

Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	St Chad's Catholic Primary School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	25.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	M Starace Chair of Directors
Pupil premium lead	J Mooney Deputy Headteacher
Governor / Trustee lead	M Starace Chair of Directors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	113,940.00
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
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	£113,940

Part A: Pupil premium strategy plan

Statement of intent

At St. Chad's, in accordance with our Mission Statement, we are committed to providing a high standard of education in a supportive and stimulating environment where all children can learn and attain.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, minimizing external barriers, so that they can achieve to their potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The approaches we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be to target the barriers that disadvantaged children face to future attainment and ensure that where possible these barriers are overcome. We will use robust diagnostic assessment, not assumptions about the impact of disadvantage to ensure all disadvantaged children receive the interventions they require to reach their potential. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils receive high quality learning reflective of their need
- early identification of barriers, timely intervention and continuous tracking of progress and attainment
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- enrich their lives through a programme of trips, experiences and clubs
- provide for their spiritual and emotional needs.

"Every person is worthy of our giving... they are God's handiwork, his creation. God created that person in his image, and he or she reflects something of God's glory. Every human being is the object of God's infinite tenderness, and he himself is present in their lives."

Pope Francis, *Evangelii Gaudium*

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessment show disadvantaged children have significantly lower attainment on entry to Nursery and Reception
2	Poor oral language skills which negatively impacts on progress across the school
3	A significant number of pupils who attract funding have special educational needs. 32.1% are on the SEND register (25/26)
4	Lack of enrichment opportunities, days out, museum trips, going to the farm. Opportunities that will develop language.
5	Lack of opportunities for music and extra-curricular activities
6	Many children have little or no access to books, reading or toys at home
7	Lack of parental engagement
8	High levels of children not at expected in Reading, Writing and Numeracy across all Key Phases
9	High levels of social and economic deprivation
10	Involvement with other agencies – Social Service, Early Help, EP, S&L
11	Living in temporary accommodation or in poor standards of accommodation
12	Limited parental support in the areas of reading, writing and maths
13	High mobility of children
14	Traditionally lower than average attendance and/or punctuality records

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
PP children to make good progress and attainment in Phonics.	75% of PPG in Year 1 to pass the Phonic Test.
Literacy progress in line with (or exceeding) non PP children in all year groups (excluding EHCP from data) Years 1-6	3+ steps throughout the year Data to show no greater than 0.5 difference with non PP chn
Maths progress in line with (or exceeding) non PP children in all year groups (excluding EHCP from data) Years 1-6	3+ steps throughout the year Data to show no greater than 0.5 difference with non PP chn

Participation in extra-curricular clubs and enrichment activities.	Each club should ensure that 40% of its registered pupils are Pupil Premium.
Improvement in emotional well-being of pupils who attract PP funding	Sustained high levels of wellbeing from 2025/28 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in emotional outbursts leading to missed teaching time. • Reduction in self-referral to the Listening Ear • Use of Zones of Regulation
To support PP children who are on the SEND register	All SEND children to make progress in line with their Passport/Provision Map targets.
Improved reading, writing & maths attainment among disadvantaged pupils at the end of KS2.	KS2 outcomes 75% of disadvantaged pupils to meet the expected standard in reading. 70% of disadvantaged pupils to meet the expected standard in writing. 70% of disadvantaged pupils to meet the expected standard in maths. 65% of disadvantaged pupils to meet the expected standard in R,W & M All results to be above the national picture
Strong multiplication attainment among disadvantaged pupils in Yr4	75% to pass the Yr4 Multiplication check.
To ensure that all PP children have the appropriate school uniform.	Cost of branded uniform to be assessed. Families to be provided with uniform when required All children in the correct school uniform.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 77,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maximising Learning</p> <p>CPD for staff, moderation training, ensuring planning & assessment procedures are understood and followed by all.</p>	<p>EEF ‘Feedback’ and ‘Effective Professional Development’ reports highlight that high-quality teaching is the most powerful lever to close attainment gaps.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High Quality Teaching Education Endowment Foundation EEF</p>	<p>1,2,3,4,6,7,13,14</p>
<p>Prioritise the development of Language and Communication.</p> <p>Targeted speech and language programmes</p> <p>Purchase high quality books, puppets or resources for storytelling.</p> <p>CPD all EYFS/KS1 staff effective at promoting and modelling good oral language skills.</p>	<p>Research by Beck & McKeown and the EEF ‘Oral Language Interventions’ shows that developing vocabulary significantly improves comprehension and long-term attainment.</p> <p>Strong evidence from the EEF NELI trial shows significant gains in language and communication for disadvantaged children.</p> <p>High quality adult & child interactions</p> <p>Adult modelling effective language</p> <p>Shared reading, storytelling and explicit child vocabulary sessions.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,7,13,14</p>
<p>Purchase of books to support Unlocking Letter & Sounds (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>Continue with the Wandle Hub partnership Programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,13</p>
<p>Provide high quality teaching which is complimented by small group or 1:1 work</p> <p>Continuous ongoing CPD training from the SENCo</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Summary Recommendations Poster</p>	<p>3</p>

Plan, deliver and assess in line with Passport. Purchase Nessy Licence	Special Education Needs in Mainstream School Education Endowment Foundation EEF	
Enrichment and cultural capital programme (trips, visitors, music, sports, clubs)	Research by the Sutton Trust highlights that disadvantaged pupils benefit significantly from access to cultural capital, improving engagement and motivation.	13,14
Mental health and wellbeing support (ELSA, counsellor, nurture groups)	The EEF 'Social and Emotional Learning' strand shows +4 months progress; emotional regulation improves learning, behaviour, and engagement.	12

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tuition Programme Provide high quality small group intervention	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF) 7 Groups /1:4 ratio	2,9
KS2 English & Maths Intervention Groups Comprehension & sentence structure work. Targeted individual reading – daily Booster maths groups- differentiated	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	9,13,14
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,13

Multiplication Intervention Groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	9,13
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Groups The Family Support Worker will run numerous groups and interventions to help meet the emotional needs of the children	The EEF 'Social and Emotional Learning' strand shows +4 months progress; emotional regulation improves learning, behaviour, and engagement. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers. Previous work carried out by the FSW demonstrates the positive impact on the children's mental health and well-being. Toast Group/ social skills stories.	8,10,11
Enrichment The school will offer a range of enrichment activities within and beyond the classroom, including a range of clubs, trips, experiences and a residential trip (Yr6) to improve the emotional and academic outcomes of disadvantaged children.	Research by the Sutton Trust highlights that disadvantaged pupils benefit significantly from access to cultural capital, improving engagement and motivation. Enrichment activities provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these physical, creative and academic activities, it can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Education Endowment Foundation EEF Sutton Trust Life Lessons report October 2017:	4,6
Senior Admin Officer- Regular meetings with attendance officer and follows up with support from school to enable	The DfE 'Improving School Attendance' guidance shows that early intervention, parental engagement, and consistent routines improve attendance for disadvantaged pupils.	5

parents to improve pupil attendance and punctuality.		
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Total budgeted cost: £ 106,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Desired Outcome Approach/Action	Impact													
Teaching - £70,000														
<p>Improve oral language skills for pupils eligible for PP across EYFS & KS1</p> <p>Approach:</p> <p>75 % of PP children acquiring a GLD in Communication and Language.</p> <p>Staff to talk in full sentences using high-level vocabulary.</p> <p>Encouraging the children to response/answer questions in full sentences.</p> <p>Ongoing referrals for a number of our EYFS and KS1 children to SALT</p>	<p>Success Criteria</p> <p>All pupils make expected progress and are supported with language development through 'oracy', speech and language and social skills groups.</p> <p>Impact:</p> <div data-bbox="571 898 1474 1234"> <p>Good Level of Development</p> <p>80.0% of your school's Disadvantaged cohort achieved a good level of development, 4 - out of 5.</p> <p>This is 8.5% - the national Non-Disadvantaged cohort at 71.5%.</p> <p>The Disadvantaged pupil(s) in your school are in percentile 15 for EYFS good level of development when compared to other schools.</p> <table border="0"> <tr> <td colspan="2">GAP TO:</td> <td>SCHOOL: VALUE</td> </tr> <tr> <td>National: Non-Disadvantaged</td> <td>+8.5%</td> <td rowspan="3"> <p>80.0%</p> </td> </tr> <tr> <td>National: Disadvantaged</td> <td>+28.6%</td> </tr> <tr> <td>School: Non-Disadvantaged</td> <td>+31.2%</td> </tr> <tr> <td colspan="2"> <p>— 📅 — — ⬇️⬆️ —</p> <p>-3.3% 15th</p> <p>TREND PERCENTILE RANK</p> </td> <td></td> </tr> </table> </div>	GAP TO:		SCHOOL: VALUE	National: Non-Disadvantaged	+8.5%	<p>80.0%</p>	National: Disadvantaged	+28.6%	School: Non-Disadvantaged	+31.2%	<p>— 📅 — — ⬇️⬆️ —</p> <p>-3.3% 15th</p> <p>TREND PERCENTILE RANK</p>		
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<p>PP children to make good progress and attainment in Phonics.</p> <p>Approach</p> <p>Phonics parents meeting held in Rec & Yr1</p> <p>Daily Unlocking Letters and Sounds -post teaching</p> <p>Termly monitoring</p>	<p>Success Criteria</p> <p>75% of PPG in Year 1 to pass the Phonic Test.</p> <div data-bbox="571 1397 1474 1832"> <p>Expected Standard (Year 1)</p> <p>75.0% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 6 pupils out of 8.</p> <p>This is 8.4% lower than the national Non-Disadvantaged cohort at 83.4%.</p> <p>Your school's gap to Non-Disadvantaged pupils nationally has improved by 25.1% from -33.5% in 2023/24, to -8.4% in 2024/25.</p> <p>Your Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 25.0% from 50.0% in 2023/24, to 75.0% in 2024/25.</p> <p>The Disadvantaged Year 1 pupil(s) in your school are in percentile 37 for Phonics Expected Standard when compared to other schools.</p> <table border="0"> <tr> <td colspan="2">GAP TO:</td> <td>SCHOOL: VALUE</td> </tr> <tr> <td>National: Non-Disadvantaged</td> <td>-8.4%</td> <td rowspan="3"> <p>75.0%</p> </td> </tr> <tr> <td>National: Disadvantaged</td> <td>+8.2%</td> </tr> <tr> <td>School: Non-Disadvantaged</td> <td>-7.4%</td> </tr> <tr> <td colspan="2"> <p>— 📅 — — ⬇️⬆️ —</p> <p>+25.0% 37th</p> <p>TREND PERCENTILE RANK</p> </td> <td></td> </tr> </table> </div>	GAP TO:		SCHOOL: VALUE	National: Non-Disadvantaged	-8.4%	<p>75.0%</p>	National: Disadvantaged	+8.2%	School: Non-Disadvantaged	-7.4%	<p>— 📅 — — ⬇️⬆️ —</p> <p>+25.0% 37th</p> <p>TREND PERCENTILE RANK</p>		
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Expected Standard (Year 2)

50.0% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics. 2 pupils out of 4.

This is 3.9% lower than the national Non-Disadvantaged cohort at 53.9%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 54.1% from -58.0% in 2023/24, to -3.9% in 2024/25.

Your Year 2 Disadvantaged cohort's Phonics Expected Standard has increased by 50.0% from 0.0% in 2023/24, to 50.0% in 2024/25.

The Disadvantaged Year 2 pupil(s) in your school are in percentile 32 for Phonics Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-3.9%
National: Disadvantaged	+6.2%
School: Non-Disadvantaged	0.0%

SCHOOL: VALUE



Literacy progress in line with (or exceeding) non PP children in all year groups (excluding EHCP from data) Years 1-6

Approach

To provide focused support to ensure positive attitudes, behaviour and learning, to overcome barriers to learning.

A range of small intervention groups in R,W,M 1:3-1:6 to raise attainment.

Frequency dependent on need and additional support within the year group.

Nessy programme to improve phonics and reading – all Yr3 children and targeted Yr4-6 children.

Booster Yr6 SAT provision

NTP

5 English Groups – Autumn Term

Success Criteria

3+ steps throughout the year

Data to show no greater than 0.5 difference with non PP chn

Impact:

Reading

Year	No Of PPChn	EXP	PP	Non PP
Yr1 Progress	8	3	3	3.6
Yr2 Progress	9	3	2	3
Yr3 Progress	14	3	2.7	2.7
Yr4 Progress	7	3	3	2.5
Yr5 Progress	13	3	2.8	3.2
Yr6 Progress	13	3	4.2	4.5

Good progress made in Yrs 2,4 and 5

Outstanding progress made in Yr6

In Yr 5 PP children made the same progress as non PP chn

In Yrs 2,3,4&6 PP children made better progress than non PP chn

Only Yr1 had a 0.5 or larger difference than non PP chn

Writing

Year	No Of PP Chn	EXP	PP	Non PP
Yr1 Progress	8	3	2.3	2.7
Yr2 Progress	9	3	3.1	3
Yr3 Progress	14	3	2.5	3

	<table border="1"> <tr> <td>Yr4 Progress</td> <td>11</td> <td>3</td> <td>3.3</td> <td>2.8</td> </tr> <tr> <td>Yr5 Progress</td> <td>13</td> <td>3</td> <td>2.6</td> <td>3.2</td> </tr> <tr> <td>Yr6 Progress</td> <td>13</td> <td>3</td> <td>4</td> <td>4.3</td> </tr> </table>	Yr4 Progress	11	3	3.3	2.8	Yr5 Progress	13	3	2.6	3.2	Yr6 Progress	13	3	4	4.3																				
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<p>Maths progress in line with (or exceeding) non-PP children in all year groups (excluding EHCP from data) Years 1-6</p> <p>Approach</p> <p>To provide focused support to ensure positive attitudes, behaviour and learning, to overcome barriers to learning.</p> <p>A range of small intervention groups in R,W,M 1:3-1:6 to raise attainment.</p> <p>Frequency dependent on need and additional support within the year group.</p> <p>Booster Yr6 SAT provision</p> <p>Maths setting in Yr5&6</p> <p>Targeted homework</p> <p>NTP</p> <p>2 Maths groups</p> <p>2 Multiplication groups</p>	<p>Success Criteria</p> <p>3+ steps throughout the year</p> <p>Data to show no greater than 0.5 difference with non PP chn</p> <p>Impact:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No of PP Chn</th> <th>EXP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Yr1 Progress</td> <td>8</td> <td>3</td> <td>2.5</td> <td>3.2</td> </tr> <tr> <td>Yr2 Progress</td> <td>9</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Yr3 Progress</td> <td>14</td> <td>3</td> <td>3.1</td> <td>3.3</td> </tr> <tr> <td>Yr4 Progress</td> <td>11</td> <td>3</td> <td>3.3</td> <td>2.8</td> </tr> <tr> <td>Yr5 Progress</td> <td>12</td> <td>3</td> <td>2.6</td> <td>3</td> </tr> <tr> <td>Yr6 Progress</td> <td>12</td> <td>3</td> <td>4.1</td> <td>4.2</td> </tr> </tbody> </table> <p>Good progress made in Yrs 2,4 &5</p> <p>Outstanding progress made in Yr6</p> <p>In Yrs 1,2,3,4 &6 PP children made better progress than non PP chn</p> <p>Yr5 children made less progress than non PP children, but still made more than expected progress.</p>	Year	No of PP Chn	EXP	PP	Non PP	Yr1 Progress	8	3	2.5	3.2	Yr2 Progress	9	3	3	3	Yr3 Progress	14	3	3.1	3.3	Yr4 Progress	11	3	3.3	2.8	Yr5 Progress	12	3	2.6	3	Yr6 Progress	12	3	4.1	4.2
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	Yr4 Progress 4 chn	2.8	1.5	1.5
	Yr5 Progress 2chn	3	2.5	2.5
	Yr6 Progress 5 chn	4	4.4	4.2

Intervention £15,900

Improved reading, writing & maths attainment among disadvantaged pupils at the end of KS2.

Approach

S.A.T. preparation

Practice Comprehension papers

Group reading 3X a week

Comp/spelling/grammar/maths homework

Discrete grammar sessions

Daily writing opportunities – Eng/RE

NT Feedback/Conferencing

Yr6 spelling work bank

NTP 15 hr

Setting (Group of 8) 4x a week

Concrete & pictorial work to support understanding

Booster Tuesday Club- from Jan

S.A.T Additional Time applications

Success Criteria

KS2 outcomes in 2024/25 to show that more than:

- 75% of disadvantaged pupils to meet the expected standard in reading.
- 75% of disadvantaged pupils to meet the expected standard in writing.
- 70% of disadvantaged pupils to meet the expected standard in maths.
- 66% of disadvantaged pupils to meet the expected standard in R,W & M

RWM Expected Standard

75.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **9** pupils out of 12.

This is **6.1%** higher than the **national Non-Disadvantaged** cohort at **68.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 20.2%** from **-14.1%** in 2023/24, to **+6.1%** in 2024/25.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **increased by 21.7%** from **53.3%** in 2023/24, to **75.0%** in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 11** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+6.1%
National: Disadvantaged	+27.5%
School: Non-Disadvantaged	-3.6%

SCHOOL: VALUE

75.0%

↑

+21.7%

TREND

↓↑

11th

PERCENTILE RANK

Reading Expected Standard

75.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, 9 pupils out of 12.

This is 5.4% lower than the national Non-Disadvantaged cohort at 80.4%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 5.7% from +0.3% in 2023/24, to -5.4% in 2024/25.

Your Disadvantaged cohort's Reading Expected Standard has decreased by 5.0% from 80.0% in 2023/24, to 75.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 31 for Reading Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-5.4%
National: Disadvantaged	+11.8%
School: Non-Disadvantaged	-17.9%

SCHOOL: VALUE



Writing Expected Standard

75.0% of your school's Disadvantaged cohort achieved the expected standard in Writing, 9 pupils out of 12.

This is 3.1% lower than the national Non-Disadvantaged cohort at 78.1%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 14.5% from -17.6% in 2023/24, to -3.1% in 2024/25.

Your Disadvantaged cohort's Writing Expected Standard has increased by 15.0% from 60.0% in 2023/24, to 75.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 22 for Writing Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-3.1%
National: Disadvantaged	+15.5%
School: Non-Disadvantaged	-10.7%

SCHOOL: VALUE



Maths Expected Standard

75.0% of your school's Disadvantaged cohort achieved the expected standard in Maths, 9 pupils out of 12.

This is 5.2% lower than the national Non-Disadvantaged cohort at 80.2%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 7.5% from -12.7% in 2023/24, to -5.2% in 2024/25.

Your Disadvantaged cohort's Maths Expected Standard has increased by 8.3% from 66.7% in 2023/24, to 75.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 27 for Maths Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-5.2%
National: Disadvantaged	+14.4%
School: Non-Disadvantaged	-3.6%

SCHOOL: VALUE



Improved multiplication attainment among disadvantaged pupils in Yr4

- Approach
- Discrete weekly lessons
- NTP
- Booster sessions

Success Criteria

70% to pass the Yr4 Multiplication check.

Impact:

80% of the PP children who took the test passed the Multiplication Check (8/10). Average score 22.8

1 PP child did not sit the test

Average score for non-PPG children was 22.8

Wider Strategies £14,200

Participation in extra-curricular clubs and enrichment activities.

Success Criteria

<p>Approach: Encouraged all PP children to attend the free homework clubs.</p> <p>50% off all paid clubs, regardless of how many they attend.</p> <p>£100 discount to the residential trip to PGL</p> <p>No child to miss a trip due to cost.</p>	<p>55% of all disadvantaged children attending at least one club per year.</p> <p>Impact:</p> <p>11 Clubs took place in the Summer 2025 term</p> <p>Clubs</p> <table border="1" data-bbox="576 365 1177 925"> <thead> <tr> <th colspan="3">Summer Clubs 2025</th> </tr> <tr> <th>Club</th> <th>No of PP children</th> <th>% of take up</th> </tr> </thead> <tbody> <tr> <td>Tennis</td> <td>5</td> <td>28%</td> </tr> <tr> <td>Dodgeball</td> <td>4</td> <td>67%</td> </tr> <tr> <td>Cafod</td> <td>5</td> <td>36%</td> </tr> <tr> <td>Cooking</td> <td>1</td> <td>13%</td> </tr> <tr> <td>Gardening Club</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Netball</td> <td>6</td> <td>55%</td> </tr> <tr> <td><u>Nessy</u></td> <td>7</td> <td>50%</td> </tr> <tr> <td>Art KS1</td> <td>4</td> <td>36%</td> </tr> <tr> <td>Art KS2</td> <td>6</td> <td>46%</td> </tr> <tr> <td>Cricket</td> <td>4</td> <td>50%</td> </tr> <tr> <td>Booster Maths Yr6</td> <td>7</td> <td>58%</td> </tr> </tbody> </table>	Summer Clubs 2025			Club	No of PP children	% of take up	Tennis	5	28%	Dodgeball	4	67%	Cafod	5	36%	Cooking	1	13%	Gardening Club	0	0%	Netball	6	55%	<u>Nessy</u>	7	50%	Art KS1	4	36%	Art KS2	6	46%	Cricket	4	50%	Booster Maths Yr6	7	58%
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<p>Improvement in emotional well-being of pupils who attract PP funding</p> <p>Approach:</p> <p>Nurture Group</p> <p>MHST Work</p> <p>1 TA x 5hrs- Mon- Fri 2pm-3pm</p> <p>Safeguarding/Inclusion Team Meetings.</p> <p>Enrichment activities.</p> <p>Santa's Grotto – Palace For Life</p>	<p>Success Criteria</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in emotional outbursts leading to missed teaching time. • Reduction in self-referral to the Listening Ear <p>Impact:</p> <p>Timetabled nurture provision took place, including self-referral.</p> <p>49 PP children were supported in a range of sessions from Lego/craft therapy to small group work on friendships.</p> <p>15 children received regular nurture sessions.</p> <p>12 children received work on managing their behaviour and self-regulating their actions.</p> <p>Children noticeable more settled and ready to work when attending class.</p> <p>Safeguarding and monitoring meetings took place bi-weekly.</p> <p>Extensive programme of enrichment throughout the whole school – see newsletters</p> <p>20 PP families attended the Christmas event on the 16th Dec 2024. All children received a gift and a £40 Aldi Voucher towards their Christmas meal.</p>																																							

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.