING	WRITING	GAPS	MATHS
YEAR 6	PPG	84%	92%	96%	64%
	NON-PPG	79%	88%	88%	86%
YEAR 5	PPG	76%	63%	65%	71%
	NON-PPG	91%	87%	82%	86%
YEAR 4	PPG	68%	71%	54%	57%
	NON-PPG	73%	71%	68%	79%
YEAR 3	PPG	60%	67%	47%	87%
	NON-PPG	58%	62%	57%	85%
YEAR 2	PPG	77%	77%	68%	64%
	NON-PPG	74%	90%	60%	66%
YEAR 1	PPG	41%	69%		35%
	NON-PPG	52%	73%		47%

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Limited parental support and engagement.

As an example, following a parent survey sent to parents via email, we received 34 responses out of 168 PP families – 20% engagement.

	<p>2. Year Group/s: (Starting in September 2024) (0 point)</p> <ul style="list-style-type: none"> <li>● Reception 0</li> <li>● Year 1 6</li> <li>● Year 2 9</li> <li>● Year 3 2</li> <li>● Year 4 5</li> <li>● Year 5 7</li> <li>● Year 6 8</li> </ul>  <table border="1" data-bbox="1344 343 1937 790"> <caption>Pupil Numbers by Year Group</caption> <thead> <tr> <th>Year Group</th> <th>Number of Pupils</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>0</td> </tr> <tr> <td>Year 1</td> <td>6</td> </tr> <tr> <td>Year 2</td> <td>9</td> </tr> <tr> <td>Year 3</td> <td>2</td> </tr> <tr> <td>Year 4</td> <td>5</td> </tr> <tr> <td>Year 5</td> <td>7</td> </tr> <tr> <td>Year 6</td> <td>8</td> </tr> </tbody> </table>	Year Group	Number of Pupils	Reception	0	Year 1	6	Year 2	9	Year 3	2	Year 4	5	Year 5	7	Year 6	8
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Reception	0																
Year 1	6																
Year 2	9																
Year 3	2																
Year 4	5																
Year 5	7																
Year 6	8																
4	<p>Limited experiences and enrichment opportunities beyond home life.</p>																
5	<p>Low attendance and punctuality issues which negatively impact disadvantaged pupils' progress.</p> <p>Following our previous strategy we have seen a significant improvement in the attendance of PPG pupils. However, as a group, attendance still falls below that of their non-PPG peers and below the expected 96% attendance.</p> <p>Persistent lateness is an ongoing issue for many of our PPG families. This will form the focus of our intervention for this strategy.</p>																

Period: 04/09/2023 AM to 25/07/2024 PM		
Whole School		
	<b>Pupils in group</b>	<b>Attendances</b>
Pupil Premium	206	92.17
Not Pupil Premium	552	93.12

### 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
<p>To continue to narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils – Reading, Grammar and Phonics</p>	<p>PSC attainment for PPG pupils will be closer to the national average and in line with non-disadvantaged peers.</p> <p>Formative and summative assessment data for reading across the school shows accelerated progress for PPG pupils.</p> <p>Attainment for disadvantaged pupils to be in line with non-disadvantaged peers.</p> <p>PPG pupils working below ARE identified quickly through regular assessment and PPMs.</p> <p>Targeted intervention put in place and monitored and shows positive impact.</p>

<p>To continue to narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils – Maths</p>	<p>Formative and summative assessment data for maths across the school shows accelerated progress for PPG pupils.</p> <p>Attainment for disadvantaged pupils to be in line with non-disadvantaged peers.</p> <p>PPG pupils working below ARE identified quickly through regular assessment and PPMs.</p> <p>Targeted intervention put in place and monitored and shows positive impact.</p>
<p>To increase positive parental engagement.</p>	<p>Parents will be well informed and have an active and open dialogue with staff – teachers, office staff, SLT and the Inclusion team.</p> <p>Events are well attended by parents across all year groups.</p>
<p>To enhance pupils' cultural capital by providing a breadth of curriculum and wider school experiences.</p>	<p>Opportunities are planned for pupils to access a variety of cultural and diverse experiences, including visits to places of cultural importance both locally and outside of the local community.</p> <p>Pupils can refer to these experiences throughout pupil interviews and when writing recounts.</p>
<p>To ensure attendance and punctuality of disadvantaged pupils is in line with peers and that persistent absence is reduced.</p>	<p>The attendance for PPG pupils will be much improved and closer to national average.</p> <p>Attendance for disadvantaged pupils will be in line with their peers.</p> <p>Attendance of PPG pupils will be regularly monitored and analysed alongside and separately from non-disadvantaged pupils to highlight any persistent absences quickly.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2
Reading specialist teacher 0.6	<p>Evidence from the EEF provides support for the deployment of a Reading Specialist Teacher to raise standards in teaching and to increase high quality intervention of reading comprehension across the school to support our disadvantaged pupils.</p> <p>‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’ (EEF)</p>	1, 2, 3, 4

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>See also evidence from EEF supporting the use of Small Group Tuition.</p> <p>‘The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year’ (EEF).</p> <p>‘Low attaining pupils particularly benefit from small group tuition’ (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Professional Development – Teachers and Support Staff (inc Lunchtime Supervisors)</p> <p>ECT Mentors</p> <p>RWInc – regular Development Days</p> <p>Catch Up Numeracy</p> <p>NPQs – range of areas and phases</p>	<p>Evidence shows that Quality First Teaching has a high impact on pupil’s progress and attainment. It is for this reason we place this at the core of our School Development Plan and Pupil Premium Strategy.</p> <p>Weekly Professional Development Sessions for all teaching staff – led by SLT and Subject leads to ensure a consistent approach to curriculum, planning, delivery and assessment.</p> <p>Weekly Support Staff training – these link closely to teacher PDS cycle to ensure Support Staff are receiving the same message and they are fully equipped to support effectively in core subjects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 2</p>

<p>Support Staff development - interventions</p> <p>Including – 1:1 reading, 1:1 phonics tutoring, Fast Track Phonics, Catch Up Numeracy, SEND intervention as per EHCPs</p>	<p><b>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.'</b> (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1, 2</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 reading support – across school</p> <p>Reading Volunteers – 1:1 reading support across the school – training program provided</p> <p>Yr 5/6 booster clubs – inc CGP resources</p> <p>After school tuition – Yrs 1-6 – alternate Maths/Reading focus (Friday PM and Tues/Wed for Spring and Summer Term)</p> <p>RWInc – 1:1 tutoring, Pinny Time, Fast Track</p> <p>Catch Up Numeracy</p>	<p>Evidence from the EEF shows that tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.</p> <p><b>'The average impact of the small group tuition is four additional months' progress, on average, over the course of a year' (EEF).</b></p> <p><b>'Low attaining pupils particularly benefit from small group tuition' (EEF).</b></p> <p>Small group tuition is defined as one teacher or professional educator working with 2-8 pupils in a group. This arrangement enables the educator to focus exclusively on a small number of learners. Intensive tuition in small groups will be provided to support lower attaining learners in the first instance. Summer term tuition will be aimed at those working at Expected to Greater Depth to provide more opportunity to teach challenging topics or skills.</p>	<p>1, 2, 4</p>

<p><b>Early Language Program</b></p>	<p>EEF evidence indicates that one to one tuition can also be very effective. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p><b>Individual Numicon packs - EYFS/Yr1</b></p>	<p>The supply of Numicon resources for families ensures that all children have equal access to resources at home to enable them to practice and consolidate learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a></p>	<p>2, 4</p>
<p><b>PPG Targeted library time — after school x2 sessions a week</b></p>	<p><del>See below for evidence supporting actively involving and supporting parents to engage in their child's learning and progress.</del></p> <p><del><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></del></p> <p><del><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></del></p>	<p><del>1, 3, 4</del></p>
<p><b>Chromebooks — inc Computer Care</b></p>	<p>Feedback from pupils, parents and teachers has highlighted the need for digital support for our disadvantaged families.</p>	<p>1, 2, 4</p>

<p>DfE Laptop loan and upkeep – in place of the DfE laptops that are now obsolete, the school have funded 25 new laptops that are loaned to PPG families</p> <p>Academic subscriptions – inc Mathletics, RWInc, TTRS and Reading Eggs</p>	<p>Parents have shared through surveys and communication that they struggle to provide and upkeep digital devices that would ensure their children had equal access to remote learning, online research and online homework platforms.</p> <p>Homework monitoring shows lower than expected levels of engagement with online learning platforms, this is more prominent with PPG families.</p> <p><b>‘Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.’ (EEF)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	
<p>Parent Workshops – half termly – Reading and Maths Support across all Year groups</p>	<p>The EEF states:</p> <p><b>‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <a href="#">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.’</b></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	<p>1, 2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA – x2 support staff delivering ELSA across the school</p> <p>Inclusion Team support</p> <p>Family Support Worker</p> <p>Pyramid club</p> <p>SEND intervention – Bag Time, NELI, SALT</p> <p>Jigsaw PSHE</p>	<p>The evidence provided supports the decision to include a variety of Social and Emotional interventions and support. These interventions may include:</p> <ul style="list-style-type: none"> <li>• School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning – Family Support Worker</li> <li>• Universal programmes which generally take place in the classroom with the whole class – such as, the Choices Program</li> <li>• More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs – ELSA</li> </ul> <p><b>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’ (EEF)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 2, 3, 4</p>
<p>Attendance Officer</p> <p>Parents coffee mornings</p> <p>Welcome to Year Group workshops</p>	<p>Whole school data shows that PPG pupils have lower attendance in comparison to their peers and higher levels of lateness. Targeted intervention from our Attendance Officer is in place to swiftly address those with persistent absence.</p>	<p>3, 5</p>

<p>Pupil, Parent, Teacher Consultation meetings – Autumn and Spring Terms</p> <p>Parent workshops – maths and English, E-Safety</p> <p>Scheduling of events and workshops to coincide with drop off/pick up times</p>	<p>The evidence provided refers to teachers and schools actively involving parents and families with supporting their child’s learning. This includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><b>‘Parental engagement in early years’ education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year.’ (EEF)</b></p> <p><b>‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’ (EEF)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Uniform support</p> <p>Subsidised Sports Clubs</p>	<p>EEF toolkit shows that enrichment in the form of sports, arts, outdoor adventure learning are shown to have +2 to +4 months impact.</p>	<p>4</p>

Subsidised Trips

Stationary to support completion of homework

It is important that as a school we do all we can to set our pupils up for success by supporting families in supplying necessary equipment for children to equally access their education. Not all family, especially those eligible for PPG, have the financial stability to supply their child with the proper school equipment to succeed and no child should be disadvantaged because of this.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Whole School Overview

YEAR GROUP	COHORT	BOYS	GIRLS	PPG	NON-PPG	SEND	NON-SEND	NEW PUPILS
Nursery	52	24	28	6	46	7	45	
Reception	89	37	52	22	67	10	79	
Year 1	90	46	44	28	62	13	77	17
Year 2	89	42	47	28	61	11	78	26
Year 3	90	50	40	24	66	20	70	33
Year 4	89	53	36	22	67	13	76	37
Year 5	89	51	38	28	61	14	75	32
Year 6	89	43	46	35	54	17	72	44

#### CONTEXT

Year 6 completed the end of KS2 SAT papers in reading, grammar & punctuation and maths. Writing is teacher assessed. Year 2 completed the optional end of KS1 SATs tests

Years 3, 4 & 5 all administered the spring NFER tests. All tests administered are from the chronological year group.

The NFER tests identify the following attainments using standardised scores:

STANDARDISED SCORE	ATTAINMENT DESCRIPTION	
70 – 84	WTS	85 – 94 is identified as LEXS by NFER but, as a school, we have identified these pupils as in need of support and therefore WTS.
85 – 94	TARGET PUPILS	
95 – 105	EXS	Pupils working within this range are working at the average standard.
106 – 115	HEXS	
116 - 141	GDS	

This is slightly different for Year 6 and Year 2 who use scale scores. These scale scores can change from year to year.

Standardised scores: these are based on data gained from thousands of tests being taken from a nationally representative sample of pupils and give reliable boundaries which don't change.

Scale scores: these are set against 'expected' scores and can change from year to year.

There is little or no correlation between the two types of scores.

PPG/NON-PPG		READING	WRITING	GAPS	MATHS
YEAR 6	PPG	66%	66%	66%	60%
	NON-PPG	78%	89%	83%	91%
YEAR 5	PPG	64%	57%	57%	61%
	NON-PPG	76%	84%	77%	79%
YEAR 4	PPG	59%	67%	62%	59%
	NON-PPG	72%	82%	75%	81%
YEAR 3	PPG	63%	79%	54%	67%
	NON-PPG	65%	79%	62%	83%
YEAR 2	PPG	44%	68%	59%	22%
	NON-PPG	74%	61%	57%	45%
YEAR 1	PPG	36%	68%		46%
	NON-PPG	55%	69%		65%

Our end of 2024/25 data does show overall that less PPG pupils are achieving ARE than their Non-PPG peers.

Areas highlighted in **YELLOW** are where this gap is more than 10% and are consistent with the areas identified in our Challenges.

There are areas that show the % of PPG pupils are performing better than compared to 2024/25 showing a positive impact in intervention and tuition – these are shown in green.

Our data shows that our PPG pupils are in need of further focused and targeted intervention and that this needs to be increased for the remainder of our strategy. Reading and Maths form the focus of our PPG and school wide 5-year plan – with a focus on these in Years 2 (2026/27) and 3 (2027/28). Our PPG strategy is written in line with this and so some changes and an increase of intervention and support in those areas is planned.

END OF KS2 IN DEPTH

READING

	GDS	EXS	WTS	BN
NUMBER OF PUPILS	28	37	22	2
% OF COHORT	31%	42%	25%	2%
	65/73%		24/27%	
	COHORT	EXPECTED OR ABOVE		
BOYS	43	33	77%	
GIRLS	46	32	70%	
PPG	35	23	66%	
NON PPG	54	42	78%	
SEND	17	7	41%	
NON SEND	72	58	81%	
MOBILE	44	30	68%	
STABLE	45	35	78%	

WRITING

	GDS	EXS	WTS	BN
NUMBER OF PUPILS	4	66	17	2
% OF COHORT	4%	74%	19%	2%
	70/79%		19/21%	
	COHORT	EXPECTED OR ABOVE		
BOYS	43	35	81%	
GIRLS	46	35	76%	
PPG	35	23	66%	
NON PPG	53	47	89%	
SEND	17	8	47%	
NON SEND	71	62	87%	
MOBILE	44	31	70%	
STABLE	45	39	87%	

SPAG

MATHS

	GDS	EXS	WTS	BN		GDS	EXS	WTS	BN
NUMBER OF PUPILS	38	30	19	2		28	42	17	2
% OF COHORT	43%	34%	21%	2%		31%	47%	19%	2%
	68/76%		21/24%			70/79%		19/21%	
	COHORT	EXPECTED OR ABOVE				COHORT	EXPECTED OR ABOVE		
BOYS	43	35	81%		BOYS	43	35	81%	
GIRLS	46	33	72%		GIRLS	46	35	76%	
PPG	35	23	66%		PPG	35	21	60%	
NON PPG	54	45	83%		NON PPG	54	49	91%	
SEND	17	8	47%		SEND	17	8	47%	
NON SEND	72	60	83%		NON SEND	72	62	86%	
MOBILE	44	32	73%		MOBILE	44	31	70%	
STABLE	45	36	80%		STABLE	45	39	87%	

Intended outcomes have been RAG rated to show current delivery and progress towards being achieved before Dec 2027. Due to the changes in our school's staffing and building we will be making some adjustments to the strategy, meaning those areas rated **RED** will be tweaked to allow for these changes. Areas rated **YELLOW** are to form the focus of the second year (2025/26) of our PPG strategy.

## 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
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Tales ToolKit	Tales ToolKit
Mathletics	3P Learning
Reading Eggs	3P Learning
Times Table Rock Stars	Maths Circle Ltd
Read Write Inc	Ruth Miskin
Catch Up Numeracy	Catch Up
Jigsaw (PSHE)	Jan Lever Group