



# Pupil Premium Strategy Statement 2024 - 2027

Pupil Premium is additional funding given to schools and academies in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The focus of this funding is to improve outcomes for pupils who fit the following criteria;

- Pupils Looked after
- Pupils who are eligible for free school meals or who have been eligible for free school meals at any time in the past 6 years
- Children of Services Personnel

This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Breckon Hill Primary
Number of pupils in school (Rec – Y6)	556
Proportion (%) of pupil premium eligible pupils	49.5% (275 pupils)
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024 – August 2027
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Joanne Smith
Pupil premium lead	Dawn Camp
Governor / Trustee lead	Carol Walker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£437,665
Early years estimated pupil premium allocation (8 children)	£4,518
Pupil premium funding carried forward from previous years	£0
Total	£442,183

# Part A: Pupil Premium Strategy

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress from their individual starting points and achieve high academic attainment across the curriculum. The focus of our strategy is to support disadvantaged pupils to achieve that goal. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve. We recognise that not all pupils who receive free school meals are academically disadvantaged and that not all pupils who are socially disadvantaged qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils we have legitimately identified as disadvantaged. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will improve alongside the progress of their disadvantaged peers.

In line with the EEF Guide to the Pupil Premium, we adopt a tiered approach to our Pupil Premium spending and use research evidence to support and guide decisions made.

High quality teaching, with a focus on excellent continuous professional development opportunities for all staff at all levels, is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. We will use diagnostic assessments, robust data analysis and timely intervention for those pupils who require more targeted academic support. We will be responsive to individual needs and common challenges faced by pupils and aim to remove barriers to learning through our wider strategies of support. We will also provide pupils with opportunities to develop a range of skills through extra-curricular experiences.

## Challenges

This details the key challenges to achievement that we have identified.

Challenge number	Detail of challenge
1	The school serves a diverse community with a higher than national deprivation indicator. It has a well above average percentage of free school meals, SEN support, EAL and the percentage of stability is well below average. (Information from the IDSR 2025)
2	We recognise the importance of strong oral language skills in supporting reading and writing progress. To ensure early intervention, we have implemented comprehensive language screening from Nursery, helping to identify and support children who may need additional assistance.
3	We encourage a love for reading at home and continue to work closely with families to provide resources and guidance, especially for those who may face literacy, language and maths barriers.
4	Our early years provision places a strong emphasis on school readiness, including personal care and independence. We work with families ensuring that all children feel confident as they begin their educational journey.
5	We are committed to broadening children's life experiences beyond their local environment, offering a range of free enriching activities, trips, and opportunities to inspire curiosity and learning.

6	For children learning English as an additional language, we provide targeted support to help them develop confidence and fluency.
7	We prioritise the well-being of all students, offering emotional and mental health support, as well as meeting medical needs with care and attention.
8	Attendance is a key focus so we work in partnership with families to encourage regular school attendance and engagement.
9	We support children with Special Educational Needs, tailoring learning approaches to meet their individual needs and ensuring they thrive in a supportive environment.
10	For pupils who move schools regularly, we provide a welcoming and inclusive transition process to help them settle in quickly and maintain continuity in their learning.
11	With a high level of safeguarding needs, we ensure all children and families feel safe, secure, and supported.
12	We continue to address the ongoing impact of the global pandemic by fostering resilience, providing additional support, and ensuring that every child has the opportunity to succeed

## Intended outcomes

Intended outcome	Success criteria
All staff receive high quality training, feedback and support so they are confident and have the required subject knowledge and research led pedagogy in order to teach effectively, particularly in the core subject areas.	Monitoring shows positive outcomes. Teaching and learning improves which will impact on accelerating pupil progress. Data analysis demonstrates positive pupil progress continuing to close the disadvantaged attainment gap.
To accelerate progress for targeted pupils in phonics development in order to improve phonics, reading and writing outcomes.	All staff to have received high quality phonics training and teaching it in a consistent way. Data analysis demonstrates rapid progress and improved phonics outcomes, closing the disadvantaged attainment gap.
To provide tailored intervention support to target pupils at risk of underachievement in reading, writing and maths in order to ensure accelerated progress is made.	Pupils make accelerated progress and improved outcomes, closing the disadvantaged attainment gap.
Appropriate resources are available in school to enhance and support teaching and learning.	Resources and standardised tests are available and support teaching, learning and assessment.
To enhance cultural capital by providing children with opportunities, free for all, which will support learning, mental wellbeing, physical health and social development.	Pupils are ready to learn, happy in school and have wider curriculum opportunities available to them which support their learning, mental wellbeing, physical health and social development.
Support parents to ensure their children attend school regularly.	Attendance increases and persistent absence decreases.

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.



## Teaching


**Budgeted cost: £235,675**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading - Phonics</b></p> <p>New staff to be trained in the Sounds Write phonics programme and methodology for reading and spelling implemented throughout school.</p> <p>Monitoring and support days from Phonics trainer</p> <p>Subscription to phonics assessment tracker.</p> <p><b>Reading</b></p> <p>English lead release time to plan and deliver high quality training and monitor the quality of</p>	<p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i></p> <p><a href="#">Phonics   EEF</a></p> <p>The school has been part of a DFE reading project working with Town End Research School. Positive impact has been seen and this work now needs to be carefully monitored and sustained.</p> <p><i>'Reading comprehension strategies are high impact on average (+7 months). Alongside phonics it is a crucial component of early reading instruction.'</i></p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	<p>1, 2, 3, 6, 9, 10, 12</p>

<p>teaching and learning in reading lessons.</p> <p>Develop staff subject knowledge and pedagogy in order to improve the teaching of fluency and comprehension skills.</p> <p><b>Writing</b></p> <p>English lead release time to plan and deliver high quality training and monitor the quality of teaching and learning in writing lessons.</p> <p>Develop staff subject knowledge and pedagogy in order to improve the teaching of spelling.</p> <p>Leader in school to attend Grammarsaurus spelling training and then train staff in school.</p>	<p>This training also supports oral language approaches, which are also supported in the EEF document.</p> <p><i>‘Explicit discussion of either content or processes of learning, aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.’</i></p> <p><i>‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.’</i></p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p>The school changed the approach to the teaching of writing last year. The Place Value of Punctuation &amp; Grammar programme was introduced so the children could develop a through understanding of the basics before being expected to write creatively and more time was included for teacher modelling and supported practice for longer pieces of writing.</p> <p><i>‘Teach writing composition strategies through modelling and supported practice.’</i></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p>Positive impact has been seen and this work now needs to be carefully monitored and sustained.</p> <p><i>‘The national curriculum emphasises both teaching GPCs and building pupils’ wider understanding to help them choose the correct grapheme to represent each phoneme. This can be supported if pupils know letter pattern conventions (orthography), the units of meaning in words (morphology) and (to a more limited extent) the origins of words (etymology), all strengthened by their exposure to words in their reading.’</i></p> <p><a href="#">The writing framework</a></p>	
<p><b>Maths</b></p> <p>Develop staff subject knowledge and skills in order to improve the teaching of maths.</p> <p>CPD to continue to focus on lesson design, appropriate resources and the gradual release approach. ‘I do, we do, you do’ with teachers explicitly thinking outload and modelling strategies.</p> <p>Maths lead release time to plan and deliver training and monitor the quality of teaching and learning in maths lessons.</p>	<p>The number one recommendation that the EEF suggests to improve maths in schools is to develop practitioners’ understanding of how children learn mathematics through high quality CPD.</p> <p><i>‘Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.’</i></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p><i>This training and approach also supports the metacognition and self-regulation evidence.</i></p> <p><i>‘Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when sharing strategies and solving problems.’</i></p> <div data-bbox="432 1749 1214 2011"> <p><b>Recommendation 3</b></p> <p>Model your own thinking to help pupils develop their metacognitive and cognitive skills.</p> <ul style="list-style-type: none"> <li>• Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils’ metacognitive skills.</li> <li>• Teachers should verbalise their metacognitive thinking as they approach and work through a task —‘What do I know about problems like this?’, ‘What ways of solving them have I used before?’, ‘What do I need to do to be successful in my learning?’</li> <li>• Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.</li> </ul> </div> <p><a href="#">Metacognition and Self-Regulated Learning   EEF</a></p>	<p>1, 2, 3, 6, 9, 10, 12</p>



<p>Reception and KS1 teachers to be released to access training on using the Mastering Number programme which will be implemented new to the school this year.</p> <p>Reception and Y1 teachers to be released to access training on the National Numeracy Schools and Families programme which will be implemented new to the school this year.</p> <p>Also release time to deliver a parents information meeting.</p>	<p>This training also supports oral language approaches, which are also supported in the EEF document.</p> <p><i>‘Explicit discussion of either content or processes of learning, aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. Language approaches in Maths may be used to explicitly practice subject specific vocabulary.’</i></p> <p><i>‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.’</i></p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Mastering Number at Reception and KS1 - trial   EEF</a></p> <p><a href="#">Schools &amp; Families Programme Report 2024-2025</a></p> <p>Programme Aims</p> <p>Working with primary schools across one year, the aims of the Schools &amp; Families Programme are:</p> <ol style="list-style-type: none"> <li>1.To increase pupils’ <ul style="list-style-type: none"> <li>• confidence with numbers,</li> <li>• positive feelings with maths,</li> <li>• awareness of the value of maths outside the classroom.</li> </ul> </li> <li>2. To increase parents’, carers’ and school staff’s confidence in supporting children with maths.</li> <li>3. To establish lasting approaches and strategies that will continue in schools beyond the end of the programme.</li> </ol> <p><i>‘The average impact of the Parental engagement approaches is about an additional 4 months’ progress over the course of a year.’</i></p> <p><a href="#">Parental engagement   EEF</a> <a href="#">Homework   EEF</a></p>	
<p>Philosophy for children trainer support day. CPD for leaders.</p> <p>The school is a GOLD P4C school, being an advocate for developing children’s oracy skills.</p>	<p><i>‘Oracy skills are just one of the essential literacy skills we need to thrive. However, there are many benefits to having strong oracy skills. These skills can enable children and young people to:</i></p> <ul style="list-style-type: none"> <li>• <i>have the confidence and skill to express their own thoughts and opinions.</i></li> <li>• <i>learn and ask questions to seek more information, evaluate, debate and scratch below the surface.</i></li> <li>• <i>collaborate with other people - sharing creativity and developing an idea.</i></li> <li>• <i>listen with understanding and empathy.</i></li> <li>• <i>engage critically with the world around them in order to grasp their reality, take part in civic responsibilities and, especially in an increasingly digital age, to critically analyse information, media and news that they might be presented with.</i></li> <li>• <i>seek clarification or further information.</i></li> <li>• <i>advocate for their civic rights and the rights of others.</i></li> </ul> <p><i>Children, young people and adults alike should have opportunities to celebrate the language(s) that they speak, develop confidence in communicating across difference settings, registers and genres, and learn how to build and maintain happy and healthy relationships.’</i></p> <p><a href="#">What is oracy?   National Literacy Trust</a></p>	<p>2, 5</p>
<p>Subject &amp; Phase leaders release time to monitor and feedback on the quality of teaching and learning in lessons. Develop staff subject knowledge and skills in order to improve teaching and learning.</p>	<p>Phase and subject leads are able to monitor staff subject knowledge and ensure CPD strategies are effectively in place in their teams. Areas of need are quickly identified, and support can be implemented quickly. This has been a successful approach used for many years.</p> <p><i>‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.’</i></p> <p><i>‘Develop teaching techniques — Instruction, Social support, Modelling, Monitoring and feedback.’</i></p> <p><a href="#">Effective Professional Development   EEF</a></p>	<p>1, 2, 6, 7, 8, 9, 10, 12</p>

<p>Phase and Subject reviews across school. Part of this will focus on SEND children.</p> <p>An adaptive teaching professional development day was delivered by Alex Quigley in the previous academic year. Part of the phase reviews will therefore focus on adaptation strategies in practice,</p>	<p>The school has a high percentage of pupils with SEN and EAL, therefore adaptation in lessons is vital to be inclusive and support all learners succeed.</p> <p><a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF</a></p> <p><a href="#">EEF blog: Five-a-day for pupils with SEND – a cluster of...   EEF</a></p> 	
<p>Support for ECTs and new staff to school development.</p>	<p>ECTs are fully supported through the use of the early career framework and Breckon Hill training opportunities.</p> <p>Team leaders are mentors spend time planning and discussion pedagogy with ECTs and new staff to the school.</p>	1, 2, 6, 7, 9,
<p>Additional teachers in Y6 and KS1 &amp; 2 team leaders non class based so they can spend time teaching those pupils at risk of underachievement in smaller groups.</p>	<p>Those at risk have smaller group, highly skilled experienced teachers. This is a strategy used successfully at BH for many years.</p> <p>Team leaders are able to support children who arrive in school and are having a difficult start to their day to enable them to regulate and join their classrooms.</p>	1,2, 3, 4, 6, 7, 8, 9, 10, 11, 12
<p>Computing lead to teach computing skills from Y2 – Y6.</p> <p>This also enables teachers in teams of 3 to have PPA time together to support collaboration in planning and therefore consistency in teaching.</p>	<p>This approach ensures the children receive expert teaching in this subject area.</p> <p><a href="#">Specialist Teachers or Teachers who...   Research Schools Network</a></p> <p><i>'Technology has to be well taught. It can be engaging and motivating but learners need to have the skills needed to use it effectively.'</i></p> <p><a href="#">EEF Digital Technology Guidance Report.pdf</a></p> <p><i>'School leadership teams should be reviewing the effectiveness of how time set aside for planning is allocated. If planning is to be effective, schools should look to identify blocks of time to allow for proper collaborative planning, which offers excellent opportunities for professional development.'</i></p> <p><a href="#">Eliminating unnecessary workload around planning and teaching resources</a></p>	all
<p>Purchase visualizers and Iboards for the intervention rooms.</p>	<p><i>'Technology can be used to improve the quality of explanations and modelling.'</i></p> <p><a href="#">EEF Digital Technology Guidance Report.pdf</a></p>	all
<p><b>Assessment</b></p> <p>Purchase 'No more marking writing' subscription.</p> <p>NTS reading and maths tests.</p> <p>Times Tables Rockstars</p>	<p>Standardised tests make it possible to compare the performance of pupils or groups of pupils at Breckon Hill to pupils from other schools nationally.</p> <p>Careful analysis of data enable pupils to be identified for further support. These tests remove any teacher bias.</p> <p><i>'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'</i></p> <p><a href="#">EEF Digital Technology Guidance Report.pdf</a></p>	all
<p><b>EYFS CPD</b> – leaders to attend EYFS conference</p> <p>TA childcare and early years bootcamp</p> <p><b>Resources</b></p>	<p><i>'All children deserve high quality early education and care. This requires a quality workforce. A well-trained, skilled team of practitioners can help every child achieve the best possible educational outcomes.'</i></p> <p><i>'By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and</i></p>	all

Resources for enhancement to the nursery provision both outdoors and indoors to support teaching & learning activities.	<p><i>agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'</i></p> <p><a href="#">EYFS statutory framework for group and school-based providers</a></p>	
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## Targeted Academic Support

**Budgeted cost: £127,128**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teachers for smaller group and 1-1 targeted support.</p> <p>This support will also include personalised feedback time through dedicated improvement and reflection times (DIRT)</p>	<p>The school has a proven successful approach to using additional teachers across the school to provide additional support to individuals and small groups of children.</p> <p><b>Small group</b>  <i>'Has an average impact of 4 months' additional progress over the course of a year.'</i>  <a href="#">Small group tuition   EEF</a></p> <p><b>Individualised Instruction</b>  <i>'On average, individualised instruction approaches have an impact of 4 months' additional progress.'</i>  <a href="#">Individualised instruction   EEF</a></p> <p><b>Providing Feedback</b>  <i>'Well-evidenced and has a high impact on learning outcomes, can be additional 7 months in primary.'</i>  <a href="#">Feedback   EEF</a></p>	all
After school tutoring sessions for small groups.	<p><b>Tutoring</b>  <i>'The average progress figure of 3 months over a school year suggests this approach can be effective.'</i>  <a href="#">Extending school time   EEF</a></p>	
Teaching Assistant focused time to provide targeted support, both academically and emotionally, to individual pupils and small groups.	<p>The school has used well trained TAs delivering interventions for many years which have proven to be very successful. These interventions include Phonics, Vocabulary development, Times tables, EYFS Blast.</p> <p><i>'The average impact of the appropriate deployment of teaching assistants is about an additional 4 months' progress over the course of a year.'</i>  <a href="#">Teaching Assistant Interventions   EEF</a></p> <p><i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'</i>  <a href="#">Oral language interventions   EEF</a></p> <p>EYFS BLAST intervention  <i>'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year.'</i>  <a href="#">Communication and language approaches   EEF</a></p>	



	<p><i>'The development of children's spoken language underpins all seven areas of learning and development.'</i></p> <p><a href="#">EYFS statutory framework for group and school-based providers</a></p>
EYFS CPD Thrive training	<p><i>'SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies and behavioural interventions.'</i></p> <p><i>'On average, children who take part in SEL interventions make around three additional months' progress in early years settings and reception classes. The evidence suggests that SEL strategies can have a positive impact on young children's social interactions, attitudes to learning, and on aspects of early learning across the curriculum.'</i></p> <p><i>'Though, on average, all children benefit, there is also some evidence that SEL approaches can benefit disadvantaged children more than their peers.'</i></p> <p><a href="#">Social and emotional learning strategies   EEF</a></p> <p><a href="#">Self-regulation strategies   EEF</a></p> <p><i>'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development.'</i></p> <p><a href="#">EYFS statutory framework for group and school-based providers</a></p>

## Wider strategies (resources, attendance, behaviour, wellbeing)

**Budgeted cost: £79,380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 residential  Educational visits  Y5 Forest Schools        Y4 Rock Steady Music	<p><i>'There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.'</i></p> <p><i>'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'</i></p> <p><a href="#">Physical activity   EEF</a></p> <p><i>'Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture.'</i></p> <p><i>'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months progress.'</i></p> <p><i>'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i></p> <p><a href="#">Arts participation   EEF</a></p>	1, 5, 7, 8, 9, 10
<b>Extended Schools</b> Free breakfast club	<p>The school has successfully held a free breakfast club for many years and 50% of those attending are eligible for PP funding. This provision has also supported some of our families in being in school on time.</p> <p><i>'There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.'</i></p>	1, 5, 7, 8, 9, 10

After school clubs	<a href="#">Pupil-Premium-resource-evidence-brief.pdf</a>  <a href="#">Physical activity   EEF</a> <a href="#">Arts participation   EEF</a>	
Attendance officer to work with families.	This has been a successful approach used in Breckon Hill for a number of years. <a href="#">Pupil-Premium-resource-evidence-brief.pdf</a>	7, 8, 12
EYFS Stay and Pay resources	<i>'Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of 5 additional months' progress over the course of a year.'</i> <a href="#">Parental engagement   EEF</a> <a href="#">EYFS statutory framework for group and school-based providers</a>	1, 2, 3, 4, 5, 6, 8, 9, 10, 12

**Total budgeted cost: £442,183**

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 during the last 3 academic years.

Pupil mobility across the school continues to be very high. This can present many challenges as often the children in the classes at the end of a year are not the same as the beginning of the year. Additional teachers and teaching assistants delivering targeted interventions with small groups of children therefore has been a key successful strategy implemented by the school. The school has many examples of positive, enhanced impact data across all year groups, which are shared with school governors.

High quality staff training has been and continues to be a key focus for the school's pupil premium spending. All new staff received Sounds Write phonics training and support days in school targeted staff who were trained in previous years. Staff skills and confidence in the approach have continued to improve. It is a consistent approach used across the school and was positively recognised by Ofsted. *"Staff teach phonics and early reading sessions well, making sure pupils learn phonic knowledge quickly. Pupils practise reading with books that match their phonics knowledge."* Future support days are planned to ensure the consistency continues. Phonics outcomes for all children have continued to improve year on year, closing the gap between national outcomes. School pupil premium children achieved higher than those nationally during the last two years.

Year 1 Phonics %				
Year	School All	National All	School PP	National PP
2025	77	80	74	67
2024	73	80	80	68
2023	71	79	65	67

The school has been part of a DFE project to improve reading fluency and comprehension skills and leaders within school have reviewed the school's approach and made adaptations to further meet the needs of the

children. Staff training has been delivered across school and staff describe how they enjoy the teaching of reading and how it is more focused on the needs of the children. The children talk about enjoying the structure of the lessons. Internal monitoring of teaching and learning and tracking data of reading shows a positive impact on pupil progress. The teaching of reading was also positively commented on by Ofsted. *“There are thorough systems in place for adults to regularly listen to pupils read in school. Pupils who fall behind in reading receive extra support. The systems in place support pupils who speak English as an additional language to read and speak English quickly. Pupils enjoy reading from the wide range of books available to them. Older pupils are keen to read and have their own copies of class novels. Reading attainment has continued to improve and in 2025 children achieved higher than national outcomes. Pupil premium children achieved higher than those nationally and continued to close the gap between the national non pupil premium.*

KS2 Reading %					
Year	School All	National All	School PP	National PP	National Non PP
2025	76	75	76	63	81
2024	59	74	47	62	80
2023	53	73	50	60	78

The school adapted its approach to the teaching of writing in 2025. The Place Value of Punctuation & Grammar programme was introduced so the children could develop a thorough understanding of the basics before being expected to write creatively and more time was included in the writing cycle for teacher modelling and supported practice for longer pieces of writing. Positive outcomes were seen across school as well as in the final KS2 outcomes where the children achieved higher than the national and pupil premium children also achieved higher than national pupil premium. The gap between pupil premium and national non-pupil premium has continued to narrow.

KS2 Writing %					
Year	School All	National All	School PP	National PP	National Non PP
2025	75	72	70	59	78
2024	70	72	59	58	78
2023	57	71	47	58	77

The school is continuing to develop a consistent approach to the teaching of Maths. Progression documents and policies for the key skills have been implemented and high quality pedagogical training for all staff has taken place. Staff confidence, knowledge and skills have improved. Maths attainment has continued to increase. The children, including pupil premium children, achieved higher than national figures and narrowed the gap further between the national non-pupil premium.

KS2 Maths %					
Year	School All	National All	School PP	National PP	National Non PP
2025	82	74	80	61	81
2024	64	73	56	59	79
2023	58	73	53	59	79

As a result of all subject areas improving, the combined outcomes have also improved, again higher than the national outcomes.

KS2 Combined %					
Year	School All	National All	School PP	National PP	National Non PP
2025	70	62	66	47	69
2024	52	61	38	46	67
2023	41	60	35	44	66

The school matched the national outcomes in the Grammar, Punctuation and Spelling tests, however the pupil premium children achieved higher than the same group nationally and narrowed the gap between the national non pupil premium.

GPS %					
Year	School All	National All	School PP	National PP	National <u>Non PP</u>
2025	73	73	72	60	79
2024	69	72	53	59	78
2023	52	72	35	59	78

The multiplication check outcomes also improved due to targeted interventions and purchasing more technology (IPADs) so the children could practice using the TT Rockstars app more regularly. The children achieved higher than the national outcomes.

MTC Average				
Year	School All	National All	School PP	National PP
2025	22.4	21.0	22	19.4
2024	21.1	20.6	20.9	18.8

Although the gap between the school and the national percentage of children achieving a good level of development by the end of the reception year is still evident, the increasing data demonstrates that the school's work is having a positive impact as it continues to improve and narrow this gap. Key school focus areas include the Early Learning Goals in Literacy (word reading, comprehension and writing) and Number skills, with an emphasis on automatic recall of number bonds.

Reception GLD %				
Year	School All	National All	School PP	National PP
2025	42	67	36	51
2024	40	67	19	52
2023	17	67	17	52

#### Attendance (IDSR Dec 2025)

School attendance has continued to improve, closing the gap between school and national, and Pupil Premium attendance is better than that of their peers nationally.

### All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	528	94.6%	94.8%	Close to average	Relative improvement	High - FSM, High - SEN
2023/24	571	93.7%	94.5%	Below	Not available	High - FSM, High - SEN

### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	266	93.5%	92.4%	Close to average	Relative improvement	High - FSM, High - SEN
2023/24	239	92.2%	92.0%	Close to average	Not available	High - FSM, High - SEN

### Extended Schools

50% of those attending the free breakfast club receive pupil premium funding. This provision has ensured these children are not hungry and are ready to learn. It also reduced lateness and attendance of some families.

The school has always recognised the value in ensuring no child misses out on an opportunity due to their family financial circumstances, therefore all educational visits, have been free to all. The Y6 residential is heavily subsidised by school. The knowledge, skills and personal development acquired through these opportunities are invaluable and Ofsted recognised that the school had worked hard to re-introduce these opportunities as quickly as possible after the pandemic. *“Leaders are working hard to ensure the many visits that were planned for pupils before the pandemic are reinstated as soon as possible.”*

## Further information

The school also uses it's allocated SEND funding to support some of the actions above, including additional teachers in school to support small groups and 1-1 teaching and the use of teaching assistants to support children both academically and with their emotional wellbeing