

Pupil premium strategy statement

St Oswald's CE Primary School

This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 academic year 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 outcomes for disadvantaged pupils last academic year. We have used the tired approach, recommended by the Education Endowment Foundation (EEF) and have used to the EEF 5 step guide to:

- 1 Diagnose pupil needs
- 2 Use reliable research to support our strategy
- 3 Develop our strategy
- 4 Deliver and monitor our strategy
- 5 Evaluate and sustain our strategy

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	42.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	12/10/2026
Date on which it will be reviewed	1 st October 2027
Statement authorised by	E Murtagh
Pupil premium lead	E Murtagh
Governor / Trustee lead	S Varga

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026-2027)	£131,280
Pupil premium funding carried forward from previous years	£9,389
Total budget for this academic year	£140,669

Part A: Pupil premium strategy plan

Statement of intent

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

We will consider various challenges faced by vulnerable pupils, such as those who have a social worker, have been known to social care, have additional needs and young carers for example. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide early reading support for disadvantaged pupils
- provide Speech and Language screening and intervention in EYFS
- ensure those pupils who are disadvantaged in EYFS achieve a good level of development
- continue to narrow the gap between disadvantaged pupils in phonics, Reading, Writing and Maths at KS1 and those who are not.
- disadvantaged pupils make at least expected progress and better in order to achieve age related expectations in English and Maths at the end of KS2, narrowing the gap between their achievements and those who are not disadvantaged nationally
- ensure there are no financial barriers for disadvantaged pupils to be included in any part of school life and they have equal educational experiences as those pupils who are not disadvantaged.
- ensure disadvantaged pupils have good attendance and punctuality at school.
- support those who are disadvantaged and vulnerable through other social issues the best possible way in order to achieve. E.g. free breakfast in breakfast club, school uniform, PE kits etc.
- ensure the more able disadvantaged pupils are challenged.
- purchase of technology and resources to support high quality teaching and learning.
- Provide targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching support deployed to carry out interventions supporting pupils' social, emotional and behavioural needs.
- facilitate coaching for staff to improve the quality of their teaching.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations of pupils in EYFS indicate disadvantaged pupils achieve lower GLD at the end of EYFS than their peers. At the end of 2026 33% of disadvantaged pupils achieved GLD, compared to 71.4% of their peers. 92% of our disadvantaged pupils arrived to Reception this year unable to regulate themselves.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 3 years, between 0% - 33% of our disadvantaged pupils arrive at age-related expectations in reading. (Currently 17% of disadvantaged pupils arrived at related expected this year.) This gap narrows over the years and disadvantaged pupils make significant progress so that these pupils often exceed national averages compared to those who are not disadvantaged nationally. This is largely due to the interventions in place which need to be sustained.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 25% - 33% of our disadvantaged pupils arrive below age-related expectations. This gap narrows and over the years and disadvantaged pupils make significant progress so that these pupils often exceed national averages compared to those who are not disadvantaged nationally. This is largely due to the quality first teaching and use of clear adaptations using 'build a sequence' resources in place which need to be sustained.
5	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 0% - 33% of our disadvantaged pupils arrive below age-related expectations. Our writing data over the last 3 years indicates that writing among disadvantaged pupils remains throughout the school has been lower than for non-disadvantaged pupils. The gap narrows by the end of KS2. Writing is in line with national average by the end of year 6 overall but those who are disadvantaged achieve the lowest compared to reading and maths.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils. At the end of 2024 -2025 A higher percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Our assessments, observations and discussions with pupils and families have identified a higher proportion of pupils eligible for PP have greater involvement

	with social care and early help, this can adversely affect their mental health and well-being and often need further emotional support so that they are able to learn. Referrals for support remain high and require additional support with social and emotional needs and/or small group interventions.
8	55% of disadvantaged pupils in the school also have additional needs that need identifying, assessing and acting on professional advice to ensure we can provide the best possible provision for them and ensure positive outcomes in reading and writing.
9	Our assessments, observations and discussions with pupils and families have identified some eligible pupils are also on vulnerable due to social factors, which can create difficulties for them to learn effectively. e.g. Lack of sleep, hunger, lack of stability at home, Domestic Violence, Drug or Alcohol abuse, Mental Health or other health problems which affect parenting, issues within the family, limited parenting skills and ability to support children effectively in their learning, crime and antisocial behaviour within the family, pupils at risk of financial exclusion due to family circumstances.
10	Parental engagement and support from home is disproportionate for eligible pupils and results in further disadvantage in the quality of support pupils receive at home with their learning.

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
Improved oral language skills and vocabulary among disadvantaged pupils. Thus, ensuring positive impact on pupils' reading and writing across the school, particularly those who are disadvantaged.	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. Pupils meet their writing targets and the gap between the attainment of those who are disadvantaged and those who are not is closing.
Sustain improved reading attainment among disadvantaged pupils from EYFS to KS2.	The gap between disadvantaged pupils achievements in reading and their non disadvantaged peers continues to narrow. KS2 reading outcomes in 2026/27 show that more than 85% of disadvantaged pupils met the expected standard.
To improve maths attainment for those pupils who are disadvantaged.	Pupils meet their maths targets and the gap between the attainment of those who are disadvantaged and those who are not is closing.
To ensure the achievement gap between those pupils eligible for PP and those who are not, is closing in all core areas in EYFS.	Those who are eligible for PP make further progress and achieve in line with their peers. The gap between the attainment of those who are disadvantaged and those who are not is closing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Achieve and sustain high attendance by 2027/28 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 1.8%, (national average for last year) and the attendance gap between

	disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers. Those who are eligible for PP attend school as often as their peers.
Reduce the number of persistently absent pupils who are eligible for PP.	Those who are eligible for PP attend school as often as their peers.
Pupils develop resilience and independence in their learning.	Eligible pupils are supported emotionally and can access learning.
Pupils with SEND are identified early and are assessed for level of need in a timely manner.	Outside agencies are procured and pupils needs are identified and met.
Pupils with SEND and require further support are adequately supported.	Funds are used to secure 1:1 teaching assistants or group assistants.
Staff are trained to adapt their teaching to support pupils need.	Staff are well equipped to adapt their teaching to meet pupils needs.
The number of pupils achieving a good level of development in EYFS improves.	Eligible pupils are supported emotionally and socially and make rapid gains of progress
Pupils are supported emotionally and provided with the knowledge and resources to build resilience and manage their emotions.	Pupils are well equipped to manage their emotions and self-regulate.

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 Budgeted cost: £82,137

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Reading, Writing and Maths are essential key skills and core subjects which all pupils need for life. Schools are required to ensure all gaps in learning are addressed and the achievement gap between those pupils who are disadvantaged pupils and those who are not is addressed.	1, 2, 3 & 8

	Research shows that vocabulary represents one on the most important key silks.	
Improve the number of disadvantaged pupils achieving GLD by the end of Reception, by increasing number of pupils achieving what is expected in speaking, listening and attention and language and communication. EYFS staff to screen all nursery pupils using NELI and targeted intervention to take place in Reception. Additional adult support in EYFS to provide 1:1 support.	Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise. The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs). https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1, 2, 3, 4, 5 & 8
Purchase of a DfE validated Systematic Synthetic Phonics programme (Read, Write Inc) to secure stronger phonics teaching for all pupils. Development day with Read, write inc coach to ensure phonics continues to be well led and pupil progress is monitored robustly. Additional adult support in to provide 1:1 support for phonics in R – Y2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF Betty Hart and Todd Risley coined the phrase the '30 million word gap'. Over a period of two and a half years, they recorded the language in the homes of three-year-old children. They found that a child in a family on benefit heard 30 million words less than a child in a professional family. The recordings also showed that children in poorer families spoke around four times fewer new words per day. A more recent study found that as well as the words a child says, there are dramatic differences in the number of words children in different social economic groups understand. This difference is there by the time children are 18 months old. This is worrying given the fact that children need good language skills to be able to learn to read, to do well in school, to make friends and manage their behaviour. Children's language at age five is the single most important factor in predicting literacy at age 11 – more important than behaviour, peer relationships, emotional well-being, positive interaction and attention.	1, 2, 3 & 8
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance in EYFS. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub	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: Mathematics guidance: key stages 1 and 2 Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	2, 4, 6 & 8

resources and CPD (including Teaching for Nursery teacher – to complete the Nurturing Young Mathematicians Programme)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Year group training with Maddie Barnes for Foundational Skills for Writing To improve writing across the school, particularly for those who are eligible for Pupil Premium. Continue to embed further 'Place value of Grammar and Punctuation'	Writing is a key skill and core subjects which all pupils need for life. There is strong evidence for more Writing training across key stages, with a particular focus on handwriting, motor skills, vocabulary, and spelling. EEF: Understanding current practice and research priorities in teaching Writing Practice review June 2024 Surveys suggested that teachers had minimal in-school Continuing Professional Development (CPD) on Writing. EEF: Understanding current practice and research priorities in teaching Writing Practice review June 2024 Primary schools identified their main challenges as lack of pupil confidence in spelling, ensuring a consistent approach to teaching Writing across the school and poor pupil vocabulary. Evidence suggests that children with literacy difficulties need additional, targeted help to catch up with their peers (Brooks, 2016). Furthermore, this study explores the 'areas of promise' identified in Slavin et al.'s (2019) review, which are highlighted as: • structured approaches that give students step-by-step guides to Writing in various genres, focused squarely on Writing outcomes; • teaching students to assess their own and others' drafts, to give students more feedback and insight into effective Writing strategies; • approaches that prioritise balancing Writing with Reading; • approaches that attempt to build students' motivation to write and enjoy self-expression; • approaches that teach Writing conventions (e.g. grammar, punctuation, and usage) explicitly, but in the context of creative Writing; and • approaches that provide extensive Continuing Professional Development (CPD) to teachers, in which they themselves experience the Writing strategies they will employ.	1, 5 & 10 1, 5, 8 & 10

Additional experienced teacher and Maths leader for English and Maths in Year 6, to ensure the achievement of those pupils who are disadvantaged remains higher than those nationally and that the gap between their achievements and those who are not is closed or closing.	Schools with above average Key Stage 2 Writing performance outcomes were 12% more likely to select that they have developed their own intervention resources than schools with below average outcomes. EEF: Understanding current practice and research priorities in teaching Writing Practice review June 2024 Schools are required to ensure all gaps in learning are addressed and the achievement gap between those pupils who are disadvantaged pupils and those who are not is addressed. Diagnostic assessment EEF Maths is an essential key skill and core subject which all pupils need for life. Internal assessment data has shown that the number of eligible pupils who met age related expectations in maths was significantly lower than those who are not. Nationally in 2025 at the end of KS2 61% of disadvantaged pupils achieved the expected standard in Maths. Disadvantaged pupils in St. Oswald's achieved higher 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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The achievement of PP pupils in Reading, Writing and Maths was significantly less than their peers at KS2 nationally. https://www.tes.com/magazine/news/primary/ks2-sats-disadvantage-gap-rises-highest-level-4-years The disadvantage gap in KS2 Sats Some 49 per cent of disadvantaged pupils met the expected standard in reading, writing and maths combined this year, up from 47 per cent in 2025. In writing, 60 per cent met the expected standard, up from 59 per cent; while 62 per cent did so in maths, up from 61 per cent. The proportion of disadvantaged pupils meeting the expected standard in reading remained unchanged at 63 per cent. In reading, writing and maths combined, the 49 per cent of disadvantaged pupils meeting the expected standard in 2026 compared with 70 per cent of other pupils, keeping that gap unchanged. Meanwhile, 4 per cent of disadvantaged pupils met the higher standard in reading, writing and maths combined, while 11 per cent of other pupils met the higher standard.	1, 3, 4, 5, 8 & 10
Purchase of Fresh Start to Follow on from Read, Write Inc. Additional adult support in to provide 1:1 support	Read Write Inc. Fresh Start was the commercially available programme cited by most schools. Furthermore, schools with high FSM were 13% more likely to use Read Write Inc.	1, 3, 8 & 10

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start The EEF commissioned this effectiveness trial of Read Write Inc. Phonics and Fresh Start following positive results from a previous EEF-funded efficacy trial of Fresh Start. This previous trial involved 10 schools and found a positive impact on pupils' equivalent to three additional months' progress in reading, on average.	
To improve writing across the school.	Writing is a key skill and core subjects which all pupils need for life. Schools are required to ensure all gaps in learning are addressed and the achievement gap between those pupils who are disadvantaged pupils and those who are not is addressed. Our school data also showed this to be the case. At the end of KS2 69% of disadvantaged pupils gained the expected standard in writing compared to compared to 78% of those who are not nationally. The gap is continuing to narrow – as has been the last 3-year trend. This is a similar picture across each cohort. https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines The national headlines for 2024/25 show that those pupils who are disadvantaged perform lower than those who are not. 59% of disadvantaged pupils gained the expected standard in writing compared to compared to 78% of those who are not. (IDSR)	5
SENCO 0.5 FTE – SENDco to ensure that Quality first teaching includes effective adaptive teaching and follows the EEF 5 A Day	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send The best available research evidence suggests that there are five approaches – a 'five-a-day' – that teachers should consider adopting for pupils with SEND. These five teaching approaches are likely to broadly support all pupils, while particularly supporting many pupils with SEND. Over 55% of pupils eligible for PP also have additional needs – which is now 39% of the school's population.	1 & 8

Targeted academic support: Budgeted cost: £39831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to deliver Maths Mastery in Reception	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	1, 2 & 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been	1, 2, 3 & 8

support. This will be delivered in collaboration with our local English hub.	shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/eeef-attendance-projects	6, 7 & 9
Additional adult support in EYFS to provide 1:1 support.	See previous research 9,965 pupils completed at least 20 more sessions of tutoring after the first tutor check. Most of these pupils made 9 words or more improvement in their WCPM after 20 sessions of tutoring - 3x the expected rate of improvement. (FFT) Younger children , those eligible for the pupil premium and schools with higher levels of deprivation, in urban areas and in the North or the Midlands all showed greater declines. Indeed, the Midlands accounted for almost all declines in older age groups in 2020 tests. Pupils eligible for free school meals showed greater levels of learning loss than their peers from more financially advantaged backgrounds. Average learning loss in reading for primary school-aged pupils eligible for free school meals in March 2021 was 2.7 months . (National Literacy Trust)	3, 4, 8, 9 & 10
To maintain purchase of Lexia reading intervention programme.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF All internal data has shown that disadvantaged pupils make the least progress and are less likely to achieve age related expectations in reading.	1, 8, 9, 10 11 -14
To purchase the 'Fresh Start' programme for struggling readers in KS2	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF All internal data has shown that disadvantaged pupils make the least progress and are less likely to achieve age related expectations in reading.	1, 8, 9, 10 11 -14
Additional TA time to deliver the Fresh	Research above. All internal data has shown that disadvantaged pupils are less likely to achieve age related expectations in reading. Timely	1, 8, 9, 10 11 -14

start programme in KS2.	intervention will ensure that this does not happen and disadvantaged pupils will achieve what is expected where possible.	
Purchase of Place Value of punctuation and Grammar to develop the writing skills and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills and writing ability.	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: Oral language interventions Teaching and Learning Toolkit EEF The attainment of disadvantage pupils at the end of KS2 is increasing (3-year trend – ISR) and the gap is continuing got narrow.	5, 9, 10, 11 - 14

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £24265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	7 & 9
Pastoral Mentor also carries out counselling sessions and supports those families who need Early Help.	Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health. (EEF) There are large numbers of pupils known to social care and family's subject to Early Help, this requires a dedicated post.	7 & 9
Improve the quality of social and emotional support – Pastoral mentor to complete ELSE training and supervisions.	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): Improving Social and Emotional Learning in Primary Schools EEF	7 & 9

Total budgeted cost: £146,233

Externally provided programmes

Programme	Provider
NELI	Nuffield
Lexia	Lexia learning
Read, Write Inc Phonics	Read, Write Inc
Fresh Start	Read, Write Inc
Place Value For Punctuation and Grammar	Grammarsaurus
Maths Mastery	Ark Curriculum Plus

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes July 2026

EYFS (30 pupils)

9 PP pupils, 5 pupils with SEND 3 Pupils summer born = 30% of class in total.

33.3% of disadvantaged pupils achieved a good level of development.

44.4% achieved age expected in communication and language.

44.4% achieved age expected in word reading.

33.3% achieved age expected in writing.

33.3% achieved age expected in number

Key Stage 1

Year 1 - 28 pupils

14 PP pupils, 2 of those pupils with SEND = 50%

77% passed the phonics check in Year 1

71% achieved expected & 7% at higher standard in Reading

43% achieved expected in Writing

50% achieved expected in Spelling, Punctuation and Grammar,

86% achieved expected & 17% at higher standard in Maths

Year 2 – 29 pupils

11 PP pupils 6 of those pupils with SEND = 38% of the class in total.

None retook phonics as 100% passed in Year 1.

91% achieved expected & 18% at higher standard in Reading.

45% achieved expected in Writing

91% achieved expected & 18% at higher standard in Spelling, Punctuation and Grammar.

100% achieved expected & 18% at higher standard in Maths.

Key Stage 2

Year 3 - 25 pupils

17 PP pupils of those pupils there are 12 with SEND 68% of class in total.

53% achieved expected & 6% at higher standard in Reading.

29% achieved expected in Writing.

59% achieved expected & 18% at higher standard in Spelling, Punctuation and Grammar.

53% achieved expected & 6% at higher standard in Maths.

Year 4 – 29 pupils

12 PP pupils of those pupils there are 8 with SEND = 41% of class in total.

75% achieved expected & 25% at higher standard in Reading.

42% achieved expected in Writing.

75% achieved expected & 25% at higher standard in Spelling, Punctuation and Grammar.

75% achieved expected & 12% at higher standard in Maths.

Year 5 – 27 pupils

10 PP pupils of those pupils there are 4 with SEND = 37% of class in total.

70% achieved expected in Reading & 20% at higher standard.

40% achieved expected in Writing.

90% achieved expected & 20% at higher standard in Spelling, Punctuation and Grammar.

70% achieved expected & 20% at higher standard in Maths.

Year 6 – 25 Pupils

14 PP pupils of those pupils there are 6 with SEN = 56% of class in total.

85% achieved expected +23% at higher standard in Reading.

69% achieved expected in Writing.

69% achieved expected + and 23% at greater depth in Spelling, Punctuation and Grammar.

85% achieved expected + and 15% at greater depth in Maths.

KS2 data 2025/26

Disadvantaged

The table below summarises school performance of the disadvantaged pupil group compared to national and to similar schools disadvantaged pupil group across all attainment measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Different shading is used on the similar schools bandings (orange for below and blue for above) to reflect the contextual nature of this comparator. This colour scheme is the same as that used in other contextual sections of the report.

A second table provides information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for the combined reading, writing and maths measure.

	Versus national average				Versus similar school average [†]			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)		Above (non-sig)		
Reading expected standard	Close to av. (non-sig)	Above (sig+)	Above (non-sig)	Above (non-sig)		Above (non-sig)	Above (non-sig)	Above (non-sig)
Writing expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)		Above (non-sig)		
Maths expected standard	Below (non-sig)	Above (non-sig)	Above (non-sig)	Close to av. (non-sig)	Below (non-sig)	Above (non-sig)	Above (non-sig)	
EGPS expected standard	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)	Above (non-sig)		Above (non-sig)

Disadvantaged

The table below summarises school performance of the disadvantaged pupil group compared to national and to similar schools disadvantaged pupil group across all progress measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Different shading is used on the similar schools bandings (orange for below and blue for above) to reflect the contextual nature of this comparator. This colour scheme is the same as that used in other contextual sections of the report.

A second table provides information about cohort size and characteristics for each measure.

	Versus national average				Versus similar school average ¹			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Reading progress	Below (non-sig)	Close to av. (non-sig)	Above (sig+)	Above (non-sig)	Below (non-sig)	Above (non-sig)	Above (sig+)	Above (non-sig)
Writing progress	Below (non-sig)	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Below (non-sig)		Above (non-sig)	
Maths progress	Close to av. (non-sig)	Close to av. (non-sig)	Above (sig+)	Above (sig+)			Above (sig+)	Above (sig+)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	40	78%	63%	Above (non-sig)	81%	-3	Not applicable	65%	Above (non-sig)	Not applicable
2026	12	83%	63%	Above (non-sig)	81%	2	Positive gap	66%	Above (non-sig)	High - SEN
2025	13	92%	63%	Above (sig+)	81%	11	Positive gap	64%	Above (non-sig)	High - SEN
2024	15	60%	62%	Close to average (non-sig)	80%	-20	Not available	64%		High - FSM, High - SEN

Disadvantaged pupils - Writing expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	40	65%	59%	Close to average (non-sig)	78%	-13	Not applicable	62%		Not applicable
2026	12	67%	60%	Close to average (non-sig)	79%	-13	No meaningful change	64%		High - SEN
2025	13	69%	59%	Close to average (non-sig)	78%	-9	No meaningful change	58%	Above (non-sig)	High - SEN
2024	15	60%	58%	Close to average (non-sig)	78%	-18	Not available	60%		High - FSM, High - SEN

Disadvantaged pupils - Maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	40	68%	61%	Close to average (non-sig)	81%	-13	Not applicable	64%		Not applicable
2026	12	83%	62%	Above (non-sig)	82%	2	Positive gap	67%	Above (non-sig)	High - SEN
2025	13	77%	61%	Above (non-sig)	81%	-4	Narrowing	61%	Above (non-sig)	High - SEN
2024	15	47%	59%	Below (non-sig)	79%	-33	Not available	62%	Below (non-sig)	High - FSM, High - SEN

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	175	95.3%	95.0%	Close to average	Not available

► [Chart](#)

FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	75	93.3%	92.3%	Close to average	Not available

► [Chart](#)

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	69	94.9%	92.4%	Above	Not available

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	77	93.6%	92.4%	Close to average	Relative improvement	High - SEN
2024/25 (3 term)	79	93.4%	92.3%	Close to average	Relative improvement	High - FSM, High - SEN
2023/24 (3 term)	87	92.0%	92.0%	Close to average	Relative decline	High - FSM, High - SEN

2018/19 (3 term)	76	94.7%	94.4%	Close to average	Not available	High - FSM, High - SEN
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SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	69	95.4%	92.3%	Above	Relative improvement	High - SEN
2024/25 (3 term)	78	93.5%	92.3%	Close to average	Relative improvement	High - FSM, High - SEN
2023/24 (3 term)	78	92.1%	92.1%	Close to average	Relative decline	High - FSM, High - SEN
2018/19 (3 term)	49	96.0%	94.4%	Above	Not available	High - FSM, High - SEN