

# Pupil premium strategy statement 2025/26- Badsley Primary School

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	Badsley Primary School
Number of pupils in school	551
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028 (3 year strategy)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026 (Year 2 of 3 year strategy)
Statement authorised by	Mark Windle
Pupil premium lead	Philippa Benton
Governor lead	June Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£497,380 (325 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£497,380</b>

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### School Context

Badsley Primary is a community school located in central Rotherham. We are a three-form entry school with Pupil Admission Number (PAN) of 90 per year group and a net capacity of 630 pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be, but are not limited to: limited support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

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

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Reflecting on this, we feel it is important to reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority cohorts, groups or individuals.

### **Provision**

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure all children have quality first teaching
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To allocate a 'Catch Up' teacher to each year group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning.
- 1-1 provision to identified pupils
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE).
- Providing specialists - Speech and Language Therapist and additional Specialist Inclusion Team (SIT) and Educational Psychologist (EP) time.
- Provide free and/ or significantly subsidised activities and educational visits, ensuring children have first-hand experiences to use in their learning in the classroom.
- To allow the children to learn a musical instrument and opportunities to sing in a choir.
- Behaviour and pastoral support during learning time and lunchtimes by providing activities to engage and promote Badsley values.
- Transition support from primary to secondary and transition internally and into EYFS.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1 Language/ vocabulary	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2 Low starting points	Low attainment on entry to the Early Years Foundation Stage in all areas
3 Attainment and progress	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. *A focus on phonics and reading.
4 Behaviour	More frequent behaviour difficulties have been evident since the return from long periods of school closure. Pupils with SEMH needs have significantly increased.
5 Attendance	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
6 Safeguarding	Safeguarding overview shows an increased number of families with Social Care/ Early Help involvement.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessment.
Improved reading attainment (and progress) for disadvantaged pupils	<p>KS1 and KS2 reading outcomes show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>Development of whole school reading culture – supporting a breadth of genres/ texts, including specific interest, cultural/ diverse and raising aspirations.</p>
Improved mathematics attainment (and progress) for disadvantaged pupils	KS1 and KS2 reading outcomes show that more than 65% of disadvantaged pupils met the expected standard.
Continued and sustained phonics outcomes	Achieve above national average expected standard in PSC.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist</p> <p>Bespoke programmes are put in place to support pupils and staff CPD.</p>	<p>Weak speech, language and communication skills.</p> <p>Most children are working significantly below their age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to EYFS (FS2).</p> <p>Due to poor socio-economic and disadvantaged background, pupils are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Higher than average numbers of children access SALT in FS2 and KS1. A significant number of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist and teaching assistant intervention time.</p>	1,2
<p>SEND support – part salary: SENDCo time to support and evaluate interventions, manage increased number of assessments and referrals and provide other pastoral support to families.</p>	<p>High level of need and support has meant that access to assessments is slower and current allocations need supplementing to get the right support to pupils faster. The evidence and guidance used to plan for our support and approaches regarding SEND from the EEF can be found:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</a></p> <p>31% of the school population are on the SEND register with an identified need/s. Of these, 60% are also Pupil Premium pupils.</p>	1,2,3,4

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>*Read Write Inc Phonics programme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>This describes investment in phonics teaching as “high impact for very low cost based on very extensive evidence”.</p>	<p>3</p>

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

Budgeted cost: £211,00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Phonics and Early Reading small group support. Targeted intervention to accelerate progress of pupils not working in expected phonics phase.</p> <p>Additional small group teaching delivered by teachers – overseen by Phonics Lead.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Deployment of catch-up/ 'booster' teacher used to support pupils in all year groups - small groups.</p>	<p>Use of a qualified teacher to lead small group interventions targeted at specific areas or to support in class teaching of small groups of pupils to scaffold learning has moderate to good impact. Evidence from the EEF for small group tuition and individualised learning can be found by clicking the highlighted link below:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3</p>
<p>Deployment of additional teaching assistants across all year groups, providing support to pupils within lessons and through high quality interventions (both academic and SEMH focussed).</p>	<p>Referring to the EEF Guide to Pupil Premium (June 2019)... "targeted support for pupils should be a key component."</p> <p>Referring to the Sutton Trust research, 1:1 teaching within the classroom can have a potential gain impact of 5 months, whilst small group tuition increases learning by up to 4 months.</p>	<p>2,3,4</p>

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

Budgeted cost: £148,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of Pastoral/ Safeguarding Assistants to support learning behaviours and pastoral support for identified pupils/ groups of pupils.</p>	<p>Behaviour for learning is key to pupil progress. Following the successful implementation of the Badsley behaviour system, proactive and targeted support has been identified for vulnerable pupils/ groups of pupils.</p> <p>With safeguarding and mental health being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with a significant increase in social care involvement.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions</a>   <a href="#">EEF</a>  <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	4,6
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Part salary- attendance officer as part of the safeguarding team continues to identify vulnerable pupils and families and provide support in raising attendance outcomes.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	5,6
<p>Improve communication with parents – informing/ promoting parent engagement in supporting learning by providing staff CPD for the use of Dojo.</p> <p>Continue to promote/ use ClassDojo across school.</p>	<p>The EEF suggest that developing parental involvement can benefit pupils' social and emotional development as well academic progress.</p>	3,5

<p>Provide parents with resources in order to support learning at home.</p> <p>Purchase of revision materials for children in Y6.</p>	<p>Financial constraints often mean that revision material to support Y6 children in preparing for their SATs tests are not always available.</p> <p>Y6 pupils to be provided with revision materials in preparation for KS2 assessments.</p>	3
<p>Provide opportunities for pupils to access/ engage with high quality materials for home reading.</p> <p>Purchase of high quality reading materials for new Whole Class Reading approach and refresh of core texts</p> <p>Subscription to Oxford Owl – Online supplementary reading for vulnerable pupil groups.</p>	<p>Lack of parental support with Reading at home slows progress in subsequent years. Reading material needs to provide adequate challenge but also reflect the interests/culture/background of our children and needs to demonstrate high aspirations. Pupils are enthused by the books that they read and these books both reflect our most disadvantaged pupils but also demonstrate high aspirations. Disadvantaged pupils receiving further support with reading will have access to Oxford Owl online readers to further develop skills.</p>	3
<p>To provide enrichment activities.</p> <p>*School Music Service for whole class music tuition.</p> <p>*School library service</p>	<p>Pupils have equal opportunities to access experiences that financial constraints may prevent them from doing ordinarily- learning musical instrument or accessing books from a library.</p> <p>Pupils to access quality learning materials relevant to current learning projects and supplement loans for fiction reading.</p>	3,4
<p>Staffing for targeted after school / lunchtime clubs aimed at providing extra-curricular opportunities for specific Pupil Premium children (including both academic and social activities)</p>	<p>The Education Endowment Foundation’s Teaching and Learning Toolkit states that:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <ul style="list-style-type: none"> <li>• Programmes that extend school time have a positive impact on average</li> <li>• Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</li> <li>• Additional lunchtime supervisors with additional resources/activities for additional extra-curricular activities.</li> </ul>	4,5

<p>Badsley Pantry</p> <p>Providing food provisions for families in need.</p>	<p>Food deprivation is high and has seen a significant increase in request for food parcels during the cost of living crisis. Breakfast food, in additional to other provision is included in the parcels. Research shows hungry children do not perform as well.</p>	<p>6</p>
<p>Out of school learning experiences: Funding to allow off site learning (visits and memorable experiences) to be accessible and affordable for all pupils with additional subsidies for those eligible for funding.</p> <p>Delivery of Forest School experiences in the newly developed school grounds through work with POPs (external provider)</p>	<p>Whilst EEF evidence is still unclear, there is evidence to suggest that outdoor learning increased self-confidence and resilience. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. <a href="https://sylva.org.uk/forestschools/report">https://sylva.org.uk/forestschools/report</a></p> <p>Pupils to develop vocabulary and deepen knowledge and understanding through POPs outdoor activities (linking to wider curriculum).</p>	<p>3,5</p>
<p>Wrap around care – breakfast club.</p>	<p>Our breakfast club is attended by a wide breadth of the school cohort – from FS2 to Y6, EAL, SEND and Pupil Premium pupils. Often PP pupil attendance is subsidised or paid for and it greatly supports the wellbeing of many families. Additionally, for some behaviour and arriving on time has improved following children having places at the provision.</p>	<p>3,5,6</p>
<p>Safeguarding – CPOMS – accurate and up to date records for the safeguarding and support of most vulnerable pupils.</p>	<p>Safeguarding of pupils is paramount importance. Since introduction of CPOMS, more accurate records are now held. Staff feel more comfortable creating chronological records of minor concerns which will support in building a larger picture increasing pupil welfare. Safeguarding Leads were able to access and communicate accurately throughout the pandemic and passing information to other schools is safer and quicker.</p>	<p>6</p>

**Total budgeted cost: £498,000**

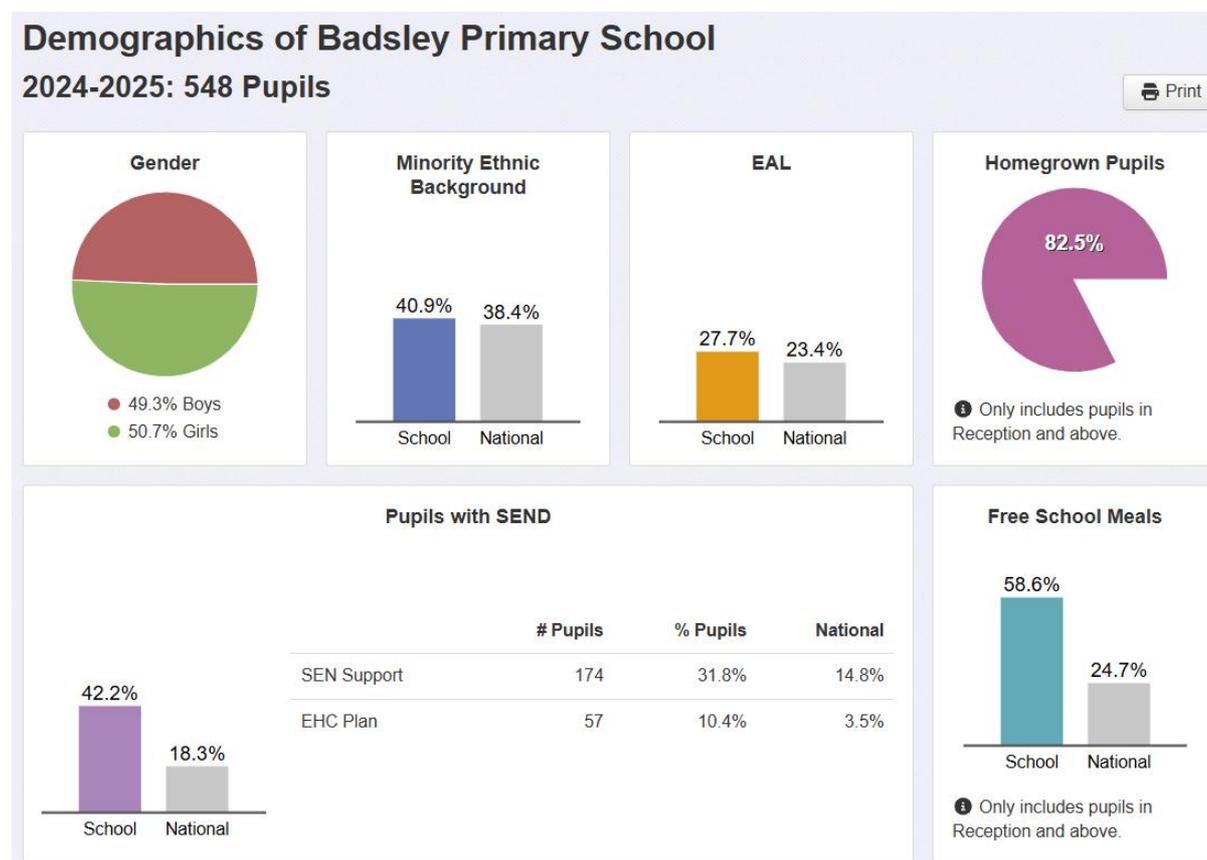
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The Assistant Headteacher with Pupil Premium responsibility, supported by the Headteacher, a trained System Leader following the completion of the ROSIS Making a Difference for our Disadvantaged Pupils, continues to ensure our Pupil Premium funding is used effectively, ensuring we are focused on closing the attainment gap for our PP children and other identified disadvantaged groups, through high-quality teaching, targeted intervention group and other wider school life strategies as outlined in our strategy plan.

#### Demographics for 2024-2025 Academic Year



#### Disadvantaged pupils with SEND

233 pupils on the SEND register at Badsley are also pupil premium children, out of a total of 345 pupils on the SEND register. This equates to 68% of all pupils on the SEND register being Pupil Premium children. 130 disadvantaged pupils have an identified SLCN on our SEND register and have received or are currently receiving support from SALT. Developing speech, language and communication skills are vital as part of our Pupil Premium spending. Pupil Premium spending has supported pupils with accessing 1:1 support or small group focus support with speech and language programmes. Our Pupil Premium spending also enables our two SENDCOs to identify children requiring additional support for speech, language and communication skills. During the 2024-2025 cohort of Foundation 2 pupils who were new to Badsley, 20 disadvantaged pupils were identified as having a SLC need and were referred for SALT support.

## Developing Oracy

Furthermore, our school launched a new oracy curriculum during the 2024-2025 academic year, which continues to be embedded and developed. Kiran Baines, our writing lead, delivered CPD to all staff to create an oracy framework to support all pupils at Badsley, particularly our disadvantaged pupils, to significantly improve their oral composition skills across the curriculum. This CPD will lead to quality first teaching for all of our pupils and will aim to develop key reading and writing skills embedded in our writing curriculum, in addition to being a key driver within wider curriculum subjects. Pupil Premium spending continues to focus on quality first teaching to drive oracy standards at Badsley, with Rosie Burtoft leading on oracy and attending further CPD to be disseminated to all staff to further drive forwards standards in oracy. In maths, Tom Doran (maths lead and assistant headteacher) has identified, through lesson through oral composition. This is becoming more observations and pupil voice, a need to further develop oracy in maths.

## Phonics

The 2024-2025 cohort entered our school in Reception in September 2023. There are 56% boys and 44 % girls. 53% are in receipt of free school meals. Eight children were new into the Y1 cohort. 43 % of the year group are on the SEND register. 26 children are accessing SEND support and 5 children have an EHCP. The year group presents with similar SEND needs to the previous year 1 cohort. Currently 30% of children are supported with their speech and language, 18% of children are supported for SEMH and 20% for ASD.

Children in this cohort would have been age 1 or 2 years old when we went into the first covid lockdown and therefore would have not had access to their wider families or interacted with as many people as other children. The children had limited nursery provision when the country went into a second covid lockdown, resulting in less peer interaction and a chance to engage and play together. During this time Early help, CDC agencies and Early interventions would all have been doing virtual meetings, telephone appointments and they would have had limited access to families. Limited support would have been available to access for families with worries or concerns around their child. Children would not have had opportunities for face-to-face appointment.

### *Data Headlines for Phonics Screen*

- There were 50 / 68 children who passed their screen check.
- This gives us 74% pass rate for the phonic screen in June 2025. This is an increase of 3% on the previous year.
- 49 % of the cohort are disadvantaged and in receipt of pupil premium funding.
- From the children who are disadvantaged 64% passed their Phonic Screen check. This is slightly less than the national picture of 67%.
- There was 36% of children who are disadvantaged and in receipt of pupil premium who did not pass the check. Along with other additional factors inclusive of SEND and EAL.

The year group were closely tracked on a half termly basis by the Phonic lead, supported by Pupil Premium spending. Children were targeted for intervention approximately every 8 weeks. The year group teachers had regularly met to discuss the cohort in terms of phonics and reading needs. Class teachers communicated with catch up teachers to discuss individual children's needs and progress. Class teachers used a RAG rating system to decide on whether a child was moving towards achieving a pass in June and working as expected for each term. This formed part of discussions within the team meetings and decisions were made about who would be part of extra catch up and tutoring. Class teachers demonstrated a good knowledge of children's ability and any areas of difficulty that they displayed. Class TA's were also deployed to support individual and small groups of children to catch up any phonics needed and do some 1:1 RWI tutoring. The tutoring element of the RWI program has proved to be successfully moving children on quickly. This has been judged as a strength in KS1.

Disadvantaged pupils were targeted for interventions and support. Furthermore, Susie Bourne has been employed as an experienced RWI teacher to tutor children using the RWI fast track tutoring model. She worked predominately with Y1 children each term. The children who received this tutoring fluidly came on and off the program each half term inline with RWI assessments and mock Phonic screen data. 97% of the pupils that she worked with were disadvantaged pupils.

MTC Outcomes

61 pupils completed the MTC who are listed as PP.  
 36/61 achieved 20/25 (80%) or above (including 25/25) – 59% of PP children **(5% decrease crease on 2024)**

Table of results

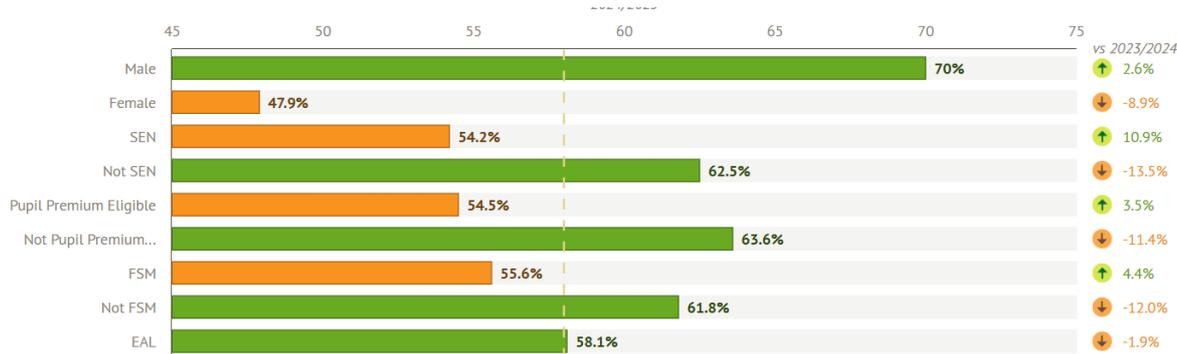
Achieved full marks (25/25)	27/86 pupils (31%)
Achieved 20/25 or above	55/86 pupils (64%)
Boys who achieved 20/25 or above	21/55 (38%)
Girls who achieved 20/25 or above	34/55 (62%)
PP children who completed MTC	61/86 (71%)
PP children who achieved 20/25 or above	36/61 (59% of PP children)

<b>PP children who completed MTC</b>	41/83 (49%)	47/88 (53%)	45/79 (57%)	61/86 (71%)
<b>PP children who achieved 20/25 or above</b>	16/41 (39% of PP children)	24/47 (51% of PP children)	29/45 (64%)	36/61 (59%)

KS2 Outcomes- Maths

- Pupil Premium children achieving ARE rose from 51.1% in 2023/2024 to 54.5% in 2024/2025.
- Pupil Premium children were targeted for additional support with boosters and as part of JM’s maths intervention group. 87% of pupils attending boosters were disadvantaged pupils and 92% of pupils receiving targeted intervention from JM were disadvantaged pupils.

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	69.4%	67.4%	70%	▲ 2.6%
Female	55%	56.8%	47.9%	▼ -8.9%
SEN	55%	43.2%	54.2%	▲ 10.9%
Not SEN	64.3%	76%	62.5%	▼ -13.5%
Pupil Premium Eligible	58.3%	51.1%	54.5%	▲ 3.5%
Not Pupil Premium Eligible	67.9%	75%	63.6%	▼ -11.4%
FSM	58.7%	51.1%	55.6%	▲ 4.4%
Not FSM	66.7%	73.8%	61.8%	▼ -12.0%
EAL	60.9%	60%	58.1%	▼ -1.9%



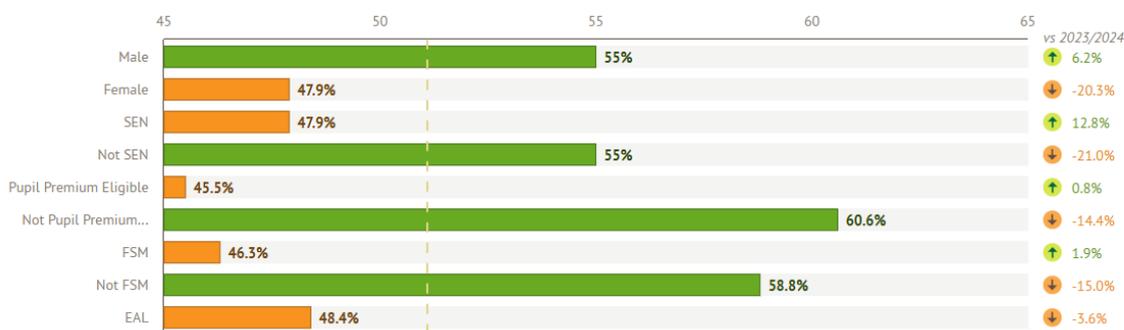
Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	100.92	102.24	102.58	▲ 0.33
Female	99.90	100.65	99.40	▼ -1.25
SEN	98.10	97.94	99.35	▲ 1.41
Not SEN	101.20	103.80	102.72	▼ -1.08
Pupil Premium Eligible	99.42	98.60	99.78	▲ 1.18
Not Pupil Premium Eligible	102.04	104.69	102.64	▼ -2.06
FSM	99.33	98.70	100.00	▲ 1.30
Not FSM	102.00	104.29	102.21	▼ -2.09
EAL	101.17	100.56	101.68	▲ 1.12

### Scaled scores- year on year maths per group.

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	100.92	102.24	102.58	▲ 0.33
Female	99.90	100.65	99.40	▼ -1.25
SEN	98.10	97.94	99.35	▲ 1.41
Not SEN	101.20	103.80	102.72	▼ -1.08
Pupil Premium Eligible	99.42	98.60	99.78	▲ 1.18
Not Pupil Premium Eligible	102.04	104.69	102.64	▼ -2.06
FSM	99.33	98.70	100.00	▲ 1.30
Not FSM	102.00	104.29	102.21	▼ -2.09
EAL	101.17	100.56	101.68	▲ 1.12

PP/SEN and FSM pupils have increased the average scaled score on previous year's data in maths. Again, this is a reflection of the increased support and intervention in Y6 for disadvantaged pupils.

### KS2 Outcomes- Reading



Slight rise in PP outcomes in reading.

### KS2 Outcomes- Writing



### Combined data

44% of our Pupil Premium children achieved WRM combined in the end of KS2 outcomes. Of the PP children who did not achieve combined at the end of KS2, 8 of these children had an EHCP. 19 out of 24 children invited to after school boosters were PP children.

### Writing Data- Year 1-6

#### **Attainment by factor (Insight)**

Years 1-6	Just Below	Expected
No SEND/non- PP	17%	59%
PP	26%	32%
SEND	30%	24%
PP & SEND	30%	19%
Boys	28%	31%
Girls	19%	48%
Joined in Reception	26%	42%

Across Year 1 to Year 6, writing attainment for PP children is below non-PP children.

#### **Progress by factor (Insight)**

Years 1-6	Expected	Above Expected
No SEND/non- PP	62%	15%
PP	65%	9%
SEND	65%	11%
PP & SEND	68%	9%
Boys	64%	10%
Girls	63%	13%
Joined in Reception	66%	11%

### Summary: Attainment and Progress- Reading

No SEND/non-PP	51%	27%
PP	54%	25%
SEND	65%	10%
PP & SEND	30%	7%
B/G	43% 50%	18% 20%

Attainment data shows that, across year 3-5, PP children are exceeding their non-PP peers in age related standards; however, there is a 2% difference of PP children behind non-PP children in GDS.

Internal Data - Progress Overview (Insight Pupil Tracking – teacher assessment)

Y3-5	Expected (summer)	Above Expected (summer)	Expected (autumn)	Above Expected (autumn)	Expected (spring)	Above Expected (spring)	Expected (summer)	Above Expected (summer)
No SEND/non-PP	72%	13%	74%	14%	70%	19%	66%	21%
PP	69%	15%	77%	10%	60%	25%	66%	19%
SEND	71%	15%	77%	12%	64%	22%	70%	30%
PP & SEND	71%	14%	77%	11%	61%	22%	62%	29%
B/G	70% 68%	15% 14%	76% 77%	12% 12%	66% 63%	23% 23%	64% 66%	24% 23%