

Pupil premium strategy statement – Grangetown Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	238 (R-Y6)
Proportion (%) of pupil premium eligible pupils	72.7%
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)	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Charlotte Mott
Pupil premium lead	Charlotte Mott
Governor / Trustee lead	Lucas Ainsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£281,790

Part A: Pupil premium strategy plan

Statement of intent

At Grangetown Primary School, we are committed to removing barriers to learning and ensuring that every child, regardless of background or circumstance, can achieve their full potential. We believe that all pupils should have access to high-quality teaching, enriching experiences and the support needed to thrive academically, socially and emotionally.

Ultimate Objectives for Disadvantaged Pupils

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged pupils and their peers.
- Ensure that all pupils, including those who are disadvantaged, make at least expected progress and are well prepared for the next stage in their education.
- Promote equality of opportunity so that every child experiences success, inclusion, and belonging.
- Support the whole child, recognising that wellbeing and readiness to learn are vital for long-term achievement.
- Build pupils' cultural capital so that every child can access the same rich, diverse, and inspiring experiences as others.

How Our Current Strategy Works Towards Achieving These Objectives

Our current pupil premium strategy plan focuses on high-quality, evidence-informed actions that directly impact teaching, learning, and wellbeing. Most of the pupil premium funding is directed towards staffing, enabling us to employ additional teachers and maintain smaller class sizes across the school. This ensures that children benefit from quality first teaching, greater individual attention and more effective feedback.

Through targeted interventions, we address specific academic needs while providing additional pastoral and emotional support to promote mental health and wellbeing. We also use funding to subsidise trips, residential and enrichment activities so that every child can take part, regardless of financial circumstances. By supporting families, both financially and emotionally, we help create stable, engaged home environments that reinforce learning and strengthen our community.

Key Principles of Our Strategy Plan

Our pupil premium strategy is built upon the following key principles:

- **Quality First Teaching:** Every child deserves access to outstanding teaching in every classroom, every day.
- **Early Intervention:** Barriers to learning are identified and addressed quickly, particularly in EYFS and KS1, where strong foundations are built.
- **Whole-Child Approach:** Academic success goes hand in hand with social, emotional, and mental wellbeing.
- **Equity of Experience:** All pupils should access a broad, balanced, and enriching curriculum that builds cultural capital and a love of learning.
- **Community and Family Engagement:** We work in partnership with parents/carers and the wider community to support children's development and wellbeing.
- **High Expectations:** We set ambitious goals for all pupils, ensuring disadvantaged children are supported and challenged to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<i>Significant gaps in pupil attainment on entry to school, particularly in communication, language, literacy, and early numeracy.</i>
2	Readiness for successful learning on entry – many pupils require additional support to develop self-regulation, manage feelings and behaviours, build independence and address sensory needs.
3	Difficulties in basic literacy and numeracy skills , impacting progress across the curriculum.
4	Readiness for the school day including establishing routines, ensuring good attendance, and promoting healthy habits such as eating breakfast.
5	Pupils' social and emotional wellbeing , including developing confidence, resilience, aspirations, and positive engagement in learning.

6	Pupils' punctuality and attendance , which can affect continuity of learning and progress.
7	Limited experiences beyond the local area , which can restrict opportunities to develop cultural capital, vocabulary and knowledge of the wider world.
8	Barriers faced by families including financial pressures, competing priorities and the need for greater confidence or understanding in how best to support their child's learning at home.

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
High-quality teaching supported by sufficient staffing	A high level of staffing will be maintained, allowing for smaller class sizes, targeted support, and focused feedback. This will result in improved outcomes for all pupils.
Strong pupil progress and attainment	Pupils' progress will be at least good in each year group, with gaps in learning addressed through targeted interventions and additional staff support. Attainment for disadvantaged pupils will be in line with or above the national average.
Recovery of lost learning	Pupils will make good and accelerated progress over the year, with particular focus on addressing gaps in learning that have arisen due to the pandemic or other barriers.
Improved attendance, punctuality and readiness to learn	Attendance data for disadvantaged pupils will be above 96%, punctuality will improve, and behaviour and engagement data will demonstrate that pupils are ready and motivated to learn.
Enhanced social, emotional, and physical wellbeing	Pupils will be better able to manage emotions, self-regulate, cope with challenges and maintain physical fitness. This will lead to a reduction in lost learning time and improvements in overall wellbeing, as monitored through pupil surveys and pastoral records.
Increased life experiences and cultural capital	Pupils will have access to a wide range of enriching activities, including educational visits, residentials, after-school clubs, theatre workshops, sports events, and careers opportunities. This will broaden horizons, develop aspirations and provide experiences comparable to those of all children.
Support for families to strengthen learning at home	Families will be supported through practical, emotional and financial assistance, enabling

	them to engage with their child's learning and reinforce school-based progress.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 198,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Smaller class sizes</p> <p>Employment of 2 teachers & 3 HLTAs across the school to enable smaller class sizes.</p>	<ul style="list-style-type: none"> At Grangetown Primary School, we have identified that many of our disadvantaged pupils enter school with significant gaps in early learning (communication, independence, behaviour, readiness). By investing in smaller classes in Reception and across school, we aim to create an environment where quality first teaching can be delivered more effectively, where teachers can interact more frequently and meaningfully with individual pupils, and where feedback and scaffolding can be tailored. The research from the EEF supports the idea that simply reducing numbers is not enough; it is the change in teaching dynamics that brings benefit. Therefore, our plan emphasises not just fewer pupils per class but ensuring that the staffing increase allows teachers to teach differently (for example, more teacher time with each child, differentiated activities, quicker identification of misconceptions). Given that disadvantaged pupils often benefit more from targeted support and better teacher-pupil interaction, this strategy aligns with our objective of narrowing the attainment gap and improving readiness to learn. The 	1, 2, 3, 4, 5, 6, 7 & 8

	international evidence base suggests smaller classes can have positive impacts for disadvantaged pupils when implemented appropriately.	
Read Write Inc. Updates, resources and Training	<ul style="list-style-type: none"> At Grangetown Primary School, we have identified that many of our disadvantaged pupils enter school with significant gaps in literacy and early reading skills. Investing in RWI resources, training and updates will support high-quality phonics provision from Reception through KS1 and onward. The evidence from the EEF supports that systematic phonics, with proper implementation, is one of the strongest levers for improving early reading and helping children catch up. Using RWI aligns directly with this evidence base. Given the extra barriers our pupils face (lower starting attainment, limited home literacy experiences, etc.), the provision of strong phonics instruction is especially relevant. The fact that the RWI evaluation showed greater benefit for FSM pupils further strengthens the case. Research emphasises that training for staff, structured resources, fidelity of delivery and ongoing monitoring are key. By budgeting for updates, resources and comprehensive training, we are addressing those critical success factors. 	1 & 3

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

Budgeted cost: £56,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Intervention Teacher with targeted Literacy and Numeracy Support.	<ul style="list-style-type: none"> At Grangetown Primary School, we have identified that some of our disadvantaged pupils face attainment gaps and barriers to making good progress, particularly in Year 6, as they prepare for secondary school. 	1 & 3

	<ul style="list-style-type: none"> • By having a dedicated Year 6 Intervention Teacher, we can provide targeted small-group tuition that is directly linked to classroom teaching. This allows us to address misconceptions, reinforce key skills, and ensure pupils make accelerated progress. • The intervention supports pupils in closing gaps before the transition to secondary school, which aligns with our wider objectives for readiness and attainment. • Research suggests that these interventions are most effective when they are sustained, frequent, and delivered by trained staff, which we can achieve through this role. • By focusing on Year 6, this intervention supports readiness for the next stage of education (secondary school) — aligning with your objective of preparing pupils well for the next step. 	
Targeted Literacy and Numeracy Booster Sessions	<ul style="list-style-type: none"> • At Grangetown Primary School we recognise that some disadvantaged pupils across key stages, especially in Year 6, require additional, focused support to catch up and consolidate learning. A targeted booster programme aligns with the research showing the effectiveness of small-group tuition. • By designing booster sessions that run in parallel with classroom teaching and link directly to the curriculum, we ensure that the sessions follow the EEF's guidance that they be additional to, and explicitly connected with, normal lessons. • The evidence emphasises that pupils from more disadvantaged backgrounds can derive greater benefit from this sort of intervention. Our booster sessions therefore provide a mechanism to narrow gaps, accelerate progress and increase readiness for the next stage in education. • By using diagnostic assessment to identify key areas in literacy, numeracy or other core areas, then delivering small-group work targeted at those needs, we replicate the 	1 & 3

	“teaching that better matches pupil needs” principle that underpins the evidence.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE training of practitioners and resources £500	<ul style="list-style-type: none"> At Grangetown Primary School, we know that some disadvantaged pupils face barriers to learning because of emotional, behavioural or readiness-to-learn issues. By investing in Thrive training and resources, we equip our practitioners with the tools and skills to address these barriers, enabling pupils to engage more fully in learning. The evidence suggests that when social and emotional needs are addressed, behaviour improves, attendance increases, pupils are more ready to learn and attainment can follow. This aligns with our objectives of improving wellbeing, attendance and progress for disadvantaged pupils. The whole school dimension of Thrive means that we are not simply offering isolated interventions, but embedding a culture of emotional wellbeing, resilience and readiness across all phases and year groups. By training practitioners and providing appropriate resources, we ensure fidelity of implementation which the evidence identifies as critical for achieving the reported outcomes. 	2, 4, 5 & 6
Mental Health Support Worker £28,488	<ul style="list-style-type: none"> At Grangetown Primary School, we recognise that disadvantaged pupils often face barriers beyond pure academic gaps, including social, emotional and mental health challenges that affect their readiness to learn, engagement, behaviour and attendance. 	2, 4 & 5

	<ul style="list-style-type: none"> • By deploying a dedicated Mental Health Support Worker, we can provide timely, school-based support for pupils with mild to moderate mental health or emotional wellbeing needs, reducing the likelihood of these needs escalating and impacting learning. • This role aligns with the DfE's guidance on targeted support within a whole-school approach: the Support Worker will collaborate with classroom teachers, pastoral teams and external agencies to embed wellbeing into everyday school life and help pupils engage more fully. • Given our objective to "look at the whole child" and invest in wellbeing as a route to academic improvement, the Mental Health Support Worker is a strategic investment that supports multiple strands of our Pupil Premium strategy - improved attendance, better readiness to learn, reduced lost learning time, stronger engagement. 	
Family Worker £10,628	<ul style="list-style-type: none"> • At Grangetown Primary School, we recognise that many pupils face barriers outside the classroom: parental or family circumstances (financial constraints, low engagement, complex home lives) can impact readiness to learn, attendance, and attainment. By deploying a dedicated Family Worker, we aim to bridge the connection between home and school, enable families to engage more effectively with their child's learning, remove barriers, and support our wider Pupil Premium strategy. • The research shows that roles which focus on supporting families and engaging them in learning can contribute to improved attendance and engagement. This aligns with our key objectives of improving readiness to learn, reducing gaps in attainment, and supporting deprived/disadvantaged pupils. • The Family Worker role enables us to deliver tailored, personalised support to families (for example helping parents with confidence to 	1, 2, 4, 5, 6 & 8

	<p>support learning at home, linking families to resources, facilitating communication, and building trusting relationships). The EEF emphasises that personalised, respectful, well-framed communication is more effective than generic outreach.</p> <ul style="list-style-type: none"> • In implementing this, we are addressing the evidence-based principle of partnership: family engagement is not just asking parents to attend events but enabling them to be equal partners in supporting children's learning and wellbeing. This is especially relevant for disadvantaged families who may face multiple barriers. 	
<p>Attendance Officer £10,628</p>	<ul style="list-style-type: none"> • At Grangetown Primary School, we recognise that punctuality and attendance are key challenges for some of our disadvantaged pupils. By allocating a dedicated Attendance Officer role, we can implement focused, data-driven monitoring, engage with families quickly, and coordinate intervention to reduce absence and persistent absence. • The research emphasises the need for diagnosis of barriers (transport, family routines, health, social issues) and targeted strategies. The Attendance Officer can lead the gathering of data, identify patterns, liaise with families, and lead timely responses. This aligns with the EEF's first theme: building a holistic understanding of pupils and families. • Effective communication with families and swift follow-up of absence are identified as promising strategies. The Attendance Officer enables consistent parent/carer contact, structured follow-up systems and collaboration with pastoral staff. This supports the EEF's guidance on family engagement and addressing attendance barriers. • While improvements driven by attendance interventions may be incremental and need to be part of a broader strategy (including teaching quality, interventions, wellbeing support), investing in a role dedicated to attendance strengthens our 	<p>1, 4, 6 & 8</p>

	whole-school approach and reflects best practice from the evidence base.	
School Counsellor £17,462	<ul style="list-style-type: none"> • At Grangetown Primary School, we recognise that some of our disadvantaged pupils face mental-health or emotional barriers (such as anxiety, behaviour, attendance issues) which can undermine their readiness to learn and progress. A dedicated School Counsellor role aligns with evidence showing that counselling in schools can directly support these barriers. • By placing the counsellor in school, we reduce access barriers (travel, referral delays, unfamiliar settings) and enable timely support, which the research emphasises is important for impact. • Through the counsellor, pupils receive targeted support for emotional wellbeing and resilience, which supports our broader objectives of improving attendance, engagement, readiness to learn and ultimately academic outcomes for disadvantaged pupils. • The research indicates that counselling works best when it is part of a whole-school approach to wellbeing and linked into other support (e.g., pastoral, interventions, attendance monitoring). This fits with our integrated Pupil Premium strategy. 	2 & 5
Child Experiences Including residential, trips & visits £17,000	<ul style="list-style-type: none"> • At Grangetown Primary School, we know that some disadvantaged pupils may have limited life experiences outside of school which can affect their understanding of the wider world, aspiration and cultural awareness. • By investing in trips, visits, theatre workshops and residential experiences, we enable all pupils to access a breadth of learning opportunities, supporting engagement, confidence, social and emotional development, and cultural capital. • These experiences complement classroom learning and interventions by making learning more meaningful, 	7

	<p>memorable, and connected to real-life contexts.</p> <ul style="list-style-type: none"> • Subsidising trips ensures that financial barriers do not prevent disadvantaged pupils from participating, which is crucial for equality of opportunity. • The Sutton Trust and EEF have highlighted the importance of cultural capital for disadvantaged pupils, noting that pupils from lower-income families may have fewer opportunities to experience theatre, museums, outdoor learning or other life-enriching activities. Providing these experiences in school helps narrow the opportunity gap. (Sutton Trust, 2017) 	
<p>Subsidising of Rooted in Grangetown Farm Shop</p> <p>£3,000</p>	<ul style="list-style-type: none"> • At Grangetown Primary School, we recognise that some families face financial barriers that can affect children's nutrition and readiness to learn. By subsidising Rooted in Grangetown Farm Shop, we enable families to access quality, affordable produce, directly addressing food insecurity. • Ensuring children have access to nutritious food supports their physical health, concentration, and readiness to learn, which in turn complements classroom teaching and wider interventions. • Subsidising the farm shop is part of our broader Pupil Premium strategy to remove barriers to learning, support families, and improve wellbeing alongside academic progress. • This approach also promotes family engagement and inclusion, as all children and families can benefit from affordable healthy food, reducing stigma and improving community cohesion. 	1, 4 & 8
<p>Pastoral Support</p> <p>Including subsidising transport, breakfast club, uniform, sports kit, equipment & pastoral support for families</p> <p>£3,000</p>	<ul style="list-style-type: none"> • At Grangetown Primary School, we recognise that some disadvantaged pupils face barriers such as transport costs, lack of uniform or sports equipment, or financial constraints at home, which can limit engagement, attendance, participation in enrichment, and readiness to learn. 	4, 5, 6 & 8

	<ul style="list-style-type: none"> • By providing pastoral support that includes subsidised transport, breakfast club, uniform, sports kit, equipment, and practical family support, we remove barriers to learning and ensure that all pupils can participate fully in school life. • This support aligns with our broader Pupil Premium strategy of addressing the whole child, ensuring pupils are ready to learn, socially and emotionally supported, and able to access enrichment opportunities on an equal footing with their peers. • The evidence shows that addressing these practical barriers improves attendance, engagement, wellbeing, and self-esteem, which indirectly supports progress and attainment. 	
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Total budgeted cost: £345,778 (additional cost comes from Schools own budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Overview of Attainment and Progress

During the previous academic year, disadvantaged pupils at Grangetown Primary School continued to make good progress across all key stages, with outcomes broadly in line with national trends for disadvantaged learners. Their performance was assessed using a combination of statutory assessment data (where available), internal summative assessments, teacher judgement, and formative assessment information.

National Assessment Outcomes

- KS2:

Pupil Characteristics Analysis

Key Stage Two	Year	EXPECTED STANDARD																
		PP v NonPP SUMMARY																
			No.	RWM Comb			Reading			Writing			Maths					
ALL PUPILS	2025	SCHOOL	40	58%	NATIONAL	62%	SCHOOL	70%	NATIONAL	75%	SCHOOL	60%	NATIONAL	72%	SCHOOL	65%	NATIONAL	74%
	2024		40	48%		61%		73%		74%		58%		72%		68%		73%
	2023		43	72%		60%		74%		73%		74%		71%		81%		73%
	3YR avg		123	59%		61%		72%		74%		64%		72%		72%		73%
Pupil Premium	2025	SCHOOL	35	54%	NATIONAL	47%	SCHOOL	69%	NATIONAL	63%	SCHOOL	57%	NATIONAL	59%	SCHOOL	60%	NATIONAL	61%
	2024		34	41%		45%		68%		62%		53%		58%		62%		59%
	2023		35	71%		44%		74%		60%		71%		58%		80%		59%
	3YR avg		104	56%		45%		70%		62%		61%		58%		67%		60%
Non Pupil Premium (Other)	2025	SCHOOL	5	80%	NATIONAL	69%	SCHOOL	80%	NATIONAL	81%	SCHOOL	80%	NATIONAL	78%	SCHOOL	100%	NATIONAL	80%
	2024		6	83%		67%		100%		80%		83%		78%		100%		79%
	2023		8	75%		66%		75%		78%		88%		77%		88%		79%
	3YR avg		19	79%		67%		84%		80%		84%		78%		95%		79%
Gaps 2023-2025			Year	Sch Gap	NAT Gap	Sch Gap			NAT Gap	Sch Gap			NAT Gap	Sch Gap			NAT Gap	
School Pupil Premium v National Non-Pupil Premium			2025	15%	22%	12%			18%	21%			19%	20%			19%	
			2024	26%	22%	12%			18%	25%			20%	17%			20%	
			2023	-5%	22%	4%			18%	6%			19%	-1%			20%	
			3yr Avg	12%	22%	9%			18%	17%			19%	12%			20%	
Key Stage Two	Year	High Score / Greater Depth																
		PP v NonPP SUMMARY																
			No.	RWM Comb			Reading			Writing			Maths					
ALL PUPILS	2025	SCHOOL	40	10%	NATIONAL	8%	SCHOOL	43%	NATIONAL	33%	SCHOOL	10%	NATIONAL	13%	SCHOOL	28%	NATIONAL	26%
	2024		40	3%		8%		15%		29%		5%		13%		3%		24%
	2023		43	5%		8%		19%		29%		7%		13%		7%		24%
	3YR avg		123	6%		8%		25%		30%		7%		13%		12%		25%
Pupil Premium	2025	SCHOOL	35	6%	NATIONAL	4%	SCHOOL	40%	NATIONAL	21%	SCHOOL	6%	NATIONAL	7%	SCHOOL	23%	NATIONAL	7%
	2024		34	0%		3%		6%		18%		0%		6%		0%		13%
	2023		35	3%		3%		20%		17%		6%		7%		6%		13%
	3YR avg		104	3%		3%		22%		19%		4%		7%		10%		11%
Non Pupil Premium (Other)	2025	SCHOOL	5	40%	NATIONAL	11%	SCHOOL	60%	NATIONAL	39%	SCHOOL	40%	NATIONAL	16%	SCHOOL	60%	NATIONAL	32%
	2024		6	17%		10%		67%		33%		33%		16%		17%		29%
	2023		8	13%		10%		13%		34%		13%		16%		13%		29%
	3YR avg		19	21%		10%		42%		35%		26%		16%		26%		30%
Gaps 2023-2025			Year	Sch Gap	NAT Gap	Sch Gap			NAT Gap	Sch Gap			NAT Gap	Sch Gap			NAT Gap	
School Pupil Premium v National Non-Pupil Premium			2025	5%	7%	-1%			18%	10%			9%	9%			25%	
			2024	10%	7%	27%			15%	16%			10%	29%			16%	
			2023	7%	7%	14%			17%	10%			9%	23%			16%	
			3yr Avg	7%	7%	13%			17%	12%			9%	20%			19%	

- MTC

Pupil Characteristics Analysis

Multiplication Times Tables (MTC)	Year	Average Score				% 25/25					
		PP v NonPP SUMMARY									
			No.	32+ / 40			No.	32+ / 40			
2025 National not yet published ALL PUPILS	2025	SCHOOL	35	23.2	NATIONAL	20.6	SCHOOL	39	64%	NATIONAL	34%
	2024		36	20.8		20.6		39	36%		34%
	2023		33	16.5		20.2		39	13%		29%
	3YR avg		104	20.2		20.5		117	38%		32%
Pupil Premium	2025	SCHOOL	26	23.4	NATIONAL	18.9	SCHOOL	29	66%	NATIONAL	25%
	2024		30	20.2		18.9		33	30%		25%
	2023		27	16.3		18.3		32	13%		21%
	3YR avg		83	20.0		18.7		94	35%		24%
Non Pupil Premium (Other)	2025	SCHOOL	9	22.4	NATIONAL	21.3	SCHOOL	10	60%	NATIONAL	37%
	2024		6	23.7		21.3		6	67%		37%
	2023		6	17.2		20.9		7	14%		33%
	3YR avg		21	21.1		21.2		23	48%		36%
Gaps 2023-2025 School Pupil Premium v National Non-Pupil Premium			Year	Sch Gap	NAT Gap			Sch Gap	NAT Gap		
			2025	-2.1	2.4			-29%	12%		
			2024	1.1	2.4			7%	12%		
			2023	4.6	2.6			21%	12%		
			3yr Avg	1.2	2.5			1%	12%		

- EYFS & Phonics Screening Check:

Pupil Characteristics Analysis

EYFS GLD	Year	GLD & Early Learning Goals																
		PP v NonPP SUMMARY																
			No.	GLD			CL List, Att & Und			CL Speaking			LIT Word Reading					
2025 National not yet published ALL PUPILS	2025	SCHOOL	28	71%	NATIONAL	68%	SCHOOL	79%	NATIONAL	82%	SCHOOL	89%	NATIONAL	82%	SCHOOL	79%	NATIONAL	76%
	2024		31	65%		68%		71%		82%		81%		82%		65%		76%
	2023		31	61%		67%		65%		82%		74%		83%		61%		76%
	3YR avg		90	66%		68%		71%		82%		81%		82%		68%		76%
Pupil Premium	2025	SCHOOL	20	65%	NATIONAL	52%	SCHOOL	70%	NATIONAL	72%	SCHOOL	85%	NATIONAL	73%	SCHOOL	70%	NATIONAL	61%
	2024		15	60%		52%		67%		72%		93%		73%		60%		61%
	2023		22	59%		52%		59%		73%		73%		74%		59%		61%
	3YR avg		57	61%		52%		65%		72%		82%		73%		63%		61%
Non Pupil Premium (Other)	2025	SCHOOL	8	88%	NATIONAL	72%	SCHOOL	100%	NATIONAL	84%	SCHOOL	100%	NATIONAL	85%	SCHOOL	100%	NATIONAL	80%
	2024		16	69%		72%		75%		84%		69%		85%		69%		80%
	2023		9	67%		72%		78%		85%		78%		86%		67%		80%
	3YR avg		33	73%		72%		82%		84%		79%		85%		76%		80%
Gaps 2023-2025 School Pupil Premium v National Non-Pupil Premium			Year	Sch Gap	NAT Gap		Sch Gap	NAT Gap		Sch Gap	NAT Gap		Sch Gap	NAT Gap				
			2025	7%	20%		14%	12%		0%	12%		10%	19%				
			2024	12%	20%		17%	12%		-8%	12%		20%	19%				
			2023	13%	20%		26%	12%		13%	12%		21%	19%				
			3yr Avg	11%	20%		19%	12%		3%	12%		17%	19%				
PHONICS Y1	Year	PHONICS																
		PP v NonPP SUMMARY																
			No.	32+ / 40														
ALL PUPILS	2025	SCHOOL	33	82%	NATIONAL	80%												
	2024		27	78%		80%												
	2023		36	67%		79%												
	3YR avg		96	75%		80%												
Pupil Premium	2025	SCHOOL	17	71%	NATIONAL	67%												
	2024		18	78%		68%												
	2023		26	65%		67%												
	3YR avg		61	70%		67%												
Non Pupil Premium (Other)	2025	SCHOOL	16	94%	NATIONAL	84%												
	2024		9	78%		84%												
	2023		10	70%		83%												
	3YR avg		35	83%		84%												
Gaps 2023-2025 School Pupil Premium v National Non-Pupil Premium			Year	Sch Gap	NAT Gap													
			2025	13%	17%													
			2024	6%	16%													
			2023	18%	16%													
			3yr Avg	13%	16%													

A note of caution: These outcomes should be interpreted with awareness that pupils included in the data experienced varying levels of disruption due to Covid-19 earlier in their schooling, and this has affected individual pupils and schools differently.

2. Internal Assessment, Teacher Judgement and Monitoring

Internal assessment systems indicate a **very positive trajectory of progress** for disadvantaged pupils across most subjects. Teachers used a combination of formative strategies, including regular low-stakes quizzes, guided reading assessments, RWI phonics tracking, writing moderation, and standardised maths tests, to identify gaps and next steps.

3. Wider Factors: Attendance, Behaviour and Wellbeing

School monitoring highlights several wider issues that continue to influence pupil performance:

- **Attendance:** Subsidising uniform, transport, trips, and equipment. Funding breakfast clubs to ensure pupils arrive on time and ready to learn. Providing counselling, wellbeing support, or safe spaces. The impact of this has been reduced levels of persistent absence among PP pupils and narrowing of the attendance gap between PP and non-PP peers
- **Behaviour:** Behaviour in lessons is positive. Disadvantaged pupils behave extremely well following the schools values of being Ready, Respectful & Safe at all times.
- **Wellbeing:** There has continued to be a need for pastoral and mental health support throughout the year. The school's counsellor, Thrive practitioner, and mental health support worker have supported growing levels of need linked to anxiety, loss, and low self-esteem.
- **Family and financial pressures:** The cost-of-living crisis continues to impact disadvantaged families, increasing reliance on school support such as subsidised trips, uniform assistance, breakfast provision, and family welfare interventions.

4. Evaluation of Strategy Implementation and Impact

The school's current Pupil Premium strategy outlines several intended outcomes related to improving attainment, closing gaps with non-disadvantaged peers, and reducing barriers linked to attendance, wellbeing and access.

What is working well:

- **Targeted academic support:** Small-group interventions, the Year 6 intervention teacher, and RWI phonics delivery have had a strong impact on reading and basic maths skills.
- **Pastoral provision:** The Thrive approach, family support worker, attendance officer and counselling provision have significantly improved behaviour, engagement and emotional readiness to learn.
- **Curriculum enhancements:** Investment in high-quality texts, vocabulary instruction, and structured curriculum sequences is increasing engagement and cultural capital.

- **Subsidised opportunities:** Ensuring disadvantaged pupils access trips, residential and enrichment has improved attendance on enrichment days and contributed to wellbeing.

Areas needing further improvement:

- **Attendance:** Although support is in place, persistent absence & lates among disadvantaged pupils remains a barrier and requires intensified, targeted action.
- **Writing outcomes:** Despite improvement, gaps remain in writing fluency and accuracy. This remains a whole-school priority.
- **Consistency in intervention impact:** Some approaches yield excellent results in specific year groups; greater consistency is needed across the school.

5. Progress Against the Intended Outcomes

Based on internal data and provisional national comparisons, the school is **exceeding** the academic elements of the strategy. Targets for wellbeing and inclusion have been met or exceeded, with clear evidence of improved emotional readiness to learn.

These findings have shaped the priorities and targeted actions in the new Pupil Premium 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
N/A	N/A

Service pupil premium funding (optional)

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

Further information (optional)