

St Margaret's C.E Primary School Pupil Premium Strategy Statement 2024-2027

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

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

School overview

Detail	Data
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028 3 years
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	George Lumley
Pupil premium lead	Leila Kemp
Governor / Trustee lead	Carolynn Lorimer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,315.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£90,315.00

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret's C.E. Primary School, through our Christian vision that every child is '**Created to Shine**', (Matthew 5:14), we strive to nurture and celebrate the unique strengths of all of our pupils. We are committed to addressing educational disadvantages through a culture of high aspirations, expectations and dedication to put the needs of our children and families at the heart of everything we do. We believe that by *lovingly* understanding and caring about each child's needs, this supports them to *aspire* to achieve their very best in all that they do. Our whole school values of **Love and Aspire** guide the way that our learners from disadvantaged backgrounds are supported and fully integrated into all aspects of school life. This is achieved by providing well planned and highly intentional quality provision for all children both inside and outside of the classroom, with our ultimate aim being that every child in our school personally succeeds, flourishes and excels.

We have a strong ethos of inclusion and have a committed and compassionate approach towards engaging and supporting our children and their families. We have a collective understanding of the impact of disadvantage on pupils' learning and staff unconditionally 'champion' and understand the part they play in addressing educational disadvantage.

At St. Margaret's, we believe that all children have an equal right to a full and broad education. This will enable them to achieve their greatest potential, personal progress and outcomes. Our curriculum is designed to promote quality first teaching and learning, emotional regulation and positive relationships and interactions with others – equipping children with the skills and understanding to develop as responsible global citizens. We aim to enrich our whole curriculum so that highly intentional planned opportunities and learning experiences for all of our pupils are memorable and broadening. At St Margaret's, we wholeheartedly believe that when this is deliberately put into place, it will raise a child's personal aspirations alongside them gaining increased knowledge, skills and lived experiences.

Our School Development Priorities deliberately closely align with our Pupil Premium Strategy and our intention is to allocate funding effectively to maximise impact.

Key Principles and Aims at St Margaret's C.E. School:

We aim to ensure that Quality First Teaching and learning opportunities meet the needs of all children, but will be especially beneficial to specific groups of more vulnerable pupils such as those from disadvantaged backgrounds.

We ensure that all teaching staff are involved in analysis of data and identification of children, so that they are fully aware of strengths and areas for development across the school. We recognise that not all children who receive free school meals are socially disadvantaged.

We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated by identifying key groups and individual pupils across the school according to targeted, identified needs. This is based on current collected data and information, as well as a variety of 'soft data' built up over time. This is through many daily observations of children, pupil and

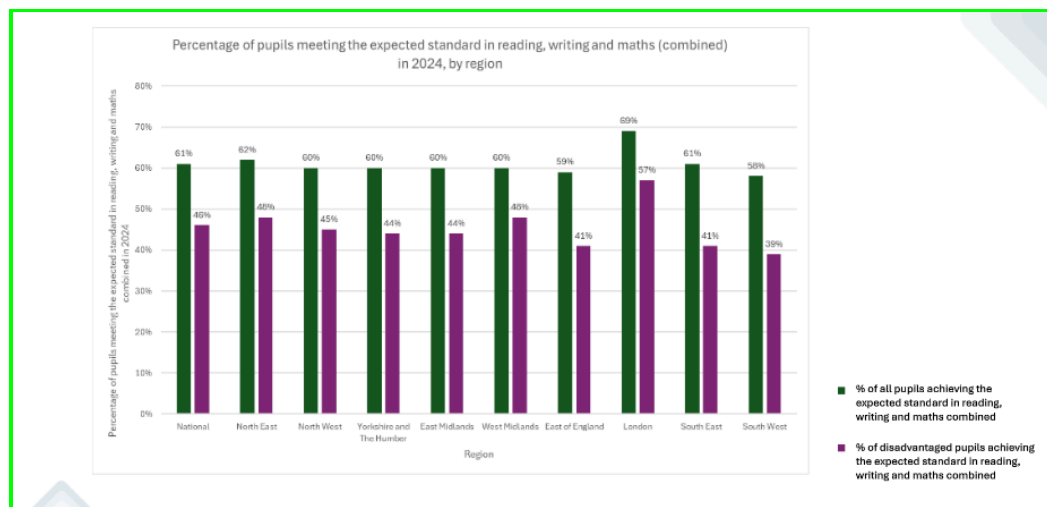
staff voice, as well as our detailed knowledge of our pupils and their families through building highly intentional and positive relationships with parents/carers.

Challenges

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

Challenge number	Detail of challenge																																			
1	<p>Lower maths progress and attainment identified at key points over the primary age phase- by end of EYFS, Key Stage 1 and 2.</p> <table border="1"> <thead> <tr> <th><u>2024-2025 data</u></th> <th><u>All</u></th> <th><u>PP</u></th> <th><u>Not PP</u></th> <th><u>Disadvantage gap</u></th> </tr> </thead> <tbody> <tr> <td><i>Y6 (Summer Y5 data)</i></td> <td>70</td> <td>75</td> <td>56</td> <td>+19%</td> </tr> <tr> <td><i>Y5 (Summer Y4 data)</i></td> <td>78</td> <td>80</td> <td>70</td> <td>+10%</td> </tr> <tr> <td><i>Y4 (Summer Y3 data)</i></td> <td>78</td> <td>33</td> <td>86</td> <td>-53%</td> </tr> <tr> <td><i>Y3 (Summer Y2 data)</i></td> <td>74</td> <td>60</td> <td>75</td> <td>-15%</td> </tr> <tr> <td><i>Y2 (Summer Y1 data)</i></td> <td>86</td> <td>60</td> <td>88</td> <td>-22%</td> </tr> <tr> <td><i>Y1 (Summer EY data)</i></td> <td>88</td> <td>80</td> <td>82</td> <td>-2%</td> </tr> </tbody> </table> <p>Analysis of internal and national data highlights lower and inconsistent progress and attainment in mathematics for disadvantaged pupils across key stages. Despite some strong outcomes in upper Key Stage 2 (e.g., disadvantaged pupils outperforming their peers in Y6 by +19%), there is significant variability between cohorts, with the disadvantage gap ranging from +19 to –53.</p> <p>By the end of each key stage, disadvantaged pupils are less likely to reach the expected standard, with 2024 KS2 outcomes showing 69% at the expected level compared to 74% nationally. Within school, disadvantaged pupils achieved 2% below their peers, indicating that the mastery approach is not yet embedded with consistency or equity across all phases.</p> <p>This suggests a need to strengthen conceptual understanding, fluency, and reasoning from EYFS onwards, ensuring that all pupils, particularly those from disadvantaged backgrounds benefit from high-quality, small-step teaching and same-day intervention in line with mastery principles.</p> <p>Our ongoing collaboration with the NCETM, guided by the principle “<i>Every Child Counts: Raising Ambition for Disadvantaged Learners,</i>” supports our commitment to making the mastery approach equitable and aspirational for every child.</p> <p>Regional data (see graph below) further contextualises the challenge: the South East has one of the largest disadvantage gaps nationally at the end of KS2, with a 20 percentage point difference between disadvantaged pupils and their peers. This indicates that, even within a relatively high-performing region, children from a disadvantaged background are at risk, reinforcing the importance of targeted,</p>	<u>2024-2025 data</u>	<u>All</u>	<u>PP</u>	<u>Not PP</u>	<u>Disadvantage gap</u>	<i>Y6 (Summer Y5 data)</i>	70	75	56	+19%	<i>Y5 (Summer Y4 data)</i>	78	80	70	+10%	<i>Y4 (Summer Y3 data)</i>	78	33	86	-53%	<i>Y3 (Summer Y2 data)</i>	74	60	75	-15%	<i>Y2 (Summer Y1 data)</i>	86	60	88	-22%	<i>Y1 (Summer EY data)</i>	88	80	82	-2%
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mastery-informed approaches to ensure equity and raise ambition for all pupils in our school.



Assessment data indicates that performance in maths for children eligible for Pupil Premium is below pupils who are not eligible in KS1 and KS2.

2

Emotional dysregulation impacting on ability to achieve full learning potential.

Within our Christian vision that every child is “Created to Shine, we recognise that some pupils, especially those from disadvantaged backgrounds face barriers linked to emotional dysregulation. These pupils may struggle to manage or express emotions appropriately. This can be shown as anxiety, frustration, anger, or withdrawal, often linked to adverse childhood experiences, social disadvantage, or low self-esteem.

The above presentations can impact on learning by:

- * Reduced engagement and concentration in lessons, leading to missed learning opportunities.
- * Difficulty forming and maintaining positive relationships with peers and adults.
- * Increased risk of behaviour incidents, resulting in lost learning time.
- * Lower resilience when faced with academic challenge, leading to underachievement relative to potential.
- * Emotional overwhelm can interfere with working memory and executive function, reducing the capacity to process new information effectively.

3

Lack of high quality opportunities for collaborative enrichment play experiences outside of the classroom, in order to broaden independence, resilience and social skills of our pupils.

Observations of our children during unstructured times in the school day (e.g. break and lunchtimes), indicate a growing trend that children do not naturally demonstrate skills of creativity, collaboration, resilience and problem solving skills during their play with the existing play equipment. This has particularly been evident between those from more vulnerable groups of children such as pupils from disadvantaged backgrounds. This has often resulted in:

- * Poor behaviour, (low level as well as more challenging).

	<ul style="list-style-type: none"> * Lack of resilience or ability to solve problems with other peers independently with the need for a high level of intervention from key adults. * Lack of positive communication between specific children which escalates over time. * Teachers/support staff and SLT spending time of varying amounts to ‘unpick’ situations that may have arisen during breaktimes through the use of restorative practices. <p>The impact of this has meant that whole class teaching time during the beginning of afternoon learning has sometimes been lost, due to negative relationships between peers back in the classroom.</p> <p>Furthermore, senior leaders have evaluated the amount of time that children spend across the school week during unstructured break times (approximately 5 hours), compared to that of other classroom based academic subjects. This is evaluation has specifically identified a lack of:</p> <ul style="list-style-type: none"> * Specific planning that occurs for high quality play activities during break times compared to more academic learning.. * A dedicated teacher strategically leading the expectations and opportunities for this time of the school day. *CPD opportunities for MMS staff, sometimes resulting in a lack of confidence and understanding about how to best support opportunities for play.
4	<p>Pupils own personal aspirations impacting on both learning and wider school opportunities.</p> <p>We have collected over time, detailed contextual knowledge and an accurate understanding of our pupils and their families, such as through professional conversations and specific Pupil Progress Meetings between teachers and members of the Senior Leadership Team. This information, alongside current pupil voice conversations and previous targeted pupil conferencing, has provided us with a range of ‘soft data’ to suggest that pupils from disadvantaged backgrounds in particular, have lower personal aspirations both in terms of their academic achievements and wider school opportunities. (45% of children in receipt of Pupil Premium funding currently attend 1 or more after school clubs).</p>

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>Attainment:</p> <p>To show enhanced attainment and progress in maths by the end of key points across the primary age phase: end of EYFS, end of Key Stage One and end of Key Stage Two, particularly in relation to our disadvantaged pupils.</p> <p>Teachers to have aspirational intentions for the maths learning of all pupils ‘to</p>	<p>Enhanced attainment and progress in maths demonstrated by:</p> <p>Pupil data from the end of KS1 and KS2 will show an upward trend of pupils eligible for Pupil Premium achieving Age Related Expectation and above.</p> <p>Increased percentage of identified pupils from disadvantaged backgrounds to achieve ARE at the end of KS1 and KS2, to bring attainment data broadly in line with the rest of the cohort.</p>

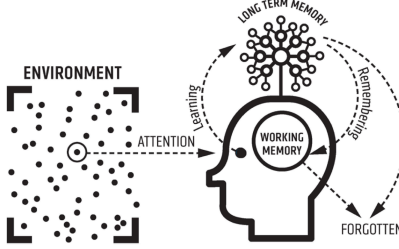
<p>academically shine' regardless of any potential barriers.</p>	<p>Through evidence based research, both teaching and non-teaching staff will show a deeper understanding and application of quality first teaching strategies in all lessons taught. This will have a consistent, positive impact on the learning for all children, but particularly for more vulnerable groups of pupils. This will be demonstrated through pupil data, classroom observations and pupil voice.</p>
<p>Well-Being and emotional regulation: To achieve and sustain improved emotional wellbeing and positive attitudes amongst all pupils in our school, particularly our disadvantaged pupils. There will be a strong integral culture across the whole school through the day to day promotion of our key values of 'love' and 'aspiration'</p>	<p>Sustained high levels of well-being and behaviour demonstrated by:</p> <ul style="list-style-type: none"> ● Soft data from pupil surveys, teacher observations and well-being referrals data will demonstrate improved levels of well-being. ● Impactful SEND provision for children with SEMH needs as identified in SEND review and observations. ● Skills of self-regulation are supported and developed through the increased capacity of support across the school from the expanded pastoral team alongside skills developed from both teaching and non -teaching staff. <p>This will lead to:</p> <ul style="list-style-type: none"> ● Improved emotional regulation skills, enabling greater focus and participation in learning. ● Increased attendance, engagement, and attainment in line with non-disadvantaged peers. ● Enhanced sense of wellbeing and belonging, fostering readiness to learn. ● Targeted SEMH interventions (e.g. ELSA sessions). ● Access to pastoral or mentoring support to build emotional resilience and self-regulation strategies ● Staff CPD on trauma-informed, ELSA and PACE training. ● Parental engagement to reinforce emotional regulation strategies at home.
<p>Enrichment opportunities during outside play will be increased and enhanced: Children will have access to intentionally planned and high quality play opportunities during all lunchtime break times, strategically led by the school's PE subject leader. This will significantly broaden and enhance play opportunities outside of the classroom where personal developments and achievements will be loved, celebrated and promoted by all. Our whole school vision that all children are 'created to shine' will be lived out through this intended outcome.</p>	<p>Pupil voice and observations from lunchtime staff and SLT, will demonstrate increased skills of creativity, problem solving and collaboration between our pupils of all ages. New and enriching provision will ensure that lunch times are more purposeful, inspiring and interactive - focusing on well-being, healthy lifestyle and fostering positive relationships between peers. The intentional, planned play opportunities will be seen as a focus on our commitment to meet the needs of all pupils and raise aspirations for what our children can achieve.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,575.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of 3 experienced and skilled teachers already teaching at St Margaret's to create an extended SLT from September 25. This has created phase leaders for both Key Stage 1 and 2, as well as a leader of teaching and learning across the whole school (who is also the current subject leader of maths). The job descriptions for all 3 roles have a direct link on promoting and enhancing the quality of teaching and learning across the whole school.</p>	<p>https://assets.publishing.service.gov.uk/media/5a7e1631e5274a2e8ab45c13/establishing-and-developing-high-performing-leadership-teams.pdf</p>	<p>1,2,4</p>
<p>INSET training focusing on theory based learning and key practical aspects of Quality First Teaching with all teachers (September 25) led by a newly appointed member of wider SLT team (Teaching and Learning leader).</p>	<p>'Effective Professional Development' guidance (EEF, 2021). 'Assessing and Monitoring Pupil Progress' guidance (EEF, 2018). 'Special Educational Needs in Mainstream Schools' guidance (EEF, 2020).</p> <p>Tom Sherington- Model of Learning</p> 	<p>1,2, 4</p>
<p>Planned CPD follow up individual staff meetings devoted to key elements of QFT that are specific to the current, identified</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,4</p>

needs of our school - explicit instruction, chunking,		
Planned CPD training for all support staff across the school which will be in line with the themes of training teachers will have had linked to QFT. Training led by Teaching and Learning leader and Assistant Headteacher for Inclusion.	'Making Best Use of Teaching Assistants guidance' (EEF, 2021). 'Deployment of Teaching Assistants- summary of recommendations' (EEF, 2025). 'SEND Code of Practice' (DfE 2015)	1,4
Development of the role of the AHT for Inclusion to support teachers to develop impactful tailored QFT strategies in class for specific children who may have SEND or be disadvantaged. From Spring 25, this will involve a termly 'lesson drop in' for each class across the school followed by a meeting with both teachers in a year group to discuss the learning needs of both classes (ongoing CPD)	https://pearl.plymouth.ac.uk/cgi/viewcontent.cgi?article=1508&context=sc-research	1,2,4
Termly year group pupil progress meetings led by Deputy Headteacher. These meetings will focus specifically on the progress and attainment of a targeted group of pupils to meet Age Related Expectations in a particular core subject area. The learning needs of the group of children selected are specific to the identified year group needs and the core subject area will be different across the school.	Pupil Progress Meetings in Action	1,2,4
NCETM Curriculum Prioritisation materials were introduced from Y1-Y5 last academic year. This year, EYFS are using Mastering Number as their stand-alone maths session and Year 6 are using the CP materials to inform their planning. This enables teachers to plan and deliver learning in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigour of all aspects of the maths to facilitate deep thinking. The small steps are connected and concepts are built. This leads to generalisation of the maths, and the ability to apply it to multiple contexts and solve problems.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/#Notes	1,4
Year 6 teacher who plans maths, to have 1 morning non-contact time out of class as protected time for additional mastery maths planning supported by maths subject leader. This was previously planned for in 2024-25	(EEF- implementation guidance-mechanisms for change)	1,4

with other teachers and the impact on the quality of teaching and learning in lessons was positive.		
Change in role and job description of an existing full time experienced teacher (PE subject leader) to cover PPA across the whole school (from years 1-6) for 3 days per week over a fortnightly rolling programme. This is working alongside and leading an experienced HLTA who teaches in the parallel class during PPA and has a really strong passion and skill for art. This enables all children in Key Stage 1 and 2 to be taught from subject specialists in PE and art, helping to enrich curriculum opportunities and developing an aspirational mind-set for the children, particularly those from disadvantaged backgrounds.	https://educationendowmentfoundation.org.uk/news/new-eef-trials-announced-including-focus-on-send	1,2, 4

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

Budgeted cost: £7,094.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths intervention- Mastering Number KS1/ KS2, led by Ali Perry.</p> <p>These sessions will be held x3 a week for 15 minutes. Using the data/reports on Sonar (whole school assessment tool), the weekly fluency scores (Big Maths, Beat That) and the identified Pupil Progress children, children have been identified due to gaps in their fluency understanding.</p> <p>Two Support Staff are attending x4 whole day sessions hosted by the NCETM. This programme is designed to improve the subject knowledge and pedagogical knowledge for all practitioners supporting the learning of primary maths. It supports primary teaching assistants who are supporting maths to develop specialist knowledge for teaching maths, and to develop distinct pedagogical decision-making, which will impact on their practice when supporting maths.</p>	<p>https://www.ncetm.org.uk/features/how-mastering-number-supports-eal-and-disadvantaged-pupils/</p> <p>https://www.ncetm.org.uk/features/taking-the-ceiling-off-learning-with-mastering-number/</p>	1,4

<p>Deploying an additional, experienced KS2 teacher for 3 mornings per week to teach core subjects specifically in year 6. (This teacher was previously an AHT at St Margaret's who had responsibility for maths whole school leadership). This teacher liaises closely with both of the other teachers in year 6 and follows the same planning with the carefully identified children in her smaller groups. Children from disadvantaged backgrounds will form part of the group, as well as other more vulnerable groups of pupils. The smaller groupings allow opportunities for greater teacher/pupil interactions and a greater amount of time can be spent on addressing misconceptions in learning, promoting personalised learning challenges and pupil conferencing with identified pupils.</p>		1,2, 4
<p>Careful deployment of additional LSAs in targeted year groups (following careful analysis of assessment data) to support 'diminishing the gap' in targeted subject areas according to specific needs of year group.</p>	<p>'Assessing and Monitoring Pupil Progress' guidance (EEF, 2018). 'Special Educational Needs in Mainstream Schools' guidance (EEF, 2020).</p>	1,2,4

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

Budgeted cost: £33,645.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of a Pastoral support member of staff for 8 hours a week to support the well-being and SEMH needs of identified pupils across the school working under the strategic direction of the Child and Family Pastoral /Designated Safeguard Leader.</p>		1,2,4
<p>Introduction and set up of a nurture room (Calm Room). This is to be used specifically to support any pupil across the whole school who may be emotionally dysregulated or need some time away from class with an adult before they are able to access learning in class with peers. The Calm room is also accessible for identified children during all lunchtimes, led by a LSA who has specific skill and interest in supporting more vulnerable pupils.</p>	<p>https://researchbriefings.files.parliament.uk/documents/POST-PN-0739/POST-PN-0739.pdf</p> <p>https://www.elsa-support.co.uk/why-does-my-child-need-elsa-support/</p>	1,2,4

<p>The introduction of subject leader for PE to additionally be responsible for significantly enhancing the opportunities that all children have for enrichment activities at lunchtimes. This has included a restructuring of organisation for pupils at lunchtimes (2 sittings) and the children having access to a much wider range of play opportunities to develop their social skills, as well as skills in taking managed risks, problem solving and creativity. CPD opportunities led by PE leader for MMS staff to develop strategies to support and enhance their quality interactions with children to enhance overall enrichment</p>	<p>https://my.chartered.college/research-hub/the-importance-of-play-based-learning-beyond-eyfs/</p> <p>EEF Toolkit: 'Physical Activity' EEF Guidance Report: 'Improving Behaviour in Schools'</p>	<p>2,3,4</p>
		<p>2,3,4</p>
<p>Employing an outside provider to enable children to engage with bush craft activities within the school's Forest School environment. This is a rolling programme across the school, and ensures that more children access the forest school area both during specific lunchtimes and an after school club. The intention of this is to develop the skills of cooperation, social interactions and enriches the children's curriculum opportunities outside of the classroom.</p>	<p>https://muddyfaces.co.uk/content/files/Forest-School-for-wellbeing-an-environment-in-which-young-people-can-take-what-they-need.pdf</p> <p>https://www.ncl.ac.uk/mediav8/centre-for-learning-and-teaching/files/CfLaT%20Guide%20Breeze%20Pilot%20Report%20ThirdEdition.pdf</p>	<p>2,3,4</p>
<p>Carefully planned inclusion focused sessions/interventions, specifically using the outdoor learning environment explicitly for children with SEND or from disadvantaged backgrounds. These will be centred around:</p> <ul style="list-style-type: none"> *Forest school sessions delivered through an external provider after school weekly. *Forest schools sessions delivered twice weekly within the school day by a Forest School leader/LSA. *Therapeutic sessions delivered 3 times a week within the school day by a LSA which is focused around the care and nurture of school chickens. 	<p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://www.ntu.ac.uk/about-us/news/news-articles/2021/03/study-investigating-the-roles-of-animals-in-educational-settings-to-enhance-learning-and-wellbeing</p>	<p>1,2,3,4</p>
<p>Through the use of an outside sports provider, to intentionally provide dedicated time for all children to access sport, three days a week during lunchtimes. This will include opportunities for targeted groups of pupils including more inactive pupils, girls and disadvantaged groups to encourage positive behaviours, healthy lifestyles and increased life aspirations. To give our children the opportunity to try new sports,</p>	<p>https://assets.publishing.service.gov.uk/media/5a7c725bed915d6969f44ed3/Evidence_on_physical_education_and_sport_in_schools.pdf</p>	<p>2,3,4</p>

<p>develop new and existing skills within a supportive coaching environment. This enables our children to partake in organised sport, with directed activities within an encouraging, enthusiastic environment. To build sustainable skills and learn how to manage competitive situations with kindness, teamwork and resilience.</p>		
<p>To financially enable and support children from disadvantaged backgrounds to access extra curriculum activities, to ensure that they have access to the same level and breadth of enrichment opportunities as their peers. Examples of this may include financial support with music lessons, swimming, art club, trips and school residential.</p>	<p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	<p>4</p>

Total budgeted cost: £90,315:00

Part B: Review of the previous academic year

Attainment data for end of Key Stage 2 (July 2025):

	All Children	Attendance Less than 90% (7)	Attendance 90% - 100% (55)	Girls (36)	Boys (26)	PP (12)	Summer Born (24)
Reading	77%	57%	80%	78%	77%	67%	63%
Writing	87%	71%	89%	94%	77%	92%	71%
Maths	69%	71%	69%	69%	69%	67%	58%
Combined	64%	43%	64%	64%	58%	58%	42%

Maths

2024-2025 data All PP Not PP Disadvantage gap

Y6 (Summer Y5 data)	70	75	56	+19%
Y5 (Summer Y4 data)	78	80	70	+10%
Y4 (Summer Y3 data)	78	33	86	-53%
Y3 (Summer Y2 data)	74	60	75	-15%
Y2 (Summer Y1 data)	86	60	88	-22%
Y1 (Summer EY data)	88	80	82	-2%

Externally provided programmes

Names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexia	Lexia
Maths-Mastering Number KS1/ KS2	NCETM
Monster Phonics	Monster Phonics Ltd
Zones of Regulation	Leah Kuypers
Bucket Time	Attention Autism
Times Table Rockstars	TT Rockstars
SeeSaw	SeeSaw

Glossary

EYFS- Early Years Foundation Stage

SEND- Special Educational Needs and Disabilities

KS1 and 2- Key Stage One and Two

NCETM- National Centre for Excellence in the Teaching of Mathematics

ELSA- Emotional Literacy Support Assistant

SEMH- Social, Emotional, Mental Health

SLT- Senior Leadership Team

CPD- Continuing Professional Development

QFT- Quality First Teaching

LSA- Learning Support Assistant

PPA- Planning, preparation and assessment

LSA- Learning Support Assistant

MMS- Midday Meal Supervisors

PACE- Playfulness, Acceptance, Curiosity, Empathy

