Pupil premium strategy statement – Adswood Primary School

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 – excluding nursery	302
Proportion (%) of pupil premium eligible pupils	58.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024/2025 **2025/2026** 2026/2027
Date this statement was published	**December 2025**
Date on which it will be reviewed	December 2025 **December 2026** December 2027
Statement authorised by	Michelle Smart, Head teacher
Pupil premium lead	Sarah Gee, Assistant Head teacher
Governor / Trustee lead	Rick Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP - £245,430 Post - £7890 CLA - £13,500
Pupil premium funding carried forward from previous years	
Total budget for this academic year	£266,820

Part A: Pupil premium strategy plan

Statement of intent

Adswood Primary School is an inclusive and welcoming school which works collaboratively with the local community and specialist services. Our intention when allocating pupil premium spending is to ensure that all children, irrespective of their background or the challenges they face, are provided with the best possible opportunity to make good progress from their starting points across all subject areas and to support them to raise and achieve their aspirations. The focus of our pupil premium strategy is to support disadvantaged children, and all children, to achieve their full potential, including progress for those who already have high attainment.

At Adswood Primary School 80% of our school cohort live within the bottom 14% of deprivation nationally. This indicates that the vast majority of our children, including those children not eligible or claiming FSM, are living in poverty. The strategies and provision implemented through this Pupil Premium strategy are intended to support all children across school.
In addition to this data we recognise that there are also many children in our school who have multiple barriers to their learning and have complex social and educational needs, including Child Looked After (CLA) and post CLA. Currently 36.2% of our children have Special Educational Needs including 6.7% who have Education, Health and Care Plans. A significant number of children begin school with low attainment on entry, especially within their communication and interaction.

The aim of this strategy, along with key documents such as the School Improvement Plan and the SEND and Inclusion Development Plan, is to ensure the complexity of barriers to learning are mitigated through careful planning and innovative approaches. Adswood Primary School works with rigour to provide the children in our care with the life skills, resilience and determination to overcome challenges and achieve their potential. Our shared aims are for all children to make good academic progress across the curriculum, flourish as individuals and encourage the whole community to thrive.

Our strategy has adopted a whole-school, 'Tiered Approach' to prioritise the allocation of the pupil premium spending. When designing our strategy, we have ensured that our knowledge of, and relationships with, the community and our children are at the heart of all decisions. This includes aligning our strategy with current research explored by Teacher Research Groups (TRG), reviews of previous strategy documents and our knowledge of children's current attainment through internal data and Raising Achievement Plans (RAPs). In addition to this, an in-depth understanding of the context of our school community and the specialist external teams we work with, is imperative to the success of the strategy.

High-quality teaching, targeted academic support and possible wider strategies are at the heart of our approach, with a focus on areas in which disadvantaged children 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 all children within our school. It is the intention that non-disadvantaged children's attainment and progress will be sustained and improved alongside attainment and progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education and emotional recovery from COVID, for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs. It will be rooted in robust, diagnostic internal assessment. This assessment will inform RAP meetings, inclusion team analysis and specialist agency support and advice. The approaches we have adopted complement each other to help children excel as evidenced by the work of our Teacher Research Groups and detailed in the EEF guide to Pupil Premium https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-forteachers/child-premium/child-Premium-resource-evidence-brief.pdf?v=1695997833

To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged children' progress, attainment and wellbeing and raise expectations of what they can achieve

- Allocate a senior leader to oversee progress made by the disadvantaged cohort in school, ensure disadvantaged children are challenged in the work that they're set and aspirations and expectations remain high for this group.

- Ensure the senior leaders work with the designated governor to align the strategic planning of the allocation and impact of spending decisions with the School
Improvement Plan and ensure the strategy and approaches are robustly challenged

- Ensure the progress of these groups of children, specifically sustaining the progress made at Key Stage 1 into Key Stage 2, is at the heart of school development and improvement.

- Ensure that class teams report the progress of disadvantaged children, alongside their peers, during termly Raising Achievement Plan (RAP) meetings with senior leaders and that next steps are responded to and actioned.

- Work in a responsive and flexible way so that targeted support can be implemented as changes in circumstance or children' needs are addressed through personalised support.

- Provide holistic, pastoral support to children and their families to ensure emotional and social needs and wellbeing of all is at the centre of all work and decisions.

- Ensure that good attendance is a high priority within the school and that children' and their families are supported by the school inclusion team and specialist services to attend school and are ready to learn.
- Engage with parents and carers to ensure they feel supported and communication is effective and honest.

Each child and their family are valued at Adswood Primary School. Our intention is for this community to thrive and have high aspirations. We want all of our children to Enjoy, Believe and Achieve.

Challenges

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

Challenge number	Detail of challenge
1	Improvements have been evidenced in the attendance of all groups of pupils at Adswood Primary School. The data from 2023/24 identifies that although progress has been made, the school is still below national averages for attendance. There also remains a gap between the levels of persistent absence of pupils who are disadvantaged and their peers - especially those who are disadvantaged and also have SEND.
2	Analysis of the data from 2023/24 has evidenced that girls who are disadvantaged are being outperformed by their peers. This is across both Key Stage 1 and 2 and across all core subjects.
3	Key Stage 2 statutory assessment outcomes demonstrate that the pupils who are disadvantaged are not performing as well as their peers in reading. This is especially true for those who are disadvantaged and have SEND.
4	Internal tracking and non-statutory Key Stage 1 assessment data suggests that boys who are disadvantaged are not attaining as well as their peers in maths.
5	'On entry', baseline and FS profile data demonstrates that expressive and receptive language skills across EYFS and Key Stage 1 remain a barrier to early learning skills.
6	Analysis of the Early Year Profile evidenced a decrease in the number of children achieving the ELG for Physical development - this has impacted these children as they have moved into Key Stage 1.
7	Evidence of limited access to developing technology in the home can lead to limited access to home learning opportunities.

8	The level of staff absence is high - research and evidence demonstrates that working in a school which serves a high level of deprivation can impact on staffing levels and wellbeing.

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
1. All children, including those who are disadvantaged, have good school attendance.	The percentage of disadvantaged children who are persistently absent has decreased in line with their peers and national data.
2. Girls who are disadvantaged achieve well in core subjects	Statutory assessment points and internal data demonstrate that the percentage of disadvantaged girls reaching ARE is in line with their peers and national averages.
3. Children's reading comprehension skills enable them to transition to secondary school as confident, purposeful readers who are ready for the next phase of their education.	Key stage 2 statutory data demonstrates an increase in the percentage of all children achieving ARE in reading and evidence from progress scores demonstrates that pupils with SEN in this demographic are making expected or better progress.
4. Boys who are disadvantaged achieve in line with their peers in maths.	Key Stage 1 data evidences an increase in percentage of children who are disadvantaged achieving ARE in maths.
5. Intervention, resources and curriculum planning provides opportunities for Communication and Language across EYFS and Key Stage 1 in order to develop pre reading and writing skills.	The percentage of children, especially those who are disadvantaged, who achieve the ELG's in Communication and Language increases to be in line with national averages.
6. Intervention, resources and curriculum planning provides opportunities for Physical Development across EYFS and Key Stage 1 in order to develop pre reading and writing skills.	The percentage of children, especially those who are disadvantaged, who achieve the ELG's in Physical Development increases to be in line with national averages.
7. Staff teams will have a dynamic, research-based understanding of technological developments and the impact that poverty can have on access to devices and resources.	Implementation of research and curriculum design ensures that technology supports across core subjects and develops the computing curriculum.
8. Staff are well and attend school regularly.	Staff absence reduces

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: £136,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller Class Size Sustain and fund the structure of 2 classes per year group (1.5 PAN) in **Y6, Y3 and Y1**, in order to **reduce class sizes**, whilst maintaining the staffing structure of 1 Teacher and 1 TA per class.	Although the EEFs Teaching and Learning Toolkit suggests that this approach is high cost for low impact, this is based on limited evidence. International research evidence suggests that reducing class size can have positive impacts on child outcomes when implemented with socioeconomically disadvantaged child populations. As a school we have seen benefits of reducing class sizes which include; reduction in time spent managing behaviour, increased time per child for high quality feedback / support with learning.	1,2,3,7,8
CPD **Lacey Green Hub -** RWI, Maths, SEND, EYFS **Woodfold** - writing focus **LA led training:** Specialist SEND, subject leads **Focus Learning Challenge Curriculum** **EEF/Stockport Speaks Oracy project - 2x leads** Cover to release **staff teams** and **subject Leaders**	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and child outcomes https://educationendowmentfoundation.or g.uk/education-evidence/guidancereports/effective-professionaldevelopment	All

Teacher Research Group (TRG) **Computing and digital poverty** TRG to be established and research identified TRG to develop links with other schools and evaluate current impact. TRG to align with The Digital Poverty Alliance - measure national impact	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1732634504 Digital Poverty Alliance	**7**
Writing - development of teaching and curriculum planning - in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance and co- coach **Through Ready, Steady Write** fund cover for CPD sessions LA support for moderations	The EEF suggests effective strategies to develop writing include Oral language and Phonics programmes as detailed earlier in this plan. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy As well as these approaches, development of **composition strategies** and **transcription and sentence construction** are key strategies for the development of writing. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2	2,3,
Widget Software - access to all Dual coding throughout curriculum, environment and provision.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1732710747	All
Ninja - comprehension Whole school approach to reading comprehension skills - whole class activities	Reading comprehension strategies | EEF	3

Develop and build KS1 Forest school Provide targeted opportunities to improve physical development.	Physical development approaches | EEF New Research – A Longitudinal Study on Forest School Play-based learning | EEF	6
IPADS Leasing IPad across 3 years to support times table practice and across the curriculum. Specifically targeting girls who are disadvantaged	Using Digital Technology to Improve Learning | EEF	2,4,7
Curriculum review and development Development of **child voice** and subject analysis through project with Senior School Improvement Advisor retention of cover supervisor to release **Subject Leaders and class teachers for CPD**	Alignment with Trust CPD offer Using child voice and book study https://www.unity-curriculum.co.uk/pupil-book-study/	All
Dialogic activities-embed across the school curriculum to support children to articulate key ideas, consolidate understanding and extend vocabulary. **WELCOMM -** Nursery **Word Aware** - whole school **Tales Toolkit** - EYFS and Key Stage 1 **Language Link -** Reception to Year 5	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: https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageinterventions	All

Memory Magic - whole school implementation **Language for thinking** - whole school implementation		
Insight - assessment tracker Further development of formative and summative assessment to inform Adaptive Teaching. Purchase of subscription to Insight in order to provide a more efficient method of gathering and analysing child data for the purposes of monitoring progress, attainment and impact of strategies.	An efficient tracking and assessment system will reduce workload for teachers and any other members of staff requiring information around child progress and attainment. This will allow for formative assessment, responsive and adaptive teaching to target specific children and their misconceptions. This work is supported by SLT through ongoing moderation and co-coaching and RAP meetings. Phases and year groups work together to moderate and support/challenge each other's assessment to ensure that they are robust and accurate. This will ensure that progress and attainment achieved in KS1 is sustained and improved upon throughout KS2.	All
Perspective Lite - Assessment analysis Enable a deeper more efficient analysis of attainment and progress trends.	An efficient analysis and evaluation programme will allow SLT to utilise national, local and internal data to improve outcomes for disadvantaged children. This will also allow governors to work with the school using a data secure programme.	All
Oracy Language Lead Programme - Stockport Speaks Working with NHS and LA to develop oracy and communication and language for children who are disadvantaged Cover for release for SENCO and class teacher	[Oral language interventions	EEF](#)	All

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

Budgeted cost: **£44,345**

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI tutoring **RWI phonics -** Fast Track sessions targeted at disadvantaged children who require further phonics support. 1 x TA every afternoon across KS1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to one and in small groups: Small group tuition	EEF 1 Phonics	Toolkit Strand	 2 Education Endowment 3 Foundation	EEF	2,3,
Communication Champion redeployed from TA in Reception/KS1 5 days a week to provide Intervention for targeted children **Language Link - SALT**	Early identification is crucial to rapid progress. Language Link and fast track allows us to identify and provide intervention for our youngest children and identify children who require more specialist support from our CBI therapist following a programme of intervention or from the Reading Lead. Oral language interventions	EEF Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2,3,4,5,6
It Kit and Motor Skills United Intervention across EYFS and Key Stage 1	Physical development approaches	EEF	6
Memory Magic Language Link Language for Thinking Targeted intervention for identified pupils across all phases.	Oral language interventions	EEF	All
RWI Fresh Start - Year 5 and 6. For children who have been exposed to high quality phonics teaching and intervention in EYFS	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Toolkit Strand		3

and KS1, are significantly below the expected standard and are making limited progress	Education Endowment Foundation | EEF	
Number Stacks intervention across KS1 and 2 to ensure that gaps in knowledge and concepts are addressed. Additional times tables support across lower key stage 2 - targeting **disadvantaged girls**. **Dyscalculia screenings** and recommendations to be implemented. **Targeted teaching and TA in each class to implement.**	Accurate assessment and tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to one and in small groups: https://educationendowmentfoun dation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	2,4
In house **Speech and Language Therapist** for 1 day per week. Having this resource enables us to rapidly assess what is currently one of our highest areas of need, resulting in early intervention being put in place where needed. The Sp+L therapist also provides support and strategies for class teams to implement as well as working 1:1 with high needs children.	As stated above https://educationendowmentfoundation.o rg.uk/education-evidence/teachinglearning-toolkit/oral-language-interventions In addition through our own observations and monitoring we have identified that we have a significant % of children whose primary need is Speech, Language and communication. If this area of need is not identified early it can impact on a child's cognition and learning and Social, Emotional and Mental Health as they progress through school. We understand that early intervention is key to overcoming speech and language needs as a barrier to learning. Stockport Speaks Oracy project - Joint Stockport LA and EEF	All

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

Budgeted cost: **£82,514**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of a non-teaching **Pastoral Manager** to support children and families, particularly around their emotional wellbeing. Currently 70% of the children and families supported directly by the Pastoral Manager are disadvantaged.	Although the EEF has no published research yet as to the impact of effective pastoral support, we have seen levels of attendance and classroom engagement increase and absence and behaviour incidents decrease in children when they and their families receive support with their social -emotional wellbeing.	All
Allocating time for the Pastoral Manager to implement strategies and monitor **attendance** including **first day calling**, home visits, meeting with the EWO and School Age Plus Worker, engaging with Stockport Inclusion Service for additional support. Analysis of individual cases of **persistent absence** and planning support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Supporting attendance | EEF LA - perspective lite to analysis trends within specific groups of children	1
Retention of **Behaviour Mentor** to support families and children in KS1	Improving Behaviour in Schools | EEF	All
Zones of Regulation CPD, via Pastoral Care Manager, and implementation will complement the work (parenting)	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): Behaviour interventions | EEF (educationendowmentfoundatio n.org.uk)	All

Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (Including the annual subscription to **CPOMS** to record and analyse frequency of incidents)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundatio n.org.uk)	All
Flu Vaccinations - Staff	School has paid for the vaccination for any staff who gave consent Investigation: Disadvantaged school leaders' uphill battle	8
Health bank days - Staff	A focus on wellbeing for all staff Investigation: Disadvantaged school leaders' uphill battle	All

Total budgeted cost: £263,101

Part B: Review of outcomes - academic year 24/25

Adswood Primary School is the 4th most deprived school in Stockport with 83.9% of pupils living in the most deprived area in the UK. 78% of pupils live in the bottom 13.5% of deprivation.

1. All children, including those who are disadvantaged, have good school attendance.				
	Attendance	22/23	23/24	24/25
	Eligible for FSM	89.8%	91.6%	92.3%
	Not eligible for FSM	93%	93.6%	95.3%
	- Attendance for children eligible for FSM at Adswood Primary School is above the LA data. - Attendance data continues to improve for all children in a 3 year upward trend. - The gap to non-disadvantaged pupils' national data has decreased by 1.2% from +14.9% in 2023/24, to +13.7% in 2024/25. - Our Disadvantaged cohort's persistent absence has decreased by 2.7% from 25.3% in 2023/24, to 22.6% in 2024/25.				

2. Girls who are disadvantaged achieve well in core subjects				
	Girls attainment: EYFSP: Girls			
	GLD	Adswood	LA	National
	GLD	50%	76%	75.4%
	FSM eligible	40%	52.9%	59.4%
	Non-FSM eligible	57%	79.9%	79.4%
	- The percentage of girls who are eligible for FSM and those who are not who achieve a GLD are below local and national data. - EYFS has been identified in 25/26 as a priority for Communication and Language development as part of the EEF pilot Stockport Speaks and Balanced System			
	Phonics screen: Girls			
	Phonics	Adswood	LA	National
	Passed at Y1	76.9%	85.5%	84%
	Y1 FSM eligible	57.2%	70.4%	72.3%
	Y1 Non-FSM eligible	100%	88.9%	87.7%
	77% of girls passed the phonics screen in 24/25 - The percentage of girls eligible for FSM who passed the phonics screen reduced in 24/25 in comparison to an increase in the percentage of girls not eligible for FSM passing the screen (100%) therefore widening the gap in school. - Girls eligible for FSM are now outperforming boys of the same cohort - evidencing the need for the school to ensure both boys and girls who are eligible for FSM as a priority in phonics throughout the next year of the PP strategy.			

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● A gap between the attainment of children eligible for FSM and those who are not persists at 38%
● 100% of the girls eligible for FSM who resat the phonics screen in Y2 passed which demonstrates that they are significantly outperforming Local and national data for the same cohort - evidencing the impact of the intervention.

Key Stage 1 - Y2 TA
● Overall, girls eligible for FSM are not yet performing as well as their peers however evidence shows that the gap is closing.
● The gap between FSM eligible girls and their non-eligible peers has reduced from 23/24 - the most significant reduction is in maths where the gap has reduced by 16%.
● Within the SEND cohort the girls eligible for FSM's are outperforming those who are not eligible in reading and maths.
● Girls who are eligible for FSM who do not have SEND are outperforming the LA cohort in reading.

MTC Y4
● 24/25 data demonstrates an increase in the percentage of girls eligible for FSM scoring in the 21-25 range from 23/24 by 11%. This is in line with national data for the same cohort and higher than LA data.
● 100% of girls not eligible for FSM scored within the 21-25 range which is 30% higher than LA and national figures for the same cohort.
● The gap between girls eligible for FSM and those who are not has widened by 9%. 50% of eligible girls scored 21-25 compared to 100% of non-eligible girls - this remains a focus of the PP strategy.

Key Stage 2 - Y6 SATS
● Girls eligible for FSM had an increase in the percentage reaching ARE in reading by 8% from the previous year.
● In Maths girls eligible for FSM outperformed local and national data by 7%
● In SPAG girls eligible for FSM were in line with local and national data.
● Writing remains an area for development with girls eligible for FSM attaining lower than the same cohorts locally and nationally.
● The gap between attainment of girls eligible for FSM and those who are not remains, however it is key to note that the girls not eligible for FSM performed exceptionally well and higher than national and local in RWM combined. In reading, writing and SPAG - 100% of girls not eligible for free school meals achieved ARE.

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3. Children's reading comprehension skills enable them to transition to secondary school as confident, purposeful readers who are ready for the next phase of their education.

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● The percentage of children who are eligible for FSM, achieving ARE in KS2 reading has increased by 9% - these children have performed better than the same local and national cohorts.
● The gap between children who are eligible for FSM and those who are not has widened from 23/24 however it is important to note this is due to raising standards for all the children. The attainment of our non-eligible children has risen sharply and our aim is to continue to raise this for all to ensure alignment.
● By the end of KS1 100% of children entered for the phonics screen (95%) passed however reading comprehension skills were not comparable: 54% of children eligible for FSM were at ARE compared with 65% for none eligible - increasing comprehension skills and receptive language has been identified as a priority for 25/26 for children eligible for FSM.
● Following participation in Stockport Speaks and through the Balanced System our link therapist works jointly with the

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	school. Implementation plans are in place to accelerate progress for Communication and Language across EY and KS1 to ensure the foundations for acquisition of reading skills are embedded.
4. Boys who are disadvantaged achieve in line with their peers in maths.	• Key Stage 2 data demonstrates that boys eligible for FSM continue to outperform local and national for the same cohort of children • The gap between boys eligible for FSM and those who are not has widened slightly and remains a focus in Key Stage 2. • 24/25 MTC data demonstrates that 73% of boys eligible for FSM scored in the 21 - 25 range which is higher than local and national data for the same cohort by over 15% it is also an increase from the 23/24 data by 20% • The gap between boys eligible for FSM and their non-eligible peers remains due to 100% of non-FSM boys scoring in the 21-25 range. • In Key Stage 1 the gap between boys eligible for FSM and those who are not has continued to widen at a greater rate than Key Stage 2. This remains a priority of the PP strategy to enable this to reduce - additional staff deployed to KS1 for 25/26

5. Intervention, resources and curriculum planning provides opportunities for Communication and Language across EYFS and Key Stage 1 in order to develop pre reading and writing skills.

Communication and Language

	Adswood	LA	National
All	58.3	80.5	79.6
Eligible for FSM	35.7	60	67.2
Not eligible	72.7	84	82.6

• The percentage of children achieving the ELG for C&L in 24/25 was not in line with Local or National.

Communication and Language	Entry at expected	End of Reception at expected
Listening, attention and understanding	14%	64%
Speaking	14%	64%

• Internal data demonstrates accelerated progress from Reception entry to exit data
• A gap remains of 25% between those eligible for FSM and those who are not - Communication and Language implementation plan in place from 25/26

6. Intervention, resources and curriculum planning provides opportunities for Physical Development across EYFS and Key Stage 1 in order to develop pre reading and writing skills.

Physical Development	Adswood	LA	National
All	61.1	85	84.8
Eligible for FSM	42.9	67.2	74.1
Not eligible	72.7	87.9	87.2

• The percentage of children achieving the ELG for PD in 24/25 was not in line with Local or National.

Physical Development	Entry at expected	End of Reception at

			expected
Managing Self	11	69	
Gross Motor Skills	14	83	
Fine Motor Skills	6	61	

- Internal data demonstrates accelerated progress from reception entry to exit data.
- Gross motor skills are in line for those who are eligible for FSM and those who are not, however in managing self and fine motor skills there is still a gap - targeted work in preschool 25/26 to address this.

7. Staff teams will have a dynamic, research-based understanding of technological developments and the impact that poverty can have on access to devices and resources.	- During the 24/25, we have continued to strengthen our understanding of technological developments and how these relate to both curriculum delivery and pupil access. - We have been engaged with current research around digital learning, AI in education, Adaptive Tech and the widening impact of poverty on access to devices and online resources. This has informed discussions around equity, digital literacy and the support required for pupils who may have limited access at home. - In line with the success criteria, we have begun to explore and implement this research into curriculum planning. - Technology is increasingly used to enhance core subjects, for example through digital tools that support learning, modelling, feedback and retrieval practice. At the same time, the computing curriculum is being developed with clearer progression, improved vocabulary mapping, and increased opportunities for pupils to apply skills across subjects.
8. Staff are well and attend school regularly.	Total days sickness for staff has reduced from 671 days in 23/24 to 398.8 in 24/25