



## Pupil Premium Strategy Statement

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	172 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	34/172 20% (Reception to Year 6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2025-2026</b> 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs O'Brien (Headteacher)
Pupil premium lead	Mrs O'Brien (Headteacher)
Governor / Trustee lead	Mr Eddie Siddall (PP governor)

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£46,965</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Saint Wilfrid's Catholic Primary School, we endeavour for our pupils to achieve their highest standards possible; being mindful that achievement is broader than attainment outcomes. We want our pupils to be part of a culture where any child, regardless of their background or barriers, can thrive. Staff are forward-thinking and innovative; they have high ambitions for our pupils and are resilient in overcoming any barriers that may prevent those ambitions from being met.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve their goals and achieve positive attainment across the curriculum. We recognise that other pupils in our school community, not formally recognised as disadvantaged, are vulnerable and the activities we outline in this strategy statement will also ensure that the barriers for these children are removed. As a school, we unlock opportunities for all our pupils, regardless of their disadvantaged status, to ensure they become educated citizens and aspirations for our children, families and community are raised.

To prioritise our spending, we have adopted a tiered approach in line with the expert and research informed guidance to define our priorities and ensure balance. Our tiered approach comprises of the three categories suggested:

### 1. Teaching:

Guided by EEF evidence, we recognise the importance of strengthening consistency in teaching to improve outcomes, particularly for disadvantaged pupils. Our strategic focus is on raising attainment across all year groups, with a specific emphasis on Literacy, Reading, Writing and Phonics.

### 2. Targeted academic support:

Some pupils require additional support to reach their full potential. Using research and professional judgement, we implement evidence-informed strategies and interventions to address gaps in learning and support accelerated progress, particularly in reading, which underpins success across the curriculum. Early reading remains a key priority.

### 3. Wider strategies:

We recognise that disadvantaged pupils have varied needs. By identifying individual barriers to learning, we provide targeted support to help pupils engage fully and achieve well and establishing strong, positive links with pupils, their families, and our wider school community.

Our overarching objectives are to:

- Reduce the attendance gap between disadvantaged pupils and their peers, recognising that regular attendance is essential for sustained academic progress.
- Diminish the attainment gap between disadvantaged pupils and their peers, ensuring all pupils are supported to achieve well.
- Enrich pupils' experiences by providing opportunities that help them make meaningful connections in their learning, develop their knowledge and understanding, and broaden their aspirations

How does our current Pupil Premium strategy plan support the achievement of these objectives?

- Ensure high-quality teaching for all pupils through the consistent deployment of effective teachers and teaching assistants in every class.
- Provide targeted academic support for pupils who are not yet making expected progress.
- Address non-academic barriers to attainment, including attendance and attitudes to learning.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance – 2024–25 In the previous academic year, there was a notable attendance gap between pupils eligible for Pupil Premium and their non-Pupil Premium peers (93.5% compared to 95.9%). Regular attendance is essential in enabling pupils to access consistent, high-quality teaching across the curriculum, which supports strong academic outcomes. In addition, sustained attendance helps pupils develop positive routines, social skills and a sense of belonging, all of which contribute to their wider personal and social development.
2 Low level of attainment on entry	Attainment on entry to the Early Years is generally below age-related expectations for most children, with a small proportion entering school with significantly lower starting points.
3 Safeguarding considerations and vulnerabilities	Varying levels of social and emotional support are experienced by pupils outside of school. A number of children are affected by inconsistent support and, in some cases, challenging experiences beyond the school environment, which can impact emotional regulation, readiness to learn and engagement in school life. These factors may contribute to increased anxiety or fatigue, reduced self-confidence, and difficulties with attendance, punctuality and the development of positive relationships with peers and adults.
4 – Limited life experiences	Pupils benefit from opportunities to broaden their experiences and knowledge of the world, which supports their ability to make connections in learning, build their understanding, and develop their cultural awareness.

## 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
<b>1.Attendance</b> <b>There is sustained improvement in attendance for all pupils, specifically disadvantaged pupils.</b>	1a. Overall attendance is in line with, or exceeds, national averages. 1b. Attendance for disadvantaged pupils is in line with, or exceeds, national averages. 1c. The gap between attendance rates of disadvantaged and non-disadvantaged pupils is reduced year on year. 1d. The rate of persistent absence is reduced and is in line with, or below, national averages for all pupils, with a particular focus on disadvantaged pupils.
<b>2. KS2 Academic outcomes</b> <b>All children, including disadvantaged children will be academically prepared for their next steps in learning: KS2 children will be secondary school ready.</b>	2a. By the end of Year 6, the proportion of disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics combined is in line with, or exceeds, national outcomes for disadvantaged pupils. 2b. Disadvantaged pupils across the school achieve outcomes that are at least in line with national outcomes for all pupils in Reading, Writing and Mathematics. 2c. The attainment gap between disadvantaged and non-disadvantaged pupils within the school reduces year on year.
<b>3. Accelerated rates of progress made in the Reception class.</b>	3a. All pupils make accelerated progress across the curriculum, as demonstrated through internal tracking, with the progress of disadvantaged pupils comparable to, or exceeding, that of non-disadvantaged pupils. 3b. The proportion of disadvantaged pupils achieving a Good Level of Development (GLD) improves year on year. 3c. The proportion of disadvantaged pupils achieving GLD is at least broadly in line with national outcomes for disadvantaged pupils.
<b>4. To enrich the cultural capital and experiential knowledge of Pupil Premium pupils, helping them make connections in their learning and develop higher aspirations.</b>	4a. All targeted Pupil Premium pupils have the opportunity to participate in planned wider school experiences (e.g. Breakfast club, trips, residential visits), with any financial barriers removed. 4b. Participation in extra-curricular clubs and activities for targeted pupils is at least in line with that of their non-disadvantaged peers. 4c. Staff observations and feedback show sustained enthusiasm and engagement during and after enrichment activities, with pupils actively reflecting on and discussing their experiences. 4d. Pupil voice indicates that enrichment opportunities have provided exciting and meaningful experiences that they might not have otherwise accessed.

<b>5.The pastoral needs of disadvantaged pupils are well supported, including their behaviour, well-being, and social, emotional, and mental health.</b>	<p>5a. Disadvantaged pupils who receive targeted pastoral support (e.g., draw and talk therapeutic sessions or nurture group) will show measurable improvements in their well-being</p> <p>5b. Disadvantaged pupils state that they feel as safe and supported at school as their peers, with results at least in line with or above those of other pupils.</p>
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## 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

Budgeted cost: £ 6,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target year 6 with small groups for teaching of Reading, Writing and Maths. (Split into smaller groups and facilitate with QFT, TA support and other/Tutor Trust)	EEF guidance Report 'Maximising the impact of TAs': "Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher ...and the needs of pupils are addressed, first and foremost through high quality classroom teaching." EEF T&L Toolkit: Reducing class size (+2 months)	2, 3, 4
Ensure that the Monster Phonics programme is implemented with fidelity and delivered consistently. All staff involved in the delivery of phonics receive updated training and ongoing professional development led by the phonics Lead.	EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority. EEF T&L  EEF T&L Toolkit: Phonics (+5 months)	2, 3
Regular staff CPD sessions are delivered by the Senior Leadership/National College	EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – <a href="#">Improving Outcomes for Disadvantaged &amp; Vulnerable Learners</a>	2,3

## Targeted Academic Support

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching Assistants employed to deliver specific interventions/ precision monitoring with identified children throughout school.	EEF T&L Toolkit: Teaching Assistant Intervention (+4 months) EEF T&L Toolkit:  Early Years Interventions (+5 months) Small group tuition (+4 months)	1 2 3
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## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and SLT work collaboratively with external agencies to support families to overcome individual barriers to learning in addition to attendance e.g. punctuality, welfare, behaviour, mental health concerns, complex safeguarding concerns etc.	EEF T&L Toolkit: Parental Engagement (+4 months)	1,3, 4
Provide additional extra-curricular clubs before school and subsidise access for disadvantaged pupils and peers to improve engagement and create a culture of belonging at school.	Relationships and positive school culture supports attendance and creates a feeling of 'belonging' in school. The EEF suggests that engaging pupils with social and extracurricular opportunities may support engagement with school life and motivate pupils. In addition, participation in arts and sports has value in improving access to a richer education and there is some evidence it can improve positive attitudes, wellbeing and increase attendance and pupil retention. EEF Supporting School Attendance (Recommendation 2) EEF T&L Toolkit Art Participation (+3 months) EEF T&L Toolkit Sport Participation (+1 month)	4 1

**Total budgeted cost: £46,965**

## Part B: Review of the Previous Academic Year

### Outcomes for disadvantaged pupils

**Outcome 1: Attendance: There is sustained improvement in attendance for all pupils, specifically disadvantaged pupils.**

*National averages shown in brackets.	PP eligible pupils	Non-PP eligible pupils	All pupils
<b>2023-24 attendance</b>	91.6% (90.3%)	95.2% (95.4%)	94.3% (94.5%)
<b>2024-25 attendance</b>	93.5% (90.4%)	95.9% (95.4%)	95.2% (94.8%)

Attendance for all pupils improved from 2023-24 to 2024-25 academic years.

Attendance for all pupils improved from 2023–24 to 2024–25. For Pupil Premium (PP) pupils, attendance increased by 1.9% (from 91.6% to 93.5%), a greater improvement than that seen for non-PP pupils (+0.7%). Attendance for PP pupils at Saint Wilfrid's School was also above the national average for disadvantaged pupils, with year-on-year increases (+1.3% in 2023–24 and +3.1% in 2024–25).

The attendance gap between PP pupils at Saint Wilfrid's and all primary school pupils nationally is narrowing: from -2.9% in 2023–24 to -1.3% in 2024–25. Within school, the gap between PP and non-PP pupils has also decreased from 3.6% to 2.4%, which is notably smaller than the national average gap of 5.6% in 2023–24 and 4.8% in 2024–25.

While these improvements demonstrate the positive impact of targeted support for specific families, improving attendance and reducing persistent absence—particularly among disadvantaged pupils—remains a key focus as we implement the first year of our new three-year strategy for 2025–26.

**Outcome 2: Academic outcomes- Disadvantaged pupils at PBCS performed strongly compared to their peers nationally, despite there being an in-school attainment gap.**

In general, while Disadvantaged pupils often attained lower scores or percentages than Other Pupils at the school, their performance frequently surpassed the attainment of Disadvantaged cohorts at the National levels:

#### **Early Years Foundation Stage (EYFSP) Attainment (2025)**

The attainment gap between Disadvantaged and Other Pupils was substantial when measuring the **Good Level of Development (GLD)**, which requires achieving the expected level in all Prime Areas, plus Literacy and Mathematics. Reception class was a very small cohort of 16 children with only one PP child. This child achieved GLD. Therefore PP was 100%

EYFS (2025)

62.5% of pupils at St Wilfrid's Catholic Primary School achieved GLD in 2025. In comparison, the LA average was 65.9% and the National was 68.3%.

The school's average number of early learning goals at expected level was 13.3. In comparison the LA average was 13.7 and the national was 14.1.

Pupils at St Wilfrid's Catholic Primary School performed best in Speaking, Managing Self, Natural World Observations, Creating with Materials, Being Imaginative and Expressive, with 87.5% meeting the expected standard.

Phonics Attainment (Year 1 & End of Year 2)

Year 1 Phonics Check (% Meeting Expected Standard): 63%

- Disadvantaged pupils: 5 Disadvantaged pupils out of 28 whole class. 2/5 of the disadvantaged pupils passed = 40%
- The corresponding figure for all pupils was 63%.
- Comparison: The school's Disadvantaged pupils performed below (40%) both to LA Disadvantaged average (65%) and the National Disadvantaged average (67%).

End of Year 2 Phonics Outcome (78% Meeting Expected Standard): 21/27

- Disadvantaged pupils: 6 (at time of testing)/27 - 22% (Cohort 27).
- Comparison: Disadvantaged pupils 4/6 67% LA Disadvantaged average (42%).

## Key Stage 1 (KS2) Attainment

At KS1, Disadvantaged pupils performed below Other Pupils. This was a cohort of 6 pupils but they performed above the LA Disadvantaged averages for maths, in line with writing (-1%) below in reading (-25%) indicating strong relative progress against external benchmarks. (SEND and PP combined playing a factor in these results)

stage 1: Teacher Assessment - Reading - Pupil Groups with LA Comparators

	No. in cohort	EXS					GDS				
		% Working at the expected standard or above					% Working at greater depth within the expected standard				
		School	LA	School/ LA Gap			School	LA	School/ LA Gap		
All	27	67	69		-2		11		17		-6
Boys	11	64	66		-2		9		16		-7
Girls	16	69	73		-4		13		19		-7
Disadvantaged	6	33	58		-24		0		10		-10
Other Pupils	21	76	74		3		14		20		-6

stage 1: Teacher Assessment - Writing - Pupil Groups with LA Comparators

	No. in cohort	EXS				GDS			
		% Working at the expected standard or above				% Working at greater depth within the expected standard			
		School	LA	School/ LA Gap		School	LA	School/ LA Gap	
All	27	67	63	3	7	9	-2		
Boys	11	55	57	-2	0	7	-7		
Girls	16	75	70	5	13	12	1		
Disadvantaged	6	50	51	-1	0	5	-5		
Other Pupils	21	71	68	3	10	11	-2		

stage 1: Teacher Assessment - Maths - Pupil Groups with LA Comparators

	No. in cohort	EXS				GDS			
		% Working at the expected standard or above			% Working at greater depth within the expected standard				
		School	LA	School/ LA Gap	School	LA	School/ LA Gap		
All	27	74	72	2	19	16	3		
Boys	11	82	72	9	27	18	10		
Girls	16	69	72	-3	13	13	-1		
Disadvantaged	6	67	60	7	0	10	-10		
Other Pupils	21	76	77	-1	24	18	6		



## Key Stage 2 (KS2) Attainment

At KS2, Disadvantaged pupils performed below Other Pupils. This was a small cohort of 4 pupils but performed above the National Disadvantaged averages for GPS and writing indicating strong relative progress against external benchmarks.

Average Scaled Scores (ASS) Disadvantaged pupils achieved average scaled scores that were consistently lower than Other Pupils at the school, typically by 2 to 4 points in reading and GPS but higher in maths due to a SEND and PP factor. However, they maintained an advantage over the National average for Disadvantaged pupils in GPS and 1 point difference in reading.

stage 2: Test - Reading - Scaled Scores - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	Reading						
		Average Scaled Score						
		School	Consortia	LA	National	School/ Consortia Gap	School/ LA Gap	School/ National Gap
All	27	104	107	106	106	-2 ●	-1 ●	-2 ●
Boys	13	105	106	106	105	-1 ●	-1 ●	0 ●
Girls	14	104	107	106	106	-3 ●	-2 ●	-2 ●
Disadvantaged	4	102	105	104	103	-3 ●	-2 ●	-1 ●
Other Pupils	23	105	107	107	107	-2 ●	-2 ●	-2 ●

stage 2: Test - Maths - Scaled Scores - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	Maths						
		Average Scaled Score						
		School	Consortia	LA	National	School/ Consortia Gap	School/ LA Gap	School/ National Gap
All	27	107	106	105	105	0 ●	1 ●	2 ●
Boys	13	109	107	106	105	2 ●	2 ●	3 ●
Girls	14	105	105	105	104	-1 ●	0 ●	1 ●
Disadvantaged	4	96	104	103	102	-8 ●	-7 ●	-6 ●
Other Pupils	23	109	107	107	106	1 ●	2 ●	3 ●

stage 2: Test - Scaled Scores - Grammar, Punctuation and Spelling - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	GPS						
		Average Scaled Score						
		School	Consortia	LA	National	School/ Consortia Gap	School/ LA Gap	School/ National Gap
All	27	110	107	106	105	3 ●	4 ●	5 ●
Boys	13	111	107	105	105	4 ●	6 ●	6 ●
Girls	14	108	108	106	106	1 ●	2 ●	2 ●
Disadvantaged	4	106	106	103	103	1 ●	3 ●	4 ●
Other Pupils	23	110	108	107	107	2 ●	3 ●	3 ●

### stage 2: Test - Reading - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	% achieving the expected standard (100-120)									
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap			
All	27	74	78	<div><div></div></div> -4	76	<div><div></div></div> -2	75	<div><div></div></div> -1			
Boys	13	77	78	<div><div></div></div> -1	74	<div><div></div></div> 3	72	<div><div></div></div> 5			
Girls	14	71	79	<div><div></div></div> -7	78	<div><div></div></div> -7	78	<div><div></div></div> -6			
Disadvantaged	4	50	69	<div><div></div></div> -19	65	<div><div></div></div> -15	63	<div><div></div></div> -13			
Other Pupils	23	78	84	<div><div></div></div> -5	83	<div><div></div></div> -4	81	<div><div></div></div> -2			

### stage 2: Teacher Assessment - Writing - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	% working at the expected standard							
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap	
All	27	74	78	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div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### stage 2: Test - Maths - Pupil Groups with Consortia, LA and National Comparators

Stage 2: Test - Maths - Pupil Groups with Consortia, LA and National Comparators											
	No. in cohort	% achieving the expected standard									
		School	Consortia	School/ Consortia Gap		LA	School/ LA Gap		National	School/ National Gap	
All	27	89	82		7	77		12	74		15
Boys	13	100	86		14	78		22	75		25
Girls	14	79	78		0	75		3	73		5
Disadvantaged	4	50	73		-23	64		-14	61		-11
Other Pupils	23	96	88		8	85		11	80		16

### stage 2: Test - Grammar, Punctuation and Spelling - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	% achieving the expected standard									
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap			
All	27	93	81	<div><div></div></div> 11	74	<div><div></div></div> 18	73	<div><div></div></div> 20			
Boys	13	100	81	<div><div></div></div> 19	71	<div><div></div></div> 29	69	<div><div></div></div> 31			
Girls	14	86	82	<div><div></div></div> 4	78	<div><div></div></div> 8	77	<div><div></div></div> 9			
Disadvantaged	4	75	73	<div><div></div></div> 2	62	<div><div></div></div> 13	60	<div><div></div></div> 15			
Other Pupils	23	96	86	<div><div></div></div> 10	82	<div><div></div></div> 14	79	<div><div></div></div> 17			

Across all evaluated stages and subjects (EYFS, KS1, KS2), Disadvantaged pupils attained lower overall results than Other Pupils at the school. However, a key insight is that Disadvantaged pupils at this school performed strongly compared to their peers nationally at GLD and Key Stage 2 assessments, suggesting that the provisions or context within the school supported this group relatively well in these areas, despite internal gaps persisting.