Pupil premium strategy statement 2025-26

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

This is Year 2 of a new 3-year plan. 2024-25 – black 2025-26 – blue 2026-27 - green

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	College Road Primary
Number of pupils in school	201 204
Proportion (%) of pupil premium eligible pupils	17.4% (This is 9% lower than 3 years ago) 35 pupils 21.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 to 2026-27
Date this statement was published	December 2024 December 2025
Date on which it will be reviewed	July 2025 July 2026
Statement authorised by	C Francis-McLeod
Pupil premium leads	Carina Francis-McLeod, Hannah Rolfe
Governor / Trustee lead	Sarah Lees (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (this is the amount that we received in this FINANCIAL year, so does not include what we receive after April, as we do not know what that will be yet).	£71,960 £60,835
Recovery premium funding allocation this academic year	£3,588 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
Total budget for this academic year	£75,548 (£10,000 less than last year) £60,835 (£14,713 less than last year and nearly £25,000 less than 2 years ago)

Part A: Pupil premium strategy plan

Statement of intent

At College Road we are very inclusive and strive for all children to make good progress. We aim to support every child to achieve their best possible outcomes, whatever their background or the personal challenges they are facing. This Pupil Premium Strategy sets out what we intend to do to support those pupils in particular who are disadvantaged, including those who are also PP high attainers.

We are a one-form-entry primary school on the edge of one of the most deprived areas of the UK. We do not have a nursery, so subsequently children transition to our Reception Class from a range of nurseries and pre-schools across the city.

Many of our children start school with low language/oracy skills, so we focus on providing children with a language-rich environment in which they learn a wide range of good vocabulary combined with the Plymouth Oracy Project approach of using sentence stems across the curriculum.

We recognise that Quality First Teaching makes the biggest difference in a child's progress. We aim to ensure that diagnostic assessments inform teaching and consequently target the identified areas of weakness and gaps that need filling. This is particularly important for our disadvantaged pupils, in order to secure achievement for them that is as good as, or better than, their non-disadvantaged peers. Quality First Teaching will of course benefit all pupils, not just the disadvantaged and aims to ensure that all children **achieve** to their greatest potential.

We use data analysis to identify issues that might be affecting Pupil Premium children's progress on a wider level, looking at trends and planning how to address these issues. This means that some of our strategies are school-wide and others are specific to individual year groups or Key Stages.

We are a very inclusive school with high levels of SEND (40%) and we therefore believe that it is important to be ambitious for all our pupils. We work closely with parents to ensure that we are providing the best education possible for their child and meeting all their special educational needs, and more.

Our staff and leadership team are passionate about ensuring that children have a wide range of **opportunities** throughout their time at the school, providing a broad curriculum that doesn't just focus on English and Maths, but provides children with an exciting range of

learning, building ‘sticky knowledge’ in all subjects through retrieval practise and meta-cognitive approaches. Through our focus on **creativity**, we give all children, but especially the disadvantaged, cultural capital which will provide them not only with equality, but also equity when understanding the world.

To complement the Pupil Premium funding and strategy, we provide tuition for pupils with SEND in Years 5 and 6 and also for children who are close to being at age-related expectations as well as younger children who need support with reading, fine and gross motor skills and listening & attention skills. This is aimed at children whose progress has been most affected by the pandemic and for whom, without this targeted support, the gap will widen. This provision is for both disadvantaged and non-disadvantaged children in our school and comprises a range of small after-school tuition groups, targeted times tables practise before school and 1:1 phonics catch-up tuition. We have also developed two nurture provisions: one for pupils in Years 5 & 6 with cognition and learning needs, and one for Year 1 children who have cognition and learning needs and are also lacking overall readiness for Year 1, and in some cases, school-readiness.

Challenges

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

Challenge number	Detail of challenge
1	**Language and Vocabulary gaps** – We have identified oracy, language and vocabulary as an area for development across the whole school, but with a particular focus on our disadvantaged pupils, as it will benefit their ability to communicate, not only verbally, but also through writing. **This continues in Year 2**
2	**Writing attainment** – whole school internal data July 2024 showed that disadvantaged children are attaining virtually in line with their non-PP peers for the first time in the last 4 years, although there is a significant difference between rates of expected progress, with 12% fewer PP children making expected progress than non-PP pupils. However, data shows that the PP pupils who have not made expected progress are SEN pupils with very significant needs.

	Y6 end of Key Stage 2 data for July 2025 shows that disadvantaged children out-performed non-PP children in writing (+23% which is significantly better). Significantly more PP children achieved ARE in all three subjects – 78%, compared with only 55% of non-PP July 2025 whole school data shows that there is no difference between PP and Non-PP attainment in writing – both 56%. However, this is much lower than Y6 national ARE for writing, so there is work to do with writing across the school for all pupils, not just PP.
3	**Reading** – whole school internal data at the end of July 2024 showed that disadvantaged pupils attain slightly lower (-5%) than their non-disadvantaged peers. This is a significant closing of the gap compared to previous years' data. 69% at ARE + (disadvantaged) 74% at ARE + (non-disadvantaged) **Observations indicate that while pupils are effective readers, they don't always have a love for reading, or an appreciation of books.** The difference between PP and non-PP reading attainment remains much the same (non-significant) 68% PP 73% Non-PP The new library and subsequent increase in enjoyment of reading has noticeably improved children interest in reading.
4	**Maths** – whole school data from July 2024 showed that disadvantaged pupils attain only slightly lower than their non-disadvantaged peers and have closed the gap by 8% since July 2023. 57% at ARE + (disadvantaged) 63% at ARE + (non-disadvantaged) Observations indicate that children struggle to apply their reasoning skills in maths, and that this is partly due to a lack of fluency. Having a true mastery approach that utilises manipulatives in order to ensure equal access to the curriculum for all pupils would support our PP learners to close the final gap in maths. July 2025 data indicates a slight improvement in PP pupils' attainment in maths since last year to 61% which is now virtually in line with non-PP attainment of 62%. Fluency is slowly improving with the introduction of new teaching approaches, but there is still lots of room for an increase in attainment.
5	**Children with SEN** who are Pupil Premium – Children who are disadvantaged and have SEN support or an EHCP attain less well than non-disadvantaged pupils with SEN support or EHCPs.

<table>
<tr><td></td><td>In July 2024, of the 42 PP pupils, 13 have SEN. Only a small number of these pupils have met ARE (15% reading, 8% writing and 8% maths) compared with the PP pupils who do not have SEN (93% reading, 76% writing and 79% maths). Of the 13 SEN, 5 have significant SEN that means they are unable to access the same curriculum as their peers.
This continues to be a challenge in July 2025. Of the 41 children who are disadvantaged, 13 have SEND.
Of those 13 only 3 were at ARE in maths and reading and only 1 was at ARE for writing. This is significantly lower than the non-PP pupils with SEN.
Of the 13, 4 had significant SEN meaning they could not access the same curriculum as their peers.</td></tr>
<tr><td>6</td><td>Mental health - 34% of disadvantaged pupils in 2024 have been identified with some mental health or emotional issue that requires additional support, such as social groups, ELSA, counselling, learning mentor, Educational Psychology, referrals to CAMHS.
We recognise that positive mental health means that children are more likely to achieve better. We need to ensure that the mental health needs of all our pupils, but especially our disadvantaged pupils, is met over the coming year.
19% of our PP pupils continue to receive some support for their mental health, either in school or via external health professionals such as CAMHS.</td></tr>
<tr><td>7</td><td><u>Attendance</u> – <u>2024-25 (Autumn Term data)</u>
Disadvantaged = 93.5% Non-disadvantaged 96.2%
This difference is even more acute when persistent absence is considered:
Disadvantaged = 17.1% Non-disadvantaged 7.2%
We recognise that children’s progress will be affected by low attendance and intend to improve these attendance rates of our disadvantaged.

2024-25 data (below) shows that Disadvantaged children who have attendance below 90% are doing significantly less well than Disadvantaged children whose attendance is over 95%. (Autumn 2024 data)
<table>
<tr><th>% of children on track for age related expectations</th><th>Less than 95% attendance</th><th>Attendance 95-100%</th></tr>
<tr><td>Reading</td><td>69%</td><td>83%</td></tr>
<tr><td>Writing</td><td>44%</td><td>78%</td></tr>
<tr><td>Maths</td><td>44%</td><td>78%</td></tr>
</table>
Poor attendance is having a clear impact on the <u>attainment</u> of our disadvantaged pupils.
Attendance – 2025-26 (Autumn Term data)
Disadvantaged = 91.6% Non-disadvantaged = 96.5%</td></tr>
</table>

	Persistent absence: Disadvantaged = 27.9% Non-disadvantaged = 8.7% 2025-26 data from the **Autumn term** (below) shows that Disadvantaged children who have attendance **below 90%** are doing significantly less well than Disadvantaged children whose attendance is **over 95%**.

% of children on track for age related expectations	Less than 90% attendance	Attendance 95-100%
Reading	42%	78%
Writing	25%	56%
Maths	17%	72%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved oral and written language skills – specifically vocabulary and sentence structure	Formative assessment of independent writing will show advanced vocabulary choices and sentences will be grammatically correct. The gap between PP and non-PP writing attainment will have closed by 2-3%.
2. Improved writing attainment for all pupils but especially disadvantaged pupils.	Formative assessment of independent writing will show advanced vocabulary choices and sentences will be grammatically correct. The gap between PP and non-PP writing attainment will have closed by 2-3%. KS 2 writing outcomes show that 65% of disadvantaged pupils have met Age Related Expectations by July 2027.
3. PP children enjoy reading and take advantage of the new library. Develop a school-wide approach to fostering reading for enjoyment. Children will have experienced the National Year of Reading in 2026.	Survey results and conversations with PP children show that they are enjoying reading and that they like using the new library.

4. Close the gap between PP and non PP children's attainment in maths to a 4% difference (currently 6% difference). July 2025 data show that the gap has closed to just 1% difference. Now we want to focus on increasing the overall number of children working at ARE in maths across the school (PP and non-PP)	The gap between PP and non-PP maths attainment will have closed by 2%. This has been achieved by July 2025 – only a 1% difference. By July 2027, we would like to see an increased number of pupils (both PP and non-PP) working at ARE – an increase of 2-5% by July 2027.
5. Progress of PP pupils with SEN Support will be in line with their non-PP peers who have SEN Support in reading, writing and maths.	Formative and Summative assessments show that SEN pupils of both PP and Non-PP make broadly similar progress by July 2027.
6. To achieve and sustain improved wellbeing for all pupils, but especially those who are disadvantaged. The number of children requiring mental health support reduced from 34% of disadvantaged to 27% during the academic year 24-25, and at the end of the Autumn Term 25, 19% of the 43 PP pupils need support with their mental health.	Sustained improved levels of wellbeing evidenced by: - Data from pupil voice, class and school council discussions and minutes, pupil and parent surveys and teacher observations - A reduction in referrals to outside agencies Analysing dashboard data from Stormbreak.
7. Reduced levels of persistent absence amongst all pupils but especially amongst the disadvantaged.	- Overall attendance rate of disadvantaged pupils equal or better than non-disadvantaged by July 2027. - Whole School Persistent Absence rate is below 10% - Aim to close the gap by 5% between PP and non-PP persistent absence by the end of the academic year

Activity in this academic year

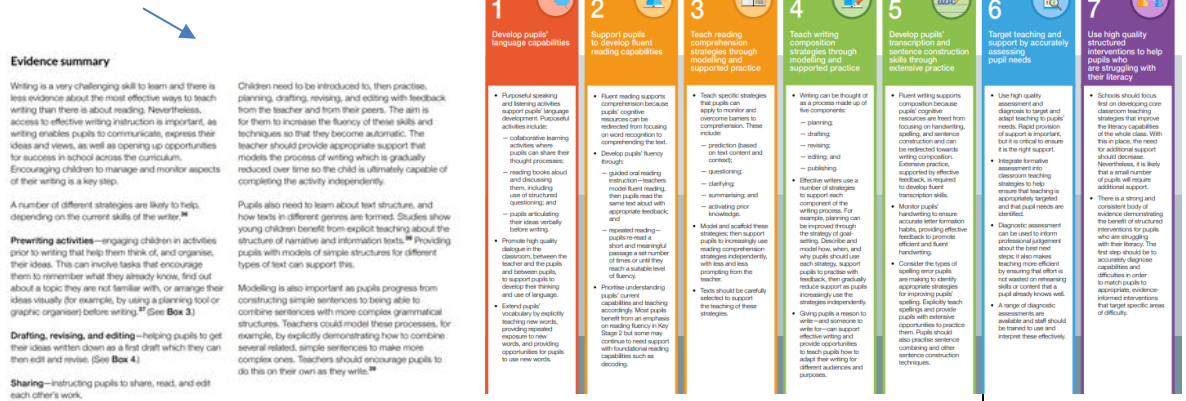
This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. Most of the activity we plan to continue from academic year 2024-25 into 2025-26, so it remains in black, but additional activities for this academic year (2025-26) are in blue.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *£39,883.04 (2024-25) £62,505.74 (2025-26)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching and CPD All teachers to receive ongoing CPD, particularly around the new DfE framework for Writing, aspects of Mastery for maths and developing fluency in reading.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery approaches to learning can make as much as +5 months additional progress, as long as teachers are well trained.	2, 3, 4, 5,
Increased focus on Oracy skills, including vocabulary acquisition. *English Lead released to monitor and evaluate the implementation of Oracy across the school.* *English Lead to continue to lead in-house training on Oracy approaches and monitor the implementation across the curriculum.* *Ensure TAs trained in a speech and language interventions - BLAST and Time to Talk. Interventions carried out with specific small groups.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF evidence strongly suggests that oral interventions can make +7 months progress in Early Years and +6 months progress in Primary, most notably in reading attainment, although there will also be improvements in writing.	1,2,3,4

PTA has paid for a subscription to Widget Online to support all areas of the curriculum with visuals. *Continue with Book Talk in all year groups as part of reading curriculum, as recommended by the DfE Reading Framework.*		
Continue with self-regulation and meta-cognition approaches across the school which empower children to be motivated learners who have ownership over their progress. *Introduction of school-wide learning behaviours since October 24 are already having an impact on levels of absorption and noticeable improvements in quality of learning outcomes.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Children having a secure strategies for self-regulation is proven to increase progress by +7months.	1,2,3,4,5
Ensure successful implementation of 'assess, plan, do, review approaches' to support SEND pupils. *SENCo attend local Hub meetings and training to gather further knowledge.* *Fund training for SENCo and Teaching Assistants.* *1:1 or small group interventions for pupils with SEN with dedicated SEN TAs with a focus on Precision Teaching, early reading via 1:1 RWI tuition and Fresh Start, BLAST and Time To Talk.* *Continue to monitor use of adaptive strategies to apply to all areas of the curriculum, but particularly for writing and maths.* *Continue to develop new mastery approach in maths, including use of manipulatives, focus on fluency and problem-solving built into all parts of lessons.* *All staff engage with PINS training sessions that aim to ensure we are best-supporting our neurodivergent pupils.*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send *'High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.' EEF Recommendation 4*	1,2,3,4,5
Whole Class explicit teaching of comprehension strategies (QFT) *Training of teachers and TAs in diagnostic assessments of reading, including use of NFER assessments in KS2.* *Monitor implementation of Book Talk to all year groups as part of reading curriculum, as recommended by the DfE Reading Framework.* *We have invested in Jane Considine's Reading programme and using it to teach high quality reading lessons.* *Following on from the National Literacy Trust training on developing a reading for enjoyment culture, engage with The National Year of Reading.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF studies suggests that 6-7+ months progress can be gained by explicit teaching of reading comprehension strategies. https://literacytrust.org.uk/research-services/research-reports/exploring-literacy-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/ The study above indicates the impact of reading for enjoyment on the outcomes of PP pupils.	3, (and contributing implicitly towards 1 & 2)

CPD about developing children's fluency in reading, then monitor implementation.		
Ensure all TAs are trained in 'Precision Teaching' Intervention and monitor the delivery of interventions. *TAs trained in 1:1 Read Write Inc phonics interventions. TAs carry out set periods of 1:1 intervention before reassessment is carried out.* *Phonics Leaders to carry out all assessments 6x per year – release from class for this and then planning groups for the next term, including identifying slow-movers to receive 1:1 tuition.* *HLTAs to carry out Fresh Start intervention to support the reading and writing of older children with SEN.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Precise, well-structured interventions are shown to have a positive impact on pupil attainment.	2, 3, 4
We have invested in 'The Write Stuff' online support for ongoing training, resources and provision of planning for all year groups. *QFT of the Write Stuff approach combined with specific grammar and punctuation skills practise needed for each genre of writing.* *English Lead and SLT to monitor the teaching and learning of writing across the school via regular lesson observations, book looks and discussions with children.* *Evaluate the progress made in books by comparing Autumn and Summer learning.* *We continue to refine the teaching of Writing using The Write Stuff approach.* *Colourful Semantics has been introduced alongside The Write Stuff to support sentence structure in independent writing for SEN pupils. Over the last year, this proved to be an effective support for SEN pupils.*	From the EEF Improving Literacy in Key Stage 1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1671138466 This is the exact approach used in The Write Stuff, as are the approaches set out in part 4 and 5 of the 7 recommendations from Improving Literacy in Key Stage 2.  **Evidence summary** Writing is a very challenging skill to learn and there is less evidence about the most effective ways to teach writing than there is about reading. Nevertheless, access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step. A number of different strategies are likely to help, depending on the current skills of the writer.[36] **Prewriting activities**—engaging children in activities prior to writing that help them think of, and organise, their ideas. This can involve tasks that encourage them to remember what they already know, find out about a topic they are not familiar with, or arrange their ideas visually (for example, by using a planning tool or graphic organiser) before writing.[37] (See **Box 3**.) **Drafting, revising, and editing**—helping pupils to get their ideas written down as a first draft which they can then edit and revise. (See **Box 4**.) **Sharing**—instructing pupils to share, read, and edit each other's work. Children need to be introduced to, then practise, planning, drafting, revising, and editing with feedback from the teacher and from their peers. The aim is for them to increase the fluency of these skills and techniques so that they become automatic. The teacher should provide appropriate support that models the process of writing which is gradually reduced over time so the child is ultimately capable of completing the activity independently. Pupils also need to learn about text structure, and how texts in different genres are formed. Studies show young children benefit from explicit teaching about the structure of narrative and information texts.[38] Providing pupils with models of simple structures for different types of text can support this. Modelling is also important as pupils progress from constructing simple sentences to being able to combine sentences with more complex grammatical structures. Teachers could model these processes, for example, by explicitly demonstrating how to combine several related, simple sentences to make more complex ones. Teachers should encourage pupils to do this on their own as they write.[39]	2
Teaching for mastery approach to mathematics through use of White Rose Maths following the NPQ and Maths Mastery Hub in 2024-25. *Maths leader providing lessons for all other teachers to observe – to show the new mastery approaches in practice.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF studies suggest that it helps children in primary schools make 8+ months additional progress.	8, 4

All staff trained and observations show improved use of adaptive strategies for SEN learners to ensure that the vast majority of pupils are able to access the same maths learning. *Maths leader regularly released to observe teaching across the school, train TAs and coach teaching staff.*		

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

Budgeted cost: £33,921.48 (2024-25) £6,983.64 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all TAs are trained in 'Precision Teaching' Intervention and monitor the delivery of interventions. *TAs trained in 1:1 Read Write Inc phonics interventions. TAs carry out set periods of 1:1 intervention before reassessment is carried out.* *Phonics Leaders to carry out all assessments 6x per year – release from class for this and then planning groups for the next term, including identifying slow-movers to receive 1:1 tuition.* *HLTAs to carry out Fresh Start intervention to support the reading and writing of older children with SEN.* *SNIP spelling intervention carried out daily for pupils in Y3-6.* *Teaching Assistants have also attended training on supporting children with self-regulation. This can be done 1:1 or with small groups of children.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Precise, well-structured interventions are shown to have a positive impact on pupil attainment.	2, 3, 4

We continue to provide after school tuition for children in Years 5 and 6 for writing and/or maths and aim to include Y4 within this. *Targeted interventions for children whose progress has been identified as needing support (both disadvantaged and non-disadvantaged) Provision Maps identify PP children to be targeted.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition targeting specific gaps and misconceptions as judged by assessments, can be an effective means of supporting children who are not at ARE and need to close the gap. All 8 pupils who received tuition in 2024-25 passed their Maths SATs in July 2025.	2, 3, 4
Year 5/6 nurture group for writing and maths taught by a teacher 4 days per week. *Year 4 nurture group for reading taught by a teacher 4 days per week.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition targeting specific gaps and misconceptions as judged by assessments, can be an effective means of supporting children who are not at ARE and need to close the gap.	1,2,3,4,5

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

Budgeted cost: £8,316 (2024-25) £11,277.56 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole Staff implementation of 'Trauma Informed Approach' to ensure that there is a consistent approach to building relationships with children. *2x TAs trained as Emotional Literacy Support Assistants (ELSA) – released from class to work 1:1 or in small groups to support children with identified mental health or social/emotional issues* *Implement whole school change of behaviour policy – based on Paul Dix approach.* *Implement agreed 'learning behaviours' **consistently** across the school.*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour As it says in ***Recommendation 1:*** *Understanding a pupil's context will inform effective responses to misbehaviour.* *Every pupil should have a supportive relationship with a member of school staff.* ***Recommendation 3:*** *Positive classroom behaviour management* ***Recommendation 4**:* *Breakfast clubs, greeting children at the door and working with parents can all support good behaviour.* ***Recommendation 6:*** *Consistency and coherence at a whole-school level are paramount.*	6

Receive training for 1 advocate and SLT on STORMBREAK – Movement for Mental Health. *Roll out CPD to all staff who work with children and embed into school culture.* *Introduce Stormbreak to parents so they can use it at home with their children.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Ensuring children have the tools to manage their emotions has been shown to have an impact of +3 additional months' progress.	6
Provision of free breakfast club places for disadvantaged pupils who are struggling with attendance or mental health problems.	AS ABOVE	6, 7
Administrator dedicates specific time to attendance – especially monitoring and acting on issues relating to the attendance of our disadvantaged pupils. Continue strong links with Education Welfare Officer. *Attendance Governor continues to have an overview of the attendance procedures.* *Strong focus on building relationships and trust with parents and families. Parent Support Advisor (PSA) regularly rings parents or talks to them in the playground about attendance. This has supported some key improvements in attendance for individual families.* *Headteacher and PSA carry out home visits when attendance of pupils is of concern.* *Offer to collect children if they live in walking distance and an issue is preventing them coming to school.* *Make phone calls to families whose child's attendance is of concern and dropping. Offer of support, followed by support meeting if attendance continues to drop.* *Provision of bronze, silver and gold attendance certificates 6x per year, which has increased children's chance of receiving them.* *Continuation of class rewards for the whole class being in school – 'full house'. Large visual in the hall for children to track where their class is.* *Regular attendance communication via phone call followed by a letter so it is not a surprise.*	The DfE's guidance, 'Working Together to Improve School Attendance' states the following: *'Good attendance starts with close and productive relationships with parents and pupils. Schools should treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In working in partnership with parents, schools should discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like. Where a pupil or family needs support with attendance, it is important that the best placed person in the school works alongside and supports the family and wherever possible the person should be kept consistent.'*	7
Provision of discounted rates for residential trips in Y5/6 and for musical instrument tuition for all PP pupils.	Ensuring Cultural Capital for our PP children.	6

Total budgeted cost: £ *84,573.58*

This allows £0 for other expenditure on disadvantaged children, such as contributing towards the cost of school trips as well as a contingency fund for unexpected costs.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024-25** academic years. See previous year's PP strategy for details of impact in previous years.

We have used a range of external and internal data from standardised tests and Teacher Assessments to determine the following, alongside observations:

- In the 2024-25 Year 6 cohort, 29% of the class were disadvantaged. Of these, 78% achieved ARE in Reading (35% increase on previous year), 78% achieved ARE in Writing (49% increase on previous year) and 78% achieved ARE in Maths (49% increase on previous year).
- Disadvantaged pupils out-performed non-disadvantaged pupils by 6% in reading and by 23% writing. In maths non-disadvantaged pupils did 8% better.
- 78% of disadvantaged pupils attained ARE in reading, writing AND maths, compared with only 55% of non-disadvantaged.

- Across the whole school, PP children attained slightly less well than their non PP peers in reading, but achieved broadly the same as their non-PP peers in writing and maths.

This table compares the % of children on track for Age Related Expectations in July 2025:

	Pupil Premium 2025	Non-Pupil Premium 2025	Pupil Premium **2024**	Non-Pupil Premium **2024**	*Pupil Premium **2023***	*Non-Pupil Premium **2023***
Reading	**68%**	73%	69%	74%	*60%*	*66%*
Writing	**56%**	56%	55%	57%	*33%*	*56%*
Maths	**61%**	62%	57%	63%	*50%*	*64%*

The gap in attainment has closed significantly between PP and non-PP compared with the 2023 data, most notably in maths.

Disadvantaged children make broadly the same progress as their non-disadvantaged peers in writing and maths, but make less progress in reading.

	Pupil Premium	Non- Pupil Premium
Reading	89%	96%
Writing	89%	92%
Maths	89%	92%

This year, **reading** is the area where the gap between Disadvantaged and non-disadvantaged was greatest in terms of both attainment and progress. This will continue to be addressed, as detailed in the action plan above, but is very cohort-dependent in terms of SEN.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Write Stuff	Jane Considine's The Training Space
Read Write Inc	Ruth Miskin
White Rose Maths	
Times Table Rockstars and Numbots	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provision of counselling, Learning Mentor, Military Kids Club.
What was the impact of that spending on service pupil premium eligible pupils?	Emotional Stability and positive wellbeing.