

Pupil premium strategy statement – Market Harborough C of E Academy



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	390
Proportion (%) of pupil premium eligible pupils	14.8%
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)	Sep 2024- Sep 2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Emma Tayler- Headteacher
Pupil premium lead	Laura Stuckey- Assistant Headteacher
Governor / Trustee lead	Carly Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,498.42
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£90,498.00

Part A: Pupil premium strategy plan

Statement of intent

As a Church of England school, we are deeply motivated to pursue equity and equality of opportunity for all children, living out our vision: “Growing Together in God’s Love.”

Our golden threads and Christian values reflect our caring ethos: we nurture every member of our community and encourage all to reach their full potential. We believe in the transformative power of education—what we teach now will shape eternity. Every child is special and valued for who they are, and we strive to create an environment where they can flourish academically, socially, and spiritually.

At Market Harborough C of E Academy, our goal is for every child to achieve their best possible outcomes, regardless of background or barriers. We hold ourselves accountable for ensuring that under-resourced pupils make significant progress and attain high standards across all subjects.

We see the Pupil Premium Grant as an opportunity, not a judgement—an opportunity to focus on what is within our gift as a school to change life chances.

Our strategy addresses the whole child: their unique needs, readiness for learning, and academic performance. We recognise that under-resourced learners are not a homogenous group; their challenges vary widely. Senior leaders dedicate time to identifying specific barriers for each pupil and developing tailored strategies.

We are guided by evidence-based practice and inspired by William’s assertion (2018):
“Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity.”

Our key principles, practice and continual professional development (CPD) are guided by current evidence and focus on:

High Expectations: Aspirations for under-resourced pupils are the same as for all pupils.

Quality First Teaching: The foundation of our approach, supported by a coaching culture and robust CPD.

Language and Vocabulary Development: Unlocking achievement across the curriculum.

Inclusive Practice: Oracy and dispositions for learning are central to classroom strategies.

Cultural Capital: Broadening horizons through diverse experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>Mathematical Fluency: Some of our under-resourced pupils have gaps in early mathematical fluency, including number sense and rapid recall of basic facts. This limits their ability to access age-appropriate problem-solving and reasoning tasks.</p> <p>In 2024-2025, end of KS2 outcomes in maths were 70% EXS+ for disadvantaged pupils, compared with 90% EXS+ for non-disadvantaged pupils.</p>
2	<p>Transcription skills: Some pupils eligible for Pupil Premium funding struggle with transcription skills, such as handwriting, spelling, and accurate recording. This affects their ability to express ideas clearly and impacts progress across the curriculum.</p> <p>In 2024-2025, end of KS2 outcomes in writing were 60% EXS+ for disadvantaged pupils, compared with 88% EXS+ for non-disadvantaged pupils.</p>
3	<p>Attendance: ensuring good attendance and punctuality so learning is maximised.</p> <p>Our attendance data over time indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. However, this data over time is improving.</p> <p>In 2024-2025 attendance for disadvantaged children was 93.7% as opposed to 97.4% for all pupils. Persistence absence remains high for this group.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress in some cases.</p>
4	<p>Language Development: Some pupils eligible for Pupil Premium funding have limited language development, which affects their understanding of vocabulary and ability to access the wider curriculum. This impacts reading comprehension, writing quality, and confidence in subjects that rely on spoken and written language.</p>
5	<p>Enrichment Opportunities: We believe that every child should have access to a rich variety of experiences that inspire curiosity and broaden horizons. Through trips, visits, after-school clubs, and sporting events, we aim to nurture cultural capital, deepen language development, and create memorable opportunities that enhance learning beyond the classroom.</p>
6	<p>Family Engagement: The challenge we face is that some families have various pressures, which can make it harder to engage fully with learning at home. We value the vital role families play in their children's learning. We aim to build strong, supportive partnerships with parents and carers, working together to ensure every child thrives. By providing practical tools and opportunities for collaboration, we want to help families feel confident and empowered in supporting learning at home. We are committed to fostering a</p>

	culture of high expectations and aspirations among staff and families, ensuring that every child is supported to believe in their ability to achieve and thrive.
7	<p>Social, Emotional and Mental Health (SEMH) and Readiness for Learning:</p> <p>We are committed to creating a nurturing environment where every child feels safe, supported, and ready to learn. While some pupils need additional support to develop strong social, emotional, and mental health, we aim to promote positive wellbeing and resilience for all. By helping children build these essential skills, we ensure they are equipped to thrive both in school and beyond.</p>

Intended outcomes

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

Intended outcome	Success criteria
By July 2026, the proportion of disadvantaged pupils achieving EXS+ in mathematics at KS2 will increase, narrowing the attainment gap with non-disadvantaged peers.	<ul style="list-style-type: none"> - Children identified as disadvantaged, will achieve outcomes in line with their peers in the Year 4 MTC. - By July 2026, more disadvantaged pupils achieve EXS+ in KS2 maths, reducing the gap with non-disadvantaged peers to less than 5 percentage points. - By July 2026, 100% of disadvantaged pupils leaving KS1 achieve at least 85% on internal fluency assessments covering: number bonds to 20, addition and subtraction within 10. - Termly diagnostic checks show all disadvantaged pupils identified as below benchmark make at least 20% progress per term, with 90% meeting age-related expectations by the end of Year 2.
By the end of the first year, all pupils in KS1 will show secure transcription skills, including correct handwriting grip, accurate letter formation, and improved spelling and recording.	<ol style="list-style-type: none"> 1. Handwriting Letters are formed accurately and consistently in line with our school handwriting strategy. 2. Spelling Pupils apply phonics knowledge to spell common words correctly. 3. Accurate Recording Pupils record work clearly and legibly in books across subjects. Errors in transcription (e.g., reversed letters, missed words) are significantly reduced. 4. Intervention Impact Pupils identified for motor skills or handwriting intervention show measurable

	improvement (tracked through baseline and termly checks).
<p>By the end of the academic year, attendance for disadvantaged pupils will improve from 93.7%, reducing the gap with non-disadvantaged pupils. Persistent absence among disadvantaged pupils will fall, ensuring that learning time is maximised and progress is not negatively impacted by absenteeism.</p>	<p>Overall Attendance: By July 2026, disadvantaged pupils' attendance improves from 93.7%, reducing the gap with non-disadvantaged pupils.</p> <p>Persistent Absence: Persistent absence among disadvantaged pupils falls from current levels to below 8% by the end of the academic year.</p> <p>Early Intervention Impact: 100% of disadvantaged pupils identified as at risk of persistent absence receive targeted support within 2 weeks of concern, tracked by attendance lead.</p> <p>Parental Engagement: Families of disadvantaged pupils attend attendance meetings or engage with support plans when triggered by absence thresholds.</p> <p>Monitoring & Reporting Attendance data for disadvantaged pupils is reviewed weekly, with clear evidence of incremental improvement each term.</p>
<p>Children in receipt of PPG will have improved and well-developed language and vocabulary.</p>	<p>By the end of the academic year, disadvantaged pupils will demonstrate significant improvement in language development, evidenced by:</p> <ul style="list-style-type: none"> - At least 90% of disadvantaged pupils meeting age-related expectations in comprehension at the end of KS1 (as measured by standardised assessments and teacher judgments). - Improved results for disadvantaged pupils in the EYFS language screening, in line with non-disadvantaged pupils. - Improved writing outcomes, with at more disadvantaged pupils achieving EXS+ in writing at KS2, narrowing the gap with non-disadvantaged peers.
<p>By July 2026, disadvantaged pupils will participate in at least three enrichment experiences (e.g., trips, visits, clubs, or sporting events) each academic year, leading to improved engagement and measurable gains in language development, increased curiosity and enjoyment of learning beyond the classroom.</p>	<p>1. Participation in Enrichment Activities/ Access to Cultural Capital 100% of pupils eligible for Pupil Premium take part in at least one enrichment activity or educational visit during the year.</p> <p>2. Representation Opportunities</p>

	<p>At least 75% of KS2 pupils eligible for Pupil Premium represent the school in an event (e.g., sports, music, performance, competition) by the end of the year.</p> <p>3. Impact Tracking</p> <p>Pupil voice and engagement surveys show increased confidence and sense of belonging for pupils who participate.</p> <p>4. Pupil Surveys</p> <p>Positive responses of pupils which show enjoyment of learning beyond the classroom.</p>
<p>Families of disadvantaged pupils will actively engage with school-provided learning support, through activities such as attending workshops, using home-learning resources, or participating in school events/ parent meetings.</p>	<p>1. Access to Support Services</p> <p>Families identified with additional needs access external or school-based support as a result of signposting (e.g., speech therapy, financial advice, parenting workshops).</p> <p>2. Empowerment through Workshops</p> <p>Families of pupils eligible for Pupil Premium attend one or more school-led workshops or information sessions during the year. (e.g., coffee mornings, curriculum workshops, parent meetings).</p> <p>3. Impact on Pupils</p> <p>Pupils from engaged families show improved attendance and homework completion compared to baseline.</p> <p>4. All families of pupils eligible for Pupil Premium have at least one positive, purposeful conversation with a member of staff each term, focused on celebrating progress and sharing strategies to support learning at home.</p>
<p>All disadvantaged pupils will demonstrate improved social, emotional, and mental health and readiness for learning.</p>	<p>1. Personalised Support Plans</p> <p>100% of disadvantaged pupils identified with SEMH needs have an individual support plan in place, reviewed at least termly.</p> <p>2. Reduction in SEMH-Related Incidents</p> <p>SEMH-related behaviour incidents among disadvantaged pupils reduce compared to the 2024–2025 baseline, tracked by behaviour lead.</p> <p>3. Pupil Voice and Wellbeing Surveys</p> <p>Disadvantaged pupils report feeling safe, supported, and ready to learn in annual wellbeing surveys.</p> <p>4. Academic Progress</p>

	At least 85% of disadvantaged pupils receiving SEMH support make expected progress in reading, writing, and maths, as measured by termly assessments.
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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: £ 42, 514

Activities	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Embed Rosenshine Principles & Walkthrus for modelling, scaffolding, and retrieval practice. 	https://walkthrus.co.uk/ https://www.aft.org/sites/default/files/Rosenshine.pdf	1, 2, 4
<ul style="list-style-type: none"> Daily Review & Fluency Starters in maths 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1
<ul style="list-style-type: none"> Explicit Vocabulary Instruction across subjects. 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	4
<ul style="list-style-type: none"> Whole-school handwriting and transcription strategy with consistent expectations. 	https://nha-handwriting.org.uk/	2
<ul style="list-style-type: none"> Oracy CPD for staff. 	https://voice21.org/oracy-across-the-curriculum-the-evidence/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4

<ul style="list-style-type: none"> • Learning Mentor Interventions 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1, 2</p>
<ul style="list-style-type: none"> • Targeted Teacher/ TA/ HLTA one to one or in small groups to close learning gaps following ongoing learning assessment 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>http://visible-learning.org/2009/02/visible-learning-meta-study/</p> <p>The EEF and Sutton Trust guidance reports on feedback, metacognition, literacy and mathematics.</p> <p>The school's own evidence from pupil progress meetings and phase meetings supports this.</p>	<p>1, 2</p>
<ul style="list-style-type: none"> • Leadership time used for training and research to facilitate effective Impact Teams 	<p>Research and work of Dr Paul Bloomberg</p> <p>https://books.google.co.uk/books?hl=en&lr=&id=6N4mDQAAQBAJ&oi=fnd&pg=PP1&dq=research+dr+paul+bloomberg&ots=Vzdf4TBSbG&sig=v8MmAvQ4U4_Ktcc9g4U2RJh6QzI#v=onepage&q=research%20dr%20paul%20bloomberg&f=false</p>	<p>1, 2</p>

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

Budgeted cost: £ 28, 042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Learning Mentor Interventions 	https://www.rhodeslab.org/wp-content/uploads/2019/01/Raposa2019_Article_TheEffectsOfYouthMentoringProg.pdf	1, 2, 3, 7
<ul style="list-style-type: none"> Small group teaching 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 7
<ul style="list-style-type: none"> Language screening in EYFS & KS1 followed by targeted speech and language interventions 	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	4
<ul style="list-style-type: none"> Pre-teaching new vocabulary 	https://d10a08pz293654.cloudfront.net/production/documents/SHRS-5-Min-Guide-on-Vocabulary-Feb24_2024-02-02-101215_bvqg.pdf?v=1706868735	4
<ul style="list-style-type: none"> Pastoral/ Nurture Lead 	https://www.jstor.org/stable/26587012 https://rgu-repository.worktribe.com/preview/1395728/MACPERSON%202021%20Primary%20teachers%20experiences%20%28AAM%29.pdf	6, 7

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

Budgeted cost: £ 19, 942

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO working closely with attendance lead	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3, 6
Subsidised (50%) trips, residential and extra-curricular activities.	https://educationendowmentfoundation.org.uk/using-pupil-premium	5, 7
Pastoral/ Nurture Lead	https://educationendowmentfoundation.org.uk/using-pupil-premium https://www.partnershipforchildren.org.uk/who-we-are/news-and-blog/how-to-use-pupil-premium-to-support-the-social-and-emotional-learning-of-disadvantaged-and-vulnerable-children/	3, 6, 7

Total budgeted cost: £ 87, 807

Part B: Review of the previous academic year (2024/25)

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Evaluation																																																																																																																																																	
<p>Quality First Teaching is delivered in all subjects to a high standard.</p>	<p>Subject monitoring across the curriculum (observations, book scrutiny and pupil interviews), demonstrates the following consistently across the school:</p> <ul style="list-style-type: none"> • Planning is well sequenced, with clear components that lead to a composite in line with the expectations of the national curriculum. • Lessons are engaging and learning is well matched to the needs of individuals. • Misconceptions are addressed in a timely manner. • Pupil are demonstrating greater understanding, and this is shown through a range of assessment techniques <p>Interventions, including pre-teach, support pupils to catch up quickly.</p>	<p>Curriculum Development All subject areas have well sequenced curriculums with knowledge broken down into component parts. Some areas still remain stronger and work is being done to review each area of the curriculum to reduce cognitive overload, to identify key learning and ensure assessment is effective. MFL, RE and computing are the current focus. In addition, maths has a clear sequence of learning but there is considerable evidence that current pedagogical approaches are not supporting knowledge retention over time for lower attainers.</p> <p>Pedagogy Linked to above. Clear curriculum sequences with reduced cognitive overload are allow for a greater focus on teaching and learning principles. In school, there is a developed approach to pedagogy based on Rosenshine Principles and being refined through the development of Walkthrus linked to assessment. This work is ongoing but staff are increasingly using these approaches in teaching. As curriculum development continues, there is a continued focus on reflecting on the quality of lessons and learning.</p> <p>In terms of outcomes for disadvantaged learners, impact of curriculum development and pedagogical -approaches cannot always be seen especially in maths and English as evidenced by data tracking. However in terms of national benchmark data the outcomes do look more promising and reading is generally significantly stronger. EYFS -33% -1 child achieved GLD Year 1 Phonic screen – 92% of PP and SEND passed- 1 PP did not. Strong outcomes linked to renewed use of RWINC.</p> <p>Year 2 -5 outcomes</p> <table border="1"> <thead> <tr> <th>Assessment Year Group</th> <th>NP</th> <th>EXS+</th> <th>GDS</th> <th>NP</th> <th>NAT</th> <th>EXS+</th> <th>GDS</th> <th>NP</th> <th>NAT</th> <th>EXS+</th> <th>GDS</th> <th>NP</th> <th>NAT</th> <th>EXS+</th> <th>GDS</th> <th>NP</th> <th>NAT</th> <th>EXS+</th> <th>GDS</th> </tr> <tr> <th></th> <th>RWM</th> <th>RWM</th> <th>RWM</th> <th>REA</th> <th>REA</th> <th>REA</th> <th>REA</th> <th>WRI</th> <th>WRI</th> <th>WRI</th> <th>WRI</th> <th>MAT</th> <th>MAT</th> <th>MAT</th> <th>MAT</th> <th>MAT</th> <th>MAT</th> <th>MAT</th> <th>MAT</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>5</td> <td>56%</td> <td>61%</td> <td>6%</td> <td>12%</td> <td>8</td> <td>68%</td> <td>61%</td> <td>11%</td> <td>21%</td> <td>8</td> <td>60%</td> <td>63%</td> <td>6%</td> <td>11%</td> <td>5</td> <td>70%</td> <td>27%</td> <td>16%</td> <td>11%</td> </tr> <tr> <td>Year 2</td> <td>5</td> <td>56%</td> <td>61%</td> <td>6%</td> <td>12%</td> <td>5</td> <td>68%</td> <td>61%</td> <td>11%</td> <td>17%</td> <td>5</td> <td>60%</td> <td>63%</td> <td>6%</td> <td>11%</td> <td>5</td> <td>70%</td> <td>27%</td> <td>16%</td> <td>11%</td> </tr> <tr> <td>Year 3</td> <td>5</td> <td>61%</td> <td>61%</td> <td>6%</td> <td>12%</td> <td>5</td> <td>74%</td> <td>66%</td> <td>20%</td> <td>20%</td> <td>5</td> <td>72%</td> <td>67%</td> <td>13%</td> <td>13%</td> <td>5</td> <td>73%</td> <td>27%</td> <td>24%</td> <td>24%</td> </tr> <tr> <td>Year 4</td> <td>14</td> <td>67%</td> <td>64%</td> <td>8%</td> <td>14</td> <td>74%</td> <td>66%</td> <td>20%</td> <td>20%</td> <td>14</td> <td>72%</td> <td>64%</td> <td>13%</td> <td>13%</td> <td>14</td> <td>73%</td> <td>24%</td> <td>24%</td> <td>24%</td> <td>24%</td> </tr> <tr> <td>Year 5</td> <td>15</td> <td>67%</td> <td>64%</td> <td>8%</td> <td>15</td> <td>74%</td> <td>66%</td> <td>20%</td> <td>20%</td> <td>15</td> <td>72%</td> <td>64%</td> <td>13%</td> <td>13%</td> <td>15</td> <td>73%</td> <td>24%</td> <td>24%</td> <td>24%</td> <td>24%</td> </tr> </tbody> </table> <p>Year 6 outcomes Strong outcomes compared to national picture.</p>	Assessment Year Group	NP	EXS+	GDS	NP	NAT	EXS+	GDS	NP	NAT	EXS+	GDS	NP	NAT	EXS+	GDS	NP	NAT	EXS+	GDS		RWM	RWM	RWM	REA	REA	REA	REA	WRI	WRI	WRI	WRI	MAT	MAT	MAT	MAT	MAT	MAT	MAT	MAT	Year 1	5	56%	61%	6%	12%	8	68%	61%	11%	21%	8	60%	63%	6%	11%	5	70%	27%	16%	11%	Year 2	5	56%	61%	6%	12%	5	68%	61%	11%	17%	5	60%	63%	6%	11%	5	70%	27%	16%	11%	Year 3	5	61%	61%	6%	12%	5	74%	66%	20%	20%	5	72%	67%	13%	13%	5	73%	27%	24%	24%	Year 4	14	67%	64%	8%	14	74%	66%	20%	20%	14	72%	64%	13%	13%	14	73%	24%	24%	24%	24%	Year 5	15	67%	64%	8%	15	74%	66%	20%	20%	15	72%	64%	13%	13%	15	73%	24%	24%	24%	24%
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Improved oral language skills and vocabulary among all pupils including our disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among all pupils including disadvantaged pupils. This is evident when triangulated with other sources of evidence.</p> <p>Lesson routinely use a range of oracy principles and sentence stems to help develop oracy.</p> <p>Showcase outcomes are in place and oracy outcomes for pupils are in line with expectations for these principles.</p>	<p>Oracy opportunities are being developed well in school through showcases and these are in place. More securely in some areas than others.</p> <p>Oracy strategy was trialled using Talk tactics and this needs to be built on this year.</p> <p>Oracy principles of talk partners are well embedded. Welcomme is well established.</p> <p>EYFS curriculum is being redeveloped to support vocabulary development in a more purposeful way.</p> <p>Work does still need to focus on pupils in the foundation years whose language development is a barrier. This will need to be a focus next year.</p>																																									
To provide the best possible start for pupil in EYFS and year 1 especially those who need to develop oracy skills and executive functioning.	<p>Through smaller group support, pupils identified as challenged with executive functioning and language skills demonstrate strong language development as demonstrated by their ability to focus and to think flexibly.</p>	<p>See above- EYFS curriculum redevelopment in place. Training being provided for EYFS staff in language engagement.</p> <p>Year 1 pupil outcomes for PP last year -5 /8 on track. 3 pupils 1 Ukranian, 2 other pupils with challenging backgrounds but this does not mean they cannot achieve expected.</p> <table border="1"> <thead> <tr> <th>Assessment Year Group</th> <th>NP RWM</th> <th>NAT EXS+ RWM</th> <th>EXS+ RWM</th> <th>NAT GDS RWM</th> <th>NAT GDS REA</th> <th>NP EXS+ RWM</th> <th>NAT EXS+ REA</th> <th>NAT GDS REA</th> <th>GDS REA</th> <th>NP WRI</th> <th>NAT EXS+ WRI</th> <th>EXS+ WRI</th> <th>NAT GDS WRI</th> <th>GDS WRI</th> <th>NP MAT</th> <th>NAT EXS+ MAT</th> <th>EXS+ MAT</th> <th>NAT GDS MAT</th> <th>GDS MAT</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>8</td> <td>56%</td> <td>63%</td> <td>6%</td> <td>13%</td> <td>8</td> <td>68%</td> <td>63%</td> <td>19%</td> <td>25%</td> <td>8</td> <td>60%</td> <td>63%</td> <td>8%</td> <td>13%</td> <td>8</td> <td>70%</td> <td>75%</td> <td>16%</td> <td>13%</td> </tr> </tbody> </table> <p>This will need to be a priority next year.</p>	Assessment Year Group	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	NAT GDS REA	NP EXS+ RWM	NAT EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ MAT	NAT GDS MAT	GDS MAT	Year 1	8	56%	63%	6%	13%	8	68%	63%	19%	25%	8	60%	63%	8%	13%	8	70%	75%	16%	13%
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The attainment difference between pupils nationally that are not in receipt of pupil	<p>KS2 outcomes in 2025 and 2026 show that the number of disadvantaged children achieved EXS+ is improving and on an upward trajectory. Data</p>	<p>Outcomes are stronger a demonstrated by pupils with national outcome data. Year 6 and phonics continues to be an upward trajectory. However, year 2-5 show a dip by comparison. However, this is not cohort dependent. See year 6 Autumn data below and note only 20% EXS for maths. This changed to 61% by SATs. Reading was 70% and moved to 90%. Therefore we need to consider aspiration and focus too.</p>																																									

<p>premium and school pupils who are, diminishes in all year groups for reading, writing and maths.</p>	<p>demonstrates an upward trajectory of attainment for this group.</p> <p>Outcomes in reading in 2024 show 85% achieving EXS in reading compared to national of 73%.</p> <p>Outcomes in 2024 in maths show 64% achieving EXS in maths compared to national of 73% for all pupils which was a lower outcome than in 2023</p> <p>Outcomes in 2024 in writing show 64% achieving EXS in writing compared to national of 71% for all pupils.</p>	<p>EFYS -33% -1 child achieved GLD</p> <p>Year 1 Phonic screen – 92% of PP and SEND passed- 1 PP did not. Strong outcomes linked to renewed use of RWINC.</p> <p>Year 2 -5 outcomes</p> <table border="1" data-bbox="703 398 1225 517"> <thead> <tr> <th>Assessment Year Group</th> <th>NP RWM</th> <th>NAT EXS+ RWM</th> <th>EXS+ RWM</th> <th>NAT GDS RWM</th> <th>GDS RWM</th> <th>NP REA</th> <th>NAT EXS+ REA</th> <th>EXS+ REA</th> <th>NAT GDS REA</th> <th>GDS REA</th> <th>NP WRI</th> <th>NAT EXS+ WRI</th> <th>EXS+ WRI</th> <th>NAT GDS WRI</th> <th>GDS WRI</th> <th>NP MAT</th> <th>NAT EXS+ MAT</th> <th>EXS+ MAT</th> <th>NAT GDS MAT</th> <th>GDS MAT</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>6</td> <td>100%</td> <td>100%</td> <td>4%</td> <td>100%</td> <td>6</td> <td>68%</td> <td>68%</td> <td>19%</td> <td>20%</td> <td>6</td> <td>60%</td> <td>63%</td> <td>6%</td> <td>13%</td> <td>6</td> <td>70%</td> <td>20%</td> <td>16%</td> <td>33%</td> </tr> <tr> <td>Year 2</td> <td>6</td> <td>56%</td> <td>21%</td> <td>6%</td> <td>6%</td> <td>6</td> <td>68%</td> <td>67%</td> <td>19%</td> <td>17%</td> <td>6</td> <td>60%</td> <td>18%</td> <td>8%</td> <td>6</td> <td>70%</td> <td>32%</td> <td>16%</td> <td>17%</td> </tr> <tr> <td>Year 3</td> <td>6</td> <td>61%</td> <td>25%</td> <td>8%</td> <td>6</td> <td>74%</td> <td>60%</td> <td>28%</td> <td>37%</td> <td>6</td> <td>72%</td> <td>18%</td> <td>13%</td> <td>6</td> <td>73%</td> <td>32%</td> <td>24%</td> <td>24%</td> <td>24%</td> </tr> <tr> <td>Year 4</td> <td>14</td> <td>61%</td> <td>20%</td> <td>8%</td> <td>14</td> <td>74%</td> <td>60%</td> <td>28%</td> <td>36%</td> <td>14</td> <td>72%</td> <td>44%</td> <td>13%</td> <td>14</td> <td>73%</td> <td>34%</td> <td>24%</td> <td>24%</td> <td>20%</td> </tr> <tr> <td>Year 5</td> <td>15</td> <td>61%</td> <td>21%</td> <td>8%</td> <td>15</td> <td>74%</td> <td>60%</td> <td>28%</td> <td>36%</td> <td>15</td> <td>72%</td> <td>47%</td> <td>13%</td> <td>15</td> <td>73%</td> <td>34%</td> <td>24%</td> <td>24%</td> <td>20%</td> </tr> </tbody> </table> <p>Year 6</p> <p>Autumn</p> <table border="1" data-bbox="703 674 1457 801"> <thead> <tr> <th>Category</th> <th>NP RWM</th> <th>NAT EXS+ RWM</th> <th>EXS+ RWM</th> <th>NAT GDS RWM</th> <th>GDS RWM</th> <th>NP REA</th> <th>NAT EXS+ REA</th> <th>EXS+ REA</th> <th>NAT GDS REA</th> <th>GDS REA</th> <th>NP WRI</th> <th>NAT EXS+ WRI</th> <th>EXS+ WRI</th> <th>NAT GDS WRI</th> <th>GDS WRI</th> <th>NP MAT</th> <th>NAT EXS+ MAT</th> <th>EXS+ MAT</th> <th>NAT GDS MAT</th> <th>GDS MAT</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>60</td> <td>61%</td> <td>53%</td> <td>8%</td> <td>8%</td> <td>60</td> <td>74%</td> <td>23%</td> <td>28%</td> <td>28%</td> <td>60</td> <td>72%</td> <td>75%</td> <td>13%</td> <td>10%</td> <td>60</td> <td>73%</td> <td>61%</td> <td>24%</td> <td>13%</td> </tr> <tr> <td>Boys</td> <td>23</td> <td>56%</td> <td>57%</td> <td>7%</td> <td>12%</td> <td>23</td> <td>70%</td> <td>79%</td> <td>27%</td> <td>35%</td> <td>23</td> <td>65%</td> <td>65%</td> <td>10%</td> <td>17%</td> <td>23</td> <td>72%</td> <td>82%</td> <td>27%</td> <td>22%</td> </tr> <tr> <td>Girls</td> <td>37</td> <td>65%</td> <td>51%</td> <td>10%</td> <td>5%</td> <td>37</td> <td>76%</td> <td>26%</td> <td>31%</td> <td>24%</td> <td>37</td> <td>78%</td> <td>81%</td> <td>7%</td> <td>5%</td> <td>37</td> <td>72%</td> <td>51%</td> <td>21%</td> <td>8%</td> </tr> <tr> <td>Disadvantaged</td> <td>10</td> <td>61%</td> <td>10%</td> <td>8%</td> <td>10%</td> <td>10</td> <td>74%</td> <td>70%</td> <td>28%</td> <td>10%</td> <td>10</td> <td>72%</td> <td>60%</td> <td>13%</td> <td>10</td> <td>73%</td> <td>20%</td> <td>24%</td> <td>24%</td> </tr> </tbody> </table> <p>Outcomes are still lower than we would want. Writing being a particular concern.</p> <p>Year 6 outcomes</p> <p>Strong outcomes compared to national picture for comparison group.</p> <p>Reading EXS: 63% Nat. 90% school – higher than 2024</p> <p>Writing EXS : 59% Nat. 60% school-lower than 2024</p> <p>Maths EXS: 61% Nat. 70% school -higher than 2024</p>	Assessment Year Group	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	GDS RWM	NP REA	NAT EXS+ REA	EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ MAT	NAT GDS MAT	GDS MAT	Year 1	6	100%	100%	4%	100%	6	68%	68%	19%	20%	6	60%	63%	6%	13%	6	70%	20%	16%	33%	Year 2	6	56%	21%	6%	6%	6	68%	67%	19%	17%	6	60%	18%	8%	6	70%	32%	16%	17%	Year 3	6	61%	25%	8%	6	74%	60%	28%	37%	6	72%	18%	13%	6	73%	32%	24%	24%	24%	Year 4	14	61%	20%	8%	14	74%	60%	28%	36%	14	72%	44%	13%	14	73%	34%	24%	24%	20%	Year 5	15	61%	21%	8%	15	74%	60%	28%	36%	15	72%	47%	13%	15	73%	34%	24%	24%	20%	Category	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	GDS RWM	NP REA	NAT EXS+ REA	EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ MAT	NAT GDS MAT	GDS MAT	Cohort	60	61%	53%	8%	8%	60	74%	23%	28%	28%	60	72%	75%	13%	10%	60	73%	61%	24%	13%	Boys	23	56%	57%	7%	12%	23	70%	79%	27%	35%	23	65%	65%	10%	17%	23	72%	82%	27%	22%	Girls	37	65%	51%	10%	5%	37	76%	26%	31%	24%	37	78%	81%	7%	5%	37	72%	51%	21%	8%	Disadvantaged	10	61%	10%	8%	10%	10	74%	70%	28%	10%	10	72%	60%	13%	10	73%	20%	24%	24%
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To achieve and sustain improved attendance for all pupils, particularly our</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4% and the figure among disadvantaged pupils being no more than 6%. <p>The percentage of all pupils who are persistently absent being below 8% and the figure among</p>	<p>Attendance outcomes.</p> <p>97% attendance for 2024/25 academic year.</p> <p>PP overall attendance – 87% attendance. This is still below what we would like this to be and need to target 90% for the end of 2026.</p> <p>Persistent absence all pupils- 4%</p> <p>Persistently absence PP – 13%. Target of only 2 pupils who are persistently absent by the end of the academic year.</p> <p>Still a significant difference compared to last year and we need to target this attendance going forward.</p>																																																																																																																																																																																																																																		

disadvantaged pupils.	disadvantage no higher than 15%.	
Pupils' emotional, social and physical needs are met enabling them to partake fully in school life.	<p>All pupils have the opportunity to attend all trips, visits and enrichment opportunities. Music lesson and swimming are free of charge</p> <p>Attendance at breakfast club is offered to all pupils at a 50% reduction and free of charge if necessary. Attendance at after school club is offered to all pupils at a 50% reduction and free of charge if necessary. Pastoral Leader and other identified LSAs work with key pupils means they are able to engage fully in school life, have improved mental health, greater resilience and have addressed issues of emotional regulation and social engagement.</p> <p>All parents requesting support gain assistance from the school through Early Help, grant funding and emergency food support.</p> <p>No child goes hungry, without adequate clothing or without an adult they feel safe to talk to.</p>	<p>Our tracker indicates that all pupils are able to engage in a wide variety of cultural experiences. Opps are offered at 50% discount, and the take up is high. Staff ensure PP pupils have opps to engaged in schoolwide sports events and represent the school on our Pupil Voice groups.</p> <p>Where SEMH issues are identified, pupils receive targets support and this is considered as strength of the school as recognized by Ofsted inspection Jan 2025 and SIAMS inspection Nov 2024.</p> <p>The SEND Assistant role has provided additional support for families through Coffee Mornings and support to signpost to other services.</p>

Externally provided programmes (optional)

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

Programme	Provider

Service pupil premium funding (optional)

<p><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></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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.