

Pupil premium strategy statement – Clapgate 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 2024-25	Data 2025-26	Data 2026-27
Number of pupils in school	430	420	
Proportion (%) of pupil premium eligible pupils	149	132	
1	2024-25	2025-26	2026-27
Date this statement was published	18 th October 2024	15 th September 25	
Date on which it will be reviewed	September 2025	September 26	
Statement authorised by	Natasha Singleton	Heather Taylor	
Pupil premium lead	Lydia Jessop	Lydia Jessop	
Governor / Trustee lead	Peter Olver	Peter Olver	

Funding overview

Detail	Amount 2024-25	Amount 2025 - 26	
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Pupil premium funding allocation this academic year	£213,820	£222,975	
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	£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>	£213,820	£222,975	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are young carers, or who have social worker or cluster involvement. There are also many children who are not eligible for pupil premium, even though they are living in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classed as disadvantaged or not.

High-quality teaching is at the heart of our approach; we know that 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. We have a rigorous staff development programme for teachers and teaching assistants to support high-quality teaching, and senior leaders, phase leaders and subject leaders play a significant role in monitoring and evaluating progress. Our CPD focuses on evidence-based effective strategies, such as metacognition and self-regulation strategies, responsive forms of teaching (enabling and extending) and subject specific content, such as Grammasaurus' Place Value of Punctuation and Grammar.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, particularly focusing on those children who missed out on part of their time in the Early Years Foundation Stage (and are now in Lower Key Stage 2) as well as new cohorts in EYFS

(children who were born during Covid) and therefore are often lacking social and life skills.

We have set out a plan for targeted support. This includes a comprehensive range of evidence-based interventions delivered by class TAs, speech and language support through Chatterbugs and a designated TA and an HLTA working with a small group with specific needs (supported by the SENDCo).

Our wider support focuses on improving attendance, offering therapeutic support, providing experiences to improve cultural capital (such as trips, residentials, event days, clubs and visitors) and engaging parents/carers.

Challenges

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

Challenge number	Detail of challenge
1	Attainment data for reading, writing and maths suggests disadvantaged pupils find it harder to achieve ARE (age related expectations) both at the end of KS1 and the end of KS2. In the year 2023-24, there was a gap of 29.5% between disadvantaged pupils and non-disadvantaged pupils (7.5% more than the national gap of 22%). At the end of KS1, gaps for reading, writing and maths were 23.5%, 29.1% and 43.1% respectively.
2	Low attainment on entry to EYFS in all areas for the majority of our pupils. In the year 2023-24, only 16% of the whole cohort were at the expected level for GLD at the start of the year. The biggest gaps between PP and Non-PP were in PSED, particularly managing self (29% gap), and Expressive Arts and Design, particularly creating with materials (29% gap). There was also a large gap in the strand of fine motor (27% gap).
3	Phonics – disadvantaged pupils have greater difficulties with phonics than their peers which negatively impacts their development as readers. The end of Y1 phonics assessments in the last academic year (2023-24) showed a gap of 37% (27% of pupil premium children achieved the expected level, whereas 64% of non-pupil premium children achieved this).

4	Disadvantaged pupils in Lower Key Stage 2, who missed time in Reception and Nursery due to Covid school closures, have more significant knowledge gaps than non-pupil premium children. Only 15.4% of pupil premium children in the current Y4 cohort achieved ARE (Age Related Expectations) across maths, reading and writing at the end of Year 2.
5	<p>Low attendance and punctuality</p> <p>Our attendance since 2021 indicates that attendance among disadvantaged pupils is significantly lower than our non-disadvantaged pupils. Last year's attendance data shows a gap of 3.3%. This has decreased from 4.8% in 2021-22, however there is still work to do here to further reduce the gap. Persistent absence data shows a gap of 9.5%. Whilst this is a large gap and therefore remains one of our challenges, this has reduced from 25.05% in 2021-22. 58.9% of our persistently absent children were disadvantaged in 2023-24.</p> <p>Assessment, observations, teacher voice and pupil progress meetings indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	More disadvantaged pupils need extra support with SEMH. We have also found, in the wake of the cost-of-living crisis and as a long-term result of Covid, many of our families with children who receive pupil premium funding are struggling with mental health issues.

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
To improve outcomes for disadvantaged pupils in reading, writing and maths by the end of KS2.	Disadvantaged pupils achieving ARE to be above national figures for disadvantaged children.
To close the gap between pupil premium and non-pupil premium children as early as possible.	Disadvantaged pupils achieving GLD to be above national figures for disadvantaged children.
To improve outcomes for pupil premium children in phonics.	<p>Disadvantaged pupils at Clapgate to achieve the national average expected standard for disadvantaged pupils in the phonics screening check.</p> <p>(23-24 disadvantaged nationally 68% pass 23-24 gap nationally of 16%)</p>

To improve outcomes for disadvantaged pupils in Lower Key Stage 2.	<p>The same proportion of disadvantaged pupils and non-disadvantaged pupils to meet their targets.</p> <p>Disadvantaged pupil voice to evidence that they feel they have made progress.</p> <p>Disadvantaged pupils' workbooks to be presented to the same standard as non-disadvantaged pupils' workbooks.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance to be demonstrated by:</p> <ul style="list-style-type: none"> • Reduce persistent absence of disadvantaged pupils to be less than 10% above disadvantaged pupils nationally (for 2023/24, 30.1% of Clapgate's disadvantaged cohort were persistently absent compared to the national non-disadvantaged cohort at 12% meaning the school's gap to non-disadvantaged pupils nationally has decreased by 3.2% from +21.3% in 22/23 to +18.1% in 23/24). • Increase the overall attendance figure of pupil premium children so that it is in line with national attendance figures for pupil premium children. (In 2023-24, our overall absence for disadvantaged pupils was 8.6%, 1.1% greater than national overall absence for disadvantaged pupils).
To improve outcomes for pupils with SEMH needs.	<p>Currently, 33 children have regular therapeutic support. 25 of these children are pupil premium (75.7%). Improved outcomes for these children to be evidenced through staff and pupil voice and entry and exit scores.</p>

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.

	2024-25	2025-26	2026-27
Teaching	£ 106,910	£111,487.50	
Targeted academic support	£ 53,455	£55,743.75	
Wider strategies	£ 53,455	£55,743.75	
Total	£ 213,820	£222,975 (PP: £201,495 PP+: £21,480)	

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 106,910

Activity	Evidence that supports this approach	Challenge number(s) addressed	Year
Contribution to leadership time for subject leaders	EEF research on quality first teaching. Monitoring evidence shows us that improving teacher subject knowledge is a priority. All our training is in line with EEF recommendations, and we have a strong emphasis on metacognition, and self-regulation strategies, responsive forms of teaching (enabling and extending) and subject specific content, such as Grammasaurus' Place Value of Punctuation and Grammar	1, 2, 3	24-25

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit		
Out of class SENDCo (contribution)	<p>Internal monitoring evidence and pupil progress meetings show that teachers need support and advice to meet the needs of the children with a wide range of SEN in school.</p> <p>GOV.UK https://assets.publishing.service.gov.uk/media/61af936fd3bf7f055c4b77bb/SEN_support_-_Findings_from_a_qualitative_study.pdf</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Leeds for Learning https://www.leedsforlearning.co.uk/Page/24561</p>	1, 2, 3, 4, 6	24-25
HLTA working with small group of Y6 children below ARE	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1731599927</p> <ul style="list-style-type: none"> - Bespoke planning for writing by the SENDCo - Computerised approach <p>Fresh Start: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start/</p>	1, 6	24-25
Training and participation in NCETM Mastering Number Programme	<p>NCETM https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 4	24-25

In Harmony music provision	<p>GOV.UK</p> <p>Music plays a key role in brain development. It helps to develop language, motor skills, emotional intelligence and collaboration skills.</p> <p>https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people/what-the-national-plan-for-music-education-means-for-children-and-young-people#:~:text=Music%20plays%20a%20key%20role,of%20music%20to%20our%20economy.</p> <p>NFER</p> <p>https://www.nfer.ac.uk/publications/evaluation-of-in-harmony-final-report/</p>	5, 6	24-25
Place Value of Punctuation and Grammar	<p>GOV.UK</p> <p>‘The Research Evidence on Writing’</p> <p>https://assets.publishing.service.gov.uk/media/5a7b63a740f0b6425d592d3f/what_is_the_research_evidence_on_writing.pdf</p> <p>Particularly ‘teach pupils to become fluent with handwriting....[and] sentence construction’</p> <p>Facebook groups made up of teachers have suggested significant positive impact through the implementation of PVPG in their classrooms. Teachers shared images of their pupils’ work before and after introducing PVPG which show great improvements.</p> <p>Y4 trial in 2023: 4SM 47% chn EXS baseline through to Spring</p>	1, 4	24-25

	<p>60% chn EXS by Summer</p> <p>No SBLW children in writing by the end of the year</p> <p>Mitch Hudson (creator) - all schools he worked at in Birmingham had approximately 20% children working at EXS and his approach enabled this to improve so 80 – 90% of these children achieved EXS.</p>		
Outdoor learning	<p>Playing and learning outside has many proven benefits:</p> <ul style="list-style-type: none"> - Gives children a chance to make sense of the world around them - Frees children from the physical restrictions of the classroom - Gives children the sensory input they may be lacking and will certainly benefit from - Inspires children to try new things and take risks - Allows children to be explorers and expand their imagination - Improves children's mental health - Supports children to get over fears and anxieties - Allows children to become more independent - Builds physical and mental strength and resilience - Helps children work on their decision-making and problem-solving skills - Develops teamwork and communication 	5, 6	24-25
CPD (adaptive teaching, metacognitive strategies)	<p>Education Policy Institute</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1730818931</p> <p>The mechanisms of professional development:</p> <p>Building knowledge</p> <p>Motivating teachers</p> <p>Developing teaching techniques</p> <p>Embedding practice</p>	1, 2, 4, 5, 6	24-25

Mentoring & coaching for ECTs	EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support#:~:text=The%20framework%20will%20provide%20additional,will%20support%20ECTs%20to%20develop. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1	24-25
Recruitment & retention	EEF https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention	1	24-25
Technology & resources – White Rose, Grammasaurus, Social Media presence (Facebook, TikTok)	EEF https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1730821870	1, 2	24-25

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

Budgeted cost: £ 53,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Dedicated TA for speech and language programmes in EYFS</p> <p>Chatterbugs speech and language therapist</p>	<p>The Communication Trust https://speechandlanguage.org.uk/wp-content/uploads/2023/12/what_works_criteria_guide.pdf</p> <p>GOV.UK https://assets.publishing.service.gov.uk/media/5f9be9c48fa8f57f3b4cb075/BSSLC_Supporting-evidence.pdf</p> <p>EEF https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://chatter-bug.com/2023/06/29/case-study-speech-sound-delay-impacting-attendance/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported. To date the EEF has found evidence of impact for seven structured interventions led by TAs.</p>	<p>1, 2, 3, 4</p>
<p>Class TAs – support quality first teaching and run interventions</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture</p>	<p>1, 2, 3, 4</p>
<p>Provision in KS1</p>	<p>https://my.chartered.college/impact_article/researching-play-based-pedagogies-in-year-1/</p>	<p>1, 5</p>

	Ephgrave A (2017) <i>Year One in Action: A Month-by-Month Guide to Taking Early Years Pedagogy Into KS1</i> . Milton K, UK: Taylor & Francis.	
Provision outdoors for LKS2	Staff and pupil voice tells us that pupils benefit from leading their learning. Many children in LKS2 missed out on play-based learning experiences in EYFS and would benefit from it in LKS2.	4, 5
CPD for teaching assistants	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1

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

Budgeted cost: £ 53,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support officer and LA authority support for case work	https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf Clear link between poor attendance and lower academic achievement. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5

Therapeutic team to support vulnerable pupils and those with SEMH difficulties Training for all staff on SEL skills	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>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):</p> <p>Of all the children receiving therapeutic intervention currently, 75.7% of them are PP pupils (2024).</p>	6
Smart Start breakfast club	https://pmc.ncbi.nlm.nih.gov/articles/PMC3737458/	5, 6
Child and family support worker to support vulnerable children and their families Contribution to Jess cluster	The majority of our children requiring Early Help intervention, family support or other internal and external interventions are pupil premium children. High level of support needed particularly post lockdowns/cost of living difficulties.	6
Contribution to trips and residential s	<p>Limited number of studies on impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>This is part of our vision to provide all children with experiences that develop resilience, self-confidence, motivation, teambuilding and communication skills and language skills. Trips provide rich learning opportunities and contribute to SMSC development.</p>	5

Clubs	https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	1, 4, 6

Total budgeted cost: £ 213,820

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes 24 – 25

Intended outcome: To improve outcomes for disadvantaged pupils in reading, writing and maths by the end of KS1 and KS2.

		Disadvantaged			Non-disadvantaged			Progress gaps
		Baseline	Summer	Progress	Baseline	Summer	Progress	
Reading	End of KS 1	16.7%	25.0%	+8.3%	70.2%	61.7%	-8.5%	+16.8%
	End of KS 2	48%	64.0%	+16%	75%	92.8%	+17.8%	-1.8%
Writing	End of KS 1	25%	25.0%	0%	68.1%	40.4%	-27.7%	+27.7%
	End of KS 2	40%	60.0%	+20%	71.5%	89.3%	+17.8%	+2.2%
Maths	End of KS 1	33.3%	50%	+16.7%	68.1%	80.9%	+12.8%	+3.9%
	End of KS 2	40%	64.0%	+24%	78.6%	100%	+21.4%	+2.6%

The data shows that at the end of KS1 and KS2, compared to baseline, pupil premium children are making progress in reading and maths, but have stayed the same in writing. In all subjects, end of KS1 pupil premium children are making more progress than non-pupil premium children. This is the same for end of KS2 pupil premium children apart from in reading where slightly more progress was made by non-pupil premium.

Intended outcome: To close the gap between pupil premium and non-pupil premium children as early as possible.

Pupil Premium Gaps	Group Size	CL: LAU	CL: S	PSED: SR	PSED: MS	PSED: BR	PD: GMS	PD: FMS	LIT: C	LIT: WR	LIT: W	MATHS: N	MATHS: NP	UTW: PP	UTW: PCC	UTW: TNW	EAD: CM	EAD: BIE
Baseline																		
Pupil Premium Eligible	15	13.3%	20.0%	6.7%	6.7%	0.0%	20.0%	13.3%	6.7%	0.0%	0.0%	13.3%	13.3%	6.7%	0.0%	0.0%	6.7%	6.7%
Not Pupil Premium Eligible	37	27.0%	27.0%	32.4%	32.4%	32.4%	48.6%	29.7%	27.0%	21.6%	21.6%	29.7%	27.0%	21.6%	24.3%	24.3%	32.4%	24.3%
Gap		-13.7%	-7.0%	-25.8%	-25.8%	-32.4%	-28.6%	-16.4%	-20.4%	-21.6%	-21.6%	-16.4%	-13.7%	-15.0%	-24.3%	-24.3%	-25.8%	-17.7%
Autumn																		
Pupil Premium Eligible	16	31.3%	31.3%	25.0%	18.8%	31.3%	56.3%	31.3%	25.0%	25.0%	25.0%	31.3%	25.0%	12.5%	12.5%	18.8%	25.0%	18.8%
Not Pupil Premium Eligible	38	36.8%	34.2%	50.0%	47.4%	44.7%	65.8%	39.5%	44.7%	52.6%	42.1%	50.0%	44.7%	26.3%	26.3%	28.9%	44.7%	31.6%
Gap		-5.4%	-3.0%	-25.0%	-28.6%	-13.3%	-9.3%	-8.2%	-19.7%	-27.6%	-17.1%	-18.8%	-19.7%	-13.8%	-13.8%	-10.2%	-19.7%	-12.8%
Spring																		
Pupil Premium Eligible	14	42.9%	64.3%	42.9%	57.1%	50.0%	78.6%	57.1%	42.9%	28.6%	35.7%	35.7%	35.7%	50.0%	35.7%	42.9%	64.3%	64.3%
Not Pupil Premium Eligible	39	59.0%	56.4%	59.0%	61.5%	64.1%	79.5%	59.0%	53.8%	53.8%	46.2%	53.8%	51.3%	53.8%	41.0%	51.3%	66.7%	51.3%
Gap		-16.4%	-7.2%	-16.1%	-4.4%	-14.1%	-10.9%	-11.9%	-10.9%	-25.2%	-10.6%	-18.1%	-15.6%	-3.8%	-15.3%	-8.4%	-4.4%	-13.0%
Summer																		
Pupil Premium Eligible	14	57.10%	64.30%	57.10%	64.30%	57.10%	78.60%	57.10%	42.90%	42.90%	35.70%	35.70%	35.70%	57.10%	57.10%	57.10%	64.30%	71.40%
Not Pupil Premium Eligible	39	61.50%	64.10%	60.20%	60.70%	60.70%	82.10%	61.50%	64.10%	53.80%	71.80%	71.80%	71.80%	56.40%	53.80%	56.40%	71.80%	66.70%
Gap		-4.40%	0.20%	-12.10%	-2.40%	-9.60%	-3.50%	-4.40%	-11.20%	-21.20%	-16.10%	-36.10%	-36.10%	0.70%	3.30%	0.70%	-7.50%	4.70%

- 26% of children in the Reception cohort are PP (14/53)
- PP children have progressed well throughout the year. Large jumps can be seen in all areas from baseline to summer.
- Non-PP are outperforming those PP children, apart from in Speaking, UTW strands and Being Imaginative.
- Gaps have narrowed in all areas from baseline to summer, apart from in Maths, where the gaps have widened by 20%. Gaps have narrowed the least in Literacy.
- Largest gaps- Maths strands (-36) and Word Reading (-21)
- % of PP achieved GLD- 35% (5/14)
- % of non-PP achieved GLD- 53% (21/39)

To improve outcomes for pupil premium children in phonics.

To improve outcomes for disadvantaged pupils in Lower Key Stage 2.

Reading	Disadvantaged					Non-disadvantaged			
	Baseline	Christmas	Easter	Summer	Overall progress	Baseline	Summer	Overall progress	Disadvantaged vs non-disadvantaged progress gap (+for disadvantaged, - for non-disadvantaged)
Y1	66.7%	66.7%	66.7%	66.6%	-0.1%	80.6%	73%	-7.6%	+7.5%
Y2	16.7%	25.0%	25.0%	25.0%	+8.3%	70.2%	61.7%	-8.5%	+16.8%
Y3	42.3%	53.8%	53.9%	61.5%	+19.2%	62.9%	85.8%	+22.9%	-3.7%
Y4	33.4%	36.7%	42.0%	43.3%	+9.9%	60%	65.5%	+5.5%	+4.4%
Y5	60.0%	52.0%	44.0%	56.0%	-4%	72.3%	65.5%	-6.8%	+2.8%
Y6	48.0%	56.0%	60.0%	64.0%	+16%	75%	92.8%	+17.8%	-1.8%
All	44.6%	48.5%	48.9%	53.9%	+9.3%	70.6%	76.1%	+5.5%	+3.8%

Writing	Disadvantaged				Overall progress	Non- Disadvantaged			
	Baseline	Christmas	Easter	Summer		Baseline	Summer	Overall progress	Disadvantaged vs non-disadvantaged progress gap (+for disadvantaged, - for non-disadvantaged)
Y1	41.7%	41.7%	41.7%	33.3%	- 8.4%	66.7%	62.2%	-4.5%	-3.9%
Y2	25.0%	25.0%	16.7%	25.0%	0%	68.1%	40.4%	- 27.7%	+27.7%
Y3	34.6%	34.6%	38.5%	26.9%	- 7.7%	59.3%	57.1%	-2.2%	-5.5%
Y4	13.3%	16.7%	6.5%	10.0%	- 3.3%	43.3%	34.5%	-8.8%	+5.5%
Y5	36.0%	24.0%	28.0%	28.0%	-8%	69.4%	72.3%	+2.9%	-10.9%
Y6	40.0%	44.0%	48.0%	60.0%	+20%	71.5%	89.3%	+17.8%	+2.2%
All	30.8%	30.0%	29.0%	30.0%	- 0.8%	63.7%	58.1%	-5.6%	+ 4.8%

Mat hs	Disadvantaged					Non- disadvanta ged			
	Baseline	Christmas	Easter	Summer	Overall progress	Baseline	Summ er	Overall progres s	Disadvantag ed vs non- disadvantag ed progress gap (+for disadvantag ed, - for non- disadvantag ed)
Y1	50.0%	58.3%	58.3 %	75.0%	+25%	72.2%	83.7 %	+11.5 %	+13.5%
Y2	33.3%	41.7%	75.0 %	50.0%	+16.7 %	68.1%	80.9 %	+12.8 %	+3.9%
Y3	50.0%	53.9%	50.0 %	65.4%	+15.4 %	85.2%	89.3 %	+4.1 %	+11.3%
Y4	32.3%	43.4%	35.5 %	36.7%	+4.4%	46.7%	62.1 %	+15.4 %	-11%
Y5	60.0%	56.0%	52.0 %	64.0%	+4%	80.6%	86.1 %	+5.5 %	-1.5%
Y6	40.0%	48.0%	52.0 %	64.0%	+24%	78.6%	100 %	+21.4 %	+2.6%
All	43.1%	50.0%	50.4 %	57.7%	+14.6 %	71.5%	83.4 %	+11.9 %	+2.7%--- --

The data shows Y3 and Y4 PP children are making significant progress across reading and maths. The percentage of pupils working at EXS+ in writing in Y3 and Y4 have reduced from the baseline. In Y3, the non-pupil premium children have also reduced from baseline but not as much, however in Y4, a higher percentage of non-pupil premium than pupil premium children have regressed.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

	2023-24		National		2024 – 25 (9.7.25)		National		Gaps	
	Attendance	Persistent Absence	Attendance	Persistent Absence	Attendance	Persistent Absence	Attendance	Persistent Absence	2023 – 25	School vs national
Pupil Premium Eligible	92.2%	24.3%			91.97%	36.92%			Att: - 0.23% PA: 12.62%	
Not Pupil Premium Eligible	95.1%	12.5%			94.79%	12.2%			Att: -0.31% PA: - 0.3%	
Gap	2.89%	11.5%			2.82%	24.72%				

To improve outcomes for pupils with SEMH needs.

Nurture Boxall Results	Year Group	Development Score (Sep 24)	Development Score (May/June 25)	Diagnostic Score (Sep 24)	Diagnostic Score (May/June 25)	Progress/Regress
Pupil A	Year 1	9		3		
Pupil B	Year 1	7	6	2	8	Progress in Dev; regressed in diagnostic (due to attendance)
Pupil C	Year 3	4	2	3	0	Progress in both
Pupil D	Year 2	9	4	10	9	Progress in both
Pupil E	Year 3	6		9		
Pupil F	Reception	4	4	9	9	Same
Pupil G	Year 2	8		10		

The above data shows Boxall results before and after children with SEMH attended Nurture sessions. Unfortunately, there are three children without final scores. The data suggests mixed results, which may be due to the additional needs many of these children have. Developmentally, pupils B, C and D have made progress. Diagnostically, pupils C and D have made progress, but pupil B has regressed. This is likely due to circumstances in this child's life impacting their SEMH needs.

Pupil Premium Academic Outcomes 24 – 25

(See above data under LKS2 outcome)

Reading: Pupil premium academic outcomes have improved in Y2, Y3, Y4 and Y6. In Y1, Y2, Y4 and Y5 pupil premium children have made more progress than non-pupil premium children.

Writing: Pupil premium academic outcomes have only improved in Y6. In all other year groups, they have regressed (apart from Y2, which has maintained the same percentage of PP children at EXS+). Non-pupil premium children in all classes except Y5 and Y6

have also regressed. This means that the progress gaps suggest that in Y2, Y4 and Y6 pupil premium children have not regressed as much as non-pupil premium children.

Maths: Pupil premium academic outcomes have improved in all year groups with Y3, Y2, Y1 and Y6 pupil premium children making very good progress. In Y4 and Y5 non-pupil premium children made more progress than pupil premium children.

Pupil premium strategy outcomes 25 - 26

Pupil premium strategy outcomes 26 - 27

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

*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***

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The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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