

Uplands Manor Primary Pupil premium strategy statement

2025/26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Uplands Manor Primary School
Number of pupils in school	801
Proportion (%) of pupil premium eligible pupils	42.3% 316 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years. 2025 - 2028
Date this statement was first published	September 2025
Date this statement was reviewed and updated	July 2026
Date on which it will be reviewed	July 2026 (annually)
Statement authorised by	Rebecca Keen
Pupil premium lead	Kerri James
Governor / Trustee lead	Louisa Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£478,740 316 children @ £1,515.
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£478,740

Part A: Pupil premium strategy plan

Statement of intent

At Uplands Manor we are privileged to be able to make a difference to the lives of our children and the choices they make about their future. Our children have an entitlement to a high-quality education and any additional support required that will enable them to lead purposeful, successful lives and make a positive contribution to society.

We believe that all pupils deserve the very best start and opportunities in life, regardless of any social or economic disadvantages that they may face. As such, our ultimate objective is for all children, including disadvantaged children, to make strong progress throughout their time at our school in order to fulfil their potential.

We will work towards achieving this objective by:

- ✓ Ensuring all pupils receive quality-first teaching by ensuring teachers receive high quality CPD and support.
- ✓ Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given through targeted support in class and additional evidence-based intervention programmes.
- ✓ Ensuring SEMH and wellbeing support for disadvantaged pupils and families through the work of our safeguarding lead, attendance team, family support worker and pastoral team.
- ✓ Supporting families financially through subsidised trips, enrichment opportunities and experiences out of school such as residential trips

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school in EYFS in all areas and existing attainment gaps with their peers across the curriculum
2	Addressing weak language and communication needs (including 48% EAL)
3	Safeguarding and emotional barriers to learning
4	SEMH and additional behavioural needs
5	Attendance and punctuality challenges
6	Social and economic factors that disadvantage children from accessing the same opportunities as their peers

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
Accelerated progress in Reading, Writing and Maths for disadvantaged pupils	Identified gaps at ARE and GDS show evidence of narrowing across the school Statutory assessments across school show improved outcomes for disadvantaged children
Improved phonic standards for disadvantaged pupils	Achieve national average expected standard in PSC Close the disadvantaged gap
Improved attendance and punctuality for disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 95% School data shows punctuality of disadvantaged children has improved
Improved strategies for dealing with emotional challenges to build resilience and improve readiness for learning	Boxall profiles show targeted areas of need have improved - pre & post data Children can talk about and have strategies for overcoming challenges and resilience
Development of pupils' oracy and language skills on entry to the school	Wellcomm impact data shows improved communicated and language skills for children in EYFS and KS1

Pupil Premium

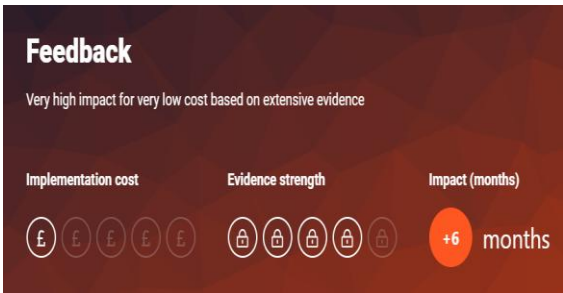
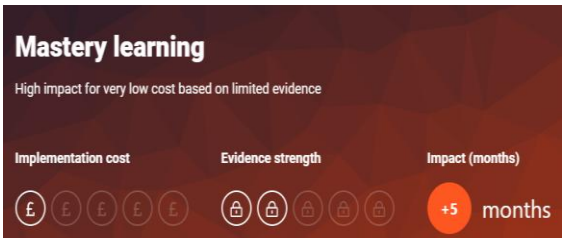
- **Definition:** Pupil Premium is a funding grant provided to schools in England to improve educational outcomes for disadvantaged pupils.
- **Eligibility:**
 - Schools receive Pupil Premium funding for pupils who are eligible for Free School Meals (FSM) at any point in the last six years, those who are looked after children (LAC), and children adopted from care.
 - It also includes funding for service children whose parents are in the armed forces.
- **Purpose:** The funding aims to help schools provide additional support and resources to improve the academic performance of disadvantaged pupils.
- **Funding Amount:** The amount of Pupil Premium funding varies based on the specific eligibility criteria, with different rates for LAC, FSM, and service children.
- **Use of Funds:** Schools can use Pupil Premium funding flexibly to support eligible pupils, which may include whole-class interventions or targeted support.

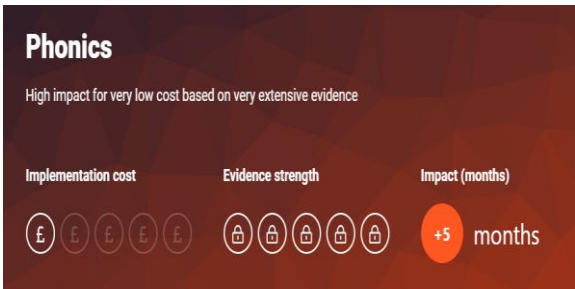
Activity in this academic year


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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £192,740



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring quality first teaching in all year groups and across the curriculum.</p> <ul style="list-style-type: none"> - High quality CPD planned across the year, including for teaching support staff to ensure high quality and early intervention and support across the curriculum - Implementation of new whole school English curriculum and purchasing of necessary resources and books (including consultant support and resourcing) • Deployment of a teaching and learning team to provide high quality support, feedback and instructional coaching to teachers to help improve their practice (3 x TLR 2A and 0.5 days weekly release x 3) Inc DHT time. • Implementation of a maths mastery in number approach in KS2, & continued delivery of KS1 & EYFS provision (year 2) purchasing necessary resources and books • Weekly leadership release time for English lead (0.5 day) phonics lead (0.5 day) and Maths lead (0.5 day) to support 	<p>The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>  <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>  <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	1, 2, 3, 4

staff & develop the quality of T&L in core subjects across school		
<p>Purchase of standardised, diagnostic assessments (PiRA and White Rose)</p> <p>Wellcomm assessment pack (annual sub)</p> <p>SNAP B (SEND - SEMH) assessments</p> <p><i>Edu Key – intervention monitoring software (annual sub)</i></p>	<p>The EEF guide to supporting school planning - A tiered approach to 2020- 21: High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress</p>	1, 2
<p>Purchase of National College online CPD platform to improve staff subject and pedagogy knowledge.</p> <p>CPISI Annual renewal CPD.</p>	<p>The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p>	
<p>Phonics leader to provide regular phonics CPD and instructional coaching for teachers and TAs delivering phonics teaching individual support for staff (as needed) to improve their phonics teaching for 0.5 days per week</p> <p>Termly phonics development days with the support of a RWInc consultant to continue to improve phonics provision across EYFS and KS1.</p> <p>Intensive phonics support through St John Bosco Nat Eng Hub – 12 days support. Phonics lead & EYFS lead – 12 days cover.</p> <p>Phonics and reading books for KS1 and LKS2. RWInc online support</p>	<p>Phonics and early reading are a key skill for children and are a foundation to all future learning across the curriculum. Many of our disadvantaged children have not had early reading support at home and require the regular and systematic teaching of phonics</p>  <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Ongoing development of EYFS environment to enhance physical and outdoor learning opportunities for all pupils (soft play room, outdoor learning areas, bike and trike areas, forest school and resources etc) .</p> <p>ECKERs review audit (termly) to assess quality of provision & EYFS environment. EYFS lead 1 day per term cover.</p>	<p>There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.</p>	1, 2, 4, 5

OPAL – lunch time provision. Resources / storage / training / subscription.	 <p>Physical development approaches Moderate impact for very low cost based on limited evidence</p> <p>Implementation cost: £5000, Evidence strength: 4/5, Impact (months): +3 months</p> <p>Education Endowment Foundation EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £180,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Speech and language support for children in EYFS and KS1 and release and training of staff to deliver strategies</p> <ul style="list-style-type: none"> - Talk Boost interventions for children in EYFS by TAs - Wellcomm 'Big Book of Ideas' intervention in EYFS carried out by an HLTA / TAs - Procurement of speech and language therapist enhanced support for 2 days per week - Speech and language interventions in KS1 carried out in school S&L LSP 	<p>Our Wellcomm screening data indicates that a large proportion of our children enter school with poor communication and language skills. A screening of our Year 1 cohort has also shown this to be an issue for a large proportion of Year 1 children this year, following the pandemic.</p>  <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5000, Evidence strength: 4/5, Impact (months): +6 months</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>  <p>Communication and language approaches Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5000, Evidence strength: 4/5, Impact (months): +6 months</p> <p>Education Endowment Foundation EEF</p>	1, 2, 3, 4
Extra staff to deliver catch-up and keep-up interventions (1-1 and small groups) in	<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>	1, 2, 3, 6


<p>phonics, reading, maths and English</p> <ul style="list-style-type: none"> - EYFS HLTA x 0.5 - KS1 LSAs x 6 - LKS2 LSAs x 2 - UKS2 LSA x 1 - KS2 LSP x 1 - Upper KS2 teacher <p>Year and phase leaders given time to deliver interventions to their year groups in Maths and English:</p> <ul style="list-style-type: none"> - Y1 teacher x 0.1 - Y2 teacher x 0.1 - Y3 teacher x 0.1 - Y4 teacher x 0.1 - Y5 teacher x 0.1 - Y6 teacher x 0.1 	<div data-bbox="459 129 1018 416"> <h3>One to one tuition</h3> <p>High impact for moderate cost based on moderate evidence</p> <table> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5 months</td> </tr> </tbody> </table> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> </div> <div data-bbox="459 539 1031 819"> <h3>Small group tuition</h3> <p>Moderate impact for low cost based on moderate evidence</p> <table> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4 months</td> </tr> </tbody> </table> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> </div> <div data-bbox="459 943 1031 1200"> <h3>Teaching Assistant Interventions</h3> <p>Moderate impact for moderate cost based on moderate evidence</p> <table> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4 months</td> </tr> </tbody> </table> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> </div>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	<p>1, 6</p>
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<p>Purchase of apps and devices to support the home learning of children, including:</p> <ul style="list-style-type: none"> - RWInc home access - TT Rockstars - Numbots - Espresso - Oxford Owl - SNAP maths (SEND) 	<div data-bbox="459 1335 1031 1603"> <h3>Homework</h3> <p>High impact for very low cost based on very limited evidence</p> <table> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5 months</td> </tr> </tbody> </table> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> </div>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months													
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
<p>Pastoral Team: Provide effective pastoral support so that children's emotional and mental health needs are addressed and children are settled in class and ready to learn.</p> <ul style="list-style-type: none"> - 2 x mentors - Counselling support through Singlepoint - Nurturing provision for KS1 - Chris R – (assistant SENCO) - Safeguarding lead on Pastoral team. 	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <div data-bbox="477 584 1038 857"> <p>Mentoring</p> <p>Low impact for moderate cost based on moderate evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+2 months</td> </tr> </table> </div> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <div data-bbox="477 945 1038 1220"> <p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4 months</td> </tr> </table> </div> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <div data-bbox="477 1346 1038 1621"> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4 months</td> </tr> </table> </div> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	3, 4, 5, 6
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<p>Family Support Worker: To work reactively and proactively with families and provide bespoke support. Also to improve engagement and help develop parental partnership opportunities.</p> <ul style="list-style-type: none"> - Provided via SinglePoint 	<div data-bbox="477 1711 1038 1975"> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4 months</td> </tr> </table> </div> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	All												
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<ul style="list-style-type: none"> - Release time for key staff to deliver parental workshops and courses throughout the year (maths, phonics, reading, INSPIRE, parenting courses etc) 														
<p>Attendance lead and attendance officer to rigorously monitor, challenge and support attendance, including of disadvantaged children to improve punctuality and attendance</p> <ul style="list-style-type: none"> - Attendance support officer x 2 	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p>	1, 3, 5, 6												
<p>Staffing for extra-curricular clubs: Provide enrichment opportunities for disadvantaged pupils through increased places in extra-curricular clubs so they have access to a wide range of experiences and opportunities which nurture different skills and talents.</p> <p>Cover costs: 6 club sessions = 1 day cover per staff member. 12 days cover per term.</p>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention</p> <div data-bbox="474 974 1032 1254"> <p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+1 months</td> </tr> </table> </div> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <div data-bbox="474 1361 1032 1639"> <p>Extending school time</p> <p>Moderate impact for moderate cost based on limited evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+3 months</td> </tr> </table> </div> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months	5, 6
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<p>Contribution to residential and extracurricular visits to ensure equality of access and opportunity.</p> <p>New PE scheme purchased – specifically supports outdoor & adventurous activities.</p>	<p>Council for Learning Outside the Classroom:</p> <p>Learning outside the classroom is about raising young people’s achievement through an organised, powerful approach to learning in which direct experience is of prime importance.</p> <p>This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people’s understanding, skills, values, personal and social development and can act as a vehicle to develop young people’s capacity and motivation to learn.</p>	5, 6												

<p>EYFS use of forest school in order to enhance their learning in Understanding the World area of the curriculum particularly around the natural world. Teachers plan experiences including weather watching, seasonal changes and mini beast investigations.</p> <p>Invest in upkeep of landscape / storage and tools.</p>	 <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that are yet to be identified.</p>	<p>All</p>

Total budgeted cost: £478,740

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 24/25

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

In school end of year academic data KS1 & KS2 (DC Pro). Teacher assessment.

Show/Hide cumulative figures		Pupil Premium						Non Pupil Premium						Difference				
Figures are non-cumulative		Prog	Below	Expected	Above			Prog	Below	Expected	Above			Below	Expected	Above		
Combined																		
Year 1	Sum 2024/25		10/23	43.5%	11/23	47.8%	2/23	8.7%		27/59	45.8%	28/59	47.5%	4/59	6.8%	-2.3%	0.3%	1.9%
Year 2	Sum 2024/25		16/33	48.5%	17/33	51.5%				22/45	48.9%	20/45	44.4%	3/45	6.7%	-0.4%	7.1%	-6.7%
Year 3	Sum 2024/25		23/50	46%	25/50	50%	2/50	4%		16/34	47.1%	16/34	47.1%	2/34	5.9%	-1.1%	2.9%	-1.9%
Year 4	Sum 2024/25		22/60	36.7%	37/60	61.7%	1/60	1.7%		22/50	44%	28/50	56%			-7.3%	5.7%	1.7%
Year 5	Sum 2024/25		33/55	60%	21/55	38.2%	1/55	1.8%		19/55	34.5%	33/55	60%	3/55	5.5%	25.5%	-21.8%	-3.7%
Year 6	Sum 2024/25		9/52	17.3%	41/52	78.8%	2/52	3.8%		13/59	22%	45/59	76.3%	1/59	1.7%	-4.7%	2.5%	2.1%
Reading																		
Year 1	Sum 2024/25		9/23	39.1%	10/23	43.5%	4/23	17.4%		21/59	35.6%	30/59	50.8%	8/59	13.6%	3.5%	-7.3%	3.8%
Year 2	Sum 2024/25		12/33	36.4%	15/33	45.5%	6/33	18.2%		17/45	37.8%	16/45	35.6%	12/45	26.7%	-1.4%	9.9%	-8.5%
Year 3	Sum 2024/25		17/50	34%	26/50	52%	7/50	14%		13/34	38.2%	15/34	44.1%	6/34	17.6%	-4.2%	7.9%	-3.6%
Year 4	Sum 2024/25		11/59	18.6%	35/59	59.3%	13/59	22%		18/50	36%	26/50	52%	6/50	12%	-17.4%	7.3%	10%
Year 5	Sum 2024/25		21/55	38.2%	22/55	40%	12/55	21.8%		10/55	18.2%	28/55	50.9%	17/55	30.9%	20%	-10.9%	-9.1%
Year 6	Sum 2024/25															-	-	-
Writing																		
Year 1	Sum 2024/25		7/23	30.4%	14/23	60.9%	2/23	8.7%		20/59	33.9%	31/59	52.5%	8/59	13.6%	-3.5%	8.4%	-4.9%
Year 2	Sum 2024/25		13/32	40.6%	16/32	50%	3/32	9.4%		16/44	36.4%	24/44	54.5%	4/44	9.1%	4.2%	-4.5%	0.3%
Year 3	Sum 2024/25		20/50	40%	28/50	56%	2/50	4%		15/34	44.1%	16/34	47.1%	3/34	8.8%	-4.1%	8.9%	-4.8%
Year 4	Sum 2024/25		18/60	30%	37/60	61.7%	5/60	8.3%		19/50	38%	29/50	58%	2/50	4%	-8%	3.7%	4.3%
Year 5	Sum 2024/25		32/55	58.2%	22/55	40%	1/55	1.8%		18/55	32.7%	34/55	61.8%	3/55	5.5%	25.5%	-21.8%	-3.7%
Year 6	Sum 2024/25		9/52	17.3%	41/52	78.8%	2/52	3.8%		13/59	22%	45/59	76.3%	1/59	1.7%	-4.7%	2.5%	2.1%
Mathematics																		
Year 1	Sum 2024/25		4/23	17.4%	15/23	65.2%	4/23	17.4%		19/59	32.2%	33/59	55.9%	7/59	11.9%	-14.8%	9.3%	5.5%
Year 2	Sum 2024/25		10/33	30.3%	20/33	60.6%	3/33	9.1%		13/45	28.9%	22/45	48.9%	10/45	22.2%	1.4%	11.7%	-13.1%
Year 3	Sum 2024/25		20/50	40%	23/50	46%	7/50	14%		12/34	35.3%	17/34	50%	5/34	14.7%	4.7%	-4%	-0.7%
Year 4	Sum 2024/25		13/59	22%	38/59	64.4%	8/59	13.6%		19/50	38%	19/50	38%	12/50	24%	-16%	26.4%	-10.4%
Year 5	Sum 2024/25		24/55	43.6%	23/55	41.8%	8/55	14.5%		9/55	16.4%	26/55	47.3%	20/55	36.4%	27.2%	-5.5%	-21.9%
Year 6	Sum 2024/25															-	-	-

Summary:

Years 1-5. Teacher assessment (Reading, writing & maths)

Combined ARE - **Years 1, 2, 3 & 4 Pupil premium groups performed better than non-pupil premium groups.**

Notable year group – Y2. PP 7.1% higher at expected than non-PP

Reading ARE – **Y2, 3 & 4 PP expected % better than non-PP.** Notable year groups. Y2 9.9% positive gap. Y3 7.9% positive gap.

Writing ARE – **Y1, 3 & 4 PP outperformed non-PP.** Notable year groups. Y1 8.4% positive gap. Y3 8.9% positive gap.

Maths ARE – Y1,2 &4 PP outperformed non-PP. Notable year groups. Y4 – 25,4% positive gap. Y2 11.7%. Y1 9.3%

PP pupils working below ARE were targeted in all year groups and targeted interventions were set up and run for these pupils, resulting in positive impact.

KS2 Unvalidated data (SATs)

Summary:

Context: 56 pupil premium. 63 non-PP. Out Of 56 PP, 23 of those pupils on SEND (41%)

Reading – minimal gap of 0.1% reaching ARE between pupil premium group and non.

Writing – 10% gap (in favour of non-PP)

Maths – 10.2% gap (in favour of non-PP)

Combined – 12% gap (in favour of non-PP)

NB – no national data set for vulnerable pupil groups available.

EYFS Profile data. GLD. 24/25

Reception

Good Level of Development	All Pupils	Male	Female	PP	Non-PP	SEN	Non-SEN	EAL	Non-EAL
Cohort Breakdown (Numbers)	87	50	37	29	58	12	75	40	47

Summary:

GLD

PP = reaching GLD 33%

Non-PP = Reaching GLD. 67%

Large gap of 34% but 12 of the 29 PP have SEND needs (41%). All these pupils have target intervention support and have made progress.

NB – no national data set for vulnerable pupil groups available.

Phonics screening data

Y1 (84 pupils) Total pass = 73%

PP pass = 37%

Non-PP pass = 63%

PP pupils on SEND register 19 out of 27. 70% of PP pupils on SEND.

8 pupils on PP with no SEND all passed phonics screen check.

NB – no national data set for vulnerable pupil groups available.

Pastoral Intervention data

82 pupils accessed pastoral support over 24/25 (nurture / learning mentor support / specific emotional / wellbeing / SEMH interventions)

71 out of 82 pupils were PP= 87%

11 out of 82 pupils were non PP = 13%

Impact:

Pupil premium pupils.

Sig more than expected progress. 12 pupils = 17%

More than expected. 43 pupils = 61%

As expected 16 pupils.= 23%

Non-Pupil premium pupils

Sig more than expected progress. 2 pupils = 18%

More than expected. 6 pupils = 55%

As expected 3 pupils.= 27%

Attendance data

Pupil Premium pupils

Year groups	Attendance	Unauthorised absence	Persistent absence
Overall (no EYFS)	92.6%	2.6%	28.2%
Overall	92.5%	2.5%	28.6%
Nursery	87.3%	4.8%	46.2%
Reception	92.5%	1.2%	25%
Y1	90.6%	3.1%	33%

Y2	92.3%	2.6%	28%
Y3	92.9%	2.6%	33%
Y4	92.2%	3%	30%
Y5	92.3%	2.5%	28%
Y6	93.9%	1.7%	19%

Non pupil premium.

Year groups	Attendance	Unauthorised absence	Persistent absence
Overall (no EYFS)	94.2%	1.7%	16.4%
Overall	93.3%	2%	24.6%
Nursery	88%	4.6%	53.1%
Reception	91.2%	2.3%	37.1%
Y1	94%	1.6%	17.5%
Y2	94.2%	1.6%	14%
Y3	93.4%	2.4%	19%
Y4	94.9%	2%	14.3%
Y5	94.5%	1.4%	12.7%
Y6	94.2%	1.6%	21%

Summary:

Attendance and persistent absence rates in PP groups across the school continue to be higher than non-PP and reflect the national trend.

Extra-curricular data.

Clubs / wider curriculum opportunities(attendance)

Autumn 24.

Total attending: 152

Pupil premium = 43 pupils. 28%

Spring 1

Total attending: 160

Pupil premium = 40 pupils. 25 %

Spring 2

Total attending: 208

Pupil Premium = 67 pupils. 32%

Summer 1

Total attending:175

Pupil Premium = 51 pupils. 29%

Summer 2

Total attending:145

Pupil Premium = 43 pupils. 30%

Overall attendance:

Pupil premium pupils = 224 out of 820 pupils. 27%

Note – priority for club places are given to pupil premium pupils. Staff also approach PP families to ensure they are aware of these funded opportunities for their children. All PP pupils are funded for school trips and visits.