

Pupil premium strategy statement – Varna Community Primary School 2025-2026

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

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

School overview

Detail	Data
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	50.8%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	K Livesey
Pupil premium lead	R Crossley
Governor / Trustee lead	N Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£330,270

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

School Context

The 2025 Integrated Data Set, published in November of this year, shows the following data in regards to levels of deprivation within the school community:

School Census

IDACI

IDACI Based on pupil postcode	School			LA	School Change	
	2023	2024	2025	2025	2023-2025	2024-2025
No postcode/out of Manchester	2.9%	3.5%	4%	8%	1.1%	0.5%
Top 1% (most deprived)	0%	0%	0%	4.7%	0.0%	0.0%
1-5%	4%	4.2%	3.4%	19.6%	-0.6%	-0.8%
5-10%	43%	42.8%	41.3%	18.7%	-1.7%	-1.5%
10-20%	48.8%	48.4%	49.9%	19.3%	1.1%	1.5%
20-30%	0.8%	0.6%	0.8%	12.7%	0.0%	0.2%
30-40%	0.4%	0.4%	0.6%	7.1%	0.2%	0.2%
40-50%	0%	0%	0%	3%	0.0%	0.0%
50-60%	0%	0%	0%	1.4%	0.0%	0.0%
60-70%	0%	0%	0%	1.2%	0.0%	0.0%
70-80%	0%	0%	0%	0.9%	0.0%	0.0%
80-90%	0%	0%	0%	1.1%	0.0%	0.0%
90-100% (least deprived)	0%	0%	0%	2.4%	0.0%	0.0%

*Source: Department of Communities and Local Government, Indices of Deprivation 2019

**Based on postcodes from the January census for the years shown - please note that pupils can have multiple addresses

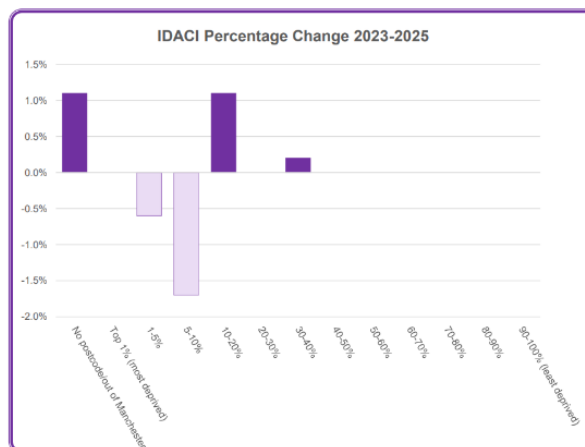
***LA and national figures are compared to primary schools

The Income Deprivation Affecting Children Index (IDACI) deciles are a valuable tool for several reasons:

- Educational Funding: In the UK, IDACI data is used in the Schools National Funding Formula (NFF) to ensure that schools in deprived areas receive additional funding. This helps to address educational inequalities and support students from low-income families

- Monitoring and Evaluation: IDACI deciles provide a consistent measure to monitor changes in child poverty over time. This helps in evaluating the effectiveness of policies and programs aimed at reducing deprivation

- Research and Analysis: We can use IDACI deciles to study the relationship between child poverty and various outcomes, such as educational attainment, health, and social mobility. This can inform future policy decisions and academic studies



The school is situated in Openshaw, a suburb of Manchester, England, about three miles east of the city centre.

In 2019, this LSOA was ranked 1,165 out of 32,844 in England, where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country.

An Indices of Deprivation Report released in 2019 by Manchester City Council found that 43% of LSOA (Lower Layer Super Output Areas) in Manchester were in the most deprived 10% of the whole country. Clayton and Openshaw was identified as the 3rd most deprived ward in Manchester.

Clayton and Openshaw was in the most deprived 10% of areas of the whole country in the following areas:

- Income deprivation
- Income deprivation affecting children
- Employment deprivation
- Health deprivation
- Education, skills and training deprivation

For all other categories – crime, barriers to housing and services and living environment – it was in the 2nd most deprived 10% in the country.

The school community is very diverse with over 40 different languages spoken at home across the school.

For the academic year 2025-2026 the school has 51% pupil premium qualifying pupils of its whole cohort.

All strategies used by the school in terms of the Pupil Premium spend for 2025-2026 have been researched and assessed using the EEF Teaching and Learning Toolkit predominantly, as well as other sources of evidence.

What are we doing this year?

Weekly	Fortnightly	Half-Termly	Termly
<ul style="list-style-type: none"> Class teacher check-ins: Monday morning meetings to include review of PPQ children-engagement, homework etc. SLT and PLs to sit in on these when available Booster/intervention logs and drop-ins: adults leading boosters make a quick record of attendance, engagement and any notable strengths/gaps. Identified pupils in Y5 and Y6 to undertake Atom Home Learning 	<ul style="list-style-type: none"> Focused work scrutiny: Use PPQ children as the focus for book scrutinies Homework learning review – TT Rockstars, reading record PPQ lead drop-ins: RC to have focus children over each half term to see in R, W and M. Log to be created with brief notes 	<ul style="list-style-type: none"> Intervention review: check if the booster groups are having impact, tweak groupings/approaches. Parent contact: quick update home about progress and next steps (can be positive postcards or phone calls). Pupil voice survey: sense-check how supported they feel, what helps them most. Review of Atom Home engagement 	<ul style="list-style-type: none"> Pupil Progress Meetings: compare attainment and progress of PPQ pupils against peers. Curriculum access review: check they are engaging in enrichment, trips, clubs, leadership opportunities. PP governor report: share anonymised overview of impact and next steps. PPQ Governor into school to meet with PPQ lead

Challenges

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

Challenge number	Detail of challenge																																																																								
1	Limited Language and Communication Skills on arrival to school and some still prevalent in KS1 and KS2.																																																																								
2	<p>Low attainment on entry to the Early Years Foundation Stage, based on baseline assessments done after 6 weeks, in all areas of the EYFS Framework.</p> <table><tr><th></th><th>Listening Attention and Understanding #</th><th>Speaking</th><th>Self-Regulation</th><th>Managing Self</th><th>Building Relationships #</th><th>Gross Motor</th><th>Fine Motor</th><th>Comprehension</th><th>Word Reading</th><th>Writing</th><th>Number</th><th>Numerical Patterns</th><th>Past and Present</th><th>People and Communities</th><th>The Natural World</th><th>Creative Materials</th><th>Being Imaginative #</th></tr><tr><td></td><td>EXP+</td><td>EXP+</td><td>EXP+</td><td>EXP+</td><td>EXP+</td><td>EXP +</td><td>EXP+</td><td>EXP+</td><td>EXP+</td><td>EXP+</td><td>EXP+</td><td>EXP +</td><td>EXP+</td><td>EXP+</td><td>EXP+</td><td>EXP+</td><td>EXP+</td></tr><tr><td>Baseline Nursery</td><td>31.25%</td><td>29.17%</td><td>22.91%</td><td>27.09%</td><td>22.91%</td><td>60.87%</td><td>33.33%</td><td>29.17%</td><td>29.17%</td><td>25%</td><td>39.13%</td><td>39.13%</td><td>29.17%</td><td>22.92%</td><td>27.09%</td><td>31.25%</td><td>27.08%</td></tr><tr><td>End of Nursery</td><td>51.02%</td><td>47.92%</td><td>44.90%</td><td>51.02%</td><td>44.90%</td><td>63.27%</td><td>55.10%</td><td>46.94%</td><td>48.98%</td><td>42.86%</td><td>57.14%</td><td>48.98%</td><td>44.90%</td><td>46.94%</td><td>46.94%</td><td>55.10%</td><td>45.83%</td></tr></table>		Listening Attention and Understanding #	Speaking	Self-Regulation	Managing Self	Building Relationships #	Gross Motor	Fine Motor	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People and Communities	The Natural World	Creative Materials	Being Imaginative #		EXP+	EXP+	EXP+	EXP+	EXP+	EXP +	EXP+	EXP+	EXP+	EXP+	EXP+	EXP +	EXP+	EXP+	EXP+	EXP+	EXP+	Baseline Nursery	31.25%	29.17%	22.91%	27.09%	22.91%	60.87%	33.33%	29.17%	29.17%	25%	39.13%	39.13%	29.17%	22.92%	27.09%	31.25%	27.08%	End of Nursery	51.02%	47.92%	44.90%	51.02%	44.90%	63.27%	55.10%	46.94%	48.98%	42.86%	57.14%	48.98%	44.90%	46.94%	46.94%	55.10%	45.83%
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3	Area of social deprivation means that real world experiences are often limited for the school cohort. Opportunities to develop cultural capital across the school through a programme of curriculum enrichment where learning opportunities are further enhanced in a variety of ways is essential.																																																																								
4	Additional Needs of PPQ children:																																																																								

No. of PPQ Pupils Y6	% of Cohort	% Below ARE at start of Y6 Reading	% at EM1 or below for Reading	% Below ARE at start of Y6 Writing	% at EM1 or below for Writing	% Below ARE at start of Y6 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
45	73%	36%	22%	40%	29%	42%	22%	49%	40%
No. of PPQ Pupils Y5	% of Cohort	% Below ARE at start of Y5 Reading	% at EM1 or below for Reading	% Below ARE at start of Y5 Writing	% at EM1 or below for Writing	% Below ARE at start of Y5 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
37	61%	54%	27%	62%	46%	65%	49%	65%	32%
No. of PPQ Pupils Y4	% of Cohort	% Below ARE at start of Y4 Reading	% at EM1 or below for Reading	% Below ARE at start of Y4 Writing	% at EM1 or below for Writing	% Below ARE at start of Y4 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
35	57%	34%	29%	57%	31%	51%	28%	31%	49%
No. of PPQ Pupils Y3	% of Cohort	% Below ARE at start of Y3 Reading	% at EM1 or below for Reading	% Below ARE at start of Y3 Writing	% at EM1 or below for Writing	% Below ARE at start of Y3 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
25	43%	44%	20%	48%	32%	36%	16%	40%	44%

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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	End of summer 2026 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.
Disadvantaged pupils to achieve a Good Level of Development in line with National Average (68.3% in 2025).	At least in line with national 2025 level of 68.3%
Disadvantaged pupils achieve across reading, writing and maths at the end of KS2. Case studies and close monitoring of this group across the year will be used to identify areas of need and support.	End of year outcomes show that the gap between PPQ and non-PQ children achieving the expected standard in R,W and M decreases from 2025 data:
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Teachers and support staff will plan a wide range of visits/memorable events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing memorable experience days and events which excite and enthuse children to learn across all subjects. The expectation from the leadership of the school is that each class experiences at least 1 educational visit each term.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phase Leaders without class responsibility</p> <p>£64,539.54</p>	<p>Quality teaching helps every child. Experienced teachers in each Key Stage to help accelerate progress/diminish the difference between pupil premium children and others in reading/Writing and Maths by modelling lessons and supporting colleagues with planning and strategies to ensure PPQ children achieve above average progress.</p> <p>Mastery approaches to reading (school's own bespoke scheme developed over the last 5 years), writing (evolved version of One Education's) and maths (White Rose Power Maths) will support Quality First Teaching in these areas of the curriculum. Each of these schemes places a high level of focus and explanation on modelling from the class teacher and their thought process. High quality, frequent feedback is a key element of this.</p> <p>Evidence:</p> <div> <p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+7</p> </div> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <div> <p>Mastery learning</p> <p>High impact for very low cost based on limited evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+5</p> </div> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery</p>	1,2,3,4,

	<p>learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. The school uses daily interventions led by Learning Support Assistants (LSAs)s to support the mastery approach for PPQ pupils, these being same day interventions for maths and Read Write Inc.</p> <div> <div>Feedback</div> <div> <div>Very high impact for very low cost based on extensive evidence</div> <div> <div>£</div> <div>£</div> <div>£</div> <div>£</div> <div>£</div> </div> <div> <div>🔒</div> <div>🔒</div> <div>🔒</div> <div>🔒</div> <div>🔒</div> </div> <div>+6</div> </div> <p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. The school's feedback and marking approach places a heavy emphasis on immediate, structured feedback.</p> <div> <div>Reading comprehension strategies</div> <div> <div>Very high impact for very low cost based on extensive evidence</div> <div> <div>£</div> <div>£</div> <div>£</div> <div>£</div> <div>£</div> </div> <div> <div>🔒</div> <div>🔒</div> <div>🔒</div> <div>🔒</div> <div>🔒</div> </div> <div>+6</div> </div> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. The school has achieved the One Education Gold Reading Award, in part due to its commitment to ensuring that pupils from all social backgrounds have regular access to high-quality texts both in school and to take home.</p> </div></div>	
<p>Voice 21 annual Membership</p> <p>£2,740</p>	<p>Investing part of the teaching element of the Pupil Premium budget in Voice 21 is a strong use of funding because high-quality oracy provision directly supports disadvantaged pupils' access to the curriculum and long-term academic outcomes. Structured talk routines, explicit vocabulary teaching, and purposeful dialogue give pupils the language tools they need to think, reason, and explain with confidence—skills that underpin progress across all subjects. Voice 21 also builds teacher expertise, ensuring consistent practice in every classroom rather than isolated interventions. For disadvantaged learners who may have fewer opportunities for rich language interactions outside school, this sustained, whole-school approach helps close gaps in communication, comprehension, and self-expression, ultimately improving attainment and readiness for future learning.</p>	<p>1,2,3,4</p>

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


Budgeted cost: £223,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 x Additional TA 3 to support in EYFS £61,867</p>	<p>On entry to Reception, most children have low Language and Communication skills. Through daily interventions centred around language and communication, we support children with their language development from the very beginning of their time here at Varna.</p> <p>Wellcom interventions 2 x per week for nursery children and NELI interventions daily for Reception children.</p> <p>Adaptive teaching is the focus for observations this year, which will help to support PPQ and SEND children.</p> <p>Evidence:</p> <div> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ +6</p> </div> <div> <p>Small group tuition Moderate impact for low cost based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ +4</p> </div> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	1,2
<p>LSA Targeted interventions across the school 2.5 days per week £124,254</p> <p>£49,290 on LSA Level 2 in KS2</p> <p>£53,635 on LSA Level 3 in KS2</p>	<p>Each afternoon LSAs are not class based, they deliver a range of interventions across the school. These cover different areas of the curriculum.</p> <ul style="list-style-type: none"> 1:1 daily reading RWInc interventions for REC-Y6 Write Away Together Catch Up Maths Lightning Squad Reading <div> <p>Small group tuition Moderate impact for low cost based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ +4</p> </div> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be</p>	1,2,3,4

<p>£9984 on LSA Level 2 in KS1</p> <p>£10,725 on LSA Level 3 in KS1</p>	<p>used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <div data-bbox="368 264 1198 331"> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <div> ££££££ £££££ +4 </div> </div> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	
<p>LSA support in alternate provision</p> <p>£29,250</p>	<div data-bbox="368 600 1198 649"> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <div> ££££££ £££££ +3 </div> </div> <div data-bbox="368 712 1198 761"> <p>Collaborative learning</p> <p>Moderate impact for very low cost, based on extensive evidence.</p> <div> ££££££ £££££ +5 </div> </div> <p>Over 50% of our alternate provision is PPQ children. This role ensures that vulnerable pupils, including those eligible for Pupil Premium, receive consistent daily support and structured routines. They work closely with the class teacher to reinforce key learning, deliver personalised programmes, and help pupils regulate their behaviour so they can re-engage successfully with learning.</p>	<p>1,2</p>
<p>Class teacher 1 x day a week support in alternate provision</p> <p>£4,999.02</p>	<div data-bbox="368 996 1198 1046"> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <div> ££££££ £££££ +3 </div> </div> <div data-bbox="368 1108 1198 1158"> <p>Collaborative learning</p> <p>Moderate impact for very low cost, based on extensive evidence.</p> <div> ££££££ £££££ +5 </div> </div> <p>This dedicated teaching time provides high-quality, curriculum-aligned instruction for pupils who need a smaller, more focused learning environment. The teacher delivers short, targeted sessions that prioritise core knowledge, address gaps in learning, and prepare pupils for reintegration into their mainstream lessons. This daily specialist input ensures pupils continue to make academic progress while receiving the pastoral and behavioural support they need.</p>	<p>1,2</p>
<p>Bursary Foundation – additional support for UKS2 for entry to school requiring entrance exams</p> <p>£3,500</p>	<p>In 2019, only 7% of places offered at grammar schools were offered to disadvantaged pupils. By working with the Bursary Foundation, the school was supported children being offered places to disadvantage children from the school.</p> <p>Evidence:</p> <div data-bbox="368 1632 1198 1682"> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <div> ££££££ £££££ +5 </div> </div> <p>One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>Over the past 5 years, we have had success - PPQ children put forward for the 11+ have passed it, with some going on to be offered full bursary scholarships.</p>	<p>3</p>

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

Budgeted cost: £ 52,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Art Teacher - supporting and developing staff to deliver quality art outcomes to improve art teaching across the school</p> <p>£10,140</p>	<p>Quality teaching helps every child – we are using this professional to improve the skills of our teaching staff in delivering exciting and relevant art units. Art specialist has worked with the school to create their own art curriculum for the school that is cross-curricular and meets all the expectations of the National Curriculum, as well as a sketching programme across KS1 and KS2 to help develop a range of techniques, promote mindfulness and allow the children more opportunities to be creative.</p> <p>Evidence:</p> <p>Arts participation  Moderate impact for very low cost based on moderate evidence</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>OFSTED Research Review series (February 2023): Art and design: 'A report has highlighted a decline in both the quality and quantity of art education in primary schools. There may be a range of reasons for this, including:</p> <ul style="list-style-type: none"> • a decline in real-terms funding, so pupils have less access to specialist resources and support • schools focus more on core subjects and less on foundation subjects • primary teachers lack the skills, training and experience to teach a high-quality art curriculum 	1,2,3,4,
<p>Educational Visits</p> <p>£17,910.84 (this was the figure the school spent in the previous academic year)</p>	<p>All young people need the knowledge, skills and understanding to live in, and contribute to, a global society and this begins with an understanding of the world in which we live, including the languages, values and cultures of different societies. For many of our pupils, this global society approach cannot be successful without first them knowing their local knowledge – educational visits help to enrich their learning and perception of the world through first-hand experiences.</p>	1,2,3,4,
<p>School Gardener and outdoor learning 2 days a week</p> <p>£16,536</p>	<p>Children from Y2-6 have been attending weekly sessions to help them develop environmental understanding as well as social and emotional skills. Generally, children to choose what they would like to do, from a range of activities. The general session plan is:</p> <ul style="list-style-type: none"> - circle activity where each person says one thing they have done or enjoyed in the outdoor area - quick exploration of the area to identify changes, work that needs to be done or opportunities 	1,3,4

	<p>- children choose what they would like to do, staff support</p> <p>- circle activity where each person says one thing they have done or enjoyed today</p> <p>Evidence:</p> <div> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence.</p> <p>£ £ £ £ £ £ £ £ £</p> <p>+5</p> </div> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p>	
<p>Debate Mate</p> <p>£3,276.12</p> <p>(includes class teacher time 1 day per half term for preparation and organisation)</p>	<p>The UK has one of the lowest rates of social mobility amongst OECD countries. This means that children growing up in poverty are less likely to achieve in school, to attend university, and to find productive employment as adults.</p> <p>By the age of seven, children who are eligible for Free School Meals are more than twice as likely as their better-off peers to be behind on expected reading levels. Over 60 percent of these children will fail to achieve five good GCSEs, which significantly increases their chances of becoming unemployed upon leaving school.</p> <p>Debate Mate aims to tackle educational disadvantage in some of Britain's most deprived communities.</p> <p>It does this by recruiting and training university students to run extra-curricular debate workshops in schools with an above average percentage of children eligible for Free School Meals.</p> <div> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence.</p> <p>£ £ £ £ £ £ £ £ £</p> <p>+5</p> </div>	3,4
<p>Family Support Worker 1 day per week</p> <p>£4,290</p>	<p>One day a week Family Support Worker working specifically with disadvantaged families across a whole range of issues and challenges:</p> <ul style="list-style-type: none"> • Food banks • Housing • Benefits • General school level support and interventions • White goods scheme • No recourse to public funds families <p>Evidence:</p> <div> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £</p> <p>+4</p> </div> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning which includes more intensive programmes for families in crisis.</p>	1,2,3,4

Total budgeted cost: £ 343,282.52 (this represents an overspend by the school of £13,012.52

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PPQ

Children on track to meet end of phase expectations (teacher assessments)

	Reading		Writing		Maths	
	EXP+	EXC	EXP+	EXC	EXP+	EXC
Y1	52%	4%	44%	4%	52%	4%
Y2	69.96%	7.4%	55.55%	0%	59.26%	0%
Y3	61.29%	6.45%	48.39%	3.23%	67.74%	25.81%
Y4	64.71%	11.76%	47.06%	2.94%	52.94%	11.76%
Y5	45.94%	10.81%	40%	5.71%	47.05%	5.88%
Y6	62.22%	13.97%	57.77%	4.44%	37.78%	4.76%

2024/25 Pupil Progress

% of Pupil making expected progress

Year group	Reading	Writing	Maths
1	79.17%	70.83%	80%
2	82.61%	83.33%	96.29%
3	96.55%	79.31%	93.55%
4	81.82%	81.82%	84.85%
5	81.82%	80.64%	64.29%
6	88.63%	75.56%	79.54%

Non PPQ**Children on track to meet end of phase expectations (teacher assessments)**

	Reading		Writing		Maths	
	EXP+	EXC	EXP+	EXC	EXP+	EXC
Y1	75.58%	9.67%	72.72%	3.03%	78.79%	12.90%
Y2	69.69%	27.27%	69.69%	12.12%	77.73%	30.30%
Y3	77.78%	29.63%	62.96%	22.22%	81.48%	22.22%
Y4	88.46%	26.92%	69.23%	7.69%	92.3%	26.92%
Y5	87.5%	25%	83.33%	8.33%	78.58%	14.29%
Y6	82.33%	41.17%	70.58%	11.76%	64.68%	29.4%

2024/25 Pupil Progress**% of Pupil making expected progress**

Year group	Reading	Writing	Maths
1	92%	78.57%	89.29%
2	96.29%	88.89%	96.55%
3	96%	92%	100%
4	95.65%	82.61%	91.31%
5	90.47%	85%	83.33%
6	Y6 data only available 8/7 - progress not measured as yet.		

Comparison – Expected Standard**Expected**

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y1	52%	75.58%	44%	72.72%	52%	78.79%
Y2	69.96%	69.69%	55.55%	69.69%	59.26%	77.73%
Y3	61.29%	77.78%	48.39%	62.96%	67.74%	81.48%
Y4	64.71%	88.46%	47.06%	69.23%	52.94%	92.3%
Y5	45.94%	87.5%	40%	83.33%	47.05%	78.58%
Y6	62.22%	82.33%	57.77%	70.58%	37.78%	64.68%

KS1

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y1	52%	75.58%	44%	72.72%	52%	78.79%
Y2	69.96%	69.69%	55.55%	69.69%	59.26%	77.73%

KS2

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y3	61.29%	77.78%	48.39%	62.96%	67.74%	81.48%
Y4	64.71%	88.46%	47.06%	69.23%	52.94%	92.3%
Y5	45.94%	87.5%	40%	83.33%	47.05%	78.58%
Y6	62.22%	82.33%	57.77%	70.58%	37.78%	64.68%

Exceeding

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y1	4%	9.67%	4%	3.03%	4%	12.90%
Y2	7.4%	27.27%	0%	12.12%	0%	30.30%
Y3	6.45%	29.63%	3.23%	22.22%	25.81%	22.22%
Y4	11.76%	26.92%	2.94%	7.69%	11.76%	26.92%
Y5	10.81%	25%	5.71%	8.33%	5.88%	14.29%
Y6	13.97%	41.17%	4.44%	11.76%	4.76%	29.4%

Progress Comparison 2024-2025 for PPQ and Non PPQ Pupils**Whole School**

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y1	79.17%	92%	70.83%	78.57%	80%	89.29%
Y2	82.61%	96.29%	83.33%	88.89%	96.29%	96.55%
Y3	96.55%	96%	79.31%	92%	93.55%	100%
Y4	81.82%	95.65%	81.82%	82.61%	84.85%	91.31%
Y5	81.82%	90.47%	80.64%	85%	64.29%	83.33%
Y6	88.63%	82.35%	75.56%	100%	79.54%	70.59%

KS1

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y1	79.17%	92%	70.83%	78.57%	80%	89.29%
Y2	82.61%	96.29%	83.33%	88.89%	96.29%	96.55%

KS2

	Reading		Writing		Maths	
Y3	96.55%	96%	79.31%	92%	93.55%	100%
Y4	81.82%	95.65%	81.82%	82.61%	84.85%	91.31%
Y5	81.82%	90.47%	80.64%	85%	64.29%	83.33%
Y6	88.63%	82.35%	75.56%	100%	79.54%	70.59%

PQ Data Breakdown 2024-2025

Y6

No. of PPQ Pupils Y6	% of Cohort	% Below ARE at start of Y6 Reading	% at EM1 or below for Reading	% Below ARE at start of Y6 Writing	% at EM1 or below for Writing	% Below ARE at start of Y6 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
45	73%	36%	22%	40%	29%	42%	22%	49%	40%

Progress:

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y6	88.63%	82.35%	75.56%	100%	79.54%	70.59%

Y5

No. of PPQ Pupils Y5	% of Cohort	% Below ARE at start of Y5 Reading	% at EM1 or below for Reading	% Below ARE at start of Y5 Writing	% at EM1 or below for Writing	% Below ARE at start of Y5 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
37	61%	54%	27%	62%	46%	65%	49%	65%	32%

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y5	81.82%	90.47%	80.64%	85%	64.29%	83.33%

Y4

No. of PPQ Pupils Y4	% of Cohort	% Below ARE at start of Y4 Reading	% at EM1 or below for Reading	% Below ARE at start of Y4 Writing	% at EM1 or below for Writing	% Below ARE at start of Y4 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
35	57%	34%	29%	57%	31%	51%	28%	31%	49%

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y4	81.82%	95.65%	81.82%	82.61%	84.85%	91.31%

Y3

No. of PPQ Pupils Y3	% of Cohort	% Below ARE at start of Y3 Reading	% at EM1 or below for Reading	% Below ARE at start of Y3 Writing	% at EM1 or below for Writing	% Below ARE at start of Y3 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
25	43%	44%	20%	48%	32%	36%	16%	40%	44%

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y3	96.55%	96%	79.31%	92%	93.55%	100%

Y2

No. of PPQ Pupils	% of Cohort	% Below ARE at start of Y2 Reading	% at EM1 or below for Reading	% Below ARE at start of Y2 Writing	% at EM1 or below for Writing	% Below ARE at start of Y2 Maths	% at EM1 or below for Maths	% of PPQ with additional SEND need	% of PPQ will EAL
25	42%	44%	24%	44%	36%	44%	16%	36%	60%

	Reading		Writing		Maths	
	PPQ	Non PPQ	PPQ	Non PPQ	PPQ	Non PPQ
Y2	82.61%	96.29%	83.33%	88.89%	96.29%	96.55%

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
Read Write Inc	
WellComm	
Catch-Up Maths	
Lightning Squad	
Write Away Together	