

# Quadring Cowley and Brown's Primary School Pupil Premium Strategy Statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	19 pupils – 19.38%
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> )	2023-2026
Date this statement was published	Initial Plan December 2023 Reviewed December 2024 <b>Reviewed December 2025</b>
Date on which it will be reviewed	December 2026
Statement authorised by	Jeanette Jameson – Headteacher
Pupil premium lead	Jeanette Jameson – Headteacher
Governor / Trustee lead	Emma Walters – Chair of Governors Hollie Stafford – PP Governor Champion

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36 360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£36 360</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>	
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## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Pupils at Quadring Cowley and Brown's Primary School will achieve educational success, via high expectations that permeate through all that we do. They will make accelerated progress based on their starting points, across the curriculum, through high quality teaching. We aim for disadvantaged pupils to access targeted, in class support and high-quality interventions that are planned and lead by teachers, in collaboration with highly skilled Teaching Assistants.

At Quadring Primary, as part of our inclusive ethos and values, and extended via Pupil Premium provisions, we aim to provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable.

We will aim to increase attendance for those disadvantaged pupils and will work closely with our families to ensure that children are being supported as appropriate.

Our aim is to ensure that we decrease the gap between our disadvantaged pupils and their non-disadvantaged peers by providing them with support to enable them to experience the full, rich learning experience that Quadring Primary has to offer, alongside the additional, targeted interventions put in place.

We will aim to offer a wide range of extracurricular activities both in and out of school to broaden the ambitions of our disadvantaged children.

We aim to support all pupil premium children to attend Wraparound Care both for breakfast club and after school wraparound, to provide support with ensuring that they receive a warm meal/snack at the start and the end of the day.

We aim to work in conjunction with our parents to raise the expectations for our children. In doing this, we aim to have a positive impact upon children's academic ability and their mental health and well-being. We identify the significant role that cultural capital has on the life chances for our children. We will ensure that our disadvantaged children have access to a broad range of trips and visits around our local area, county and beyond, as well as extensive bought in, extra-curricular services that give our disadvantaged children the opportunity to experience a wealth of activities that would otherwise be unavailable to them.

All of this enrichment alongside all the factors mentioned above is to ensure our children leave Quadring Primary with the skills, resilience and self-worth that they need to succeed in life. We want our children to aspire for greatness and achieve at least in line with their peers locally and nationally.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will also ensure that the challenges faced by our vulnerable children who may have a social worker or are a young carer are also addressed, supporting their needs regardless of whether they are disadvantaged or not.

High Quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. We aim to close the gap for our disadvantaged pupils but we also acknowledge the need to ensure non-disadvantaged pupil's attainment is sustained or improved through the extra funding that this funding can provide.

Our aim is to also use our funding carefully to target support for those children who, through assessment and observation, show that their education has been adversely affected during school disruptions. We aim to be responsive to common challenges and individual needs whilst making no assumptions about the impact of disadvantage. The approaches we have adopted encourage and support all pupils to achieve well.

#### **What are our ultimate objectives for our disadvantaged pupils?**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Disadvantaged pupils will make expected or better progress in reading, writing and maths
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Ensure ALL children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Ensure that all children are making expected progress in their writing.
- Remove barriers to learning created by social and economic background
- Enable children to nurture their social and emotional wellbeing and to develop resilience
- To ensure that all pupils have at least good attendance in school and strive for attendance that is above our school expectation of 97% to enable them to make good progress in all areas.
- Access a wide range of enrichment opportunities to enhance the children's knowledge and understanding of the world, whilst raising aspirations
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

- To provide opportunities for all pupils to be able to attend a breakfast club and wraparound after school club to ensure they have a healthy breakfast and are ready for the school day and have a warm snack/light meal at the end of the day before going home.

**How does our current pupil premium strategy plan work towards achieving these objectives?**

- All of our chosen approaches relate to improving outcomes in reading, to include phonics, writing, maths and the social and emotional development of disadvantaged pupils or overcoming barriers to their attendance.
- We aim to provide all teachers with high quality CPD to ensure that children access effective high quality teaching
- Provide targeted support to quickly address identified gaps in learning
- Ensure regular monitoring of attendance and provide targeted support for any pupils whose attendance is a concern and is impacting on their progress to ensure that they are attending school and therefore accessing the curriculum and making expected progress.
- Target funding to ensure that all children have access to trips, residential visits and first-hand learning experiences
- Provide opportunities for all children to participate in enrichment activities including sport and music
- Provide nurture to support children in their emotional and social development

**We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the Pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

**What are the key principles of our strategy?**

All of our chosen activities are underpinned by evidence that supports the Approach

### **Achieving these objectives:**

The range of provision that supports this strategy would be as follows:

- Ensuring all teaching is good or better thus ensuring that the children are receiving high quality teaching at all times
- Splitting mixed year group class sizes to enable small group teaching and learning to take place where required, thus improving opportunities for effective teaching and accelerating progress for disadvantaged pupils
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations
- Additional learning support where required for both in class support and intervention for pre and post learning.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Wellbeing and Behaviour support provided both in class and through 1:1 or small group interventions.
- Wellbeing support for identified pupils from our link with Lincolnshire MHST.
- Working closely with parents of Pupil Premium children to enable them to access support and resources to help their children at home.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Under-developed writing stamina</b> Assessments, observations and discussions with pupils indicate under-developed writing stamina among many disadvantaged pupils. This is evident from EYFS through to KS2 and are generally more prevalent among our disadvantaged pupils than their peers.
2	<b>Communication and language skills low upon entry to school.</b> When children arrive in school they are displaying much lower communication and language skills, with limited vocabulary and language acquisition. They are also displaying struggles with social communication and interaction.
3	<b>Gaps in learning especially in writing</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing and spelling than their peers. This negatively affects their development as writers.

4	<b>Gaps in basic number sense, fluency and understanding</b> Evident in upper KS1 and lower KS2 that impact on their progress with more children struggling to apply basic number to more complex mathematical calculation and challenges.
5	<b>Lack of retention of basic skills and knowledge</b> that require additional revisiting and reinforcement to enable learning to progress - impacted on overall coverage of curriculum especially in Upper KS1 and lower KS3
6	<b>Attainment gap in children previously achieving greater depth particularly in writing.</b> This is particularly evident in KS1 as well as in lower KS2. Due to the impact of lost learning in previous years there continues to be significant gaps in children's ability to be independent, fluent writers.
7	<b>Attendance of some disadvantaged pupils</b> There are some issues for a low percentage of PP children who have also had medical needs or anxiety around attending school.
8	Increased amount of medical needs and poor health impacting on PP children and their ability to focus and concentrate in lessons.
9	<b>Mental Health and wellbeing barriers.</b> Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted to a greater extent than for our other pupils. These findings are supported by national studies. Emotional health and wellbeing (PSED) enhanced challenge amongst children from EYFS through to Year 6.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise attainment of Key Stage 1 and lower KS2 PP children and close the gap between their non PP peers.  Pupils' progress and attainment to be at least in line with national data.	By end of Key Stages 1 and 2, PP children to achieve at least in line with non-PP peers locally and nationally.  Focused, targeted interventions evaluated as having added value and evidence of progression.  High expectations of achievement made clear to children and parents
Phonics and early reading skills to progress rapidly on entry and pupil progress	By the end of EYFS children are at expected level for Phonics ready for their transition into Year 1.

<p>and attainment to be at least in line with national data.</p>	<p>Year 1 children to perform at least in line with non-PP peers locally and nationally during the Phonics Screening Check. Year 2 children to perform at least in line with non-PP peers locally and nationally during phonics screening check.</p> <p>Parents engaged to support their children and increase their confidence in basic skills for early reading.</p>
<p>Improve writing and reading stamina.</p>	<p>Disadvantaged pupils will make expected or better progress in reading and writing.</p>
<p>Early Learning Goals in EYFS to progress rapidly on entry and pupil progress and attainment to be at least in line with national data.</p>	<p>By the end of Reception, children to perform in line with non-PP peers locally and nationally throughout the Early Learning Goals</p> <p>EYFS curriculum targets for communication and language supported through a wide range of opportunities in Reception.</p>
<p>Attendance figures for PP children to be at least in line with national data.</p> <p>Whole school approach to high expectations for all children to be attending school.</p> <p>Whole school rigorous monitoring procedures to ensure early intervention and support is in place for pupils and their families.</p>	<p>Absence of PP children to be maintained to be in line with or better than non PP children and also below national attendance figures.</p> <p>Ensure attendance of disadvantaged pupils is in line with national expectations of 95% or striving to reach our school expectations of 97%</p>
<p>To provide enhanced learning opportunities in non-curriculum based areas to achieve a higher level of 'cultural capital' enrichment.</p>	<p>PP Children to have participated in a range of activities, supplementary to the curriculum, inclusive of being supported to attend paid school trips and events.</p> <p>This includes extra-curricular clubs as well as year long curriculum enrichment to provide a stimulus for learning.</p>

	<p>Enhanced learning opportunities promoted and accessed, inclusive of support for swimming lessons for the term a PP child attends swimming lessons at the local pool.</p> <p>Increased number of PP children attending after school extra-curricular clubs.</p>
<p>To ensure we support the basic needs of our PP families including, but not exclusive to food and clothing.</p>	<p>Uniform to be offered to PP families at the start of the academic year and throughout of required on a needs basis.</p> <p>Uniform to be given when the family is identified as being particularly in need of uniform.</p> <p>Support for school meals for any of our disadvantaged families who are in need.</p> <p>Funds available to support disadvantaged children for general school equipment required for any home learning and homework.</p> <p>Funds to support attendance at a Wraparound Care both at Breakfast club and after school club.</p>
<p>To support the emotional wellbeing of our identified PP children in need of additional strategies and increase levels of resilience in all pupils.</p>	<p>Targeted support via intervention for identified children through general wellbeing interventions</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)

Budgeted cost: £7953.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality teaching for all pupils to accelerate progress in order to support recovery and catch up.</p>	<p>EEF tiered approach stated that high quality teaching is a top priority and will have the biggest impact.            "Recognising the importance of teacher quality exemplifies a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes" (EEF 2021)  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>'Great teaching is the most important lever schools have to improve outcomes for their pupils.'  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p> <p>"quality of teaching is central to the quality of schools" (Sutton Trust 2021)</p>	<p>1,2,3,4,5,6</p>
<p>Strategically planned CPD for all staff members to refresh/re-train in order to deliver high quality teaching and interventions - linked to</p>	<p><b>(EEF Impact +4-6 months)</b></p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average. Our interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Careful deployment of TA's (and their skills) leads to increases in attainment.</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>  <a href="https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-">https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-</a></p>	<p>3,4,5,6,9</p>

<p>SDP priorities.</p> <p>This will include support through moderation for teachers with Key Teaching Hubs and local clusters to ensure that teacher assessment is accurate.</p>	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228112/2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf">2bac77df09c7/ruth_miskin_literacy_inc - read write inc research and evidence xbviibh.pdf</a></p> <p>Research shows that high quality teaching requires up to date CPD according to the Sutton Trust, International studies have shown that the quality of teaching is central to the quality of schools. "So it is particularly important that primary schools are able to ensure that the best teachers are in the schools serving the poorest communities". CPD is vital to ensuring we have the best teachers.</p> <p>Specific focus on writing development and stamina. School Development Plan 2023-2024</p> <p>Specific focus on reading fluency development and assessment. School Development Plan 2025-2026</p>	
<p>Enhanced subject leadership and curriculum leadership, to improve high quality teaching.</p> <p>Curriculum leaders to attend relevant CPD opportunities and disseminate to staff.</p>	<p>EEF tiered approach stated that high quality teaching is a top priority and will have the biggest impact. "Recognising the importance of teacher quality exemplifies a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes" (EEF 2021 <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Link to review of curriculum plans to identify writing opportunities School Development Plan 2023-2024</p> <p>Link to NCETM mastering number programme School Development Plan 2024-2025, 2025-2026</p> <p>Link to English Hub Reading Fluency and Assessment Audit 2025-2026</p>	1,2,3,4,5,6
<p>Review of reading fluency and assessment of reading as pupils transition</p>	<p>(EEF Impact +5 months)</p> <p>According to the EEF, the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>"Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional</p>	1,2,3,4,5

<p>into KS2 following high quality teaching of phonics and reading development from EYFS/KS1</p>	<p>five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read." (EEF 2021)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>          "It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning." (EEF 2021)</p>	
<p>Effective assessment to support identification of gaps in learning</p>	<p>Purchase Pira, Puma, GAPs standardised tests to provide reliable insights into the gaps in learning.</p> <p>Standardised assessments in Literacy for reading might be used to identify pupils who would benefit from additional catch-up support (EEF)  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_sup-port_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_sup-port_guide_for_schools.pdf</a></p> <p>Identifying needs through Specialist Teaching Services assessments to ensure all PP children are being supported according to any underlying identified needs.</p> <p>Use of pre and post assessments in non core subjects to identify progress in knowledge. (SDP 2023-2024)          Develop assessment of PE and sports (2023-2024)          Development of assessment of reading fluency in KS2 (2025-2026)</p>	<p>1,3,6</p>

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

Budgeted cost: £12 991.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions targeting basic literacy, writing, reading and maths skills and phonics.	<b>EEF (Impact +4 months)</b> Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate class-room or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3,4,5,6,7

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

Budgeted cost: £12 929.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced learning opportunities in non curriculum based areas to achieve a higher level of 'cultural capital' enrichment. e.g Bought in sports services, Trips and visits, Extra-curricular clubs.	<b>(EEF Impact +3 months)</b> "Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive	1,2,5,7,8,9

	<p>attitudes to learning and increased well-being have also consistently been reported. (EEF 2021)</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>OFSTED found it to be a "double unfairness" when dis-advantaged pupils may not have access to cultural capital"</p>	
<p>Educational materials pupils have access to in and outside school to support progress and encourage parental involvement in their child's education. e.g. TT Rockstars, Purple Mash, Nessy Dyslexia</p>	<p><b>(EEF Impact +4 months)</b></p> <p>"Using technology for students, where learners use pro-programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with, on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching." (EEF 2021)</p> <p>"Parental engagement has a positive impact on average of 4 months' additional progress." (EEF 2021)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	1,3,5,7
<p>Improve attendance of disadvantaged pupils by monitoring attendance and working with pupils and their families to promote good attendance</p>	<p>Individual attendance has improved previously when closely monitored. Working closely with specific parents/carers and developing strong relationships has previously resulted in improved attendance (Breakfast Club provision, rewards, uniform support etc)</p>	7,8,9
<p>Provision of wellbeing support for identified pupils to develop positive mental wellbeing to increase engagement in school, develop social friendships and</p>	<p>EEF (Impact +4 months)</p> <p>Social and Emotional Learning - interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might</p>	1,2,7,8,9

<p>enable pupils to be successful learners.</p>	<p>focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social, behavioural and/or emotional needs.</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>Continued involvement in Lincolnshire MHST project to support wellbeing for pupils and families.</p> <p>School Development plan 2023-2204 and 2024-2025, and continued support for 2025-2026</p>	
<p>Support for attendance at Breakfast Club</p>	<p>EEF (Impact +2 months)</p> <p>Breakfast club provision helps to address problems of pupil hunger and, by virtue of this, improve children's wellbeing, concentration, and behaviour in class;</p> <p>It improves attendance and punctuality by creating an added incentive for children to arrive at school on time;</p> <p>It supports parents by reducing the stress of morning routines and providing early morning childcare; and it establishes and reinforces a welcoming and inclusive community ethos within the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	<p>1,2,4,7,9</p>

**Total budgeted cost: £33, 874.24**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>2023-2024</b>	<b>All pupils</b>	<b>PP</b>
EYFS GLD %	46.7% (7/15 pupils)	50% (1/2 PP Pupils) 6.6% (1/15 pupils)
Y1 Phonics %	50% (6/12 pupils)	0% (0/6 PP pupils) 0% (0/15 pupils)
Y2 Phonics %	100% (16/16 pupils)	100% (2/2 PP Pupils) 12.5% (2/16 pupils)
Y6 RWM % EXS	100% (16/16 pupils)	100% (6/6 PP Pupils) 37.5% (6/16 pupils)
Y6 RWM % GDS	12.5% (2/16 pupils)	0% (0/6 PP Pupils) 0% (0/16 pupils)
Y6 Reading % EXS	100% (16/16 pupils)	100% (6/6 PP pupils) 37.5% (6/16 pupils)
Y6 Reading % GDS	56.3% (9/16 pupils)	50% (3/6 PP Pupils) 18.75% (3/16 pupils)
Y6 Writing % EXS	100% (16/16 pupils)	100% (6/6 PP Pupils) 37.5% (6/16 pupils)
Y6 Writing % GDS	37.5% (6/16 pupils)	33.3% (2/6 PP Pupils) 12.5% (2/16 pupils)
Y6 Maths % EXS	100% (16/16 pupils)	100% (6/6 PP Pupils) 37.5% (6/16 pupils)
Y6 Maths % GDS		66.7% (4/6 PP Pupils) 25% (4/16 pupils)

Y6 GPS % EXS	100% (16/16 pupils)	100% (6/6 PP Pupils)
Y6 GPS % GDS	75% (12/16 pupils)	83.3% (5/6 PP Pupils) 31.25% (5/16 pupils)
<b>2024-2025</b>	<b>All pupils</b>	<b>PP</b>
EYFS GLD %	68.8% (11/16 pupils)	100% (1/1 PP Pupils) 6.25% (1/16 pupils)
Y1 Phonics %	73.3% (11/15pupils)	33.3% (1/3 PP pupils) 6.6% (1/15 pupils)
Y2 Phonics %	91.6% (11/12 pupils)	83.3% (5/6 PP Pupils) 41.6% (5/12 pupils)
Y6 RWM % EXS	93.8% (15/16 pupils)	100% (5/5 PP Pupils) 31.25% (5/16 pupils)
Y6 RWM % GDS	12.5% (2/16 pupils)	0% (0/5 PP Pupils) 0% (0/16 pupils)
Y6 Reading % EXS	93.8% (15/16 pupils)	100% (5/5 PP pupils) 31.25% (5/16 pupils)
Y6 Reading % GDS	43.8% (7/16 pupils)	20% (1/5 PP Pupils) 6.25% (1/16 pupils)
Y6 Writing % EXS	100% (16/16 pupils)	100% (5/5 PP Pupils) 31.25% (5/16 pupils)
Y6 Writing % GDS	31.3% (5/16 pupils)	20% (1/5 PP Pupils) 6.25% (1/16 pupils)
Y6 Maths % EXS	100% (16/16 pupils)	100% (5/5 PP Pupils) 31.25% (5/16 pupils)
Y6 Maths % GDS	31.3% (5/16 pupils)	20% (1/5 PP Pupils) 6.25% (1/16 pupils)

Y6 GPS % EXS	93.8% (15/16 pupils)	80% (4/5 PP Pupils) 25% (4/16 Pupils)
Y6 GPS % GDS	56.25% (9/16 pupils)	40% (2/5 PP Pupils) 12.5% (2/16 pupils)
<p>Pupils achieved 100% expected attainment in writing and maths in Key Stage 2. Pupil Premium children achieved exceptionally well with all 6 PP pupils achieving Expected in reading, writing and maths and some achieving the higher standard in all areas. All PP pupils have been supported extensively through targeted interventions and real time interventions to ensure that any gaps were narrowed and the pupils were able to make excellent progress by the end of Key Stage 2. This outstanding progress was made following targeted and ongoing continuous support from EYFS through to Year 6.</p> <p>Overall, attendance was above both local and national figures, however, absence amongst a small number of disadvantaged pupils was higher than their peers which is why attendance continues to be a focus of our current plan.</p> <p>Wellbeing of all pupils has been supported extensively throughout the previous academic years and has had a positive impact on pupil engagement, behaviours, attitudes and progress. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions were required. We are building on that approach with a continuation of these activities detailed on this plan. In 2024-2025 all of our PP pupils received either 1:1 support, small group support or more extensive intervention for wellbeing.</p>		

## 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
TT Rockstars	Purple Mash
Nessy Dyslexia	Nessy Learning
Teach your Monster to read	Jolly Phonics Reading Scheme
Jolly Phonics Classroom	Pobble
Maths on then Move	Jolly Phonics

NCETM Mastering Number	Beyond the Physical
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### Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
The school did not have any services children in 2024-2025 on roll and currently do not have any service children in 2025-2026.
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*