

Pupil premium strategy statement (2025-2028)

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
School Name	Ingoldmells Primary and Nursery Academy
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	73%
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)	2025/2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	Dec 2025, March 2026, July 2026
Statement authorised by	Joanna Howden
Pupil premium lead	Joanna Howden
Trustee lead	Darren Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £129,001
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£129,001

Part A: Pupil premium strategy plan

Statement of intent

At Ingoldmells Academy, our pupil premium strategy is rooted in our commitment to equity, inclusion, and excellence for all. Serving a community with high levels of deprivation and mobility, we recognise the complex and multifaceted barriers faced by our disadvantaged pupils. With 73% of our cohort eligible for pupil premium, our strategy is not peripheral—it is central to our mission.

Our ultimate objective is to ensure that every disadvantaged pupil thrives academically, socially, and emotionally. We aim to close attainment gaps, particularly in writing and early years outcomes, while nurturing confident, resilient learners who are well-prepared for the next stage of their education and life beyond school.

Our strategy is built on the following key principles:

- High-Quality Inclusive Teaching: We are embedding the 9 Principles of High-Quality Inclusive Teaching across the academy, ensuring that every pupil receives responsive, adaptive, and ambitious instruction. This includes effective modelling, questioning, feedback, and retrieval practices that support all learners, especially those with SEND and EAL.

- Targeted Support and Intervention: We use diagnostic assessment tools such as PiXL and WellComm to identify gaps and plan precise interventions. These are delivered through small-group conferencing, pre-teaching, and overlearning, with a focus on accelerating progress in phonics, reading, writing, and maths.

- Curriculum Equity and Enrichment: Our curriculum is knowledge-rich, vocabulary-driven, and sequenced from Nursery to Year 6. It is designed to build cultural capital and provide meaningful enrichment experiences that broaden horizons and raise aspirations. From planetarium visits to RAF coding workshops, we ensure our disadvantaged pupils access the same opportunities as their peers.

- Pastoral and Mental Health Support: We provide robust pastoral care through our Mental Health Lead, Family Support Worker, and external partnerships. This holistic approach ensures pupils feel safe, valued, and supported to regulate emotions and engage positively with learning.

- Professional Development and Monitoring: Staff receive ongoing CPD aligned with our strategic priorities, including adaptive teaching, inclusive practice, and subject knowledge. Monitoring cycles are rigorous and developmental, ensuring fidelity of implementation and impact on pupil outcomes.

- Community and Parental Engagement: We work closely with families to build trust and partnership. Through coffee mornings, curriculum workshops, and shared learning experiences, we empower parents to support their children's education and wellbeing.

Our strategy is dynamic and responsive. It evolves in line with pupil needs, staff development, and curriculum impact. We are committed to ensuring that pupil premium funding is used effectively to remove barriers, raise attainment, and unlock the potential of every child.

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

Challenge number	Detail of challenge
1	Academic gaps especially in reading fluency, understanding vocabulary and writing.
2	Multiple disadvantage (deprivation, SEND, safeguarding, attendance).
3	EYFS baseline assessments indicate high levels of pupil premium pupils are significantly below age related expectations.
4	Limited life experiences and aspirations.
5	Attendance and persistent absence.

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
Close attainment gaps in writing, reading, and maths	PP pupils meet/exceed targets; reduced gaps vs non-PP
Embed consistent writing pedagogy across phases	New writing curriculum and teaching sequence fully embedded; improved writing outcomes
Improve early language, phonics and reading fluency	EYFS GLD and Y1 phonics outcomes and reading fluency improves
Strengthen maths mastery across phases	Reasoning evident in books; PiXL gaps addressed
Improve attendance	PA lowers throughout the academic year

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD in Little Wandle & Drawing Club to upskill the new EY Unit in early language and provide staff 'LCC Making it Real training' to increase parent engagement in supporting early language at home and PEEP a 6 week course for parents in EYFS about learning together to create a stimulating home environment.	Little Wandle is a systematic synthetic phonics (SSP) programme designed to ensure children learn to read quickly and confidently, with a strong emphasis on long-term memory retention and application of learning. EEF provides robust evidence on SSP approaches like Little Wandle: Phonics approaches (especially synthetic phonics) lead to an average of +5 months' additional progress over a year. This impact is particularly strong for disadvantaged pupils, helping close the attainment gap. The most effective implementations involve daily sessions, systematic instruction, and immediate intervention for children falling behind. Drawing club is designed for Reception and Year 1, but is adaptable for Nursery and KS2 interventions. Schools using Drawing Club report exceptional progress across all areas of child development, especially in confidence, creativity, and writing fluency. Children become confident, flexible writers when drawing is used as a precursor to writing. The approach supports fine motor development, phonics application, and early composition. Making it Real (Raising Early Achievement in Literacy) is an evidence-based early literacy research-based programme developed by Professor Cathy Nutbrown and Professor Peter Hannon through their work at The University of Sheffield. Evaluations from 2013–2015 showed: Improved literacy outcomes for children aged 2–5. Increased parental confidence and engagement in literacy activities. Earlier identification of additional needs in children and siblings PEEP	1 & 2 & 3

	The PEEP Learning Together Programme (Peep LTP) is an evidence-based early years intervention developed by the charity Peep, aimed at improving outcomes for children from birth to age five by enhancing the home learning environment and strengthening parent-child relationships. PEEP aligns well with the Early Years Foundation Stage (EYFS) framework and is used by nurseries, schools, and family hubs across the UK. It is particularly effective in: Narrowing the attainment gap before children start school. Empowering parents as co-educators. Supporting early intervention in high-deprivation communities. University of Oxford studies found long-term benefits in vocabulary and self-esteem for children whose parents participated in PEEP. The programme has been implemented successfully in areas of high socio-economic disadvantage, including Edinburgh and Oxford, showing its adaptability and relevance to diverse communities. Improved early literacy: Children showed gains in vocabulary, phonological awareness, and comprehension. Enhanced communication and language: Especially for children eligible for Early Years Pupil Premium (EYPP), who made accelerated progress in core language skills. Boosted parental confidence and engagement: Parents reported stronger bonds and more frequent play and learning interactions with their children. Improved self-esteem and emotional regulation: Children benefited from better parent-child relationships and increased emotional resilience.	
To work with LCC 'Maths Hub' on Maths Mastery across the school with a focus on EY and KS1's delivery of daily sessions; baseline maths, tracking & use of assessment	Maths Mastery is a whole-school approach to teaching mathematics. It focuses on: Deep conceptual understanding. Use of mathematical language. Structured talk and reasoning. Carefully sequenced curriculum. Whole-class teaching with high expectations. A randomised controlled trial by the EEF found that Year 1 pupils in schools using Mathematics Mastery Primary made +2 months' additional progress compared to control schools. A study using National Pupil Database data (400 schools) confirmed similar gains, especially for disadvantaged pupils, who were more likely to be "working beyond expected level."	1, 2 & 4
Embed our new writing approach/teaching sequence: To achieve consistency across all year groups using staff coaching.	Research underpinning the DfE's Writing Framework (2025) and the EEF's recommendations for writing in EYFS, KS1, and KS2. Key Research Concepts our writing approach is based on: Simple View of Writing: Writing = Transcription + Composition. Cognitive Load Theory: Fluent transcription frees mental space for idea generation (less is more). Oral Language Development: Talk underpins writing. Motivation & Self-Efficacy: Children must see themselves as writers. Grammar in Context: Grammar and punctuation should support meaning, not be taught in isolation. Pedagogical Recommendations: Teach sentence construction explicitly. Embed grammar and vocabulary in meaningful writing. Use high-quality texts to model writing. Prioritise handwriting and spelling in Reception and KS1. Encourage editing and redrafting to improve writing quality.	1 & 3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to use Wellcomm (EY)	WellComm is a speech and language screening and intervention toolkit developed by GL Assessment. It is designed for use with children aged 6 months to 6 years (Early Years version) and up to 11 years (Primary version). It helps practitioners: Identify children with speech, language and communication needs (SLCN); Deliver targeted interventions using the Big Book of Ideas; Track progress and inform referrals to specialist services. Early identification of SLCN is critical for school readiness and long-term outcomes. WellComm provides structured, evidence-informed interventions. It supports inclusive practice, especially in settings with high EAL or SEND populations. The toolkit is accessible to non-specialists, making it scalable across settings.	1 & 2 & 3
Provide staff CPD and support the implementation of Minute Box and Number Box (English & Maths) intervention toolkit	Published evidence: 95% of learners using the Five Minute Literacy Box improved by a year or more in reading and spelling ability within a short intervention period. The Ten Minute Box, used for phonics and decoding, showed notable improvements in reading confidence and willingness to engage in class after just 3 months of targeted support. Programmes include initial and summative assessments to identify gaps and track progress. Designed to work alongside existing phonics and maths schemes, making them highly adaptable. Interventions follow a multisensory approach. These approaches support children with SEND, EAL, and those struggling with early literacy and numeracy.	1 & 2
Provide staff CPD and support the implementation of NESSY to provide bespoke reading and spelling intervention in (KS2)	Nessy was found to be effective in supporting beginning readers, especially those falling behind their peers. The programme allows teachers to track progress across key reading skills, helping identify specific difficulties and tailor interventions. Nessy's interactive and reward-based design increased pupil motivation and engagement. Dyslexia Daily Study found after 18 weeks of Nessy used: Pupils gained 1 year on average in reading age. Some pupils gained over 2 years, with one gaining 4 years 3 months. 92% of teaching assistants reported improved reading; 77% reported improved spelling. 90% would recommend the programme; 100% said pupils enjoyed using it. Weekly tracking showed progress and upon review some children made up to a year's progress and this had profound impact on confidence.	2, 3, 4, 5 and 6
Provide staff CPD and support the implementation of Ed Shed (Whole school Spelling)	Spelling Shed is a digital spelling programme. Case Study – Poverest Primary School: Teachers reported a marked increase in pupil enthusiasm for spelling. Weekly Hive Games created excitement and boosted engagement. Pupils showed improved spelling fluency and vocabulary acquisition through repeated exposure and practice. Triple Word Form Theory – Dafern et al. (2024) A large-scale study involving 72 schools and 2,436 pupils showed that: Explicit, structured spelling instruction improves accuracy, fluency, and confidence.	1 & 2

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

Budgeted cost: £52,001

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilising LCC external agencies	Sensory circuits are short, structured sessions (typically 10–20 minutes) involving three phases: Alerting activities – energise the	2 & 3 & 4 & 5

such as Behaviour Outreach and Working Together Team to deliver CPD to staff to further develop the support we provide our SEND pupils (i.e. sensory circuits)	body and brain. Organising activities – improve coordination and focus. Calming activities – promote relaxation and self-regulation. They are designed to help children—especially those with SEND, ADHD, ASD, or sensory processing challenges—achieve an optimal state for learning. Classroom-Based Intervention Study sensory programme (BrainWorks) found: Positive impact on classroom performance for students with sensory processing differences. Improvements in attention, behaviour, and regulation. Teachers reported better engagement and fewer disruptive behaviours The study recommends sensory circuits as a viable classroom-level intervention, not just a therapeutic too.	
To increase our 'Family Support Worker' working hours to better support our families (e.g. Our Family Support Worker to deliver 'Triple P' workshops to parents) & to continue to work with an Education Welfare Officer (x1 morning a week) to support pupils' attendance	Institute for Family – Role of School-Based Social Workers found that: School-based family support professionals play a critical role in improving family wellbeing, especially in under-resourced communities. Their presence enables: Proactive support rather than reactive crisis management. Multi-agency collaboration to address complex family needs. Stronger relationships between school and home. Outcomes include: Improved attendance and behaviour; Reduced safeguarding concerns; Greater parental trust and engagement.	2 & 4 & 5

Total budgeted cost: £129,001

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Activity	Evidence of impact Teaching Budgeted cost: £ 25000																																																																																																																																																																																																																																																				
Continue Implementation of Write Stuff (writing approach) -Resources invested in to impact on pupil progress; investment in whole school resources.	<table><tr><th rowspan="4">Y6</th><th colspan="12">% of pupils achieving ARE+</th><th>IGA v N</th><th>IGA V N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th></tr><tr><th colspan="4">All Pupils</th><th colspan="4">PP Pupils</th><th colspan="4">Non-PP Pupils</th><th>23/24</th><th>24/25</th><th>23/24</th><th>24/25</th><th>23/24</th><th>24/25</th></tr><tr><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th>ALL:ALL</th><th>ALL:ALL</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th></tr><tr><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th></tr><tr><td>Reading</td><td>79</td><td>74</td><td>80</td><td>75</td><td>88</td><td>68</td><td>75</td><td>69</td><td>33</td><td>80</td><td>100</td><td>81</td><td>+5%</td><td>+5%</td><td>+55%</td><td>-12%</td><td>-25% (3)</td><td>-12%</td></tr><tr><td>Writing</td><td>90</td><td>72</td><td>87</td><td>72</td><td>87</td><td>63</td><td>92</td><td>64</td><td>100</td><td>78</td><td>67</td><td>79</td><td>+18%</td><td>+15%</td><td>-13%</td><td>-15%</td><td>+25%</td><td>-15%</td></tr><tr><td>Maths</td><td>95</td><td>73</td><td>93</td><td>74</td><td>94</td><td>66</td><td>92</td><td>67</td><td>100</td><td>80</td><td>100</td><td>81</td><td>+22%</td><td>+19%</td><td>-6%</td><td>-14%</td><td>-8% (1)</td><td>-14%</td></tr><tr><td>Combined</td><td>79</td><td>61</td><td>73</td><td>62</td><td>88</td><td>47</td><td>75</td><td>48</td><td>33</td><td>67</td><td>67</td><td>68</td><td>+18%</td><td>+11%</td><td>+45%</td><td>-21%</td><td>+8%</td><td>-20%</td></tr></table>	Y6	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	24/25	23/24	24/25	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap	Reading	79	74	80	75	88	68	75	69	33	80	100	81	+5%	+5%	+55%	-12%	-25% (3)	-12%	Writing	90	72	87	72	87	63	92	64	100	78	67	79	+18%	+15%	-13%	-15%	+25%	-15%	Maths	95	73	93	74	94	66	92	67	100	80	100	81	+22%	+19%	-6%	-14%	-8% (1)	-14%	Combined	79	61	73	62	88	47	75	48	33	67	67	68	+18%	+11%	+45%	-21%	+8%	-20%																																																																																															
Y6	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N																																																																																																																																																																																																																																			
	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	24/25	23/24	24/25																																																																																																																																																																																																																																			
	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP																																																																																																																																																																																																																																			
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap																																																																																																																																																																																																																																			
Reading	79	74	80	75	88	68	75	69	33	80	100	81	+5%	+5%	+55%	-12%	-25% (3)	-12%																																																																																																																																																																																																																																			
Writing	90	72	87	72	87	63	92	64	100	78	67	79	+18%	+15%	-13%	-15%	+25%	-15%																																																																																																																																																																																																																																			
Maths	95	73	93	74	94	66	92	67	100	80	100	81	+22%	+19%	-6%	-14%	-8% (1)	-14%																																																																																																																																																																																																																																			
Combined	79	61	73	62	88	47	75	48	33	67	67	68	+18%	+11%	+45%	-21%	+8%	-20%																																																																																																																																																																																																																																			
Enhancements to maths teaching, primarily in EYFS and KS1, embedding mastery of number	<table><tr><th rowspan="4">EYFS</th><th colspan="12">% of pupils achieving ARE+</th><th>IGA v N</th><th>IGA V N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th></tr><tr><th colspan="4">All Pupils</th><th colspan="4">PP Pupils</th><th colspan="4">Non-PP Pupils</th><th>23/24</th><th>24/25</th><th>23/24</th><th>24/25</th><th>23/24</th><th>24/25</th></tr><tr><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th>ALL:ALL</th><th>ALL:ALL</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th></tr><tr><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th></tr><tr><td>Reading Comp</td><td>73</td><td>73</td><td>62</td><td></td><td>75</td><td>61</td><td>59</td><td></td><td>67</td><td>75</td><td>75</td><td></td><td>0%</td><td></td><td>+14%</td><td>-14%</td><td>-16%</td><td></td></tr><tr><td>Word Reading</td><td>73</td><td>72</td><td>62</td><td></td><td>75</td><td>60</td><td>59</td><td></td><td>67</td><td>74</td><td>75</td><td></td><td>+1%</td><td></td><td>+13%</td><td>-14%</td><td>-16%</td><td></td></tr><tr><td>Writing</td><td>73</td><td>71</td><td>52</td><td></td><td>75</td><td>58</td><td>47</td><td></td><td>67</td><td>73</td><td>75</td><td></td><td>+2%</td><td></td><td>+17%</td><td>-15%</td><td>-28%</td><td></td></tr><tr><td>Number</td><td>73</td><td>77</td><td>57</td><td></td><td>75</td><td>65</td><td>53</td><td></td><td>67</td><td>78</td><td>75</td><td></td><td>-4%</td><td></td><td>+10%</td><td>-13%</td><td>-22%</td><td></td></tr><tr><td>Listening</td><td>73</td><td>83</td><td>81</td><td></td><td>75</td><td>75</td><td>76</td><td></td><td>67</td><td>85</td><td>100</td><td></td><td>-10%</td><td></td><td>0%</td><td>-10%</td><td>-24%</td><td></td></tr><tr><td>Speaking</td><td>73</td><td>82</td><td>81</td><td></td><td>75</td><td>74</td><td>76</td><td></td><td>67</td><td>84</td><td>100</td><td></td><td>-9%</td><td></td><td>+1%</td><td>-10%</td><td>-24%</td><td></td></tr><tr><td>Fine Motor</td><td>73</td><td>89</td><td>76</td><td></td><td>75</td><td>83</td><td>71</td><td></td><td>67</td><td>90</td><td>100</td><td></td><td>-4%</td><td></td><td>-8%</td><td>-7%</td><td>-29%</td><td></td></tr><tr><td>Gross Motor</td><td>73</td><td>90</td><td>76</td><td></td><td>75</td><td>84</td><td>71</td><td></td><td>67</td><td>91</td><td>100</td><td></td><td>-17%</td><td></td><td>-9%</td><td>-7%</td><td>-29%</td><td></td></tr><tr><td>GLD</td><td>73</td><td>67</td><td>52</td><td></td><td>75</td><td>53</td><td>47</td><td></td><td>67</td><td>71</td><td>75</td><td></td><td>+6%</td><td></td><td>+8%</td><td>-18%</td><td>-28%</td><td></td></tr></table>	EYFS	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	24/25	23/24	24/25	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap	Reading Comp	73	73	62		75	61	59		67	75	75		0%		+14%	-14%	-16%		Word Reading	73	72	62		75	60	59		67	74	75		+1%		+13%	-14%	-16%		Writing	73	71	52		75	58	47		67	73	75		+2%		+17%	-15%	-28%		Number	73	77	57		75	65	53		67	78	75		-4%		+10%	-13%	-22%		Listening	73	83	81		75	75	76		67	85	100		-10%		0%	-10%	-24%		Speaking	73	82	81		75	74	76		67	84	100		-9%		+1%	-10%	-24%		Fine Motor	73	89	76		75	83	71		67	90	100		-4%		-8%	-7%	-29%		Gross Motor	73	90	76		75	84	71		67	91	100		-17%		-9%	-7%	-29%		GLD	73	67	52		75	53	47		67	71	75		+6%		+8%	-18%	-28%	
EYFS	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N																																																																																																																																																																																																																																			
	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	24/25	23/24	24/25																																																																																																																																																																																																																																			
	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP																																																																																																																																																																																																																																			
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap																																																																																																																																																																																																																																			
Reading Comp	73	73	62		75	61	59		67	75	75		0%		+14%	-14%	-16%																																																																																																																																																																																																																																				
Word Reading	73	72	62		75	60	59		67	74	75		+1%		+13%	-14%	-16%																																																																																																																																																																																																																																				
Writing	73	71	52		75	58	47		67	73	75		+2%		+17%	-15%	-28%																																																																																																																																																																																																																																				
Number	73	77	57		75	65	53		67	78	75		-4%		+10%	-13%	-22%																																																																																																																																																																																																																																				
Listening	73	83	81		75	75	76		67	85	100		-10%		0%	-10%	-24%																																																																																																																																																																																																																																				
Speaking	73	82	81		75	74	76		67	84	100		-9%		+1%	-10%	-24%																																																																																																																																																																																																																																				
Fine Motor	73	89	76		75	83	71		67	90	100		-4%		-8%	-7%	-29%																																																																																																																																																																																																																																				
Gross Motor	73	90	76		75	84	71		67	91	100		-17%		-9%	-7%	-29%																																																																																																																																																																																																																																				
GLD	73	67	52		75	53	47		67	71	75		+6%		+8%	-18%	-28%																																																																																																																																																																																																																																				
	<table><tr><th rowspan="4">Y1</th><th colspan="12">% of pupils achieving ARE+</th><th>IGA v N</th><th>IGA V N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th></tr><tr><th colspan="4">All Pupils</th><th colspan="4">PP Pupils</th><th colspan="4">Non-PP Pupils</th><th>23/24</th><th>24/25</th><th>23/24</th><th>24/25</th><th>23/24</th><th>24/25</th></tr><tr><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th>ALL:ALL</th><th>ALL:ALL</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th></tr><tr><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th></tr><tr><td>Reading</td><td>71</td><td></td><td>64</td><td></td><td>67</td><td></td><td>67</td><td></td><td>100</td><td></td><td>50</td><td></td><td></td><td></td><td>-32%</td><td></td><td>+17%</td><td></td></tr><tr><td>Phonics</td><td>79</td><td>80</td><td>82</td><td>81</td><td>75</td><td>68</td><td>89</td><td>69</td><td>100</td><td>84</td><td>50</td><td>85</td><td>+2%</td><td>+1%</td><td>-25%</td><td>-16%</td><td>+39%</td><td>-16%</td></tr><tr><td>Writing</td><td>50</td><td></td><td>55</td><td></td><td>42</td><td></td><td>67</td><td></td><td>100</td><td></td><td>50</td><td></td><td></td><td></td><td>-58%</td><td></td><td>+17%</td><td></td></tr><tr><td>Maths</td><td>71</td><td></td><td>64</td><td></td><td>67</td><td></td><td>67</td><td></td><td>100</td><td></td><td>50</td><td></td><td></td><td></td><td>-32%</td><td></td><td>+17%</td><td></td></tr><tr><td>Combined</td><td>50</td><td></td><td>55</td><td></td><td>42</td><td></td><td>67</td><td></td><td>100</td><td></td><td>0</td><td></td><td></td><td></td><td>-58%</td><td></td><td>-33%</td><td></td></tr></table>	Y1	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	24/25	23/24	24/25	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap	Reading	71		64		67		67		100		50				-32%		+17%		Phonics	79	80	82	81	75	68	89	69	100	84	50	85	+2%	+1%	-25%	-16%	+39%	-16%	Writing	50		55		42		67		100		50				-58%		+17%		Maths	71		64		67		67		100		50				-32%		+17%		Combined	50		55		42		67		100		0				-58%		-33%																																																																													
Y1	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N																																																																																																																																																																																																																																			
	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	24/25	23/24	24/25																																																																																																																																																																																																																																			
	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP																																																																																																																																																																																																																																			
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap																																																																																																																																																																																																																																			
Reading	71		64		67		67		100		50				-32%		+17%																																																																																																																																																																																																																																				
Phonics	79	80	82	81	75	68	89	69	100	84	50	85	+2%	+1%	-25%	-16%	+39%	-16%																																																																																																																																																																																																																																			
Writing	50		55		42		67		100		50				-58%		+17%																																																																																																																																																																																																																																				
Maths	71		64		67		67		100		50				-32%		+17%																																																																																																																																																																																																																																				
Combined	50		55		42		67		100		0				-58%		-33%																																																																																																																																																																																																																																				
	<table><tr><th rowspan="4">Y2</th><th colspan="12">% of pupils achieving ARE+</th><th>IGA v N</th><th>IGA V N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th></tr><tr><th colspan="4">All Pupils</th><th colspan="4">PP Pupils</th><th colspan="4">Non-PP Pupils</th><th>23/24</th><th>24/25</th><th>23/24</th><th>24/25</th><th>23/24</th><th>24/25</th></tr><tr><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th>ALL:ALL</th><th>ALL:ALL</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th></tr><tr><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th></tr><tr><td>Reading</td><td>92</td><td>71</td><td>66</td><td>71</td><td>100</td><td>57</td><td>60</td><td>57</td><td>80</td><td>73</td><td>100</td><td>73</td><td>+21%</td><td>-5%</td><td>+20%</td><td>-16%</td><td>-40%</td><td>-16%</td></tr><tr><td>Writing</td><td>58</td><td>62</td><td>75</td><td>63</td><td>71</td><td>43</td><td>20</td><td>43</td><td>80</td><td>75</td><td>100</td><td>75</td><td>-4%</td><td>-12%</td><td>+9%</td><td>-32%</td><td>-80%</td><td>-32%</td></tr><tr><td>Maths</td><td>67</td><td>71</td><td>58</td><td>72</td><td>71</td><td>43</td><td>50</td><td>43</td><td>60</td><td>83</td><td>100</td><td>83</td><td>-4%</td><td>-14%</td><td>-11%</td><td>-40%</td><td>-50%</td><td>-40%</td></tr><tr><td>Combined</td><td>58</td><td>58</td><td>33</td><td>58</td><td>57</td><td>41</td><td>20</td><td>41</td><td>60</td><td>62</td><td>100</td><td>62</td><td>0%</td><td>-25%</td><td>-3%</td><td>-21%</td><td>-80%</td><td>-21%</td></tr></table>	Y2	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	24/25	23/24	24/25	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap	Reading	92	71	66	71	100	57	60	57	80	73	100	73	+21%	-5%	+20%	-16%	-40%	-16%	Writing	58	62	75	63	71	43	20	43	80	75	100	75	-4%	-12%	+9%	-32%	-80%	-32%	Maths	67	71	58	72	71	43	50	43	60	83	100	83	-4%	-14%	-11%	-40%	-50%	-40%	Combined	58	58	33	58	57	41	20	41	60	62	100	62	0%	-25%	-3%	-21%	-80%	-21%																																																																																															
Y2	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N																																																																																																																																																																																																																																			
	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	24/25	23/24	24/25																																																																																																																																																																																																																																			
	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP																																																																																																																																																																																																																																			
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap																																																																																																																																																																																																																																			
Reading	92	71	66	71	100	57	60	57	80	73	100	73	+21%	-5%	+20%	-16%	-40%	-16%																																																																																																																																																																																																																																			
Writing	58	62	75	63	71	43	20	43	80	75	100	75	-4%	-12%	+9%	-32%	-80%	-32%																																																																																																																																																																																																																																			
Maths	67	71	58	72	71	43	50	43	60	83	100	83	-4%	-14%	-11%	-40%	-50%	-40%																																																																																																																																																																																																																																			
Combined	58	58	33	58	57	41	20	41	60	62	100	62	0%	-25%	-3%	-21%	-80%	-21%																																																																																																																																																																																																																																			
	Strengths Year 6 (Y6) PP pupils outperform NPP pupils in: Reading (2023/24): PP 88% vs NPP 33% → +55% gap Writing (2024/25): PP 92% vs NPP 67% → +25% gap Combined (2023/24): PP 88% vs NPP 33% → +45% gap This suggests strong targeted support and effective teaching strategies for PP pupils in Y6. EYFS Listening and Speaking show minimal PP:NPP gaps in 2024/25: Listening: PP 76% vs NPP 100% → -24%, but PP performance is still strong. Speaking: PP 76% vs NPP 100% → -24%, again showing good PP outcomes. Although gaps exist, PP pupils are achieving well in communication and language.																																																																																																																																																																																																																																																				

Year 1 (Y1)

Phonics shows improvement for PP pupils:

2024/25: PP 89% vs NPP 50% → +39% gap

This indicates successful early intervention strategies. Indicates strong early reading support for disadvantaged pupils.

Areas for Development

Year 2 (Y2) Current Y3 12 pupils x2NPP

Significant underperformance of PP pupils in:

Writing (2024/25): PP 20% vs NPP 100% → -80% gap

Maths (2024/25): PP 50% vs NPP 100% → -50% gap

Combined (2024/25): PP 20% vs NPP 100% → -80% gap

This year group needs urgent attention. New PPG Strategy will provide measurable targeted interventions and curriculum adjustments for Maths and Writing.

EYFS (Current Y1 21 pupils x4NPP)

GLD (Good Level of Development):

2024/25: PP 47% vs NPP 75% → -28% gap

Writing and Number also show -28% and -22% gaps, respectively.

Early years PP pupils will benefit from enhanced language and numeracy support in the 2025/26 PPG Strategy.

Year 1 (current Y2) 11 pupils x2 NPP

Writing and Combined scores show large gaps:

Writing (2023/24): PP 42% vs NPP 100% → -58% gap

Combined (2023/24): PP 42% vs NPP 100% → -58% gap

This suggests the new strategy needs to provide focused writing support in KS1 through CPD and Core Subject Leaders.

Y3 (Current Y4)	% of pupils achieving ARE+												IGA v IGA 23/24-24/25 All:All gap	IGA 23/24 PP:NPP gap	IGA 24/25 PP:NPP gap
	All Pupils				PP Pupils				Non-PP Pupils						
	23/24		24/25		23/24		24/25		23/24		24/25				
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N			
Reading	85		72		78		83		100		60		-13%	-22%	+23%
Writing	64		55		44		67		100		40		-6%	-56%	+27%
Maths	93		72		89		83		100		60		-21%	-11%	+23%
Combined	64		55		44		67		100		40		-9%	-56%	+27%

Y4 (Current Y5)	% of pupils achieving ARE+												IGA v IGA 23/24-24/25 All:All gap	IGA 23/24 PP-MPP gap	IGA 24/25 PP-NPP gap
	All Pupils				PP Pupils				Non-PP Pupils						
	23/24		24/25		23/24		24/25		23/24		24/25				
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N			
Reading	62		94		62		90		66		100		+32%	-4%	-10%
Writing	76		69		70		60		100		84		+7%	-30%	-24%
Maths	94		100		92		100		100		100		+6%	-8%	0%
Combined	56		69		54		60		67		83		+13%	-13%	-23%

Y5 (Current Y6)	% of pupils achieving ARE +												IGA v IGA 23/24-24/25 All:All gap	IGA 23/24 PP-NPP gap	IGA 24/25 PP-NPP gap
	All Pupils				PP Pupils				Non-PP Pupils						
	23/24		24/25		23/24		24/25		23/24		24/25				
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N			
Reading	93		84		92		82		100(2)		100(1)		-9%	-8%	-18%
Writing	66		58		62		56		100		66		-8%	-38%	-10%
Maths	74		79		69		82		100		66		+5%	-31%	+16%
Combined	60		53		54		50		100		67		-7%	-46%	-17%

Year 3 (Current Year 4) 11 pupils x4 NPP
Strengths

PP pupils show improvement in:

Writing: +23% (from 44% to 67%)

Combined: +23% (from 44% to 67%)

PP:NPP gap narrows significantly in:

Writing: from -56% to +27%

Combined: from -56% to +27%

Maths: from -21% to -11%

Areas for Development

Reading gap widens: PP:NPP gap increases from -13% to -22%

Overall attainment drops for all pupils in Reading (85% → 72%) and Writing (64% → 55%)

Year 4 (Current Year 5) 16 pupils x6 NPP
Strengths

Reading shows strong improvement for all pupils: 62% → 94%

PP pupils improve in Reading: 62% → 90%

Maths remains high across all groups: 100% for all pupils in 2024/25

Combined attainment improves for all pupils: 56% → 69%

Areas for Development

Writing gap remains wide:

PP:NPP gap: -30% (2023/24), -24% (2024/25)

Combined gap increases: -13% → -23%

PP pupils' Writing attainment drops slightly: 70% → 60%

Year 5 (Current Year 6) 15 pupils x2 NPP
Strengths

Maths improvement for all pupils: 74% → 79%

PP pupils improve in Maths: 69% → 82%

PP:NPP gap in Maths narrows: from -31% to +16%

Areas for Development

Writing gap remains significant:

PP:NPP gap: -38% (2023/24), -10% (2024/25)

Combined attainment for PP pupils remains low: 54% → 50%

Combined gap is large: -46% (2023/24), -17% (2024/25)

Activity	Evidence of impact Targeted academic support Budgeted cost: £ 37000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school. Additional 1:1 or intervention sessions for identified PP children. Continue to invest in Accelerated Reader to promote a love of reading as part of our whole school approach to reading , provide detailed assessments to inform provision and to ensure pupils have a book to match their needs. Encourage parental engagement, especially with phonics reading.	<table><tr><th rowspan="4">Y1</th><th colspan="12">% of pupils achieving ARE+</th><th>IGA v N</th><th>IGA V N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th></tr><tr><th colspan="4">All Pupils</th><th colspan="4">PP Pupils</th><th colspan="4">Non-PP Pupils</th><th>23/24</th><th>24/25</th><th>23/24</th><th>23/24</th><th>24/25</th><th>24/25</th></tr><tr><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th>ALL:ALL</th><th>ALL:ALL</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NP</th></tr><tr><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>P gap</th></tr><tr><td>Reading</td><td>71</td><td></td><td>64</td><td></td><td>67</td><td></td><td>67</td><td></td><td>100</td><td></td><td>50</td><td></td><td></td><td></td><td>-32%</td><td></td><td>+17%</td><td></td></tr><tr><td>Phonics</td><td>79</td><td>80</td><td>82</td><td>81</td><td>75</td><td>68</td><td>89</td><td>69</td><td>100(7)</td><td>84</td><td>50</td><td>85</td><td>+2%</td><td>+1%</td><td>-25%</td><td>-16%</td><td>+39%</td><td>-16%</td></tr><tr><td>Writing</td><td>50</td><td></td><td>55</td><td></td><td>42</td><td></td><td>67</td><td></td><td>100</td><td></td><td>50</td><td></td><td></td><td></td><td>-58%</td><td></td><td>+17%</td><td></td></tr><tr><td>Maths</td><td>71</td><td></td><td>64</td><td></td><td>67</td><td></td><td>67</td><td></td><td>100</td><td></td><td>50</td><td></td><td></td><td></td><td>-32%</td><td></td><td>+17%</td><td></td></tr><tr><td>Combined</td><td>50</td><td></td><td>55</td><td></td><td>42</td><td></td><td>67</td><td></td><td>100</td><td></td><td>0(7)</td><td></td><td></td><td></td><td>-58%</td><td></td><td>-33%</td><td></td></tr></table> <table><tr><th rowspan="4">Y2</th><th colspan="12">% of pupils achieving ARE+</th><th>IGA v N</th><th>IGA V N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th></tr><tr><th colspan="4">All Pupils</th><th colspan="4">PP Pupils</th><th colspan="4">Non-PP Pupils</th><th>23/24</th><th>24/25</th><th>23/24</th><th>23/24</th><th>24/25</th><th>24/25</th></tr><tr><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th>ALL:ALL</th><th>ALL:ALL</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th></tr><tr><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th></tr><tr><td>Reading</td><td>92</td><td>71</td><td>66</td><td>71</td><td>100</td><td>57</td><td>60</td><td>57</td><td>80</td><td>73</td><td>100</td><td>73</td><td>+21%</td><td>-5%</td><td>+20%</td><td>-16%</td><td>-40%</td><td>-16%</td></tr><tr><td>Writing</td><td>58</td><td>62</td><td>75</td><td>63</td><td>71</td><td>43</td><td>20</td><td>43</td><td>80</td><td>75</td><td>100</td><td>75</td><td>-4%</td><td>-12%</td><td>+9%</td><td>-32%</td><td>-80%</td><td>-32%</td></tr><tr><td>Maths</td><td>67</td><td>71</td><td>58</td><td>72</td><td>71</td><td>43</td><td>50</td><td>43</td><td>60</td><td>83</td><td>100</td><td>83</td><td>-4%</td><td>-14%</td><td>-11%</td><td>-40%</td><td>-50%</td><td>-40%</td></tr><tr><td>Combined</td><td>58</td><td>58</td><td>33</td><td>58</td><td>57</td><td>41</td><td>20</td><td>41</td><td>60</td><td>62</td><td>100</td><td>62</td><td>0%</td><td>-25%</td><td>-3%</td><td>-21%</td><td>-80%</td><td>-21%</td></tr></table> <table><tr><th rowspan="4">EYFS</th><th colspan="12">% of pupils achieving ARE+</th><th>IGA v N</th><th>IGA V N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th></tr><tr><th colspan="4">All Pupils</th><th colspan="4">PP Pupils</th><th colspan="4">Non-PP Pupils</th><th>23/24</th><th>24/25</th><th>23/24</th><th>23/24</th><th>24/25</th><th>24/25</th></tr><tr><th colspan="2">23/24</th><th colspan="2">24/25</th><th colspan="2">23/24</th><th colspan="2">24/25(7)</th><th colspan="2">23/24</th><th colspan="2">24/25</th><th>ALL:ALL</th><th>ALL:ALL</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th><th>PP:NPP</th></tr><tr><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>IGA</th><th>N</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th><th>gap</th></tr><tr><td>Reading comp</td><td>73</td><td>73</td><td>62</td><td></td><td>75</td><td>61</td><td>59</td><td></td><td>67</td><td>75</td><td>75</td><td></td><td>0%</td><td></td><td>+14%</td><td>-14%</td><td>-16%</td><td></td></tr><tr><td>Word Reading</td><td>73</td><td>72</td><td>62</td><td></td><td>75</td><td>60</td><td>59</td><td></td><td>67</td><td>74</td><td>75</td><td></td><td>+1%</td><td></td><td>+13%</td><td>-14%</td><td>-16%</td><td></td></tr><tr><td>Writing</td><td>73</td><td>71</td><td>52</td><td></td><td>75</td><td>58</td><td>47</td><td></td><td>67</td><td>73</td><td>75</td><td></td><td>+2%</td><td></td><td>+17%</td><td>-15%</td><td>-28%</td><td></td></tr><tr><td>Number</td><td>73</td><td>77</td><td>57</td><td></td><td>75</td><td>65</td><td>53</td><td></td><td>67</td><td>78</td><td>75</td><td></td><td>-4%</td><td></td><td>+10%</td><td>-13%</td><td>-22%</td><td></td></tr><tr><td>Listening</td><td>73</td><td>83</td><td>81</td><td></td><td>75</td><td>75</td><td>76</td><td></td><td>67</td><td>85</td><td>100(4)</td><td></td><td>-10%</td><td></td><td>0%</td><td>-10%</td><td>-24%</td><td></td></tr><tr><td>Speaking</td><td>73</td><td>82</td><td>81</td><td></td><td>75</td><td>74</td><td>76</td><td></td><td>67</td><td>84</td><td>100</td><td></td><td>-9%</td><td></td><td>+1%</td><td>-10%</td><td>-24%</td><td></td></tr><tr><td>Fine Motor</td><td>73</td><td>89</td><td>76</td><td></td><td>75</td><td>83</td><td>71</td><td></td><td>67</td><td>90</td><td>100</td><td></td><td>-4%</td><td></td><td>-8%</td><td>-7%</td><td>-29%</td><td></td></tr><tr><td>Gross Motor</td><td>73</td><td>90</td><td>76</td><td></td><td>75</td><td>84</td><td>71</td><td></td><td>67</td><td>91</td><td>100</td><td></td><td>-17%</td><td></td><td>-9%</td><td>-7%</td><td>-29%</td><td></td></tr><tr><td>GLD</td><td>73</td><td>67</td><td>52</td><td></td><td>75</td><td>53</td><td>47</td><td></td><td>67</td><td>71</td><td>75</td><td></td><td>+6%</td><td></td><td>+8%</td><td>-18%</td><td>-28%</td><td></td></tr></table>	Y1	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	23/24	24/25	24/25	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NP	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	P gap	Reading	71		64		67		67		100		50				-32%		+17%		Phonics	79	80	82	81	75	68	89	69	100(7)	84	50	85	+2%	+1%	-25%	-16%	+39%	-16%	Writing	50		55		42		67		100		50				-58%		+17%		Maths	71		64		67		67		100		50				-32%		+17%		Combined	50		55		42		67		100		0(7)				-58%		-33%		Y2	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	23/24	24/25	24/25	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap	Reading	92	71	66	71	100	57	60	57	80	73	100	73	+21%	-5%	+20%	-16%	-40%	-16%	Writing	58	62	75	63	71	43	20	43	80	75	100	75	-4%	-12%	+9%	-32%	-80%	-32%	Maths	67	71	58	72	71	43	50	43	60	83	100	83	-4%	-14%	-11%	-40%	-50%	-40%	Combined	58	58	33	58	57	41	20	41	60	62	100	62	0%	-25%	-3%	-21%	-80%	-21%	EYFS	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	23/24	24/25	24/25	23/24		24/25		23/24		24/25(7)		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap	Reading comp	73	73	62		75	61	59		67	75	75		0%		+14%	-14%	-16%		Word Reading	73	72	62		75	60	59		67	74	75		+1%		+13%	-14%	-16%		Writing	73	71	52		75	58	47		67	73	75		+2%		+17%	-15%	-28%		Number	73	77	57		75	65	53		67	78	75		-4%		+10%	-13%	-22%		Listening	73	83	81		75	75	76		67	85	100(4)		-10%		0%	-10%	-24%		Speaking	73	82	81		75	74	76		67	84	100		-9%		+1%	-10%	-24%		Fine Motor	73	89	76		75	83	71		67	90	100		-4%		-8%	-7%	-29%		Gross Motor	73	90	76		75	84	71		67	91	100		-17%		-9%	-7%	-29%		GLD	73	67	52		75	53	47		67	71	75		+6%		+8%	-18%	-28%	
Y1	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	23/24	24/25	24/25																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NP																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	P gap																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Reading	71		64		67		67		100		50				-32%		+17%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Phonics	79	80	82	81	75	68	89	69	100(7)	84	50	85	+2%	+1%	-25%	-16%	+39%	-16%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Writing	50		55		42		67		100		50				-58%		+17%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Maths	71		64		67		67		100		50				-32%		+17%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Combined	50		55		42		67		100		0(7)				-58%		-33%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Y2	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	23/24	24/25	24/25																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	23/24		24/25		23/24		24/25		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Reading	92	71	66	71	100	57	60	57	80	73	100	73	+21%	-5%	+20%	-16%	-40%	-16%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Writing	58	62	75	63	71	43	20	43	80	75	100	75	-4%	-12%	+9%	-32%	-80%	-32%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Maths	67	71	58	72	71	43	50	43	60	83	100	83	-4%	-14%	-11%	-40%	-50%	-40%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Combined	58	58	33	58	57	41	20	41	60	62	100	62	0%	-25%	-3%	-21%	-80%	-21%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
EYFS	% of pupils achieving ARE+												IGA v N	IGA V N	IGA	N	IGA	N																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	All Pupils				PP Pupils				Non-PP Pupils				23/24	24/25	23/24	23/24	24/25	24/25																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	23/24		24/25		23/24		24/25(7)		23/24		24/25		ALL:ALL	ALL:ALL	PP:NPP	PP:NPP	PP:NPP	PP:NPP																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	gap	gap	gap	gap	gap	gap																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Reading comp	73	73	62		75	61	59		67	75	75		0%		+14%	-14%	-16%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Word Reading	73	72	62		75	60	59		67	74	75		+1%		+13%	-14%	-16%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Writing	73	71	52		75	58	47		67	73	75		+2%		+17%	-15%	-28%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Number	73	77	57		75	65	53		67	78	75		-4%		+10%	-13%	-22%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Listening	73	83	81		75	75	76		67	85	100(4)		-10%		0%	-10%	-24%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Speaking	73	82	81		75	74	76		67	84	100		-9%		+1%	-10%	-24%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Fine Motor	73	89	76		75	83	71		67	90	100		-4%		-8%	-7%	-29%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Gross Motor	73	90	76		75	84	71		67	91	100		-17%		-9%	-7%	-29%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
GLD	73	67	52		75	53	47		67	71	75		+6%		+8%	-18%	-28%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
To develop pupils' oracy and vocabulary. -Wellcomm, Elklan training and interventions	Strengths EYFS Listening and Speaking show minimal PP:NPP gaps in 2024/25: Listening: PP 76% vs NPP 100% → -24%, but PP performance is still strong. Speaking: PP 76% vs NPP 100% → -24%, again showing good PP outcomes.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
To further enhance the Maths provision and progress. Access to quality resources (updated White Rose) Specific group interventions to address gaps in learning – QLAs to inform, alongside daily teacher assessment. Investment in PiXL assessment and intervention materials.	Year 1 (Y1) Phonics shows improvement for PP pupils: 2024/25: PP 89% vs NPP 50% → +39% gap This indicates successful early intervention strategies.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Small-group conferencing with class teacher and pupils to identify misconceptions and gaps in learning, especially in writing for disadvantaged pupils.	Area for development EYFS GLD (Good Level of Development): 2024/25: PP 47% vs NPP 75% → -28% gap Writing and Number also show -28% and -22% gaps, respectively. Early years PP pupils will benefit from enhanced language and numeracy support in the 2025/26 PPG Strategy. Year 1 Writing and Combined scores show large gaps:																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	

Writing (2023/24): PP 42% vs NPP 100% → -58% gap
 Combined (2023/24): PP 42% vs NPP 100% → -58% gap

This suggests the new strategy needs to provide focused writing support in KS1 through CPD and Core Subject Leaders.

Y3 (Current: Y4)	% of pupils achieving ARE+										IGA v IGA 23/24-24/25 All:All gap	IGA 23/24 PP:NPP gap	IGA 24/25 PP:NPP gap		
	All Pupils				PP Pupils				Non-PP Pupils						
	23/24		24/25		23/24		24/25		23/24		24/25				
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N			
Reading	85		72		78		83		100		60		-13%	-22%	+23%
Writing	64		55		44		67		100		40		-6%	-56%	+77%
Maths	93		72		89		83		100		60		-21%	-11%	+23%
Combined	64		55		44		67		100		40		-9%	-56%	+77%

Y4 (Current: Y5)	% of pupils achieving ARE+												IGA v IGA 23/26-24/25 All: All gap	IGA 23/24 PP-NPP gap	IGA 24/25 PP-NPP gap
	All Pupils				PP Pupils				Non-PP Pupils						
	23/24		24/25		23/24		24/25		23/24		24/25				
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N			
Reading	62		94		62		90		66		100		+32%	-4%	-10%
Writing	76		69		70		60		100		84		+7%	-30%	-24%
Maths	94		100		92		100		100		100		+6%	-8%	0%
Combined	56		69		54		60		67		83		+13%	-13%	-23%

Y5 (Current: Y6)	% of pupils achieving ARE +										IGA v IGA 23/24-24/25 All:All gap	IGA 23/24 PP:NPP gap	IGA 24/25 PP:NPP gap		
	All Pupils				PP Pupils				Non-PP Pupils						
	23/24		24/25		23/24		24/25		23/24		24/25				
	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N	IGA	N			
Reading	93		84		92		82		100(2)		100(3)		-9%	-8%	-18%
Writing	66		58		62		56		100		66		-8%	-38%	-10%
Maths	74		79		69		82		100		66		+5%	-31%	+16%
Combined	60		53		54		50		100		67		-7%	-66%	-17%

Cross-Year (Y3, 4 & 5) **Strengths**

Maths is a consistent strength across all years, especially for PP pupils.
 PP:NPP gaps are narrowing in several subjects, especially Writing & Combined in Year 3.

Areas for Development

Reading gaps persist, particularly in Year 3 and Year 5.
 Writing remains the most inconsistent subject for PP pupils across all years.
 Combined outcomes for PP pupils are significantly lower in Year 5.

PPG Strategy Development 2025/2026

Targeted Writing Support:

Writing is consistently a weaker area for PP pupils in Y1 and Y2.

A new structured writing programs implemented from 25/26, smaller class sizes providing additional adult support, and interventions.

Early Years Language & Number Focus:

The new strategy will provide 'Maths Mastery' implementation to strengthen oral language development and early maths skills in EYFS.

The new strategy will include PEEP and 'Making it Real' training for staff to support parent use play-based learning and parental engagement strategies.

Data-Driven Interventions:

Use this data to identify pupils for catch-up programs.
 Monitor progress termly to adjust support dynamically.

Staff CPD:

	High Quality Teaching (9 principles) Focus on effective strategies for teaching disadvantaged pupils. Sharing best practices from Y6 where PP pupils excel. <u>Parental Engagement:</u> Increase involvement of PP families in learning, especially in EYFS and KS1 through parent workshops such as phonics.
--	---

Activity	<u>Evidence of impact</u> Wider strategies Budgeted cost: £ 51220																															
Subsidise use of our breakfast club to ensure a positive start to the day. - Magic Breakfast	<u>Strengths</u>																															
Offer free bagels to all pupils - Magic Breakfast	<u>Breakfast Club Attendance 2024/2025</u>																															
Families to receive additional support from our Family Support Worker and Educational Welfare Officer to overcome barriers for learning and attendance. Family Support Worker to support families with persistent absenteeism	<table><tr><th>Term</th><th>Pupil Premium Pupils</th><th>Consistant pupils (accessing regularly)</th><th>Average Daily attendance</th></tr><tr><td>1</td><td>111</td><td>68</td><td>22</td></tr><tr><td>2</td><td>120</td><td>71</td><td>24</td></tr><tr><td>3</td><td>101</td><td>59</td><td>20</td></tr><tr><td>4</td><td>130</td><td>78</td><td>26</td></tr><tr><td>5</td><td>107</td><td>68</td><td>22</td></tr><tr><td>6</td><td>247</td><td>146</td><td>30</td></tr></table>	Term	Pupil Premium Pupils	Consistant pupils (accessing regularly)	Average Daily attendance	1	111	68	22	2	120	71	24	3	101	59	20	4	130	78	26	5	107	68	22	6	247	146	30			
Term	Pupil Premium Pupils	Consistant pupils (accessing regularly)	Average Daily attendance																													
1	111	68	22																													
2	120	71	24																													
3	101	59	20																													
4	130	78	26																													
5	107	68	22																													
6	247	146	30																													
To provide specific pastoral support to identified pupils. - Use of identified Mental Health contact and further training.	<table><tr><td>PA Students</td><td>7</td><td>Improved attendance</td><td>4</td></tr></table>				PA Students	7	Improved attendance	4																								
PA Students	7	Improved attendance	4																													
To embed and continue to use Skills Builder to increase aspirations and develop life skills. - Implementation of development days as focus for ‘aspiration’ element of school intent.	Bagels offered to all pupils. Anecdotal evidence shows that pupils’ effort and concentration in the morning is high.																															
To respond to the individual needs of pupils/families. Specific items needed to support learning at home Specific items to support pupils’ self- confidence where necessary (uniform) To support access to experiences (trips)	<table><tr><td>PP Accessing Milk</td><td>60</td></tr></table>				PP Accessing Milk	60																										
PP Accessing Milk	60																															
Funding for rewards for improvement in attendance across the whole school. Rewards for pupils funded as part of whole school behaviour strategy.	<u>Enrichment IGA Subsidised</u>																															
Extra-curricular broadening of opportunities for pupils, funding a wider range of clubs and experiences	<table><tr><th>Visits/Clubs/Trips/Events</th></tr><tr><td>Rand Farm Transport</td></tr><tr><td>SKA Sports Event Transport</td></tr><tr><td>Lincolnshire Show Transport</td></tr><tr><td>Insect Lore Butterflies</td></tr><tr><td>Lincolnshire Music Service</td></tr><tr><td>Flag Fen Trip Transport</td></tr><tr><td>Kingswood Residential</td></tr><tr><td>In school Panto</td></tr></table>				Visits/Clubs/Trips/Events	Rand Farm Transport	SKA Sports Event Transport	Lincolnshire Show Transport	Insect Lore Butterflies	Lincolnshire Music Service	Flag Fen Trip Transport	Kingswood Residential	In school Panto																			
Visits/Clubs/Trips/Events																																
Rand Farm Transport																																
SKA Sports Event Transport																																
Lincolnshire Show Transport																																
Insect Lore Butterflies																																
Lincolnshire Music Service																																
Flag Fen Trip Transport																																
Kingswood Residential																																
In school Panto																																
Engagement with Behaviour Outreach Support Service	SENDCO & Pastoral lead held Parent Coffee mornings termly with limited engagement.																															
	<u>Area for Development</u> • New FSW to deliver Parenting Workshops • FSW and Pastoral lead to deliver EBBSA/ELSA resources to support identified PA pupils with SEMH need • Move coffee meetings to the afternoon to help increase parental engagement • Implement new parental engagement strategies outlined in the parent engagement strategy																															

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance
PiXL	The PiXL Club
White Rose Maths	White Rose Education
Write Stuff	Jane Considine
Skills Builder	Enabling Enterprise CIC

Service pupil premium funding (optional)

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

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.

