

## Netherton C of E Primary School

### Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium and recovery premium funding [for the 2023 to 2024 academic year) 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   | Netherton CE Primary School   |
| Number of pupils in school  | 354                           |
| Proportion (%) of pupil premium eligible pupils   | 33.6% 119pupils               |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b> | 2024/25<br>2025/26<br>2026/27 |
| Date this statement was published   | December 2025                 |
| Date on which it will be reviewed   | December 2026                 |
| Statement authorised by   | Kathryn Harvey [HT]           |
| Pupil premium lead  | Kathryn Harvey [HT]           |
| Governor / Trustee lead   | Alison Hickman Smith [LGB]    |

#### Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year   | £180,285        |
| Recovery premium funding allocation this academic year  | £ 0             |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0             |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £180,285<br>N/A |

## Part A: Pupil premium strategy plan

### Statement of intent

At Netherton CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Our vision is "

**Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.**  
**1 Timothy 4:12**

Our vision and values are at the core of everything we do. We will endeavour to provide our children with the necessary tools so they 'can do it'. Our aim is to:

'Make A Difference to Everyone'- We aim to create an environment where there is no difference in the academic achievement and opportunities for spiritual growth between those who might feel undervalued, disrespected, or marginalised in society. We encourage our children to seek challenges and aspire to be the best that they can be, knowing they are loved and accepted for who they are, a unique child of God who is loved unconditionally.

In our drive and determination for ALL to be successful, it is our hope and through our words of wisdom that everybody can fulfill dreams to have the best chance of a happy future. **"Where dreams are made and futures created."**



High-quality 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. The intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The National tutoring program supported the pupils with the widest educational gaps, alongside TA's and quality first teaching. All children with have an identified adult.

At Netherton C of E Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential and thus implement a 100% culture that permeates throughout school. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all”, however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

At Netherton CE Primary School, we will work hard to improve the attainment of our disadvantaged pupils by providing strategies to enable them catch up with their education and achieve in line with their non-disadvantaged peers. We will support their mental well-being so that they are safe, happy and ready to learn. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives are: ● to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth); ● to foster meaningful partnerships between home and school, by supporting all families to participate in all areas of school life as well as providing them with strategies to meet the academic, as well as social and emotional needs, of their children; ● to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

We aim to do this by:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils;
- delivering an expertly planned curriculum which ensures pupils make progress; delivering an aspirational broad and balanced curriculum which plans for experiential experiences to develop skills such as application, analysis and evaluation;
- providing families with the tools that they need to support their child’s learning in school through providing them with key learning concepts prior to learning taking place;
- holding regular drop –in sessions for families such as coffee mornings, stay and play and well-being sessions to provide targeted support; improving children’s well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision;
- providing school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success, and artistic endeavours. This is achieved by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Low Attainment:</b> Disadvantaged pupils enter school with significantly lower starting points than their peers. Some start school with limited speech and communication skills and emotional behavioural needs. Low attainment and slow progress rates made by disadvantaged pupils, with poor parental engagement with learning.</p>   |
| 2                | <p><b>Writing:</b> Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. However, writing is low across the whole school. On entry to Reception class our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.</p>   |
| 3                | <p><b>Language deprivation:</b> Low aspirations and parents with poor experience of education leads to limited vocabulary and poor ethos of reading at home. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. Low aspirations and parents with poor experience of education leads to a limited and poor ethos towards reading. Disadvantaged pupils do not typically read at home</p>   |
| 4                | <p><b>Wellbeing:</b> Pupils and their families have social and emotional difficulties, including mental health issues with needs often unmet. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and English. Referrals for support have markedly increased and school need to access all forms of support and reach out to external agencies more than ever</p>   |
| 5                | <p><b>Enrichment:</b> Pupils have limited experiences beyond their home life and immediate community. Cultural Capital is restricted and this has an impact on their ability to draw on experiences in their writing. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. We will address barriers to learning by ensuring equality of provision for all pupils by providing opportunities for children to develop their skills, knowledge and cultural capital. We will provide clubs which support all pupils, especially disadvantaged</p> |
| 6                | <p><b>Attendance:</b> Increase the attendance of disadvantaged pupils whilst reducing the number of persistent absentees amongst this group of pupils. Our attendance data over the last 3 years indicates that attendance amongst all pupils is low, however persistent absentees tend to be higher with disadvantaged pupils. Attendance rates for disadvantaged pupils are on average 2% lower than non-disadvantaged pupils and families remain challenging</p>  |

| Intended outcome   | Success criteria  |
|--|---|
| <p>Improved reading attainment among disadvantaged pupils.</p> <p>Improved phonics data</p> <p>Improved Timetable evidence</p>   | <p>KS2 reading outcomes in 2025/26 show that a greater percentage of disadvantaged pupils meet the expected standard.</p> <p>More pupils off the phonics programme</p> <p>Improved phonics outcomes for EYFS/KS1</p> <p>Great marks out of 25 for disadvantaged pupils</p>  |
| <p>Improved writing attainment among disadvantaged pupils.</p> <p>Improve the formation of writing and fluency</p>   | <p>KS2 writing outcomes in 2025/26 show that a greater percentage of disadvantaged pupils met the expected standard.</p>  |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>  | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>  |
| <p>Mental health and well-being is promoted and all disadvantaged pupils have a support system in place to facilitate in school and at home support</p>  | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student &amp; parent surveys and teacher observations</li> <li>fewer referrals to outside agencies</li> <li>impact of any referrals increased wellbeing</li> </ul>   |
| <p>To ensure a range of quality of provision for all pupils by providing opportunities for enrichment enabling children to further develop their skills, knowledge and cultural capital.</p> <p>Leadership roles for disadvantaged pupils</p> <p>School will deliver an engaging, broad and varied curriculum, which provides pupils with a breadth of experiences and a lifelong learning culture is established.</p> <p>To create a wraparound provision to support pupils and parents</p> | <p>Evidence of a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. This in turn will impact on standards of learning across the school and raise aspirations in disadvantaged pupils.</p> <p>Curriculum offer ensures a wide range of visits/experiences to inspire/enhance learning and make it memorable. Learning is meaningful and relevant. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences. Prep for learning has a positive impact on learning and parents show increased engagement.</p> |

|   |  |
|---|--|
|   | Opportunities to stay and access wider opportunities   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• overall absence rate for all pupils being in line with national data</li> <li>• attendance gap between disadvantaged and non-disadvantaged pupils reduced.</li> <li>• percentage of all pupils who are persistently absent reduced and in line with national PP attendance is in line with non PP and whole school figures are in line with national.</li> <li>• There is a decrease in PA. Identified families receive/offered sufficient support to increase attendance.</li> <li>• Early Help offers made and supports families to improve attendance.</li> <li>• Attendance has a high profile in school.</li> <li>• New strategies have an impact on families of concern.</li> </ul> |

### 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.

## 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: £130,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed             |
|---|---|---|
| <p>Quality First Teaching: Early reading strategy underpinned by the RWI programme.</p> <p>Ensure all relevant staff (including new staff) receive training to ensure high quality delivery and enhanced subject knowledge and skills across the school.</p> <p>Release time will be provided for teachers to access external training and support when identified.</p> | <p>EEF Development Strategy – Supporting Great Teaching</p> <p>Reading comprehension strategies have a high impact on average (+6 months). Accelerated progress is seen in data and information is used to support pupils. Small group and individual interventions raise attainment, confidence and self-belief.</p> <p>Results from EEF projects for fluency shows significant improvement. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Clear support and strategies are in place for disadvantaged pupils to access a range of texts and progress is closely monitored and evaluated.</p> <p>Providing high quality CPD will ensure standards remain high and teachers are confident in their approaches.</p> <p>Kinetic letters training – improve fluency across the school</p> <p>CPD programme for TA's</p> | Challenge 1<br>Challenge 2<br>Challenge 3 |
| <p>Training programme to upskill Teachers/Teaching Assistants enabling them to offer high quality teaching and learning support in classrooms</p>   | <p>'Make the best use of Teaching Assistants' – EEF guidance will be utilised in training programme to upskill Teaching Assistants enabling them to offer high quality teaching and learning support in classrooms</p> <p>Learning support to offer training on key areas of SEND</p> <p>Whole Education SEN project supporting CPD and impact measures</p> <p>SEND CPD specific needs and severe complex learning difficulties provision</p>   | Challenge 1<br>Challenge 2<br>Challenge 3 |
| <p>Release time for Middle and Subject leaders to Implement a rigorous monitoring cycle to include:</p> <ul style="list-style-type: none"> <li>• Book trawls</li> <li>• Learning walks</li> <li>• Pupil interview</li> <li>• Moderation of work</li> <li>• Coaching and mentoring where identified</li> </ul>   | <p>EEF Development Strategy – Supporting Great Teaching</p> <p>All relevant leaders will have monitored the teaching and learning ensuring quality of provision for pupil premium pupils remains high</p> <p>Areas of strength and weakness will be identified. Next steps will be implemented.</p> <p>Assessments in foundation subjects clear and sequential</p> <p>Gap filling opportunities based on assessments</p>  | Challenge 1<br>Challenge 2<br>Challenge 3 |

|  |  |   |
|--|--|---|
|  | <p>As recommended by EEF Specialist teachers emphasise and model the importance of extending pupils in lessons - particularly disadvantaged pupils where vocabulary acquisition needs enriching.</p> <p>Research shows that mastery and specialist teaching has a positive impact on primary pupils.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have been consistently reported in relation to exposure to the arts and sports.</p>   |   |
| Moderation and cpd at trust level to support individual subjects and writing across the curriculum   | <p>EEF Development Strategy – Supporting Great Teaching. Providing high quality CPD will ensure standards remain high and teachers are confident in their approaches. Subject leaders will have the skills to improve teaching and learning in their subjects.</p>   | Challenge 1<br>Challenge 2<br>Challenge 3 |
| Enhancement of our maths teaching and curriculum planning leading to high quality teaching and learning. Continue to access Maths Hub resources and CPD (including Teaching for Mastery training). | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/"><u>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</u></a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.gov.uk/government/publications/improving-mathematics-in-key-stages-2-and-3"><u>Improving Mathematics in Key Stages 2 and 3</u></a></p> | Challenge 3                               |
| Senior teachers deployed to teach in Year 6 to ensure pace, quality and consistency in teaching  | <p>As the size of a class or teaching group gets smaller, the EEF suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy - Gov.uk/publications/the pupil premium how schools are spending the funding successfully</p>   | Challenge 2                               |

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

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| TAs trained in WELLCOMM Programme will deliver sessions to | Research outcomes by the EEF note that oral language interventions emphasise spoken language and verbal interaction | Challenge 1,2,3,6             |

|   |  |   |
|---|--|---|
| <p>identified children in year 1, Reception and KS2 where needed. WELLCOM programmes delivered in EYFS to raise standards of disadvantaged pupils in Communication and Language acquisition.</p>  | <p>in the classroom so that learners benefit from explicit discussion of content or processes of learning, or both. This can generate 5 months of progress</p> <p>WELLCOM are nationally recognised effective programmes proven to raise standards.</p>  |   |
| <p>1-1 Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>  | <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | Challenge 2<br>Challenge 3                |
| <p>School-led tutoring for pupils whose education has been most impacted</p> <p><i>Precision teaching</i></p> <p><i>DAPPA</i></p> <p><i>The Nest</i></p> <p><i>The Hive</i></p> <p><i>THE Burrow</i></p>  | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | Challenge 1<br>Challenge 2<br>Challenge 3 |
| <p>High quality intervention</p> <p>A significant proportion of the pupils who receive small group support will be disadvantaged, including those who are high attainers.</p> <p>Provide targeted, structured interventions to pupils across the whole school. Interventions to be monitored and evaluated by the Deputy Headteacher/</p> | <p>Disadvantaged pupils at risk of falling further behind are identified and robust intervention plans are put in place. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | Challenge 1<br>Challenge 2<br>Challenge 3 |
| <p>Forest school implementation to promote positive wellbeing which leads to higher achievement and improved mental health</p>  | <p>Forest School Lead delivers weekly sessions which staff are also exposed to. Targeted pupils from across years will access during the school year. Research from NEF (New Economics Foundation) shows that Forest School makes a difference to pupils: confidence, social skills, communication, physical skills, motivation and skills and understanding</p>   | 3.4.5                                     |

**Wider strategies (for example, related to attendance, behaviour, wellbeing) £20,285**

Budgeted cost: £30,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed  |
|--|---|--|
| <p>Whole staff training on behaviour management and approaches with the aim of further developing our school ethos and improving low level behaviour across school.</p>  | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Attachment and emotion coaching</p>  | Challenge 1<br>Challenge 2<br>Challenge 3<br>Challenge 4<br>Challenge 6                |
| <p>Improve the quality of social and emotional provision and support leading to improved outcomes and less emotional issues giving pupils greater access to learning and social aspects.</p> <p>Improve regulation techniques for pupils</p> <p>This will be supported by professional development and training for staff.</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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/calm-brain-dfe-research-project">Calm Brain DFE Research PROJECT</a></p>   | Challenge 1<br>Challenge 2<br>Challenge 3<br>Challenge 4<br>Challenge 5<br>Challenge 6 |
| <p>Pastoral team, Counsellor, attendance champion and Parent Liaison Officer work with vulnerable families to improve engagement</p> <p><i>Counselling support for pupils with Social, Emotional and Mental Health (SEMH) needs and Adverse Childhood experiences (ACE's)</i></p>  | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/improving-school-attendance">Improving School Attendance</a> advice.</p> <p>Small group/individual sessions and focused interventions raise attainment, confidence and self-esteem.</p> <p>Whole class bespoke sessions throughout the year.</p> <p>Weekly counselling sessions with disadvantaged pupils, identified from referrals, to support the well-being and SEMH ready for the classroom.</p> <p>An in-school Counsellor will work with children who need social and emotional support</p> | Challenge 4<br>Challenge 5<br>Challenge 6  |
| Forest school to support emotional needs and   | There is extensive evidence associating childhood social and emotional skills with  | Challenge 3<br>Challenge 4   |

|   |   |   |
|---|---|---|
| develop confidence and resilience   | improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf<br/>(educationendowmentfoundation.org.uk)</a>  | Challenge 5<br>Challenge 6                |
| Outside agencies and specialists to be involved with individual pupils who require a targeted individual approach to tackle behaviour, social and emotional issues. [MW Fitness, Reflexions, School nurse, HAF activities – summer school)<br><br>Educational Psychologist provides specialist support and training   | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="https://educationendowmentfoundation.org.uk/Behaviour_interventions">Behaviour interventions   EEF<br/>(educationendowmentfoundation.org.uk)</a>  | Challenge 4<br>Challenge 5<br>Challenge 6 |
| To ensure all pupils have equal opportunities by providing financial support and subsidies for:<br><ul style="list-style-type: none"><li>- school uniform</li><li>- Breakfast Club</li><li>- school trips and visitors</li><li>- residential visit</li><li>- transport to swimming.</li><li>- school milk/fruit</li><li>- wrap around</li><li>- toast</li></ul> | Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities and life experiences. These challenges particularly affect disadvantaged pupils. We will address barriers to learning by ensuring equality of provision for all pupils by providing opportunities for children to develop their skills, knowledge and cultural capital. | Challenge 4<br>Challenge 5<br>Challenge 6 |
| To ensure all pupils have equal opportunities and scope to develop cultural capital, the school provides music tuition for all Year 5 and 6 pupils<br><br>Music teaching after school and additional lessons<br><br>Dance school provided after school to support mobility  | We have identified a lack of enrichment opportunities and life experiences. These challenges particularly affect disadvantaged pupils. We will address barriers to learning by ensuring equality of provision for all pupils by providing opportunities for children to develop their skills, knowledge and cultural capital.   | Challenge 4<br>Challenge 5<br>Challenge 6 |

**Total budgeted cost:** £180.285

## 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 2023 to 2024 academic year.

The strategic use of Pupil Premium funding continues to be a priority for Netherton. The use of the funding has been carefully managed to ensure that the most under-resourced children and families within our school community benefit from provision that prepares them for the next stage of their education and beyond. We remain committed to equipping all pupils, particularly the less advantaged, with the best start in life – both academically and culturally. We want all pupils to go on and confidently take their place in society.

Moderation and teacher assessments consistently highlight the positive impact targeted funding has on children, and this is reflected in their academic performance and overall well-being. Pupil voice and external validation affirm Netherton as a nurturing and inspiring environment for everyone. The establishment of, and the ongoing development of positive relationships, particularly with hard to reach families, continues to be prioritised with leaders working tirelessly to offer the very best educational opportunities to every child. Significant challenges with families remain and the strategy will continue to work hard to engage hard to reach families. Post-Pandemic national data highlights the increase in mental health issues with pupils and parents/carers across the board but a higher increase amongst disadvantaged children and young people has been noted.. We have a wide range of strategies on offer to support our pupils wellbeing and social and emotional development. This area remains a high focus for us as a school. Parental voice indicates the appreciation families have for the wide range of support on offer from school. Internal data for the wider curriculum shows that slight gaps still appear in some subjects and the achievement at greater depth is still a focus. The plan will continue to focus on this for 24/25 where work to reduce this will be aimed. Attendance figures indicate the positive impact strategies are having to reduce gaps. Gaps reduced are also a testament to the high quality provision on offer. That said, attendance will remain a high priority for the year ahead as improvements can always be made.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

#### Wider Strategies provision included:

- Reward systems implemented
- Increased communication through Class dojo.
- Regular home calling home visits
- Increased communications via social media and the school website.
- Resources and guidance to support mental health for parents and pupils published on the school website.
- School offer for enrichment

## Whole school Data

### EYFS GLD

|      |
|------|
| 2025 |
| 66%  |

### Year 1 Teacher Assessments

| Phonics Screening check | 2025                                 |
|-------------------------|--------------------------------------|
| Year 1                  | 78%<br>(88%) From Reception starters |

| Assessment Measure 2024 | Y1 Combined | Reading | Writing | Maths |
|-------------------------|-------------|---------|---------|-------|
| Below EXS               | 19.0%       | 28.6%   | 33.3%   | 23.8% |
| EXS+                    | 64.3%       | 71.4%   | 66.7%   | 76.2% |
| GDS                     | 9.5%        | 40.5%   | 11.9%   | 26.2% |

## KS2 statutory data 2025

### Year 6 Statutory Assessment Data

|              | 2025 | Disadvantaged |
|--------------|------|---------------|
| Reading Exp+ | 72%  | 61%           |
| Reading GD   | 27%  |               |
| Writing Exp+ | 62%  | 52%           |
| Writing GD   | 15%  |               |
| GPS          | 72%  | 64%           |
| GPS GD       | 27%  |               |
| Maths Exp+   | 70%  | 64%           |
| Maths GD     | 13%  |               |
| Science      | 65%  | 62%           |
| Combined     | 57%  | 45%           |
| Combined GD  | 5%   |               |

### 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    |
|-----------------|-------------|
| Power Maths     | Pearson     |
| RWI             | Ruth Miskin |
| Salut           | French      |
| Kinetic Letters |             |

### Service pupil premium funding (optional)

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |