



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Yorkswood Primary School
Number of pupils in school (incl nursery)	373
Proportion (%) of pupil premium eligible pupils	63%
Academic years that our current pupil premium strategy plan covers.	2025-2026
Date this statement was published	19.12.2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ryan Lawrence
Pupil premium lead	Ryan Lawrence
Governor Lead	Anna Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 331,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£ 331,785

Part A: Pupil premium strategy plan

Statement of intent

Yorkswood Primary School is a vital hub within its community, currently educating 373 pupils. On 1st May 2024, the school officially joined the Robin Hood Multi Academy Trust, strengthening our capacity to deliver excellence through shared expertise while retaining our unique identity.

The school serves a community located within the top 10% of the most deprived areas in the country. This deprivation is reflected in our demographic data, with 63% of pupils eligible for Pupil Premium funding—significantly higher than the national average. Yorkswood also has a higher-than-average proportion of pupils on the SEND register at 22.5%, compared to the national average of 18.4% (DfE, 2023/24).

Despite the challenges associated with this level of deprivation and need, we firmly believe that these factors do not define our children's capabilities. Instead, they drive our determination to provide an inclusive, supportive, and ambitious environment.

Aims and Objectives

At Yorkswood, decision-making is guided by the ethical framework of the Robin Hood Multi Academy Trust (MAT) combined with our own school ethos.

Robin Hood MAT Values:

- **Collaboration:** Working together to make a meaningful difference in children's lives.
- **Inspiration:** Sharing innovative ideas to drive learning forward.
- **Growth:** Providing high-quality CPD to enhance pedagogy, subject knowledge, and overall professional development.

Yorkswood Ambition: Alongside the Trust values, our principles guide our daily interactions and long-term planning, ensuring that our school remains a safe, nurturing, and ambitious environment for all.

We strongly believe that *'every child who walks through our doors carries infinite potential'* and we do everything within our power to support this. For us, *ambition is critical*. We aim to inspire children to value education and the opportunities it provides. Our ultimate goal is for all children, regardless of their background, experiences, or the challenges they face, to meet or exceed national progress expectations. We aim to nurture the mindsets of our pupils to develop resilient individuals, who are equipped and ready to universally succeed.

Our Strategy

To achieve these aims, we are developing a rigorous approach to teaching, learning, and pastoral care:

- **Academic Outcomes:** We understand the intrinsic link between achieving age-related standards in Reading, Writing, and Maths by the end of KS2 and positive outcomes at

GCSE and beyond. We recognise our duty in ensuring our children achieve these targets and the importance of reaching key milestones along every child's educational journey throughout their time at Yorkswood Primary School.

- **Disadvantaged and Vulnerable Children:** We are committed to supporting disadvantaged and vulnerable pupils through a targeted Pupil Premium strategy. Our primary aim is to reduce the attainment and progress gap between these pupils and their peers, ensuring that socio-economic disadvantage does not dictate educational destiny.
- **Curriculum & Pedagogy:** At the heart of our strategy is the development of a high-quality, balanced curriculum that meets the needs of all pupils. It is delivered by teachers who possess the knowledge, skills, and understanding needed to support learning and accelerate progress. Our emphasis on evidence-informed professional development ensures that staff take ownership of outcomes and maintain high expectations for every pupil.
- **Early Intervention:** Our approach to teaching and learning is both innovative and responsive. Using diagnostic assessments and engaging in continuous discussion with all stakeholders, we act early to intervene and ensure that the individual needs of pupils are met.
- **Attendance:** We are committed to improving overall attendance and reducing persistent absences through continuous monitoring and proactive action, ensuring every child is present and ready to learn.

Wider Development

Beyond academic success, it is our aim to ensure all stakeholders receive the opportunities they deserve to build strong relationships with all aspects of the community. We celebrate the diversity and inclusion that runs throughout our setting. We will continue to pride ourselves on the opportunities we provide our children to immerse them not only in their learning but also in life.

Challenges

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

Challenge number	Detail of challenge
1	There are individual PP pupils and families who have attendance below 95% and, in some cases, absences are unauthorised. Additionally, some pupils' attendance is below 90%, this is classified as Persistent Absence. Attendance for (all) individual pupils needs to be in line with local and national averages
2	An analysis of school data highlighted the attainment gap between PP and non-PP in reading, writing and maths. Further analysis of PP pupils' data, including individual Phonics, Star Reader, Star Maths and school writing TAFs, have identified gaps in pupils' learning.
3	Improving high-quality instruction by improving staff knowledge and implementation of pedagogy: this includes fully implementing the latest Teaching and Learning Policy (Sept 2025), which has been developed alongside cognitive science strategies
4	The deployment of staff needs to have a high impact on attainment and progress: the support PP pupils receive needs to be effective (appropriate and sufficient) to develop pupils' reading (including phonics/ early reading), writing (including early writing) and maths knowledge (including early maths).
5	Increased numbers of disadvantaged children with complex needs, including speech and language, social communication, poor working memory, attention difficulties and motor skills.
6	Our school is situated in an area that is high in deprivation (according to the Income Deprivation Affecting Children Index). Discussions with pupils and families; assessment for learning in lessons and knowledge of family situations through pastoral support highlights the cultural capital divide between PP and some non-PP as well as pupils across the city and nationally.
7	Family hardship - The fundamental challenge for our community is the impact of housing instability and family crises, which directly undermine the readiness of our most disadvantaged children to learn. A stark consequence of this hardship is hunger: too many of our students arrive at school without the essential fuel of a proper breakfast or a nutritious meal from the night before. This is a critical barrier to educational equity.

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
Improve the attendance of all PP pupils so that individual attendance is in line with PP pupils locally and nationally.	Weekly, monthly, termly and annual data shows that the number of Persistent Absences are monitored and actioned. The attendance of PP pupils as individuals and as a group will be in line with Local Authority averages.
Improved attainment of PP pupils in R/W/M (Reading/Writing/Maths) and their combined attainment to close the gap (PP vs non-PP)	Targeting strategies have been developed, and interventions have been mapped out to ensure that the level of attainment in R/W/M for our PP pupils improves and ultimately reduces the gap (PP vs non-PP).
High-quality instruction is part of all teachers' practice: explicit instruction and cognitive science strategies effectively link to tasks that are well thought out and give opportunity for purposeful feedback.	Teaching across school is high quality; particularly in core subjects (R/W/M). Effective implementation of the Teaching and Learning Policy.
Writing standards are raised through a dual-focus approach: a tailored curriculum addresses knowledge gaps, while a focus on transcription fluency ensures handwriting becomes an implicit, automated process. This minimises cognitive load, maximising the attentional resources available for planning and crafting text.	Termly data and book moderations show that the new handwriting scheme is securing motor automaticity. The writing attainment of PP children will rise in line with National averages as the cognitive burden of transcription is removed, allowing pupils to access the full demand of the bespoke curriculum.
Raised the attainment of phonics at the end of Year 1 and Year 2. Improve the reading/ early reading and/or phonics attainment data of the focus 20% in KS2	Achieve national average expected standard in Phonics Screening Test – Year 1. The majority of children score 32+ with a collective outcome of 90% pass rate in the phonics screening check.
Improved the progress of PP pupils in R/W/M. Pupils to make better than expected progress (accelerated progress) to close the attainment gap	Termly data and end of year data show that PP pupils are making at least expected or better than expected progress (in line with/above their non-pupil premium peers)
To meet the social and emotional needs of PP pupils and impact positively on pupil well-being	PP pupils' well-being interventions have continued to have a positive impact
To close the cultural capital gap between PP and non-PP (locally and nationally). To offer pupils opportunities as part of their learning and the wider curriculum.	Pupils have opportunities to take part in wider curriculum activities; have access to a wide range of resources and have opportunities to visit museums, farms and other educational establishments and locations.

Activity in this academic year

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

Teaching & Learning

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of teaching and learning for English in line with DFE and EEF guidance. We will fund:</p> <ul style="list-style-type: none"> ● Staff and subject leader PD and release to support planning, delivery and assessment within school ● Subject leader release to work alongside other MAT schools and consultant to develop the curriculum and guidance to support teaching and learning. ● Subject leader time to evaluate and improve Reading and Writing provision across the school. ● Subject Leader time to evaluate the curriculum and outcomes. ● Provision of resources to support teaching and learning in reading and writing including reading for pleasure and RWInc. ● Subject leader time to develop a programme to improve fluency of early readers. ● Staff time to lead parent workshops to support reading strategies at home 	<p>We are developing the home reading resources needed to support the opportunities for children to read for pleasure. This is based on: Research Evidence on Reading for Pleasure - Education Standards Research Team (DfE, 2012)</p> <p>The Reading Curriculum is designed to develop children's skills in word reading and comprehension, based on 2 models of reading: The Simple View of Reading and Scarborough's Rope Model (2001) and outlined in the MAT Handbook.</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf We are focusing on the elements of the new Writing Framework.</p> <p>Tom Sherrington's Walkthrus to ensure commonality of language and that staff are equipped with the understanding necessary to deliver effective feedback.</p> <p>The GTI provides evidence based professional development.</p>	<p>2, 3, 4, 5</p>
<p>Development of teaching and learning for Maths in line with DFE, EEF and NCETM guidance We will fund:</p> <ul style="list-style-type: none"> ● Staff and subject leader CPD and release to support planning, delivery and assessment within school ● Subject leader release 	<p>Our use of mastery is supported by the EEF recommendations for maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 including recommendation 2 use of manipulatives, recommendation 3 teaching problem solving, recommendation 6 scaffolding and challenging etc</p> <p>The Mastery approach is widely researched:</p>	<p>2, 3, 4, 5</p>

<p>to work alongside other MAT schools and Maths Mastery Specialist to develop the curriculum and guidance to support teaching and learning</p> <ul style="list-style-type: none"> ● Provision of resources to support teaching and learning using the maths mastery approach ● Staff to attend subject knowledge enhancement courses through the Maths Hub. ● Support staff to receive Mastering Number training. ● Staff time to lead parent workshops to support mathematical strategies at home 	<p>Guest Blog: Mastery and Maths - How our Guidance can Help (EEF 2017)</p> <p>Ark Mathematics Mastery: Primary (EEF, 2014)</p> <p>“Mastery Explained: Evidence, exemplification and illustration to explain the mastery approach” (NCETM)</p> <p>Teaching for Mastery Progress Report (NCETM, 2019)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>Tom Sherrington's Walkthrus to ensure commonality of language and that staff are equipped with the understanding necessary to deliver effective feedback.</p> <p>The GTT provides additional evidence-based professional development.</p>	
<p>Develop the assessment and feedback systems in school to identify gaps in learning and devise actions/interventions for addressing them.</p> <p>We will fund:</p> <ul style="list-style-type: none"> ● Purchase of Star Assessment to allow immediate, individual feedback and next steps. ● CPD for teachers in Year 6 and Subject Leaders for SATs assessments ● Release for pupil progress meetings to discuss progress and interventions ● A project into effective feedback and marking and responsive teaching cycle in order to develop our policy and impact more effectively on progress ● Release for the English lead to work with colleagues to implement the use of the MAT assessment tool ● Release for cross-MAT and LA moderation sessions for writing ● Data literacy training for all teachers to support 	<p>EEF recommendations for Feedback within the Teaching and Learning Toolkit</p> <p>Rosenshine's 10 Principles of Instruction outlines Feedback as one of the key areas in supporting pupils to deepen their knowledge and understanding or improve their performance.</p> <p>Tom Sherrington's Walkthrus to ensure commonality of language and that staff are equipped with the understanding necessary to deliver effective feedback.</p> <p>Formative assessment practices based on guidance and principles from Assessment and Feedback Guidance (EEF, Teaching and Learning Toolkit)</p> <p>Summative assessment cycle in line with guidance published in the “Making Data Work - Report of the Teacher Workload Advisory Group”, November 2018 report</p> <p>The GTT provides evidence-based professional development.</p>	<p>2, 3, 4, 5</p>

<p>their understanding of Star Assessment</p> <ul style="list-style-type: none"> Subscription and use of Carousel assessment for Science and Topic lessons. 		
<p>Improve the quality of teaching through professional development opportunities that promote evidence based teaching and learning strategies.</p> <p>We will fund:</p> <ul style="list-style-type: none"> CPD sessions and materials to support evidence informed practice Release for peer to peer coaching sessions Release for phase leaders to support teams to develop their practice through whole school foci and personalised goals Provision of focused coaching for individual teachers Development of Professional Growth to support bespoke, individualised Professional Development for all members of staff. Professional Development for new leaders to support coaching strategies. 	<p>Our CPD cycle focused on developing subject knowledge and pedagogy using the guidance in the EEF Effective Professional Development recommendations https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>We use whole school and personal professional goals to inform CPD and this is based on Tom Sherrington's Walkthrus</p> <p>Cognitive Science Approaches in the Classroom Report (EEF, 2021)</p> <p>Implementation based on recommendations from "Putting Evidence to Work: A School's Guide to Implementations" (EEF, 2021)</p> <p>The GTT provides evidence-based professional development.</p>	<p>2, 3, 4, 5</p>
<p>Develop our curriculum so that it is broad, balanced and meets the needs of all pupils including the enhancement of cultural capital.</p> <p>We will fund:</p> <ul style="list-style-type: none"> teacher release to work with the Assessment Leader to fully understand Star Assessment reports and adapt curriculum delivery accordingly. Subject leader release time to develop the rationale, planning, progression and pedagogy for their subject as well as carrying out monitoring 	<p>Curriculums designed and implemented based on recommendations from "Putting Evidence to Work: A School's Guide to Implementations" (EEF, 2021)</p> <p>Subject leaders are supported to develop through CPD based on the recommendations in EEFs guidance on professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>We have designed our curriculum following Covid related lockdowns based on DFE guidance about recovery curriculum https://assets.publishing.service.gov.uk/govern</p>	<p>2, 3, 4, 5</p>

<p>and delivery of CPD for staff.</p> <ul style="list-style-type: none"> • Subject leader CPD in relation to their subject - including developing awareness of how cognitive theory, memory, equality and the MAT principles of curriculum design/pillars support teaching and learning in their curriculum area. This includes MAT networks to support subject leaders and time with Cedars/ MAT Curriculum Leaders • Provision of resources (including funding for visitors) to support the teaching and learning of the curriculum. • Part or all of the cost for educational visits or experiences for disadvantaged parents • The use of Carousel to support responsive teaching, ensuring declarative and procedural knowledge and understanding. 	<p>ment/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</p> <p>and research reviews related to specific subjects https://www.gov.uk/government/collections/curriculum-research-reviews</p> <p>Cognitive Science Approaches in the Classroom Report (EEF, 2021)</p> <p>Implementation based on recommendations from “Putting Evidence to Work: A School’s Guide to Implementations” (EEF, 2021)</p>	
<p>Intervention teaching from one member of SLT for Yr 6 intervention groups, daily for English and Reading.</p>	<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>+4 months progress</p> <p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>+6 Months progress</p> <p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>+5 months progress</p> <p>Within class attainment grouping</p> <p>Low impact for very low cost based on very limited evidence</p> <p>+2 months progress</p> <p>Extending school time</p> <p>Moderate impact for moderate cost based on limited evidence</p> <p>£ £ £ £ £</p> <p>+ 3 months</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £105,000


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop Read Write Inc phonics to support reading. We will work with the support of a RWInc consultant to ensure high quality provision. The use of RWInc is targeted at pupils who, when assessed, do not have a fully developed phonological awareness and cannot use this effectively to read with fluency. All N2E children will be assessed and provided with daily RWI sessions.</p> <p>We will fund:</p> <ul style="list-style-type: none"> ● resources needed to deliver the sessions ● training for all staff including the introduction of a regular masterclass session for those delivery the sessions to ensure practice develops ● release for phonics lead to support and develop the quality of teaching and learning in sessions ● Release for the phonics lead to develop a bespoke approach for new to English and EAL children. ● Release time for the English/Phonics leaders to develop a bespoke transition strategy from RWI to whole class reading. 	<p>Read Write Inc is an EEF recommended systematic, synthetic phonics approach which is proven to support phonological knowledge and therefore reading fluency.</p>	<p>2, 3, 4, 5</p>
<p>Provide additional Teachers (a SEND group across the school) as well as TAs and HLTAs in each year group to allow focus on disadvantaged pupils by</p>	<p>EEF teaching assistant intervention EEF guidance report - recommendation 4 and 6</p> <p>Small group structured interventions can have a positive impact on pupils - teaching</p>	<p>2, 3, 4, 5</p>

<p>providing support within lessons or small group interventions. Interventions include:</p> <ul style="list-style-type: none"> ● Precision teaching ● RWI tutoring ● Phonological awareness intervention ● Pre tutoring ● Same day catch up tutoring ● Targeted interventions across the curriculum depending on the need of the cohorts and individuals. <p>We will also fund:</p> <ul style="list-style-type: none"> ● CPD for TAs to effectively deliver these sessions ● Resources to support sessions 	<p>assistants delivering these sessions effectively can result in between 4 and 6 months additional progress.</p> <p>Peer tutoring is recommended by the EEF has been shown to have a positive impact especially for low achievers and SEND pupils - we use pairings for spelling in which pupils are both tutor and tutee - adult support ensures the sessions are effective.</p> <p>1:1 tutoring is recommended by EEF and suggests an average of 5 months additional progress. It is most effective 1:1 but while small groups may result in slightly less progress it is more cost effective and supports more pupils - we aim to keep groups to no more than 3 as with the NTP that has been introduced. National Tutoring Programme</p> <p>Precision Teaching as recommended intervention by Pupil and School Support through Access to Education</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (Oral Language Interventions - Teaching and Learning Toolkit, EEF 2021)</p>	
<p>Provision of tutoring for Year 6 pupils in preparation for SATs and pupil conferencing to develop writing.</p>	<p>1:1 tutoring is recommended by EEF</p> <p>Peer tutoring is recommended by the EEF has been shown to have a positive impact especially for low achievers and SEND pupils - we use pairings for spelling in which pupils are both tutor and tutee - adult support ensures the sessions are effective.</p> <p>1:1 tutoring is recommended by EEF and suggests an average of 5 months additional progress. It is most effective 1:1 but while small groups may result in slightly less progress it is more cost effective and supports more pupils.</p>	<p>2, 3, 4, 5</p>
<p>Supporting children's learning at home through online platforms, including:</p> <ul style="list-style-type: none"> ● Accelerated Reader ● Magma Maths ● Times Table Rockstars ● Oxford Owl 		<p>2, 5, 7</p>

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

Budgeted cost: £91,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Beacon Behaviour support Services.</i></p>	<p>Social and emotional learning <small>Moderate impact for very low cost based on very limited evidence</small> £ £ £ £ £</p> <p>+4 months progress</p> <p>Behaviour interventions <small>Moderate impact for low cost based on limited evidence</small> £ £ £ £ £</p> <p>+ 4 months progress</p> <p>Social and emotional learning <small>Moderate impact for very low cost based on very limited evidence</small></p> <p>+ 4 months progress</p>	<p>1, 3, 6</p>
<p><i>EWO (AG Consultancy Ltd) attendance support.</i></p>	<p>Social and emotional learning <small>Moderate impact for very low cost based on very limited evidence</small> £ £ £ £ £</p> <p>+4 months progress</p>	<p>1, 6, 7</p>
<p>Improve attendance of all pupils through careful monitoring, early help provision and the use of the Fast Track arrangements for Solihull LA.</p> <p>We will fund:</p> <ul style="list-style-type: none"> ● CPD for the attendance team through Solihull LA and SOL Attendance. ● SOL attendance tracker (training and set-up) ● An attendance lead and office manager to monitor attendance using the SOL tracker and follow the Fast Track steps - focused on early 	<p>Our strategies are supported by the guidance from the DFE in Improving School Attendance: support for schools and local authorities document</p> <p>Attendance Matters Magazine</p>	<p>1, 6, 7</p>

<p>help</p> <ul style="list-style-type: none"> • An EWO employed half day a week to action persistent absence, complete formal stages of Fast Track Process and complete safe and well checks • The release of a DSL every morning to provide early help in relation to attendance • Recognition of improved attendance for families 		
<p><i>When required pupils have a key member of staff (School Family Support Worker – SFSW) who monitors progress against specific targets.</i></p>	<p>Mentoring</p> <p>Low impact for moderate cost based on moderate evidence</p> <p>+2 months progress</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>+4 months progress</p> <p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence </p> <p>+ 4 months progress</p> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>+ 4 months progress</p>	<p>1, 6, 7</p>
<p><i>SFSW supports, advises and refers to outside agencies to support home issues /needs.</i></p>	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>+4 months progress</p> <p>Mentoring</p> <p>Low impact for moderate cost based on moderate evidence</p> <p>+2 months progress</p>	<p>1, 6, 7</p>

<p><i>Contributions towards the cost of trips so no disadvantaged child is excluded from the experience.</i></p>	<p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence</p> <p>+ 1 months progress</p> <p>Extending school time £ £ £ £ £</p> <p>Moderate impact for moderate cost based on limited evidence</p> <p>+ 1 months progress</p>	<p>6, 7</p>
<p>Breakfast Club</p>	<p>In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools</p>	<p>1, 6, 7</p>
<p>Improve parental engagement in the school life and learning of their children. We will fund</p> <ul style="list-style-type: none"> • Community events to welcome parents into school - coffee mornings, sporting events and clubs for parents, fairs and low stakes enrichment activities with their child. • Release for teachers to deliver parent workshops focused on supporting learning or core skills at home - reading, spelling, handwriting, times tables etc. • Provision of free revision materials for Year 6 SATs • Development of a new system for newly arrived children, including a meeting with families to gather information 	<p>Parental engagement can have a positive impact on average of 4 months' additional progress. (Parental Engagement - Teaching and Learning Toolkit, EEF 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	

Total budgeted cost: £ 331,785

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Challenge 1: Data indicates-

EYFS Profile

66.7% of PP pupils achieved a Good Level of Development, compared to 60.9% non-PP. (+5.8%)

Year 1 Phonics

65.7% of PP pupils gained 32+/40 in End of Year 1 Phonics, compared to 81% non-PP. (-15.3%)

KS2 SATs

77% of PP pupils gained ARE in reading, compared to 73% Non-PP (+4%)

51% of PP pupils gained ARE in writing, compared to 68% Non-PP. (-17%)

69% of PP pupils gained ARE in GPS, compared to 68% Non-PP. (+1%)

66% of PP pupils gained ARE in Maths, compared to 82% Non-PP. (-16%)

37% of PP pupils gained ARE combined, compared to 59% Non-PP. (-12%)

Narrowing the gap between disadvantaged and non-disadvantaged pupils in all year groups remains a priority.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Beacon behaviour service	Beacon School
Greggs breakfast club	Greggs Foundation
Attendance improvement	AG Consultancy Ltd
Accelerated Reader	Renaissance
Welcomm	Welcomm
Times Table Rockstars	Maths Circle Ltd
Numbersense	Number Sense Maths Ltd
RWI Spelling	RWI Spelling
RWInc	Ruth Miskin/Oxford Owl
Kapow Computing and Music	Kapow Primary Ltd
Charanga Music	Charanga Ltd
Jigsaw PSHE	JigsawPSHE Ltd
Magma Maths	Magma Maths
Ordinary Magic	Ordinary Magic

Service pupil premium funding - N/A

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