



Forest Glade Primary School's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our Pupil Premium 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	Forest Glade Primary School -FHT
Number of pupils in school	209 -233 with F1
Proportion (%) of pupil premium eligible pupils	29% (61)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	November 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Steven Champion
Pupil premium lead	Simon Downie
Governor / Trustee lead	Amanda Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96860
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96860

Part A: Pupil premium strategy plan

Statement of intent

At Forest Glade, we believe that every child, despite any early, adverse childhood experiences and current challenging circumstances, can reach their full potential. We are committed to ensure that all children are provided with the opportunities and support they need to overcome identified barriers and that the gaps identified between children in receipt of pupil premium funding and those who are not are addressed promptly, ensuring all children's needs are fully met.

We are aware that some of the children in receipt of pupil premium funding at Forest Glade face challenges that are unique to them, including: low early language levels; low levels of aspiration and sometimes have additional social and emotional needs. As well as the afore-mentioned challenges, we also acknowledge that some of our children have not had the same life experiences afforded to their peers and do not have the same opportunities outside school as many of their peers.

Our highest priority for our children in receipt of pupil premium funding is that they receive quality first teaching which meets their academic needs as well as support for their social and emotional needs. This will not only benefit children in receipt of pupil premium, but also those children who are not but face similar barriers.

At Forest Glade, we have carefully considered our previous whole school recovery plan when completing our pupil premium strategy, ensuring that we continue to provide targeted support for those who were most affected. While the majority of our children may no longer be directly impacted by the effects of COVID-19 and school closures, we recognise that for some of our older pupils, the disruption during their formative years continues to influence their academic progress and emotional development. Our strategy reflects this understanding by ensuring that support is in place to address any lingering gaps in learning and well-being, particularly for those in receipt of pupil premium funding.

Although there is still a gap between the attainment of children in receipt of pupil premium funding and those who are not nationally, by striving to ensure that every child meets their potential and putting support mechanisms in place to aide this, we are enabling our most disadvantaged children to not only keep up, but surpass those who are often more fortunate.

When implementing our Pupil premium strategy, we not only address common challenges, but are also responsive to individual needs of pupils through robust gap analysis activities, progress dialogue meeting with staff and in the moment assessments in class.

Our aim for all children in receipt of pupil premium funding is for their needs to be identified early, strategies to be put in place, carried out effectively and monitoring activities to be conducted to ensure that what is being done is having the desired impact. As a result of these aims, all children, irrespective of their background, will leave Forest Glade achieving in line with their peers, confident in their own ability, able to succeed in society and with good emotional health.

Challenges

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

Challenge number	Detail of challenge
1	Limited exposure to high-quality reading materials and rich vocabulary, which impacts comprehension and written expression.
2	Gaps in mathematical knowledge across school, particularly key facts such as times tables.
3	Experiences of some pupil Premium children outside of school is limited. This limits the opportunity to build cultural capital and build their knowledge of the world.
4	Lower language and oracy starting points for some of our pupil Premium children.
5	Social and emotional well-being of some pupil Premium children, with the opportunities for positive interactions and relationships with their peers.
6	Attendance of pupil Premium children, with a particular focus on persistent absence.
7	Weak transcriptional skills in writing (including handwriting fluency, oral rehearsal, and idea generation).

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
<p>To enable pupil Premium children to make expected, and accelerated progress to achieve at the expected standard.</p>	<p>The percentage of children in receipt of pupil Premium funding achieving ARE and above will match that of those who are not.</p> <p>Children will demonstrate progress following quality first teaching and additional interventions.</p> <p>Pupil discussions will show that our Pupil Premium children are knowing and remembering more in line with what has been taught and on par with their non-Pupil Premium peers.</p> <p>Children will be independent learners.</p>
<p>To ensure a greater number of children achieve Greater Depth.</p>	<p>There is a larger percentage of children achieving greater depth.</p> <p>Levels of aspiration and children's expectation of themselves increases.</p> <p>Children will be independent learners.</p>
<p>To prioritise early reading so that a greater number of Pupil Premium children pass their phonics screening in Year 1.</p>	<p>All Pupil Premium children pass their phonics screening in year 1.</p> <p>Children have the correct reading books and are making expected levels of progress.</p> <p>All Pupil Premium pupils have access to a wide range of appropriate books that are of a high quality and cover a range of relevant issues facing children living in the modern world.</p>
<p>To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas</p>	<p>All pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning.</p> <p>All pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work.</p> <p>Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work, leading to improved outcomes.</p>

	<p>All pupils develop fluency in speaking and reading and a love of reading.</p>
<p>To ensure our pupil Premium children attend school regularly to maximise learning opportunities</p>	<p>Attendance data will show that attendance among Pupil Premium children does not fall below that of non-pupil Premium children.</p> <p>Any persistent absence is rapidly addressed</p>
<p>To ensure our Pupil Premium pupils develop strong cultural capital and experience both an experiential curriculum and access extra-curricular and leadership opportunities in school.</p>	<p>Pupil Premium pupils will attend all visits and residential and cost will not be a barrier.</p> <p>Pupil Premium pupils will benefit from music lessons in school and will also attend a wide range of extra-curricular clubs with cost not being a barrier.</p> <p>The experiential gaps are closed and we ensure children have equal opportunities to experiences within school, and are exposed to as many different experiences as possible.</p>
<p>To provide our Pupil Premium children with strategies to support their social, emotional and mental health to overcome barriers to learning and achievement.</p>	<p>ELSA provides bespoke talking intervention which results in improved learning behaviours.</p> <p>Disadvantaged children with social, emotional and mental health issues make accelerated progress and achieve end of year attainment targets.</p> <p>Parental and pupil feedback shows an improvement in positive attitudes to school and learning and more positive mental health.</p> <p>Children are able to self-regulate their behaviour.</p>
<p>To raise attainment in writing for Pupil Premium and disadvantaged pupils by addressing weak transcriptional skills. This includes improving handwriting fluency, developing oracy for oral rehearsal, and supporting idea generation to enable pupils to write confidently and effectively.</p>	<p>All targeted pupils demonstrate increased confidence in oral rehearsal and can articulate ideas clearly before writing.</p> <p>Pupils consistently use ambitious vocabulary in oral activities and transfer this into written work.</p> <p>Handwriting is fluent and legible, enabling pupils to write at an age-appropriate speed without transcriptional barriers.</p> <p>Planning and idea generation strategies are evident in pupils' work, showing logical sequencing and improved structure.</p>

	<p>Outcomes in writing demonstrate progress in composition and transcription skills, evidenced through work scrutiny and termly assessments.</p>
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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: £ 56,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.</p>	<p>EEF Guidance – High-Quality Teaching</p> <ul style="list-style-type: none"> The Education Endowment Foundation identifies QFT as the single most important factor in improving pupil outcomes, particularly for disadvantaged pupils. Strategies include explicit instruction, scaffolding, and responsive teaching. EEF School Planning Guidance 	<p>1,2,4,7</p>
<p>Lesson design ‘learning journey’ in place to support granular learning and promote learning in the long-term memory.</p>	<p>EEF Cognitive Science Evidence Review</p> <ul style="list-style-type: none"> Breaking learning into small, connected steps (granular learning) and sequencing them logically supports schema building and long-term retention. Spaced and structured review within a learning journey strengthens memory consolidation. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science <p>Rosenshine’s Principles of Instruction</p> <ul style="list-style-type: none"> Effective lesson design includes small steps, guided practice, and cumulative review, which are proven to improve retention and transfer to new contexts. Frequent retrieval practice within a structured sequence promotes durable learning. https://www.teachertoolkit.co.uk/2019/01/08/rosenshines-principles/ 	<p>1,2,3,4,7</p>
<p>CPL on scaffolding and adaptations to enable us to support our most disadvantaged pupils to keep up rather than require them to catch up.</p>	<p>EEF Guidance – High-Quality Teaching for All</p> <ul style="list-style-type: none"> Scaffolding is one of the five recommended strategies for supporting disadvantaged and SEND pupils. It enables pupils to access challenging content without lowering expectations by providing temporary, structured support that is gradually removed. EEF SEND Guidance A meta-analysis of 56 studies found scaffolding has a <i>consistently strong positive effect</i> on 	<p>1,2,3,4,7</p>

	learning outcomes across student populations, with a very large effect size for pupils with learning difficulties or from disadvantaged backgrounds.	
Mastery approach in Maths with continued investment in Power Maths alongside a more rigorous approach to teaching and practicing times tables knowledge.	<p>EEF Guidance – Improving Mathematics in KS2 and KS3</p> <ul style="list-style-type: none"> • Recommends a mastery approach where concepts are taught in small steps, with depth before acceleration. • Evidence shows this approach improves conceptual understanding and problem-solving for all pupils, particularly disadvantaged learners. EEF Maths Guidance <p>EEF and NCETM Guidance:</p> <ul style="list-style-type: none"> • Automatic recall of multiplication facts and number bonds reduces cognitive load, enabling pupils to focus on higher-order reasoning. • Research shows pupils who lack fluency struggle with fractions, division, and multi-step problems. NCETM – Fluency 	2,3,4
High-quality texts continuously updated to support enquiry learning and reading for pleasure	<p>EEF & CLPE Guidance:</p> <ul style="list-style-type: none"> • Access to high-quality, diverse texts improves vocabulary, comprehension, and engagement, particularly for disadvantaged pupils. • Reading for pleasure is strongly linked to academic success and emotional well-being. Pupils who read widely and often perform better across the curriculum. <p>EEF – Enquiry-Based Learning:</p> <ul style="list-style-type: none"> • Rich texts support enquiry by providing authentic contexts for questioning, discussion, and critical thinking. • Pupils exposed to conceptually challenging texts develop deeper understanding and are more likely to retain knowledge. 	1,3,4
<p>Early Reading Lead to provide ongoing, up-to-date CPL and coaching for teachers and TAs</p> <p>Providing quality, dedicated time for our reading lead to keep up to date with current practice and ensure that all teaching of phonics and phonics interventions are consistent and take place as planned.</p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Phonics has a strong evidence base (+5 months progress on average) when implemented systematically. Coaching helps ensure fidelity to evidence-based phonics programmes and supports teachers in adapting instruction for struggling readers. <p>Instructional Coaching as Professional Development:</p> <ul style="list-style-type: none"> • Coaching is described as a “high-leverage instrument for instructional reform” that helps teachers navigate new research and adapt to changing standards. It supports continuous improvement rather than one-off training. 	1,3,4

<p>Classrooms are language rich environments where key vocabulary is highlighted and displayed prominently</p>	<p>EEF – Literacy and Language Development:</p> <ul style="list-style-type: none"> • Classrooms that are language-rich environments support vocabulary acquisition and comprehension. • Explicit teaching and display of key vocabulary reduce cognitive load and support long-term retention. <p>CLPE – Vocabulary and Reading:</p> <ul style="list-style-type: none"> • Highlighting and revisiting key vocabulary in context helps pupils internalise language structures and meanings. • Rich oral language environments contribute to improved reading and writing outcomes. <p>Ofsted – Curriculum Research Review (English):</p> <ul style="list-style-type: none"> • Effective classrooms make vocabulary visible and accessible through displays, working walls, and interactive discussion. • Pupils benefit from repeated exposure to ambitious vocabulary across subjects. 	<p>1,3,4</p>
<p>Assessment procedures highlight gaps in learning to inform high-quality first teaching</p>	<p>EEF – Assessment and Feedback:</p> <ul style="list-style-type: none"> • Effective assessment identifies gaps in knowledge and misconceptions, enabling teachers to adapt instruction accordingly. • High-quality first teaching, informed by ongoing assessment, is the most effective way to support pupil progress. <p>Ofsted – Research Review (Curriculum):</p> <ul style="list-style-type: none"> • Formative assessment is integral to responsive teaching. It ensures that teaching is matched to pupils’ needs and builds on prior learning. • Assessment should be used diagnostically to inform planning, not just to track performance. 	<p>1,2,3,4,7</p>
<p>FFT aspire targets used to provide ambitious targets for all pupils</p>	<p>FFT Aspire – Target Setting:</p> <ul style="list-style-type: none"> • FFT Aspire provides data-driven, aspirational targets based on prior attainment and national benchmarks. • Using FFT targets helps schools set ambitious yet achievable goals for all pupils, supporting high expectations and equity. <p>EEF – High Expectations:</p> <ul style="list-style-type: none"> • Setting high expectations is a key principle of effective teaching. Pupils are more likely to succeed when teachers believe they can. • Ambitious targets, when combined with high-quality teaching and support, can raise attainment for all learners. 	<p>1,2,3,4,7</p>

<p>Coaching and support in place for teaching staff to develop high- quality pedagogy and quality first teaching.</p> <p>Investment in Instructional Coaches and thededicated time to implement this 1:1 coaching system, supported by Walkthrus.</p>	<p>EEF – Effective Professional Development:</p> <ul style="list-style-type: none"> • High-impact CPD includes sustained, evidence-informed coaching with opportunities for feedback and reflection. • Instructional coaching is one of the most effective forms of professional development, particularly when delivered 1:1 and embedded in classroom practice. <p>Walkthrus – Instructional Coaching:</p> <ul style="list-style-type: none"> • Walkthrus provide a structured, research-informed framework for improving teaching through small, actionable steps. • When paired with dedicated coaching time, Walkthrus support consistent implementation of high-quality pedagogy across the school. <p>Ofsted – Teacher Development:</p> <ul style="list-style-type: none"> • Schools that prioritise professional development and invest in coaching demonstrate stronger teaching and learning outcomes. • Ongoing support for staff leads to improved teacher confidence, retention, and pupil progress. 	<p>1,2,4,7</p>
<p>Embedding of a whole school reading comprehension approach, focusing on vocabulary understanding and discussion, in order to scaffold understanding and support the learning of key comprehension skills.</p>	<p>EEF – Reading Comprehension Strategies:</p> <ul style="list-style-type: none"> • Embedding a consistent, whole-school approach to reading comprehension improves pupils’ ability to understand, interpret, and engage with texts. • Focusing on vocabulary development and structured discussion scaffolds understanding and supports the acquisition of key comprehension skills. <p>CLPE – Language and Comprehension:</p> <ul style="list-style-type: none"> • Vocabulary knowledge is a strong predictor of reading comprehension. Teaching vocabulary explicitly and in context enhances pupils’ ability to make meaning from texts. • Dialogic teaching and structured discussion deepen comprehension by encouraging pupils to articulate and refine their thinking. <p>Ofsted – English Curriculum Review:</p> <ul style="list-style-type: none"> • Schools that prioritise vocabulary and discussion as part of their reading strategy see stronger outcomes in comprehension and engagement. • Effective practice includes modelling, guided practice, and opportunities for collaborative talk. 	<p>1,3,4,7</p>

<p>Ongoing CPD Provided for writing, embedding the writing sequence, which is taught daily across the whole school, but with a focus on transcriptional fluency. Introducing handwriting schemes, an approach to teaching oracy within writing sequences and a graduated approach to ensure children become transcriptionally fluent.</p>	<p>The Writing Framework (DfE, 2025)</p> <ul style="list-style-type: none"> • Highlights transcriptional fluency as essential for writing success and reducing cognitive load. • Emphasizes structured approaches to handwriting and spelling alongside composition and oracy. <p>Education Endowment Foundation (EEF) – Improving Literacy in Key Stage 2</p> <ul style="list-style-type: none"> • Recommends explicit teaching of transcription skills (handwriting, spelling) and regular practice to develop fluency so pupils can focus on composition. • Suggests integrating oral language and vocabulary development within writing instruction. 	<p>4,7</p>
<p>Use of and subscription to use of VR headsets to close both the attainment and experiential gap for children so they have exposure to same experiences, whether in real life, or virtually.</p>	<p>Experiential Learning & Equity</p> <ul style="list-style-type: none"> • VR provides immersive experiences that replicate real-world contexts (e.g., historical sites, science labs) for pupils who cannot access them physically. • Case studies show VR enables disadvantaged learners to experience simulations that improve engagement and comprehension, reducing experiential inequality. <p>Education Sciences Review.</p>	<p>1,3,4,7</p>

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

Budgeted cost: £ 30,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific oral interventions	EEF Oral Language Interventions <ul style="list-style-type: none"> • Oral language approaches have a high impact (+6 months progress) on attainment, especially in literacy and writing. • Interventions focusing on vocabulary, narrative skills, and expressive/receptive language improve reading comprehension and writing outcomes. 	1,3,4
Small group Reading intervention using SHINE from Rising Stars	EEF Teaching & Learning Toolkit – Small Group Tuition <ul style="list-style-type: none"> • Small-group tuition has a positive impact (+4 months progress) when targeted and structured. • Particularly effective for reading comprehension because it allows focused discussion, feedback, and scaffolding. 	1,3,4
Small group Maths interventions, particularly focused on learning fundamentals such as times tables and number bonds.	EEF Improving Mathematics in Key Stage 2 and 3 Guidance Report <ul style="list-style-type: none"> • Recommends interventions that focus on developing fluency in fundamental number facts (addition, subtraction, multiplication) to reduce cognitive load and support problem-solving. • Suggests structured, short, frequent sessions for pupils who struggle with number sense. 	2,3
1:1 Phonics interventions	EEF Teaching & Learning Toolkit – Phonics <ul style="list-style-type: none"> • Phonics approaches have a high impact (+5 months progress) when delivered systematically and with fidelity. • Targeted 1:1 support is particularly effective for pupils who are struggling, as it allows precise feedback and tailored instruction. 	1,3,4
Small group Phonics interventions	EEF Teaching & Learning Toolkit – Phonics <ul style="list-style-type: none"> • Phonics approaches have a high impact (+5 months progress) when delivered systematically and with fidelity. 	1,3,4

<p>Small group reading fluency interventions (echo reading) and CPD for staff to deliver effectively and with fidelity.</p>	<p>EEF – Improving Literacy in Key Stage 2:</p> <ul style="list-style-type: none"> • Reading fluency is a critical bridge between decoding and comprehension. Pupils who read fluently are better able to focus on understanding the text. • Small group interventions, such as echo reading, support fluency by modelling prosody, pace, and expression. <p>EEF – Effective Use of Teaching Assistants:</p> <ul style="list-style-type: none"> • When trained and supported, staff delivering small group interventions can have a significant positive impact on pupil progress. • CPD ensures interventions are delivered with fidelity and consistency, maximising their effectiveness. 	<p>1,3,4,7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School contribution to residential, trips and visits.</p>	<p>Experiential Equity</p> <ul style="list-style-type: none"> • Research highlights that pupils from disadvantaged backgrounds often lack access to cultural and enrichment experiences, which can widen attainment gaps. • Subsidising trips ensures equal access, supporting cultural capital development as recommended by Ofsted’s Education Inspection Framework. https://www.gov.uk/government/publications/education-inspection-framework 	<p>3,5,6,7</p>
<p>A clear, robust and graduated approach to improving attendance</p>	<p>EEF and DfE Guidance: Improving attendance requires a layered strategy combining universal, targeted, and intensive support. Evidence shows that punitive measures alone are ineffective; proactive engagement and early intervention are key. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>EEF Evidence Brief: Improving attendance is essential for closing gaps, as disadvantaged pupils are disproportionately affected by persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/evidence-briefs/attendance</p>	<p>1,2,3,4,5,6,7</p>

<p>Breakfast Club provision to provide support for punctuality and attendance</p>	<p>EEF Teaching & Learning Toolkit – Extending School Time</p> <ul style="list-style-type: none"> • Breakfast clubs can have a positive impact on attendance and punctuality, especially for disadvantaged pupils, when combined with structured activities and a calm start to the day. EEF Toolkit • EEF’s large-scale trial of breakfast provision showed improvements in pupil concentration, behaviour, and punctuality, which indirectly support better attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast 	<p>5,6</p>
<p>Morning snack for all children</p>	<p>Evidence from Breakfast Club Research</p> <ul style="list-style-type: none"> • EEF’s evaluation of breakfast provision found improvements in behaviour, concentration, and readiness to learn. Extending this principle to a mid-morning snack can sustain these benefits throughout the morning. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast 	<p>5,6</p>
<p>Ongoing training for ELSA so that children can have targeted 1:1 and small group work to focus on SEMH barriers and concerns.</p>	<p>EEF Social and Emotional Learning (SEL) Approaches</p> <ul style="list-style-type: none"> • SEL interventions have a moderate impact (+4 months progress) on attainment and strong impact on wellbeing when delivered consistently and by trained staff. • EEF stresses that staff need specialist training and ongoing support to implement strategies effectively. 	<p>3,5,6</p>
<p>Specialist Sports coaching during school / after-school club provision</p>	<p>Physical Activity and Academic Outcomes</p> <ul style="list-style-type: none"> • Research shows that regular, high-quality physical activity improves concentration, memory, and cognitive function, which positively impacts attainment. • Specialist coaches ensure structured, skill-based sessions that meet curriculum standards and promote progression. https://www.gov.uk/government/publications/physical-activity-and-academic-achievement <p>EEF Evidence on Physical Activity Interventions</p> <ul style="list-style-type: none"> • While physical activity alone has a low direct impact on attainment, structured programmes with coaching improve engagement, behaviour, and wellbeing, which indirectly support learning. EEF Toolkit – Physical Activity 	<p>3,5,6</p>

Total budgeted cost: £ 91,315

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Academic Outcomes

- At the end of KS2 in 2024-2025, our Pupil Premium pupils outperformed National averages for all pupils, in all areas.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	31	87%	62%	Above (sig+)	80%	8	Not applicable	Not applicable
2025	12	83%	63%	Above (non-sig)	81%	3	Positive gap	-

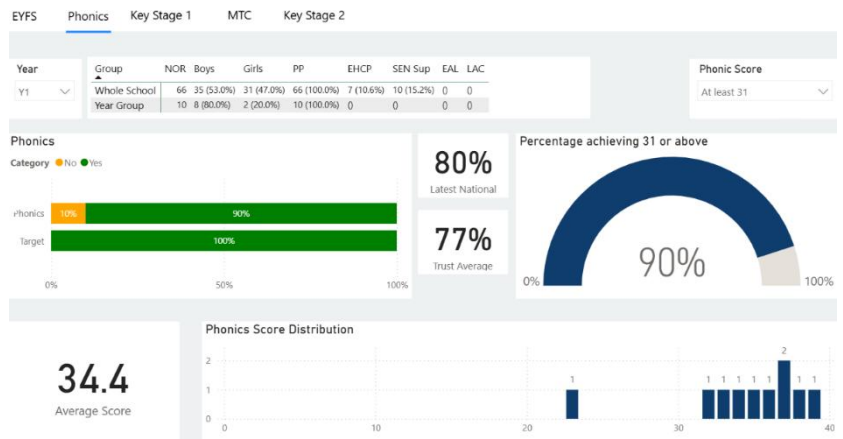
Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	31	90%	59%	Above (sig+)	78%	13	Not applicable	Not applicable
2025	12	83%	59%	Above (non-sig)	78%	5	Positive gap	-

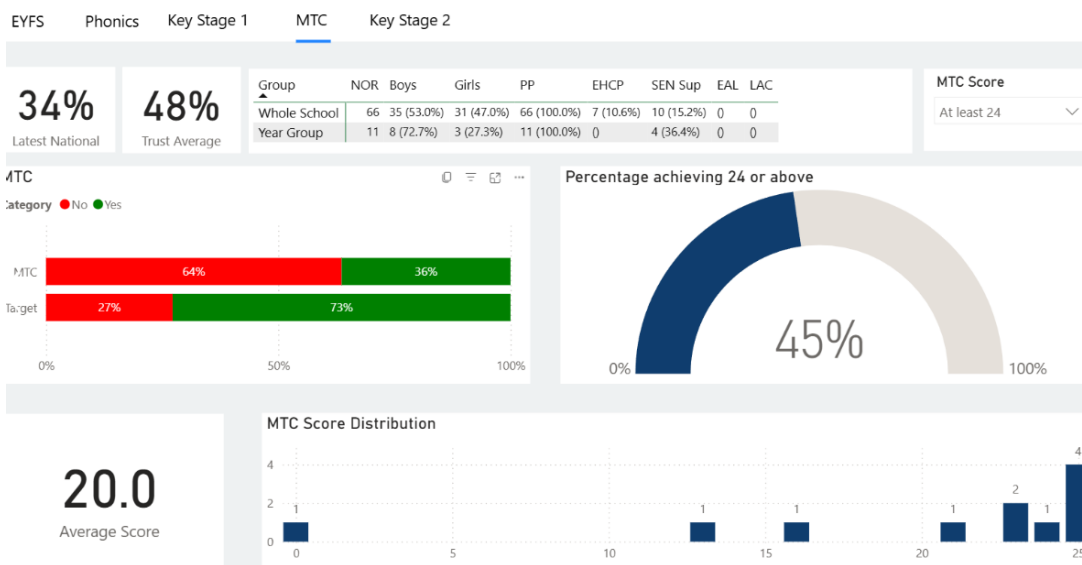
Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	31	87%	60%	Above (sig+)	80%	7	Not applicable	Not applicable
2025	12	83%	61%	Above (non-sig)	80%	3	Positive gap	-

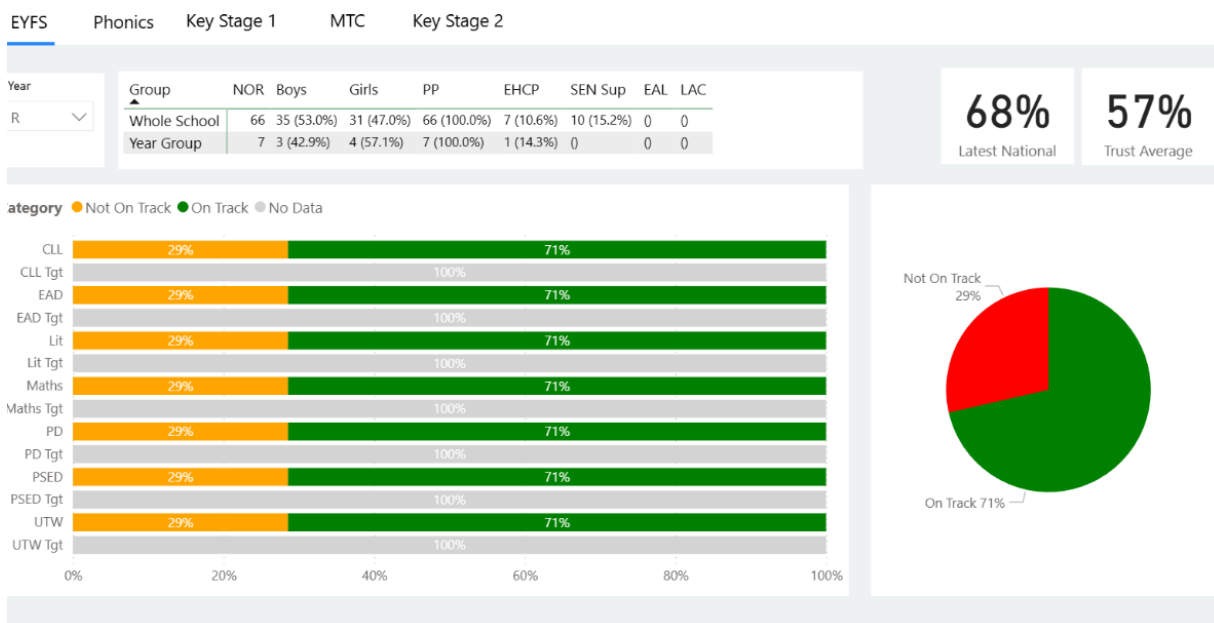
- At the end of the 2024-2025 academic year, our Pupil Premium pupils outperformed National average for all pupils in their phonics screening check. (90%)



- At the end of the 2024-2025 academic year, our Pupil Premium pupils outperformed National average for disadvantaged pupils in their Multiplication check in Year 4 and were exactly in line with the average score nationally for all pupils (20).



- At the end of the 2024-2025 academic year, in EYFS, our Reception Pupil Premium pupils outperformed National average for all pupils in achieving ELG (71% compared to 68% nationally).



- The following chart shows that disadvantaged pupils over the last 3 years have significantly outperformed National Average in Reading, Writing and Maths combined.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	31	87%	46%	Above (sig+)	68%	20	Not applicable	Not applicable
2025	12	83%	47%	Above (sig+)	69%	14	Positive gap	-
2024	14	86%	46%	Above (sig+)	67%	18	Suppressed	-
2023	5	100%	44%	Small cohort	66%	34	Positive gap	-

Attendance Outcomes

- The following chart shows that disadvantaged pupils' attendance last year was above national average for other disadvantaged pupils nationally.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding
2024/25	56	93.6%	92.6%	Close to average

- Persistent absences for disadvantaged pupils was also below the national average for the 24/25 academic year.

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding
2024/25	56	16.1%	24.4%	Below (non-sig)

