

Pupil premium strategy statement for Pike Fold Community Primary School 2024/25 to 2026/27

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

School overview

Detail	Data
School name	Pike Fold Primary School
Number of pupils in school	440 (including Nursery class) – Sept.24
Proportion (%) of pupil premium eligible pupils	184 (Rec to Yr6) – 44%
Academic year/years that our current pupil premium strategy plan covers	2024 / 25 to 2026 / 27
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachael Farnell Hill
Pupil premium lead	Andy Morris
Governor / Trustee lead	Ashley Wooles - Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,753
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£nil
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>	£252,753

Part A: Pupil premium strategy plan

Statement of intent

At Pike Fold Primary School, we believe that every child, regardless of background or barriers, deserves the opportunity to achieve their full potential across all areas of the curriculum. Our vision is to create an inclusive, supportive environment where resilience, well-being, and high aspirations are encouraged, guided by our core values of being ready for learning, treating others respectfully and equality and persevering towards our goals.

Our Pupil Premium strategy is deeply integrated into our School Development Plan, reflecting our commitment to academic excellence and inclusion for every child. This strategy is designed not only to raise attainment among disadvantaged pupils but also to ensure that all pupils benefit from an enriched educational experience. We believe that a balanced approach—centred around quality-first teaching, targeted academic interventions, and robust well-being support—is fundamental to achieving these goals.

Understanding that some of our pupils encounter barriers to learning—such as limited access to resources, language needs, or social, emotional, and mental health (SEMH) challenges—we are committed to removing these obstacles through a supportive and holistic approach. Our commitment includes:

Delivering an ambitious, inclusive curriculum that aims to close the attainment gap by offering engaging and challenging learning experiences for all pupils, regardless of their starting point.

Supporting communication, language, and social skills to foster well-rounded, articulate learners who are ready to excel.

Prioritising health and well-being to build resilience and happiness, knowing that secure social-emotional foundations are crucial for academic growth.

Raising aspirations throughout the school by instilling in every child the belief that they can achieve great things, thus promoting a culture of high expectations and self-belief.

We also place great emphasis on broadening pupils' horizons beyond the classroom. We believe that a well-rounded education includes a wide range of experiences that build cultural capital, enhance social skills, and instil a love for learning. Therefore, our strategy includes:

Providing diverse extra-curricular activities to support individual talents and interests.

Organising field trips, cultural visits, and enrichment activities that inspire curiosity, confidence, and ambition.

Creating opportunities for community engagement to foster empathy, social awareness, and a sense of responsibility within our pupils.

Our approach to supporting disadvantaged pupils is heavily informed by research and evidence-based practices, particularly those recommended by the Education Endowment Foundation (EEF). We draw on the EEF's guidance, which emphasises that high-quality teaching has the greatest impact on closing the attainment gap, benefiting all pupils in the process. Following the EEF's recommendations, we focus on:

Using research-backed strategies in teaching and learning to ensure that interventions are effective and evidence-based. For example, we prioritise approaches such as targeted small-group tuition and structured literacy and numeracy programmes.

Implementing early and responsive interventions to support pupils at the point of need, drawing on diagnostic assessments and evidence-based strategies that have been proven to improve outcomes.

Engaging in continuous professional development (CPD) to equip our staff with the latest pedagogical strategies and insights, ensuring they are well-prepared to meet the needs of all learners, especially those who are disadvantaged.

Our commitment to reflection, evaluation, and adaptation means that we continually assess the impact of our approaches, using data and feedback to refine our strategies and make adjustments where

necessary. By adopting this evidence-based and flexible approach, we ensure that we are meeting the evolving needs of our pupils effectively.

At Pike Fold Primary School, our ultimate aim is to provide every child with a rich, supportive, and challenging education that prepares them for future success. We are committed to creating an environment where every child, regardless of their starting point, can develop a love for learning, the confidence to take on challenges, and the ambition to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1. School readiness	<p>2024 Low baseline on entry to the Early Years Foundation Stage in all areas, especially of concern is the very low baseline for Communication and Language which on entry to Nursery 2024 was 54% of children were working below at 0-3 years stage of development and entry to Reception 57.4% working below ARE within 3-4 years stage of development. Wellcomm screening shows that 52% of Nursery class need Wellcomm intervention. Language link screening shows 36% of the Reception cohort need intervention as they did not have language development at the appropriate level on entry to school.</p> <p>On track to achieve the Good Level of Development, taken from baseline assessments 11% of the Reception cohort.</p> <p>Within the Autumn term (2024) 9% of the Nursery cohort have been identified as needing to access the Early Years Pathway for Educational Psychology assessment and 6% of Nursery children have been identified as needing a referral to the Social Communication Pathway.</p>

	<p>7% of the Reception cohort are awaiting Educational Psychology assessment with a view to applying for EHCP's for all children. 7% of the cohort are on the Social Communication Pathway waiting list.</p> <p>Soft data for the nursery shows that 35% of the cohort had no prior early years provision, 53% attended part time 15 hours and only 9% attended full time provision. 15% are not toilet trained, 26% still use a pram, 15% have a dummy and 6% still use a bottle.</p> <p>Soft data for Reception shows that 26% of the cohort had no prior early years provision, 42% attended part time 15 hours and only 26% attended full time provision. 4% are not toilet trained, 16% still use a pram, 26% have a dummy and 9% still use a bottle.</p> <p>48% of the EYFS unit need urgent dental treatment because of tooth decay. This is above the national average of 31% tooth decay.</p>
2. Writing outcomes	Assessments (formal and formative) indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. While the gap was narrowed over the previous 3-year period there was still a difference of 23% at the end of 2024 across the whole school.
3. Reading outcomes	<p>Assessments, observations and discussions with pupils suggest poorer reading skills including fluency and comprehension, linked to lower enthusiasm and love of reading. In general, these issues are more prevalent among our disadvantaged pupils than their peers.</p> <p>Disadvantaged pupils had poorer outcomes (attainment gap of 13%) than their peers in reading at the end of KS2 in 2024</p>
4. Attendance	At the end of academic year 2023-24 attendance for pupils eligible for PPG was 3.5% lower than non-eligible and 6% lower than National all pupils. Persistent absence was 10% higher for disadvantaged pupils than for all pupils.
5. Experiences	Many of our disadvantaged children have limited experiences and access to resources outside of school, which impacts on their cultural capital and wider knowledge and understanding of the world.
6. Pastoral support	Observations and discussions with pupils identify that a significant number of pupils' experience social and emotional issues that can have an impact on self-esteem, resilience, learner confidence and general well-being. There is also evidence, gained from early help conversations, of the wider impact on families. These challenges particularly affect disadvantaged and vulnerable pupils, including their attainment.
7. Family aspirations	Our most vulnerable families have low aspirations, and it is a challenge for them to promote a growth mindset, high expectations, aspire to having a successful career with a drive to achieve and have exciting life experiences outside of school.

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>Maintain Good Level of Development (GLD) attainment for disadvantaged pupils at the end of EYFS (Links to 1,3,4,6)</p>	<p>EYFS GLD will be at least in line with GLD for all and at least 70% of disadvantaged pupils will achieve the GLD.</p>

Improved writing attainment for disadvantaged pupils at the end of KS2 (Links to 3,4,)	KS2 outcomes will climb year on year. 2023/24 show 35% of disadvantaged pupils met the expected standard. Our predicted outcomes for 2026/2027 are at least 60% of disadvantaged children to meet ARE in writing, enabling us to be more in line with national averages.
Improved reading attainment for disadvantaged pupils at the end of KS2 (Links to 2,4,5)	KS2 outcomes will climb year on year and by 2026 /27 show that more than 75% of disadvantaged pupils met the expected standard (this represents an increase of 17% from 2024)
To achieve and sustain improved attendance for all of our pupils, particularly our disadvantaged pupils. (Links to 4, 6,7)	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance for disadvantaged pupils being at 96% • The attendance gap to remain below 1% compared to all pupils and below 2% compared to non – disadvantaged pupils. <p>The percentage of all pupils who are persistently absent being below 10% (exc SEN awaiting specialist provision) and the figure among disadvantaged pupils being no more than 5% than their peers.</p>
Children access experiences and cultural capital opportunities through curriculum visits and from visitors to school (Links 5,6,7)	Provide enrichment opportunities and school contributions for classes and residential trips to support learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development.
To provide all pupils (and their families) with access to high quality pastoral support ensuring a sustained improvement in wellbeing for all pupils in our school, particularly our disadvantaged pupils (Links 4,7)	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by: Qualitative data from pupil voice, pupil and family surveys and teacher observations.</p> <p>Use of 'Me and my feelings' , BOXALL profiles and SDQ's Kickstart - Ray of sunshine intervention.</p>
All pupils, including disadvantaged and vulnerable children, will have access to opportunities that help them understand various career paths, the skills and qualifications required, and the steps they can take to achieve these careers. (Links 1,2,4,5,6)	<p>Evidence of increased engagement and interest in future careers among disadvantaged pupils, as measured by surveys, pupil voice activities, or aspirations workshops.</p> <p>Track attendance and engagement in these events, ensuring at least 90% of disadvantaged students participate in career-related activities.</p> <p>Implementation of a curriculum that includes career-related skills (e.g., problem-solving, teamwork, perseverance), with evidence of these skills being taught and practiced in lessons across the school.</p> <p>Host career and aspirations workshops for parents to support understanding of pathways and encourage family engagement in future planning.</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: £52,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Integrate the DfE's Reading Framework throughout instruction, focusing on foundational literacy skills (phonics, comprehension, vocabulary).</p> <p>Allocate additional leadership time for reading and writing leads to develop, monitor, and evaluate the curriculum aligned with DfE and EEF guidance.</p> <p>Use regular assessments to implement targeted reading interventions for disadvantaged students needing extra support.</p>	<p>The DfE's non-statutory guidance, developed with literacy experts and English Hubs, is designed to support foundational literacy teaching through <i>The Reading Framework</i>. The reading framework – Teaching the foundations of literacy</p> <p>According to the EEF, directing pupil premium funding toward improving teaching quality is the most effective way to enhance outcomes for disadvantaged pupils, benefiting all students in the process.</p> <p>Using your pupil premium funding effectively – Education Endowment Foundation</p>	2,3,4,5,7
<p>Review 2025</p> <p>So far this year, we've embedded the DfE's Reading Framework into teaching, focusing on phonics, comprehension, and vocabulary. Additional leadership time for reading and writing leads has supported curriculum monitoring and alignment with DfE and EEF guidance. Regular assessments have enabled targeted reading interventions, particularly for disadvantaged pupils. By prioritising staff development and evidence-based practice, we're ensuring high-quality teaching that improves outcomes for all learners.</p>		
<p>We will continue to fund Accelerated Reader and spend to update our quality texts in year group libraries, KS2 and KS1 libraries and also as whole class reads.</p> <p>Funding allocated for Dreambox Reading Plus as part of ongoing EEF trial to attain rapid progress in reading in Year 5(1 year).</p>	<p>Evidence and research cited by Renaissance is strong – The Research Foundation for Accelerated Reader</p> <p>Accelerated Reader supports both independent and instructional reading by providing educators with the ideal blend of texts and skills, fostering effective reading practice and ongoing student growth..</p> <p>We acknowledge that this approach is more tailored to the US context and that the EEF findings are less favourable. However, we observed strong positive feedback from teachers ,teaching assistants and the children at Pike Fold, who have all said how much progress is being made whilst using the program.</p>	2,3

	EEF Accelerated Reader (study one) EEF AR Effectiveness trial (study two)	
<p>In school monitoring shows that between September and the start of November the ZPD's of 75% of children have improved, meaning they are now accessing more challenging books. All pupils who are taking part in the programme are fully engaged and staff CPD means teachers can now create AR reports which strongly influence planning for learning in lessons and interventions.</p>		
<p>Review 2025</p> <p>We continue to invest in Accelerated Reader and updating high-quality texts across all our libraries and for whole-class reads. Funding also supports Dreambox Reading Plus for Year 5 as part of an ongoing EEF trial. Feedback from staff and pupils at Pike Fold has been very positive, with clear signs of progress. Dreambox has been incredibly successful, helping many children who were not quite at ARE to meet ARE, with more data on this impact to follow. Because of its success, it would be worthwhile considering purchasing Reading Plus to implement across KS2, with a view to significantly improving reading data—particularly for our least fluent readers and those who struggle to complete home reading. Alongside this, our investment in new texts and our improved library system is helping encourage reading for pleasure, with children able to choose genres closely matched to their interests.</p>		
<p>Continue SLA with 'Little Wandle' a DfE vali-dated synthetic phonics programme to secure stronger phonics teaching for all pupils. CPD for all staff on scheme, access to learning portals and assessment trackers</p> <p>Resources purchased to support scheme</p> <p>Phonics/ English leader to provide ongoing CPD for staff</p> <p><i>Little Wandle SLA and resources</i></p> <p><i>£2000</i></p>	<p>Phonics has a strong positive impact on early reading skills, especially for disadvantaged children, by improving reading accuracy (+5 months). Teaching should be explicit, systematic, and aligned with children's current phonemic skills. Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Review 2025</p> <p>This year we continued our SLA with <i>Little Wandle</i>, a DfE-validated synthetic phonics programme (£2,000), to secure consistent, high-quality phonics teaching for all pupils. This included CPD for all staff, access to learning portals and assessment trackers, and the purchase of new resources to support delivery. Our phonics/English lead provided ongoing training, and our established phonics team—including a full-time phonics intervention TA working across KS1 and LKS2—has supported both staff development and targeted pupil interventions.</p> <p>As a result, our Year 1 phonics screening pass rate rose from 70% last year to 77% this year—a 7% increase, moving closer to the national average (approximately 79–82%). Notably, our disadvantaged pupils performed exceptionally well, with 84% of Year 1 Pupil Premium children passing the screening check. In Year 2, 70% (14/20) of children resitting phonics passed, including 5 new arrivals, 60% of whom achieved a pass.</p> <p>This strategy aligns with EEF research, which highlights that systematic phonics instruction can improve reading accuracy by +5 months, especially for disadvantaged learners. Our targeted investment is helping to close early reading gaps and improve long-term literacy outcomes.</p>		

<p>All teachers to access high quality, relevant CPD- including that which is led in-house and externally Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher 'career stage development'</p> <p>CPD is an action on our School Development plan and time is allocated regularly for teachers to visit each other's lessons and have professional discussions following this. All teachers have a personal target to research and implement evidence based pedagogical approaches to support the performance of disadvantaged children. National College CPD £4,000 Other CPD opportunities - £3,000</p>	<p>The best available evidence indicates that quality first teaching is the most important lever schools have to improve pupil attainment.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment. The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The EEF Toolkit: High Quality Teaching</p>	<p>1,2,3,7</p>
<p>Review 2025</p> <p>The targeted activities within this phase of the pupil premium strategy demonstrate a clear commitment to professional development and improving teaching quality, particularly in the areas of writing and behaviour management, which remain key priorities at Pike Fold across all key stages.</p> <p>Early Career Teachers (ECTs) have been well supported through a range of CPD opportunities designed to enhance their skills in behaviour management and assessment. This ensures that new teachers are equipped to meet the challenges of diverse primary classrooms and deliver high-quality, inclusive education. Behaviour management CPD has been especially important, given the varied social and emotional needs of pupils, helping ECTs to create positive learning environments and reduce disruption.</p> <p>Staff development has also been focused on improving writing outcomes. Vicky, Chloe and Danny have all attended targeted writing CPD sessions to strengthen their subject knowledge and teaching practice, enabling them to have a greater impact on pupils' writing progress across all key stages. This professional learning is crucial for driving whole-school improvements in writing attainment and ensuring consistent delivery of the writing curriculum.</p> <p>In addition, Catherine and Ruth's attendance at Year 2 moderation meetings reflects the school's commitment to accurate and consistent assessment. This standardisation supports reliable teacher judgements and informs planning to meet the needs of pupil premium pupils effectively.</p> <p>Alongside these targeted sessions, all teachers and teaching assistants have accessed a wide range of online courses via the National College. These courses offer flexible, research-informed professional development opportunities to complement in-school training. Examples of relevant National College courses for primary education include:</p> <ul style="list-style-type: none"> ● Behaviour Management in Primary Schools – Strategies for fostering positive classroom environments and managing challenging behaviour. ● Effective Assessment in the Primary Classroom – Developing skills in formative and summative assessment to monitor pupil progress. ● Supporting Pupils with SEND in Primary Schools – Understanding how to adapt teaching for pupils with special educational needs. ● Developing Writing Skills in Primary Schools – Techniques to improve pupils' writing across the curriculum. 		

- **Mental Health and Wellbeing for Primary Staff** – Strategies to support pupils' social, emotional and mental health and promote staff wellbeing.
- **Closing the Attainment Gap: Strategies for Disadvantaged Pupils** – Focused interventions to improve outcomes for pupil premium children.

This broad CPD offer ensures all staff have ongoing opportunities to develop expertise that directly supports the pupil premium strategy's aim of raising attainment and promoting equity across the school.

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of staff including teachers and TAs to support key children and year groups.</p> <p>TA in all classes throughout school to deliver high quality interventions</p> <p>Maths and English subject leaders lead on identification of pupils, delivery and monitoring.</p> <p>One additional non-class based TA3 to deliver programme of interventions.</p>	<p>Research on TAs delivering targeted support interventions in one-to-one or small group settings shows a consistent impact on attainment.</p> <p>EEF – Making best use of teaching assistants</p> <p>Evidence shows that small group tuition is effective (once group size increases above six or seven there is a noticeable reduction in effectiveness).</p> <p>Small group tuition EEF Implementation</p> <p>Range of evidence and research informs all decisions about which intervention approaches for example Precision teaching, Little Wandle - Rapid Catch Up or Wellcomm approaches.</p>	1,2,3,6
<p>Review 2025</p> <p>The strategic deployment of teaching assistants (TAs) and teachers across Pike Fold has continued to make a demonstrable impact on pupil progress, particularly for disadvantaged pupils and those with emerging or identified additional needs. The school's approach, rooted in evidence from the Education Endowment Foundation (EEF), has ensured the delivery of high-quality, targeted support throughout the academic year.</p> <p>Each class has had a TA assigned, enabling staff to deliver focused interventions in both English and maths. These sessions, informed by assessment data and professional judgement, have been led and monitored by subject leaders. This ensures that the support offered is not only timely and relevant but also embedded within the school's wider teaching and learning strategy. One additional, non-class-based TA3 has been employed specifically to deliver a rolling programme of structured interventions. These have included Precision Teaching, Little Wandle – Rapid Catch-Up, and Wellcomm, with ongoing monitoring of impact informing next steps for each cohort.</p>		

Research highlights the effectiveness of small-group tuition, and this has been reflected in the deployment model used at Pike Fold. Interventions have consistently involved groups of no more than six pupils, ensuring that individual needs are met while maintaining a strong group dynamic. The support is tailored and intensive, with clear links to classroom learning, thereby increasing both access and attainment.

In the **Early Years Foundation Stage (EYFS)**, TAs have worked in smaller group settings, particularly with pupils showing high levels of need. While many of these children do not yet have EHCPs due to their age, early identification and support have ensured these needs do not go unrecognised. TAs in EYFS have played a crucial role in language acquisition, social communication, and early literacy development, providing essential interventions at a formative stage of education.

Across the whole school, the **TA team is highly skilled and flexible**, with no staff member restricted to a specific class or area. This is enabled by the high level of training received across the team. Most TAs are up to date with **moving and handling, Team Teach** strategies for behaviour regulation, **paediatric and emergency first aid**, and have also received specific training linked to the school's intervention programmes. This has allowed leaders to deploy support according to need, rather than availability, making the system responsive and efficient.

In response to the school-wide focus on improving writing outcomes—particularly for disadvantaged pupils—weekly **after-school interventions** have taken place, led by TAs and class teachers. These have specifically targeted pupils eligible for pupil premium funding and have aimed to close the writing gap through extended writing opportunities, direct feedback, and the re-teaching of key skills.

Day-to-day, TAs contribute to the school's vision of inclusive, high-quality education. They are routinely engaged in **group-based learning within classrooms**, supporting pupils of differing abilities, including those working below, at, and beyond expected standards. Their understanding of the curriculum and the expectations within each phase allows for a consistent and developmental approach to support, rather than one which is reactive or isolated from broader teaching.

Overall, the **impact of TAs across Pike Fold has been substantial**, not only in raising attainment through targeted interventions but also in improving classroom culture, supporting pupil wellbeing, and contributing to whole-school priorities. The continued investment in their development, coupled with strategic deployment, has resulted in measurable improvements in pupil progress and engagement—particularly among vulnerable and disadvantaged groups.

<p>Specialised phonics TA to run weekly Absence Catch up for phonics in Lower school and KS1.</p>	<p>Absence leads to gaps in learning which are then hard to fill and lead to future misconceptions.</p> <p><u>EEF Teaching Assistant Interventions (2021)</u></p> <p>The EEF Teaching Assistant Interventions report discusses the role of TAs in delivering small group or one-to-one interventions, which can be highly effective when trained properly and when interventions are well-targeted. When it comes to phonics, well-trained TAs are particularly effective in supporting children who need extra help, as long as they follow structured and evidence-based programs.</p> <p><u>DfE's Reading Framework</u></p> <p>The DfE's Reading Framework provides guidance on teaching reading, including the importance of systematic phonics instruction for early readers. It highlights the role of catch-up programs, particularly for children who have missed essential phonics learning due to absence or other barriers. The guidance</p>	<p>2,3,4</p>
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	recommends additional support , including interventions run by trained staff, to help children who fall behind in phonics.	
<p>Review 2025</p> <p>The 2025 Phonics Screening Check pass rate increased significantly from 70% in 2024 to 75.86%, with disadvantaged pupils showing remarkable progress, exceeding the national average at 81.48% (up from 57%). KS1 reading outcomes showed a slight overall improvement (57% to 59.65%), though disadvantaged pupils' outcomes declined sharply to 42.31%, indicating an area for further focus. KS2 combined Reading, Writing, and Maths (RWM) outcomes improved substantially, rising by 8.3% overall to 56.67%, with disadvantaged pupils improving by 12.86% to 42.86%, narrowing the disadvantage gap from 18.3% to 13.81%. KS2 reading attainment remains strong at 78.33%, with disadvantaged pupils close behind at 75%. These gains reflect the impact of a systematic synthetic phonics (SSP) catch-up intervention led by a specialised phonics TA, aligned with the DfE Reading Framework (July 2023) which emphasises the critical role of SSP, frequent assessment, and targeted, time-limited catch-up teaching to address absence-related gaps. The Framework highlights the importance of trained, committed staff delivering structured phonics programmes, supported by ongoing professional development and leadership oversight to ensure rapid progress and effective use of time and resources.</p> <p>SMART Objectives for 2025-2026:</p> <ul style="list-style-type: none"> ● Specific: Deliver weekly Absence Catch-Up phonics sessions to all identified Lower School and KS1 pupils who missed phonics learning due to absence. ● Measurable: Increase disadvantaged pupils meeting the Phonics Screening Check standard from 81.48% to at least 85% by July 2026. ● Achievable: Provide a minimum of 30 minutes weekly targeted phonics intervention using an evidence-based SSP programme endorsed by the English Hub. ● Relevant: Close the phonics attainment gap caused by absence, preventing misconceptions and supporting rapid catch-up, in line with DfE and EEF guidance. ● Time-bound: Monitor progress termly through formative assessments, adjusting groups as needed, with a full impact review by July 2026. <p>Success Indicators:</p> <ul style="list-style-type: none"> ● At least 80% of catch-up pupils make expected or accelerated phonics progress termly. ● Phonics attainment gap between disadvantaged and non-disadvantaged pupils reduces by at least 5% by July 2026. ● Positive feedback from staff and parents on intervention effectiveness. ● Evidence of improved attendance or reduced absence-related phonics gaps. 		
IT enhancements /opportunities	<p>Children should have access to high-quality IT equipment and resources to fully engage with the curriculum across all subjects. This includes tools to support their learning, particularly in reinforcing times tables in preparation for the Multiplication Tables Check (MTC), as well as providing technology that may not be readily available to them in order to consolidate and deepen their knowledge.</p> <p>Additionally, children should have access to IT resources for home learning, especially in cases where computing devices or internet access are limited. Technology has the potential to significantly enhance both the quality and quantity of practice children can undertake, both in the classroom and at home, supporting their overall learning experience.</p>	2,3,5,6,7

	Using digital technology to improve learning EEF	
Review 2025 <p>In 2025, we have significantly enhanced pupils' access to high-quality IT equipment and digital learning resources, recognising their vital role in supporting engagement and attainment across the curriculum. This approach is supported by evidence from the Education Endowment Foundation (EEF), which highlights that digital technology can improve both the quality and quantity of pupil practice, thereby boosting learning outcomes. Our school has integrated a variety of online platforms to reinforce learning in key areas: Times Tables Rock Stars (TTRS) has been used extensively to prepare pupils for the Multiplication Tables Check (MTC), Century Learning supports targeted classroom and homework practice, and Reading Plus and Accelerated Reader promote reading fluency and comprehension. Additionally, Purple Mash and other platforms provide rich, cross-curricular learning opportunities. These resources have been particularly valuable for disadvantaged pupils, many of whom face barriers to accessing technology at home, ensuring equitable opportunities for practice and consolidation. Impact measures show increased engagement with digital platforms, improved times tables fluency as evidenced by rising MTC scores, and positive feedback from both pupils and staff regarding the accessibility and effectiveness of these tools. Moving forward, we will continue to invest in IT infrastructure, training, and home access solutions to further enhance learning experiences and outcomes for all pupils.</p>		
<p>SALT (Provide Speech & Language teacher full time, to work with children throughout school with S&L difficulties).</p> <p>To improve the provision of speech and language therapy across the school therefore improving the speech and language skills of pupils eligible for pupil premium funding. All pupil premium pupils will be able to access speech therapy where necessary.</p> <p>S&L teacher £26,000</p>	<p>Number of referrals to SaLT reduces from Yr 1 onwards. Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work. Pupils converse freely and confidently with their peers and other adults</p> <p>Analysis of start and end points for the pupils receiving speech and language therapy .</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Assessment tools provided by specialists in the area of communication have specialist research methods built into their creation.</p> <p>Oral language interventions – Education Endowment Foundation</p> <p>https://www.elklan.co.uk/</p>	1,2,3
Review 2025 <p>The full-time Speech and Language teacher provision at Pike Fold Primary School has been a significant success in improving the speech and language skills of pupil premium pupils. Early, targeted intervention has enhanced pupils' communication abilities, reduced external referrals, and contributed to improved literacy outcomes and social confidence. This approach exemplifies best practice in line with national research and guidance, demonstrating the school's commitment to equitable, high-quality education for all pupils.</p>		

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Visits/experiences and Visitors programme enhanced to ensure all pupils have access to wide range of experiences.</p> <p>Attendance celebrations and rewards</p>	<p>A wide range of evidence highlights that enrichment and first-hand experiences positively impact pupils' progress and attainment in school.</p> <p>Providing diverse experiences enhances pupils' Cultural Capital, described in the Ofsted framework as "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to foster an appreciation of human creativity and achievement."</p> <p>Acknowledgement of improved and expected attendance through reward systems</p>	2,4,5
<p>Employ a coach to deliver targeted lessons focused on building children's understanding of positive values from both personal and social perspectives.</p>	<p>The Positive Values programme not only supports physical and mental well-being but also plays a crucial role in fostering social, emotional, and mental health (SEMH). By teaching skills such as teamwork, decision-making, and resilience, the programme directly addresses SEMH needs that are vital for students' overall development.</p> <p>According to the Education Endowment Foundation (EEF), addressing SEMH barriers, particularly for disadvantaged pupils, is essential for helping students overcome challenges that impact learning.</p> <p>The EEF –social and emotional learning</p>	4,5,6,7
<p>Implement a structured programme in Key Stage 2 that introduces children to diverse career paths. This could include inviting guest speakers, running a "Careers Day/Week," and linking curriculum content to real-world applications.</p> <p>Encourage disadvantaged students to aspire to a variety of careers, understand job roles, and see the connection between school and future success.</p>	<p>The Education Endowment Foundation (EEF) reports that embedding non-academic skills, including social-emotional and career-related skills, enhances motivation and engagement among disadvantaged pupils. By linking learning to real-world careers, schools help students to recognize the value of education, thus improving both their self-belief and learning outcomes.</p> <p>CEC's research supports career-related programmes in primary schools as a means to raise aspirations, particularly for students from low socio-economic backgrounds. Evidence suggests that early career exploration can increase students' confidence, awareness of</p>	2,4,5,7

	opportunities, and preparation for secondary education. Start small, Dream Big Education-evidence/teaching-learning-toolkit/aspiration-interventions	

Total budgeted cost: £ 52,753, +£100,000, +£100,000= £252,753

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils 2023-2024: Summary and Analysis

Contextual Overview

The 2023-2024 performance data highlights the continued impact of Covid-19 disruptions, which have significantly affected pupils' ability to meet age-related expectations, particularly among disadvantaged groups. The school has experienced a demographic shift, with an increasing number of disadvantaged pupils joining throughout KS2. Many of these pupils enter below age-related expectations, requiring substantial support to close the attainment gap. Additionally, the departure of pupils who were meeting age-related expectations, combined with the arrival of disadvantaged pupils needing extra assistance, has further influenced overall outcomes in English and Maths. This has led to lower attainment, particularly when compared to non-disadvantaged pupils who were previously meeting expectations.

EYFS Outcomes

In EYFS, 55% of children achieved a Good Level of Development (GLD), with disadvantaged pupils, particularly those eligible for FSM, outperforming their non-disadvantaged peers. Key takeaways include:

Gender Gap: The gap between boys and girls in achieving GLD stands at 22%, with girls outperforming boys.

Summer Born and EAL Performance: 38% of EAL pupils and 48% of summer-born children achieved GLD, indicating these groups could benefit from targeted support.

Three-Year Trend: A declining trend in GLD rates over the past three years suggests the need for strategic interventions to boost early learning outcomes, especially for non-disadvantaged pupils, where GLD rates were lower than their disadvantaged peers.

KS1 Outcomes

In Key Stage 1:

Phonics: 70% of Year 1 pupils met the required phonics standard, falling short of the national average (80%). Our disadvantaged data also fell below national at 57% with the disadvantaged national benchmark (68%). Including Year 2 re-sits, 79% met the standard, showing improvement.

Subject Performance: Expected standard attainment in Reading (57%), Writing (41%), and Mathematics (55%) lags behind national levels. Disadvantaged pupils, comprising 36% of the cohort, underperformed relative to their peers in all subjects.

Gender Disparity: Boys outperformed girls across subjects, signalling the need to balance performance between genders, with a particular focus on writing.

KS2 Outcomes

Combined RWM: 48.3% met the expected standard in Reading, Writing, and Mathematics combined, which is below the national average (61%) and the Local Authority (54.3%).

Subject-Specific Analysis:

Strengths: Reading, Mathematics, and GPS (Grammar, Punctuation, and Spelling) exceeded national averages, particularly at the higher standard.

Areas for Improvement : Writing scores were notably below national levels, for children meeting and achieving greater depth .

Gender and Disadvantage Gaps: Girls generally outperformed boys across RWM combined measures, a reversal from the previous year. Disadvantaged pupils continued to achieve below their non-disadvantaged peers across all subjects, underscoring the need for targeted support to bridge this gap.

EAL Success: EAL pupils performed well in reading and mathematics, with a substantial proportion achieving above the expected standard, indicating the effectiveness of current strategies for supporting EAL learners.

Strategic Outcomes and Evaluation

Progress towards achieving the intended outcomes outlined in the Pupil Premium strategy shows mixed results:

Positive Impacts: The school's strategies for supporting GPS, mathematics, and reading have contributed to above-average performance. EAL pupils are achieving expected standards, and disadvantaged pupils in EYFS are demonstrating a promising trend by outperforming non-disadvantaged peers in GLD. Disadvantaged pupils at Pike Fold are outperforming disadvantaged pupils across the local authority in reading and are outperforming local authority and national disadvantaged groups in maths.

Areas for Development:

Writing: Writing performance remains an area of concern across all phases. Efforts to improve writing, particularly for disadvantaged and male pupils, are a priority for the upcoming year.

Gender and Disadvantage Gap: Disparities persist between disadvantaged and non-disadvantaged pupils, especially at the end of KS2, with the disadvantaged RWM attainment at 30%, compared to 47% for the Local Authority and 67% nationally. Strategies are being refined to address these performance gaps by enhancing targeted support.

Conclusion

The school is committed to addressing the areas identified in the School Development Plan (SDP), focusing on writing improvement, gender gap reduction in GLD and KS2 performance, and closing the attainment gap for disadvantaged pupils. The overall assessment highlights successful areas while also recognising the need for more robust support in writing and for disadvantaged pupils across all key phases.

Contextual Overview

The 2024–2025 performance data continues to reflect the ongoing challenges of post-COVID recovery, with demographic shifts leading to an increased intake of disadvantaged pupils mid-phase, often below age-related expectations. This dynamic has similarly impacted attainment at Pike Fold Primary in 2024, where new joiners requiring intensive support and the departure of higher-attaining pupils contributed to widening attainment gaps. Both years highlight the dual challenge of closing disadvantage gaps while sustaining improvements in phonics, reading, and maths, alongside persistent underperformance in writing.

EYFS Outcomes

- 2023/2024: Overall GLD stood at 55%, with disadvantaged pupils outperforming non-disadvantaged peers. The gender gap was 22%, with girls outperforming boys. EAL pupils achieved 38%, and summer-born children 48%.
- 2024/2025: Overall GLD remained at 55%, matching pre-pandemic levels but below the national baseline (~68–70%). The gender gap narrowed to 14 percentage points (Girls 62%, Boys 48%). Pupil Premium pupils achieved 50%, now below non-disadvantaged peers at 59%, showing a re-emergence of the disadvantage gap. EAL pupils improved significantly to 65%, indicating effective early language support. Homegrown pupils (since Nursery) performed strongly at 63%, with homegrown girls at 78%. SEND pupils recorded 0% GLD, highlighting a critical area for targeted intervention.

KS1 Outcomes

- 2023/2024: Phonics pass rate was 70% overall, with disadvantaged pupils at 57%, both below national averages. Reading, writing, and maths attainment lagged behind national levels, with boys outperforming girls, especially in writing.
- 2024/2025: Phonics screening improved markedly to 75.86% overall, with disadvantaged pupils outperforming peers at 81.48%, exceeding national benchmarks (~68%). Reading rose slightly to 59.65% overall, with disadvantaged pupils improving to 42.31%, though a significant gap (~17%) remains. Writing declined to 33.33% overall and 30.77% for disadvantaged pupils, narrowing the gap but highlighting a critical priority area. Maths dipped slightly to 52.63% overall and 34.62% disadvantaged, with an 18% gap persisting. Combined RWM was low at 29.82% overall and 23.08% disadvantaged, underscoring urgent need for targeted support.

KS2 Outcomes

- 2023/2024: Combined RWM was 48.3% overall and 30% for disadvantaged pupils, below national and local averages. Reading, maths, and GPS were strengths, while writing lagged significantly. Girls outperformed boys, and disadvantaged pupils underperformed across all subjects. EAL pupils performed well in reading and maths.
- 2024/2025: Combined RWM improved to 56.67% overall and 42.86% disadvantaged, narrowing the disadvantage gap from 18.3% to 13.81%. Reading showed strong progress with 78.33% overall and 75% disadvantaged meeting expected standards, reducing the gap to under 4%. Writing remained the weakest area at 60% overall and 46.43% disadvantaged, with a persistent gap of ~14%. Maths continued to perform well with 71.67% overall and 64.29% disadvantaged, narrowing the gap to 7%. Greater depth attainment gaps remain significant, particularly in reading and maths, with disadvantaged pupils achieving notably lower percentages in all subjects.

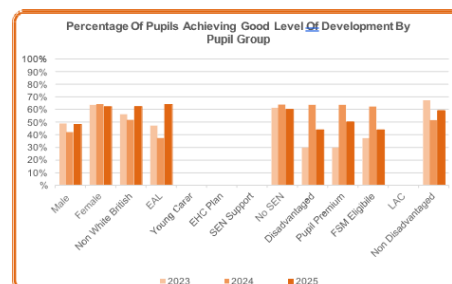
Disadvantaged Pupils Analysis

- 2023/2024: Disadvantaged pupils showed underperformance across all phases, with some positive trends in EYFS and phonics but persistent gaps in writing and KS2 combined measures.
- 2024/2025: Disadvantaged pupils at EYFS now perform below non-disadvantaged peers, reversing the previous year's trend. KS1 phonics is a major success, with disadvantaged pupils outperforming peers. However, reading and maths gaps remain stubborn, and writing outcomes are critically low across phases. At KS2, the disadvantage gap is narrowing in combined RWM, reading, and maths, but writing remains a key concern with a significant attainment gap.

Early Years Foundation Stage

Pupil Groups

School Results By Pupil Group	Cohort 2025	Prime Learning Goals			Specific Learning Goals			Good Level Of Development			Average Points Score		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Pupils	56	64.3%	61.7%	60.7%	48.2%	53.3%	53.6%	55.4%	55%	55.4%	28.9	28.9	28.9
Identity													
Male	27	58.6%	45.8%	51.9%	34.5%	37.5%	44.4%	48.3%	41.7%	48.1%	28.0	27.2	27.4
Female	29	70.4%	72.2%	69%	65%	63.6%	62.1%	65%	63.6%	62.1%	29.9	30.1	30.2
Non-White British	37	56.3%	56.6%	56.6%	48.1%	48.6%	50.9%	55.6%	51.4%	50.3%	29.0	28.5	29.3
EAL	25	46.7%	40.7%	55%	40%	37%	55%	46.7%	37%	55%	27.2	26.8	28.8
Young Carer	0	-	-	-	-	-	-	-	-	-	-	-	-
SEN													
EHC Plan	0	-	0%	-	-	0%	-	-	0%	-	-	17.5	-
SEN Support	5	0%	0%	0%	0%	0%	20%	0%	0%	0%	19.0	20.8	21.8
No SEN	50	70.6%	71.2%	68%	62.9%	61.6%	66%	60.8%	63.9%	60%	29.9	30.4	29.5
Disadvantage													
Disadvantaged	16	47.1%	73.7%	50%	29.4%	57.9%	43.8%	29.4%	63.2%	43.8%	26.4	29.9	28.2
Pupil Premium	16	47.1%	73.7%	50.3%	29.4%	57.9%	60%	29.4%	63.2%	80%	26.4	29.9	29.2
FSM Eligible	16	52.6%	71.4%	50%	36.8%	57.1%	43.8%	36.8%	61.9%	43.8%	27.2	29.9	28.2
LAC	0	-	-	-	-	-	-	-	-	-	-	-	-
Non-Disadvantaged	39	71.8%	56.1%	64.1%	56.4%	51.2%	56.4%	66.7%	51.2%	59%	30.1	28.4	29.0



LA/National Results By Pupil Group - 2025	Prime Learning Goals				Specific Learning Goals				Good Level Of Development			
	School	LA	National	Comp.	School	LA	National	Comp.	LA	National	Comp.	Comp.
All Pupils	60.7%	68.1%	75.3%		53.6%	56.6%	68.2%		55.4%	60.3%	68.3%	
Identity												
Male	51.9%	61%	68.2%	68.2%	44.4%	51.4%	61.5%	61.5%	48.1%	53.4%	61.6%	61.6%
Female	69%	75.3%	82.7%	82.7%	62.1%	66%	75.1%	75.1%	62.1%	67.4%	75.4%	75.4%
Non-White British	64.9%	66%	73%	75.3%	50.9%	56.2%	66%	66%	55.2%	66.9%	68.3%	68.3%
EAL	64%	63.2%	70.8%	75.3%	50%	53.2%	63.4%	68.2%	55.5%	64.9%	68.3%	68.3%
Young Carer	-	64.7%	-	75.3%	-	58.8%	-	68.2%	-	52.9%	-	68.3%
SEN												
EHC Plan	-	2.9%	4.6%	75.3%	-	2.2%	4.9%	68.2%	-	2.2%	3.9%	68.3%
SEN Support	0%	27%	31.2%	75.3%	20%	21.5%	28.3%	68.2%	0%	22.5%	26.4%	68.3%
No SEN	66%	79.6%	84%	84%	56%	69.3%	76.2%	76.2%	60%	71.3%	76.7%	76.7%
Disadvantage												
Disadvantaged	50%	62.7%	60.9%	77.9%	43.8%	52.2%	51%	71.4%	43.8%	53.6%	51.4%	71.5%
Pupil Premium	56.3%	63.4%	-	75.3%	50%	52.7%	-	68.2%	50%	54%	-	68.3%
FSM Eligible	50%	62.7%	61%	78.7%	43.8%	52.1%	50.8%	72.4%	43.8%	53.5%	51.4%	72.5%
LAC	-	-	53.1%	75.2%	-	-	49.9%	68.1%	-	-	47.6%	68.3%
Non-Disadvantaged	64.1%	74.1%	77.9%	77.9%	56.4%	65.7%	71.4%	71.4%	59%	67.8%	71.5%	71.5%

Male SLG improved significantly
 Female decrease
 NWB & EAL Sig improvement over time
 Baseline: 23/24 26.7% on track
 24/25 7% on track
 Disadvantaged hit reluctance from parents to attend interventions.

Prime Areas underachieve
 SL- NWB & EAL slightly achieve higher
 GLD NWB & EAL achieve higher than L

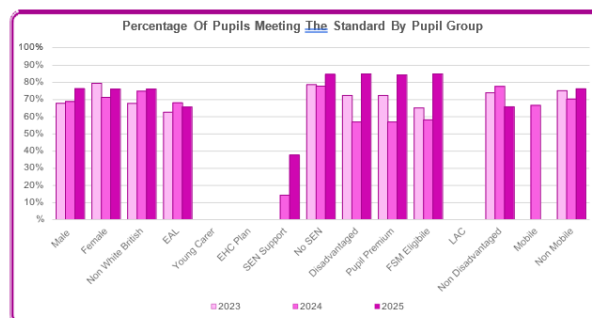
*National figures are from Nexus and are to be used indicatively

Phonics

Pupil Groups

Year 1 Results By Pupil Group	Cohort 2025	Meeting Standard			LA - National - 2025		
		2023	2024	2025	2025	Same	Comp.
All Pupils	58	73.3%	70.2%	75.9%	74%	79.9%	
Identity							
Male	25	67.7%	69%	76%	69.4%	75.9%	75.9%
Female	33	79.3%	71.4%	75.8%	78.8%	84%	84%
Non-White British	33	67.6%	75%	75.8%	74.2%	80.5%	79.9%
EAL	26	62.5%	68.2%	65.4%	72.5%	79.6%	79.9%
Young Carer	1	-	-	0%	58.8%	-	79.9%
SEN							
EHC Plan	2	0%	-	0%	19.3%	19.9%	79.9%
SEN Support	8	0%	14.3%	37.5%	49%	52.1%	79.9%
No SEN	45	78.6%	78%	84.4%	85.3%	88.1%	88.1%
Disadvantage							
Disadvantaged	26	72.2%	57.1%	84.6%	67.8%	66.8%	83.4%
Pupil Premium	25	72.2%	57.1%	84%	67.7%	-	79.9%
FSM Eligible	26	65%	58.3%	84.6%	67.6%	66.6%	83.9%
LAC	0	-	-	-	-	59.9%	79.8%
Non-Disadvantaged	29	73.8%	77.8%	65.5%	-	83.4%	83.4%
Mobility							
Mobile	1	0%	66.7%	0%	48.8%	-	-
Non-Mobile	54	75%	70.4%	75.9%	77.2%	-	-

*National figures are from Nexus and are to be used indicatively



Disadvantaged children have improved within school and also against L & N data. Significant increase in males achieving within school, exceeding L & N data.
 SEN support improved significantly- Targeted support and precise interventions in place.

Key Stage 2

Pupil Groups - Achieving Expected Standard

Reading - % Achieving Expected Standard	School			LA			National - 2025		
	2023	2024	2025	2025	Same	Comp.	2025	Same	Comp.
All Pupils	77%	76.7%	78.3%	70.1%		75.0%			
Identity									
Male	68.6%	70%	76.6%	66.2%	72.0%	72.0%			
Female	88.5%	83.3%	78.1%	74.4%	78.0%	78.0%			
Non White British	73.5%	77.4%	75.0%	70.6%	75.7%	75.0%			
EAL	73.7%	79.2%	62.5%	67.8%	74.0%	75.0%			
Young Carer	-	0%	100%	58.5%		75.0%			
SEN									
EHC Plan	66.7%	50%	20%	19%	20.0%	75.0%			
SEN Support	27.3%	23.1%	55.6%	46.3%	50.0%	75.0%			
No SEN	89.1%	95.3%	89.1%	81.3%	85.0%	85.0%			
Disadvantage									
Disadvantaged	70.4%	63.3%	75%	64.7%	63.0%	81.0%			
Pupil Premium	70.4%	63.3%	75%	65%		75.0%			
FSM Eligible	71.4%	65.5%	75%	64.8%	63.0%	80.0%			
LAC	-	-	-	58.8%	52%	75.2%			
Non Disadvantaged	82.4%	90%	81.3%	76.2%	81.0%	81.0%			
Mobility									
Mobile	40%	100%	60%	48.8%					
Non Mobile	80.4%	75%	88%	72.7%					

All areas exceeded local with the exception of EAL pupils

*National figures for LAC pupils are from Nexus and should be used indicatively

Writing - % Achieving Expected Standard	School			LA			National - 2025		
	2023	2024	2025	2025	Same	Comp.	2025	Same	Comp.
All Pupils	60.7%	51.7%	60%	63.4%		72.0%			
Identity									
Male	51.4%	46.7%	53.6%	56.9%	66.0%	66.0%			
Female	73.1%	56.7%	65.6%	70.5%	78.0%	78.0%			
Non White British	61.8%	51.6%	63.6%	64.7%	74.0%	72.0%			
EAL	63.2%	50%	56.3%	63.5%	73.0%	72.0%			
Young Carer	-	100%	100%	51.9%		72.0%			
SEN									
EHC Plan	66.7%	25%	20%	11.6%	13.0%	72.0%			
SEN Support	9.1%	15.4%	0%	33.8%	39.0%	72.0%			
No SEN	71.7%	65.1%	76.1%	75.9%	84.0%	84.0%			
Disadvantage									
Disadvantaged	55.6%	33.3%	46.4%	57.4%	59.0%	78.0%			
Pupil Premium	55.6%	33.3%	46.4%	57.9%		72.0%			
FSM Eligible	50%	34.5%	46.4%	57.7%	59.0%	78.0%			
LAC	-	-	-	55.9%	45.2%	72.3%			
Non Disadvantaged	64.7%	70%	71.9%	70.1%	78.0%	78.0%			
Mobility									
Mobile	40%	50%	40%	39.7%					
Non Mobile	62.5%	51.8%	61.8%	66.3%					

W data has improved within school however remains below National. *Disadvantage* pupils are also making progress within school, yet still remain below Local and national data.

Key Stage 2

Pupil Groups - Achieving Expected Standard

Maths - % Achieving Expected Standard	School			LA			National - 2025		
	2023	2024	2025	2025	Same	Comp.	2025	Same	Comp.
All Pupils	73.8%	85%	71.7%	70.7%		74.0%			
Identity									
Male	65.7%	90%	71.4%	71%	75.0%	75.0%			
Female	84.6%	80%	71.9%	70.3%	73.0%	73.0%			
Non White British	73.5%	80.6%	69.7%	73%	77.2%	74.0%			
EAL	78.9%	79.2%	62.5%	73.1%	78.0%	74.0%			
Young Carer	-	100%	100%	54.3%		74.0%			
SEN									
EHC Plan	66.7%	50%	0%	18%	18.0%	74.0%			
SEN Support	18.2%	69.2%	33.3%	44.1%	47.0%	74.0%			
No SEN	87%	93%	87%	82.6%	84.0%	84.0%			
Disadvantage									
Disadvantaged	66.7%	80%	84.3%	63.5%	61.0%	80.0%			
Pupil Premium	66.7%	80%	84.3%	63.6%		74.0%			
FSM Eligible	60.7%	79.3%	84.3%	63.6%	61.0%	80.0%			
LAC	-	-	-	52.9%	48.3%	74.2%			
Non Disadvantaged	79.4%	90%	78.1%	78.8%	80.0%	80.0%			
Mobility									
Mobile	60%	75%	40%	52.5%					
Non Mobile	75%	85.7%	74.5%	72.9%					

Disadvantaged children in maths do better than local. Good improvement in female and non white British children achieving RWM

RWM - % Achieving Expected Standard	School			LA			National - 2025		
	2023	2024	2025	2025	Same	Comp.	2025	Same	Comp.
All Pupils	60.7%	48.3%	56.7%	54.7%		62.0%			
Identity									
Male	51.4%	46.7%	50%	51.1%	59.0%	59.0%			
Female	73.1%	50%	52.5%	58.7%	65.0%	65.0%			
Non White British	61.8%	48.4%	57.5%	55.9%	65.2%	62.0%			
EAL	63.2%	45.8%	50%	53.9%	64.0%	62.0%			
Young Carer	-	0%	100%	39%		62.0%			
SEN									
EHC Plan	66.7%	25%	0%	7.6%	9.0%	62.0%			
SEN Support	9.1%	15.4%	0%	25.6%	29.0%	62.0%			
No SEN	71.7%	60.5%	73.9%	66.6%	74.0%	74.0%			
Disadvantage									
Disadvantaged	55.6%	30%	42.9%	47.9%	47.0%	69.0%			
Pupil Premium	55.6%	30%	42.9%	48.4%		62.0%			
FSM Eligible	50%	31%	42.9%	48.1%	47.0%	69.0%			
LAC	-	-	-	44.1%	35%	62.3%			
Non Disadvantaged	64.7%	66.7%	68.8%	62.4%	69.0%	69.0%			
Mobility									
Mobile	40%	50%	40%	32.6%					
Non Mobile	62.5%	48.2%	58.2%	57.4%					

Strategic Implications

- Renewed focus on early intervention for boys and SEND pupils in EYFS.
- Sustain and build on phonics success in KS1, alongside enhanced writing and maths interventions.
- Prioritise writing improvement across all key stages, with scaffolded teaching and targeted support.
- Continue to monitor pupil mobility and deploy Pupil Premium funding strategically for intensive catch-up support.
- Address greater depth attainment gaps through challenge and enrichment for disadvantaged higher attainers.

Conclusion

The 2024/2025 data reflects encouraging progress in phonics, reading, and maths, particularly for disadvantaged pupils, with notable narrowing of attainment gaps at KS2. However, writing remains a barrier to closing the disadvantage gap fully. The school's Pupil Premium strategy will focus on writing improvement and targeted support for vulnerable groups, while consolidating gains in other areas.

Externally provided programmes

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

Programme	Provider
TTRS/Numbots	Maths Circle Ltd
Accelerated Reader	Renaissance Ltd
Individual and group Music	Rigby Music service
Evidence Me	2 Simple
Spelling Shed	Education Shed Ltd
Nessy	Nessy Learning Ltd

Purple Mash	2 Simple
Letter Join	Green and Tempest Ltd
Century Learning	Century Ltd