



# Pupil premium strategy statement 2025-2026 - Priestsic Primary & Nursery School

This statement details our school's use of pupil premium (and recovery 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	393
Proportion (%) of pupil premium eligible pupils	164 (41.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 (year 2 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jo Small & Cathy Hewitt (co-headteachers)
Pupil premium lead	William Burke
Governor / Trustee lead	Mitchell Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,660
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£279,392 spent.

# Part A: Pupil premium strategy plan

## Statement of intent

### STATEMENT OF INTENT

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject 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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support 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 disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

#### Principles

- ✓ We ensure that teaching and learning opportunities that meet the needs of all the pupils
- ✓ We ensure 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
- ✓ In 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.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### Ultimate Objectives:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils by providing additional targeted support for pupils to ensure they make rapid and sustained progress.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

### Achieving these objectives:

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- ✓ High quality CPD to ensure quality first teaching
  - ✓ 1-1 and small group tuition using the Third Space maths intervention
  - ✓ Targeted 1-1 and small group intervention to enable “catch-up” based on needs analysis
  - ✓ Behaviour, emotional and social support through our Priestsic Pastoral Package – FSW, On-site counselling services to support social, emotional and mental health need. (Casy Counseling)
  - ✓ Social and emotional learning to provide opportunities for resilience building, social interactions and emotional well-being ensuring children are ready to access learning.
  - ✓ Improving attendance through the use of an attendance officer
  - ✓ Subsidy for educational activities, experiences and residential visits ensuring children have first-hand experiences to increase their cultural capital and draw upon when learning back in the classroom.
  - ✓ Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Priestsic Values and thus enhance learning.
  - ✓ Use of the Reading partners to increase reading miles for those children who do not read regularly at home.
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicates that disadvantaged pupils’ speech and language skills are very low on entry to Nursery. This slows their progress in many areas of learning into KS1 and beyond.
2	An increasing number of children are experiencing anxiety around school and home life.
3	A widening of learning gaps in reading, writing and mathematics for pupil premium pupils.
4	Disadvantaged pupils’ attendance was 92.4% in 2024-2025. This reduces their school hours and can cause them to fall behind their peers. This has slightly improved since 2024-2025, but it still 1.02% behind the whole school average.
5	Disadvantaged pupils may have limited experience and knowledge of their own community and the wider world. This can have a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum and achieve age related expectations.

## 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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations evidence significantly improved oral language among disadvantaged pupils. This is shown when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
To achieve and sustain improved wellbeing for all our pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2026/2027 demonstrated by: -qualitative data from pupil voice, pupil and parent surveys and teacher observations -a significant reduction in the number of disruptive behaviour incidents logged on CPOMS -individual case study reports for identify pupils and their families.
Improve the combined attainment for disadvantaged pupils at the end of each key stage.	FS2, KS1 and KS2 combined outcomes in July 2025 show more than 60% of disadvantaged pupil met the expected standard.  (In 2019 the national average for all pupils was 65% with an average gap of 2.91% for disadvantaged pupils)
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from October 2026 demonstrated by: Improved attendance and punctuality in targeted children to at least 95%.
To improve disadvantaged pupils' experience and knowledge of their own community and the wider world.	Long term curriculum plans show planned opportunities for authentic experiences within the local community and wider world.  Increase in comprehension skills evident by the percentage of pupils achieving ARE in reading are in line with national expectations.  Percentage of pupils achieving ARE in writing is in line with national expectations.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Expert teacher in F2 focussed on reading.</u></b></p> <p>Half a day a week teacher focussed on one to one reading conferences and diagnostics.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 3
<p><b><u>Additional teacher in Y5 &amp; Y6</u></b></p> <p>3 days a week an additional teacher is used for small group interventions and streaming.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	3
<p><b><u>Professional Development – coaching programme</u></b></p> <p>Deputy Headteacher x 3 mornings per week</p> <p>Focus on improving the standard of quality first teaching through a programme of coaching and support across KS2.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><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>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days.</p>	3
<p><b><u>Professional Development –</u></b></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving</p>	3

<p><b><u>coaching programme</u></b></p> <p>Deputy Headteacher x 2 mornings per week</p> <p>Focus on improving the standard of quality first teaching through a programme of coaching and support across KS1.</p>	<p>the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><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>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days.</p>	
<p><b><u>Supporting Great Teaching: National College Subscription</u></b></p>	<p>All staff have access to high level CPD that is relevant to their individual needs. They will be able to access all webinars and courses remotely, anywhere, anytime, on any device.</p>	<p>1,2,3</p>
<p><b><u>Speech and Language TA 2.5 day per week.</u></b></p> <p>Use the Language Link assessment system to screen all children on entry to FS2 and establish bespoke SALT to improve communication and language skills through the use of the Nuffield Early Language principles.</p> <p><b>Language link subscription.</b> To screen all children on entry to F2 and ensure identified children are targeted for speech and language intervention.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>On entry to Reception, most children have low Language and Communication skills – 88% of disadvantaged children are working below age related expectations on entry to F2.</p> <p>57% of all pupils are in the 30-50/ 22-36 month age band on entry with 33% of disadvantaged children working significantly below in 8-20/16-26 or 22-36 month age band.</p> <p>Due to a poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Despite making accelerated progress, 54% of disadvantaged pupils do not meet the required end of year ELGs. Communication and language skills are the biggest limiting factor.</p>	<p>1, 5</p>

**Total budgeted cost: £72,678**

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>1:1 Online tuition</u></b></p> <p>To accelerate the progress of disadvantaged pupils in maths in Y6 by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Following a year of Third Space Learning online tuition, the “headline” attainment measures at the end of KS2 shows 68% of our disadvantaged children achieved ARE in maths, outperforming the LA at 59% indicating that the intervention is successful in reducing that limiting factor for our disadvantaged children. Compare this to the “headline” attainment data at the end of 2019 which saw only 26% of our disadvantaged pupils achieve ARE in maths.</p> <p>We will continue to run the intervention in order to maintain the higher than local ARE outcomes in maths at the end of KS2.</p>	3,5
<p><b><u>1:1 and small group support:</u></b></p> <p>To accelerate the progress for the most vulnerable readers from FS2 to Year 2 through a daily reading programme for those children who do not get the opportunity to read at home.</p> <p>Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills.</p>	<p>The 1:1 Teaching of reading is used across school to teach pupils to use strategies for developing and monitoring their reading comprehension using prediction, questioning, clarifying, summarising and activating prior knowledge as recommended in the EEF guide to Improving Literacy at KS1.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1, 3

**Total budgeted cost: £58,582**

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Behaviour, social and emotional support:</u></b></p> <p><b>Family Support Worker:</b> To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of different situations.</p> <p>Availability of nurturing and resilience building activities in 1:1 or small groups.</p> <p>To offer targeted PP pupils support in self-regulation and emotional well-being in small groups or 1:1</p> <p>Family support work with identified vulnerable families – in school early help offer – prevention and early signposting to specialist support.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	2,4,5
<p><b><u>Pastoral provision</u></b></p> <p>Support for some of our most vulnerable children enabling them to access school and the curriculum.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	2, 5

<p><b><u>Pupil support worker</u></b></p> <p>Full time</p>	<p>Social and emotional learning approaches have a positive impact, on average, of three months's additional progress in achademic outcomes over the course of an academic year.</p>	<p>2,5</p>
<p><b><u>Improving Attendance:</u></b></p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance office to be employed for 3.5 days per week to monitor persistent absence and late arrivals.</p> <p>Structured conversations to be used to engage parents.</p> <p>First day response by attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/421222/Improving_school_attendance_support_for_schools_and_local_authorities_-_GOV.UK_(www.gov.uk).pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>1,2,3,4,5</p>
<p><b><u>Improving social, emotional and mental health:</u></b></p> <p>Casey counselling sessions 2 whole day per week = 10 sessions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>2,4</p>
<p><b><u>Improving social, emotional and mental health:</u></b></p> <p>ELSA (emotional literacy support)</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and</p>	<p>2,4</p>

assistant) 2 afternoons a week.	<p>lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	
<p><b><u>Providing experiences:</u></b></p> <p>Curriculum enrichment subsidy.</p> <p>Residential experiences</p>	<p>Learning supported by trips that are planned carefully to enhance the school's curriculum.</p> <p>Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p> <p>Raised aspiration and cultural capital.</p>	2,4,5
<p><b><u>Little Wandle phonics</u></b></p> <p>Support with Little Wandle phonics program to enable PP children to read.</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 3, 5
<p><b><u>Breakfast club</u></b></p> <p>Support for children enabling them to access a nutritious breakfast.</p>	<p>Evidence suggests running a breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	2, 5
<p><b><u>Magic breakfast</u></b></p>	<p>Evidence suggests running a breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast</p>	2, 5

	club schools also saw an improvement in pupil behaviour and attendance.  <a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a>	
<b><u>DART</u></b>	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  <a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a>	2, 5

**Total budgeted cost: £148,132**

## Part B: Review of the previous academic year



### Outcomes for disadvantaged pupils

#### Pupil premium report 2024/2025

Summary of actions and data outcomes for pupil premium and non-pupil premium children for 2024/25, also comparing 2023-24 data to identify areas where the pupil premium divide has improved or worsened.

#### EYFS

In 2024-2025

- 55.8% of all children obtained a good level of development.
- 40% of pupil premium children obtained a good level of development.
- There was a decrease of 0.7% of all pupils obtaining a good level of development from the previous year.
- Pupil premium pupils obtaining a good level of development decreased by 10% compared to previous year.

In 2023-2024:

- 56.5% of all children obtained a good level of development.
- 50% of pupil premium children obtained a good level of development.

#### Phonics

##### Year 1

In 2024-2025

- 64.7% of all pupils met the required standard in phonics by the end of year 1.
- 55.6% of pupil premium pupils met the required standard in phonics by the end of year 1.
- There was a gap between pupil premium and non pupil premium of 9.1%. This gap has reduced from the previous year.

In 2023-2024:

- 67.2% of all pupils met the required standard in phonics by the end of year 1.
- 45.5% of pupil premium pupils met the required standard in phonics by the end of year 1.

## Year 2 re-check

In 2024-25

- 18 Pupils took part in the phonics re-check
- 44.4% of all these pupils passed the recheck.
- 46.2% of pupil premium children passed the recheck.
- Pupil premium children outperformed non pupil premium by 1.8%

In 2023-24

- 18 Pupils took part in the phonics re-check
- 33.3% of all these pupils passed the recheck.
- 28.6% of pupil premium children passed the recheck.
- Non pupil premium children outperformed pupil premium by 4.7%

## All pupils at end of year 2

In 2024-25

- 82.5% of all children had passed the phonics screening.
- 69.6% of pupil premium children passed the phonics screening.
- Non pupil premium children outperformed pupil premium children by 12.9%

In 2023-24

- 78.6% of all children had passed the phonics screening.
- 80% of pupil premium children passed the phonics screening.
- Pupil premium children outperformed non-pupil premium children by 1.4%

## Year 4 MTC outcomes

In 2024-25

- 48.3% of all children achieved full marks.
- 33.3% of pupil premium children achieved full marks.
- The average score for all children was 21.7 out of 25
- The average score for pupil premium children was 20.5 out of 25.

In 2023-24

- 41.1% of all children achieved full marks.
- % of pupil premium children achieved full marks.
- The average score for all children was 20.6 out of 25
- The average score for pupil premium children was out of 25.

## End of KS2 outcomes

### GPS

In 2024-25

- 65% of all pupils met the expected standard or above for GPS.
- 46.4% of pupil premium students met the expected standard or above for GPS.
- Pupil premium children outperformed non-pupil premium children by 18.6%

In 2023-24

- 71.7% of all pupils met the expected standard or above for GPS.
- 73.1% of pupil premium students met the expected standard or above for GPS.
- Pupil premium children outperformed non-pupil premium children by 1.4%

### Reading

In 2024-25

- 51.7% of all pupils met the expected standard or above for reading
- 35.7% of pupil premium students met the expected standard or above for reading.
- Non pupil premium children outperformed pupil premium children by 16%

In 2023-24

- 65% of all pupils met the expected standard or above for reading
- 61.5% of pupil premium students met the expected standard or above for reading.
- Non pupil premium children outperformed pupil premium children by 3.5%

### Maths

In 2024-25

- 53.3% of all pupils met the expected standard or above for maths
- 37% of pupil premium students met the expected standard or above for maths
- Non pupil premium children outperformed pupil premium children by 16.3%

In 2022-23

- 68.3% of all pupils met the expected standard or above for maths
- 57.7% of pupil premium students met the expected standard or above for maths
- Non pupil premium children outperformed pupil premium children by 10.6%

### Writing

In 2024-25

- 68.3% of all pupils met the expected standard or above for writing
- 59.3% of pupil premium children met the expected standard or above for writing
- Non pupil premium children outperformed pupil premium children by 9%

In 2023-24

- 70% of all pupils met the expected standard or above for writing

- 61.5% of pupil premium children met the expected standard or above for writing
- Non pupil premium children outperformed pupil premium children by 8.5%

**Reading, writing & maths (combined)**

In 2024-25

- 41.7% of all pupils met the expected standard or above for reading, writing & maths combined.
- 18.5% of pupil premium students met the expected standard or above for reading, writing & maths combined.
- Non pupil premium children outperformed pupil premium by 8.3%

In 2023-24

- 58.3% of all pupils met the expected standard or above for reading, writing & maths combined.
- 50% of pupil premium students met the expected standard or above for reading, writing & maths combined.
- Non pupil premium children outperformed pupil premium by 8.3%

**CASY counselling**

- In total, 49 children were seen by CASY counselling between April 2024 and March 2025.
- Children on average demonstrated a 22% increase in feelings of wellbeing through self assessment.
- 79.6% of pupils who are seen by CASY counselling are in receipt of Pupil Premium.

	Hours
Attended	239
Dead sessions	22
Cancelled	0
DNA	0
Drop-in sessions	16
Hours to end of contract	83
Total	360

Presenting issues.

Anger	10
Behaviour problems	7
Anxiety	6
Low self-esteem	4
Affected by another's substance abuse.	2
Attachment, abandonment	2
Family breakdown	2
Body image/body dysmorphia	1
Suicidal thoughts.	1

**Attendance**

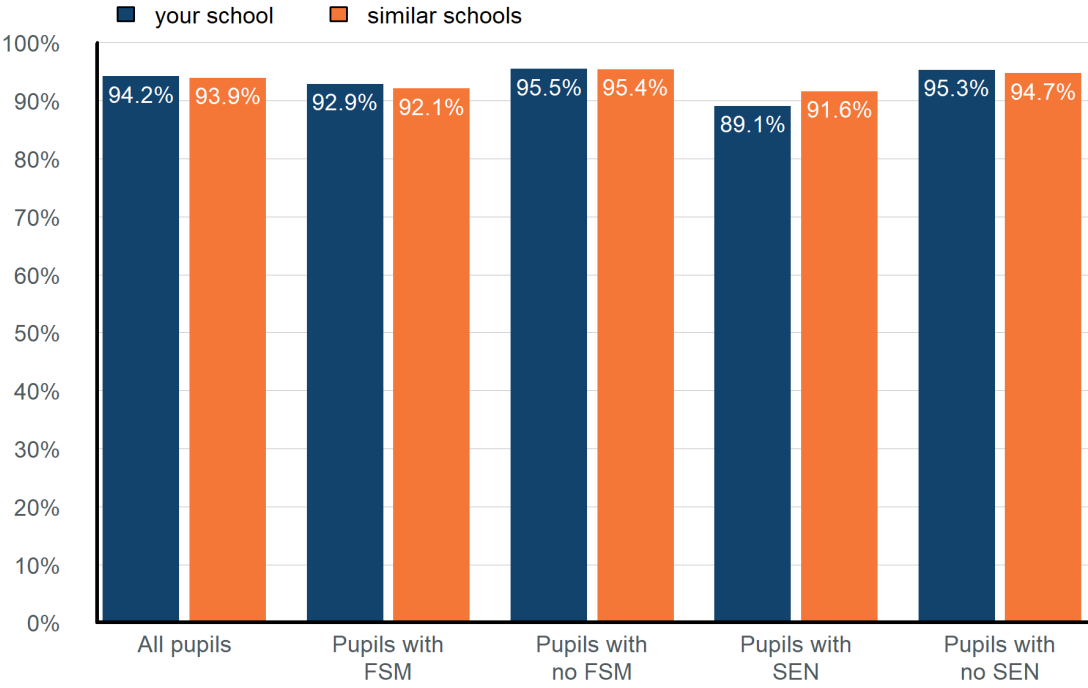
Attendance for pupil premium children was lower across the entire year. Attendance for whole school stayed broadly the same, whereas Pupil Premium attendance did drop over the year.

	Whole school attendance	Pupil premium attendance	PP/Non PP gap
Autumn	93.8%	92.1%	1.7%
Spring	93.7%	93.1%	0.6%
Summer	92.8%	92%	0.8%

	Number of children whole school who were persistently absent	Number of pupil premium children persistently absent per term	Percentage of PP children
Autumn	63	28	44.4%
Spring	70	30	42.9%

Summer	96	35	36.5%
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Bar chart showing attendance percentage for different pupil groups compared to 20 similar schools. Results are based on your pupils with free school meals (FSM) and special educational needs (SEN) support from the start of the academic year 2024 to 2025, up to Tuesday 08 April 2025.



### Externally provided programmes

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

Programme	Provider
Third Space Maths Programme	NTP
Phonics intervention	Little Wandle
Counselling	CASY Counselling

