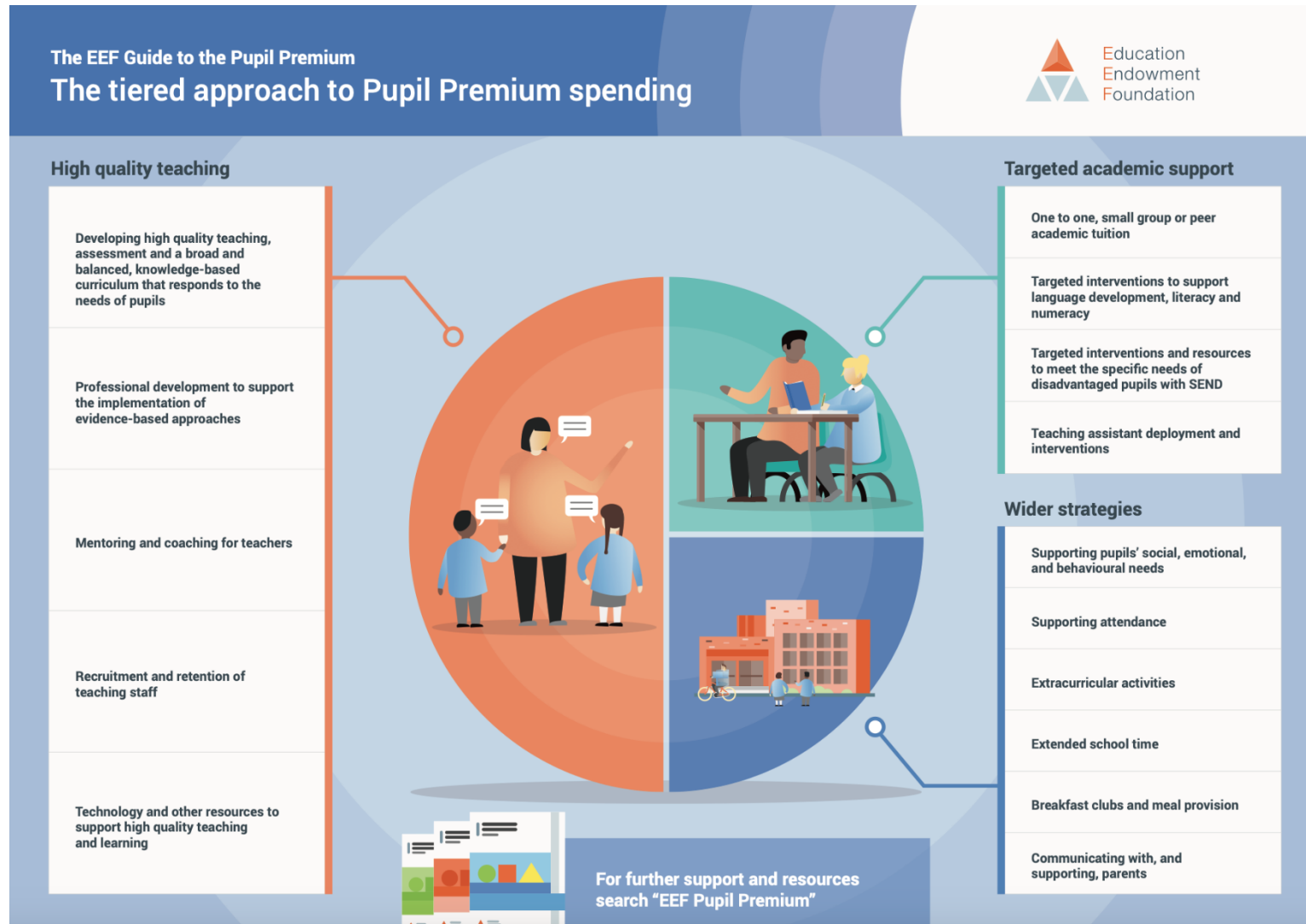


Ely St Mary's Pupil Premium Strategy Statement 2025/2026



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 effect that last year's spending of pupil premium had within our school.



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School overview

Detail	Data
School name	Ely St. Mary's CofE Junior School
Number of pupils in school	247
R esponsibility E xcellence S pirituality P erseverance E nergy C aring T olerance	37% 83 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rebekah Gardner (Interim Headteacher)
Pupil premium lead	Rebekah Gardner (Interim Headteacher)
Governor / Trustee lead	Clive Jeffries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,715
Pupil Premium Plus	£5,260

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Part A: Pupil premium strategy plan

Statement of Intent:

Although school closures have resulted in the absence of external assessments, we have tracked the % of disadvantaged pupils achieving age-related expectations across all core subjects (combined):

- ✓ 2018 = 28% PP combined
- ✓ 2019 = 39% PP combined
- ✓ 2020 = 43% PP combined
- ✓ 2021 = 44% PP combined.
- ✓ 2022 = 40% PP combined.
- ✓ 2023 = 44% PP combined
- ✓ 2024 = 57% PP combined
- ✓ **2025 = 40% PP combined**

61 children 2 chn to be disapplied = 59 chn in this dataset.	2025 (GD)	2025 (ARE+GD)	CUSP 2025 (+98, 99)	NATIONAL 2025	ESM PAST RESULTS (2016- 2019) 2022 2023 2024
READING	32%	68%	76% (4 chn missed)	75%	49%, 78%, 73%, 67%, 80% 72% 87%
GPS	29%	65%	72% (5 chn)	73%	65%, 76%, 61%, 77%, 78% 68% 79%
WRITING	11%	71%	N/A	72%	55%, 74%, 72%, 69%, 75% 76% 76%
MATHS	32%	73%	79% (2 missed)	74%	55%, 67%, 71%, 71%, 82% 71% 84%
COMBINED	10%	61%	69% (4 chn missed)	62%	38%, 59%, 57% 54%, 69% 62% 71%

25 PP children	2025 (GD)	2025 (ARE+GD)	NATIONAL ALL 2024
READING	8%	48%	75%
GPS	8%	48%	73%
WRITING	4%	56%	72%
MATHS	4%	56%	74%
COMBINED	0%	40%	62%

Our school continues to show positive progress aligned with national averages in core subjects. However, attainment gaps persist—particularly in Reading, Writing, and Maths—in certain cohorts where disadvantaged pupils achieve below their peers.

Context and Barriers

At Ely St Mary's, common barriers faced by disadvantaged pupils include:

- Lower engagement in learning and school life (e.g., parental involvement, home learning participation)
- Reduced pupil aspiration, resilience, and motivation
- Attendance and punctuality challenges
- Higher prevalence of additional needs, including learning difficulties and Social, Emotional, and Mental Health (SEMH) needs
- Complex family circumstances impacting wellbeing and readiness to learn

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- We understand that effective support requires a deep awareness of each pupil's context, and that free school meal eligibility does not fully capture all socially disadvantaged pupils. Our funding decisions will therefore be informed by a thorough needs analysis that prioritises the most vulnerable individuals and groups.

Collaborative Approach

All teaching staff will be fully involved in the analysis of progress and attainment data, with termly pupil progress meetings led by the Headteacher and SENDCo ensuring timely identification of strengths and areas for development. Improving the number of pupils achieving combined ARE outcomes remains a key objective and a focus within staff performance management.

Core Principles

- Teaching and learning are tailored to meet the diverse needs of all pupils.
- Provision for vulnerable groups is targeted, ensuring socially disadvantaged pupils receive effective and appropriate support.
- Pupil Premium funding is allocated flexibly, supporting pupils beyond FSM eligibility where need is identified.
- Resources are used strategically, recognising that not all eligible pupils will receive interventions simultaneously due to limited funding.

Ultimate Aim

To develop a sustainable, whole-school approach that closes the disadvantaged attainment and progress gap by ensuring pupils can access, internalise, and apply the knowledge and skills they need. This will empower them to confidently broaden their horizons—both in their present learning and future opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Attendance/Punctuality and Uniform Persistent gap in attendance and unauthorised absence between PP pupils and peers. Persistent absenteeism and higher unauthorised absence among disadvantaged pupils limit access to learning and reduce the impact of classroom and intervention strategies. This affects both attainment and personal development.
2	Outcomes There is a significant and persistent attainment gap between PP pupils and their non-PP peers across combined measures and all core subjects. Additionally, the high proportion of SEN within the PP cohort creates complex learning barriers that require focused, inclusive teaching and targeted support to overcome. Currently 28% have a SEND need with 12% with EHCP's.
3	Reading Gaps in Reading Fluency and Limited Home Reading Habits PP pupils may have reduced exposure to rich vocabulary and fluent reading role models outside school. Without strong home reading habits, PP pupils can fall behind in decoding, comprehension, and confidence. Strengthening fluency and fostering a love of reading is essential for accessing the broader curriculum and achieving Greater Depth.
4	Writing

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	Writing is identified as the core subject with the greatest potential for improvement. While attainment is currently lower than in reading and mathematics, there is a clear focus on strengthening consistency in teaching and developing teacher confidence. This continued development of teaching and learning provides a strong platform for improvement, ensuring that writing will become more securely embedded across the curriculum and that outcomes for pupils will continue to rise. Despite positive moderation feedback, gaps in spelling, punctuation, and grammar persist—particularly for disadvantaged pupils, who need greater structure, modelling, and feedback to reach ARE and GD.
5	Maths Attainment Gap in Maths Outcomes Between PP and All Pupils. PP pupils often show weaker skills in key areas of arithmetic and mathematical reasoning compared to their peers. Difficulties with calculation fluency, mental maths strategies, and problem-solving reasoning can limit their progress in maths overall. This gap hinders their ability to access higher-level maths concepts and achieve Greater Depth standards.
6	Social behaviour & self esteem Disadvantaged Pupils, including those with SEND, experience disproportionate social and behavioural difficulties during unstructured times. More likely to experience negative interactions and emotional dysregulation during less structured times such as lunch and break. These difficulties are often linked to unmet emotional needs, poor social communication skills, or lack of positive models for play and friendship. This challenge is further compounded for vulnerable pupils needing safeguarding, Early Help support, or those affected by poor punctuality or attendance.
7	Aspiration & Enrichment Some disadvantaged pupils have lower aspirations and limited access to enrichment beyond school, leading to reduced participation in extracurricular activities and fewer opportunities to build cultural capital, confidence, and ambition.

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
Attendance/Punctuality and Uniform	✓ PP attendance more than 94.8% (National average) ✓ PP attendance gap with All pupils less than 1% ✓ Unauthorised absence for PP pupils less than 0.6% (National rate) ✓ Progress toward whole-school target of 96.5% ✓ Improve punctuality and readiness to learn for targeted PP pupils
Outcomes	✓ Improved Feedback and Support Accelerate Progress for PP Pupils - 85%+ in all core subjects. ✓ Feedback strategies are embedded consistently across subjects and phases. QA evidence (learning walks, book looks, pupil voice) shows improved clarity, consistency, and use of feedback ✓ PP pupils can confidently articulate their next steps in learning – Pupil Voice ✓ Increased proportion of PP pupils achieving Expected Standard in all core subjects – combined – to be above the last two years (40%, 57% combined). ✓ Stronger alignment between classroom support, intervention, and feedback for PP pupils (especially those with SEND)

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Reading	✓ Increased % of PP pupils achieving Expected and Greater Depth in reading ✓ 241 ch 2024/2025 All 69% (GD 30%) PP 93ch Reading ARE 56% (GD 10%) KS2 SATs All 65% (GD 31%) PP 48% (GD 8%) Teacher Main Assessments Y6 61 ch All 74% (GD 26%) PP 25ch 68% (GD 4%) Y5 87 ch All 68% (GD 35%) PP 27ch 45% (GD 15%) Y4 53 ch All 72% (GD 30%) PP 23ch 52% (GD 9%) Y3 46 ch All 59% (GD 26%) PP 18 ch 50% (GD 11%) ✓ Reading fluency scores for PP pupils improve year on year ✓ 100% of PP pupils read at home at least 4 times per week (tracked and supported) AR 2024 2025 Y3 Y4 Y5 Y6 ✓ PP pupils demonstrate greater engagement in book talk, reading tasks, and comprehension ✓ PP pupils participate in library visits, book clubs, or reading-related enrichment opportunities
Writing	✓ Improve consistency and confidence in the teaching of writing across all classes ✓ Raise PP and overall attainment in writing to at least match reading and maths in all year groups. ✓ Increase % of PP pupils achieving ARE and GD in writing by focusing on key skills (spelling, punctuation, sentence structure) ✓ 241 ch 2024/2025 All 63% (GD 12%) PP 93ch Writing ARE 48% (GD 3%) KS2 SATs All 68% (GD 11%) PP 60% (GD 4%) Teacher Main Assessments Y6 61 ch All 68% (GD 11%) PP 25ch 60% (GD 4%) Y5 87 ch All 68% (GD 12%) PP 27ch 40% (GD 7%) Y4 53 ch All 58% (GD 15%) PP 23ch 52% (GD %) Y3 46 ch All 59% (GD 26%) PP 18 ch 39% (GD %) - Ensure high-quality teaching is underpinned by rigorous modelling, feedback, and vocabulary development
Maths	✓ Increased % of PP pupils achieving Expected and Greater Depth standards in maths ✓ 241 ch 2024/2025 All 68% (GD 19%) PP 93ch Maths ARE 51% (GD 5%) KS2 SATs All 72% (GD 31%) PP 60% (GD 4%) Teacher Main Assessments Y6 61 ch All 71% (GD 23%) PP 25ch 60% (GD 4%) Y5 87 ch All 70% (GD 12%) PP 27ch 48% (GD 4%) Y4 53 ch All 68% (GD 25%) PP 23ch 52% (GD %) Y3 46 ch All 58% (GD 17%) PP 18 ch 45% (GD %) ✓ PP progress scores in maths at least in line with or better than non-PP pupils in all year groups. ✓ PP pupils demonstrate stronger problem-solving skills, applying reasoning confidently

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Social Behaviour and Self Esteem	✓ Increased access to structured, calm, and purposeful lunch provision (e.g. The Meadow, Courtyard Calm Club) ✓ Reduced number of negative lunchtime behaviour incidents logged for PP/PP+ pupils ✓ Pupil voice indicates improved relationships, enjoyment, and emotional well-being at lunch ✓ Improved readiness to learn after lunch and fewer class transition issues ✓ Pastoral data shows effective engagement with SEMH and early help pathways
Aspiration & Enrichment	✓ Increased participation of PP/PP+ pupils in extracurricular clubs, enrichment trips, and wider personal development opportunities ✓ Raised aspirations and greater engagement in school life, including through pupil leadership ✓ Improved cultural capital and exposure to new experiences for disadvantaged pupils ✓ Pupil voice and tracking show improved confidence, motivation, and enjoyment of school

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.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

High Quality Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance/Punctuality and Uniform</u> - Whole-school culture of good attendance embedded through assemblies, weekly class updates, and rewards - Regular parent communication (newsletter updates, reminders of attendance expectations) - Implement a consistent uniform policy supported by clear communication about available assistance. Ensure communications are accessible and tailored to all families. - Dedicated hours of pastoral support team to join school attendance champions.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Weekly attendance reports; SLT-led assemblies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Office records, communication audits https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast Daily attendance; pupil voice Little evidence that uniform supports learning – However, benefits include improved focus, reduced distractions, and a stronger sense of belonging and school identity.	1 – Attendance 2 – Outcomes 3 – Reading 4 – Writing 5 – Maths 6 – Social Behaviour and Self Esteem 7 – Aspiration and Enrichment
<u>Outcomes</u>		2- Outcomes 3 – Reading

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• Embed a whole-school approach to feedback (including verbal, self/peer, live marking) with clear non-negotiables • CPD on responsive teaching and adaptive practice for disadvantaged pupils • CPD – Whole School Feedback Culture.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback QA cycle (book looks, learning walks, drop ins pupil voice) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development CPD evaluations, coaching notes, appraisal reviews	4 – Writing 5 – Maths 7 – Aspiration and Enrichment
Reading • Daily whole-class reading with fluency modelling, echo reading, and choral reading embedded • Vocabulary-rich reading texts planned and sequenced across the year. • Explicit fluency instruction (prosody, phrasing, pacing) for all pupils as part of reading sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading fluency assessments; lesson drop ins https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Planning scrutiny; pupil voice https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency?utm_source=/news/why-focus-on-reading-fluency&utm_medium=search&utm_campaign=site_search&search_term=Reading%20Fluency SLT reading drop-ins	2 – Outcomes 3 – Reading 7 – Aspiration and Enrichment
Writing • Whole-school CPD on writing pedagogy, including grammar, punctuation, and modelling effective sentence construction • Embed consistent teaching of writing structure (e.g., model texts, WAGOLLS, shared writing) • Systematic focus on spelling rules and punctuation through daily short-burst tasks (e.g. SPaG starters) • Develop vocabulary and sentence-level work using high-quality texts and spoken language strategies	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Learning walks; staff feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Book looks; lesson drop-ins https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Curriculum reviews; pupil progress data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Pupil conferencing; planning scrutiny	2 - Outcomes 4 – Writing 7 – Aspiration and Enrichment

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Maths - Daily arithmetic fluency practice, including mental maths routines and quick recall activities - Embed CPA approach to ensure conceptual understanding before abstract calculations - Model and scaffold reasoning through guided questioning and problem-solving frameworks	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Lesson drop ins; fluency checks https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Planning scrutiny; pupil work samples https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Lesson drop ins; pupil conferencing	2 - Outcomes 5 – Maths 7 – Aspiration and Enrichment
Social behaviour & self esteem - Whole-school implementation of positive play strategies and clear lunchtime routines - Staff training on trauma-informed practice, SEMH awareness, and Zones of Regulation - Consistent behaviour policy applied fairly, with visible adult presence in all zones	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Behaviour logs; lunchtime staff feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning CPD evaluations; staff self-assessments https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Monitoring behaviour logs and lunch observations	1 – Attendance 2 – Outcomes 6 – Social Behaviour and Self Esteem 7 – Aspiration and Enrichment
Aspiration & Enrichment - Broad, inclusive programme of clubs and enrichment (arts, sports, STEM, trips) promoted to all families - Celebration of achievement and role models (e.g. assemblies, newsletters, visiting speakers) to build aspiration - Personal Development Passport refreshed to ensure all pupils access a range of cultural and aspirational opportunities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Club registers; pupil voice Pupil voice; event evaluations PD Passport audits	1 – Attendance 2 – Outcomes 6 – Social behaviour and Self Esteem 7 – Aspiration and Enrichment

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<u>Attendance/Punctuality and Uniform</u> - Attendance action plans created for each PA PP pupil (co-ordinated by Inclusion/Attendance Champion) - Attendance mentoring and key adult assigned for each pupil below 93% - Home visits and early support triggered at 3-day threshold (PP first) - Fund Breakfast Club places for targeted PP pupils with poor punctuality or vulnerable home routines - Pastoral team to identify pupils with frequent lateness or Early Help involvement - Provide funded uniform, equipment, and seasonal clothing to PP pupils who need support. - Use targeted communication reminders for PP families about school events and opportunities.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Case tracking sheets; half-termly impact reviews https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Pastoral logs; pupil voice https://www.gov.uk/government/publications/working-together-to-improve-school-attendance CPOMS logs, referral tracking https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Punctuality/attendance data; case studies Internal evidence & safeguarding needs Provision map; Early Help case monitoring https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Resource distribution logs; attendance and punctuality data; event participation records	1 – Attendance 2 – Outcomes 3 – Reading 4 – Writing 5 – Maths 6 – Social Behaviour and Self Esteem 7 – Aspiration and Enrichment
<u>Outcomes</u> - Use of pre/post teaching and same-day intervention to reinforce feedback and address misconceptions - Deployment of additional adult support to PP learners during feedback tasks or conferencing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Intervention logs; progress data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Class provision maps, inclusion leader oversight	2- Outcomes 3 – Reading 4 – Writing 5 – Maths 7 – Aspiration and Enrichment
<u>Reading</u> - Rapid reading fluency intervention (e.g., paired reading, 1:1 Reading Tutor) for PP pupils below ARE - Targeted daily reading slots for identified PP pupils with staff or reading volunteers - Reading age and fluency assessments for all PP pupils termly	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Weekly intervention logs; before/after fluency checks https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions TA timetable, fluency logs, benchmarking AR Reading Tracker; SLT/English Lead reviews	2 – Outcomes 3 – Reading 7 – Aspiration and Enrichment
<u>Writing</u>		2 - Outcomes

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- Structured writing interventions for pupils below ARE, focusing on SPaG, sentence fluency, and editing - Additional support or conferencing time for PP pupils during writing tasks, to rehearse language and self-assess - Use of writing frames, scaffolds, and editing checklists to support independence and structure	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Entry/exit data; intervention logs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Pupil outcomes; intervention records https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Lesson drop ins; pupil voice	4 – Writing 7 – Aspiration and Enrichment
Maths - Narrow and Ultimately Close the Maths Attainment Gap for PP Pupils - Small-group interventions targeting calculation strategies and reasoning skills gaps - Focused 1:1 tuition for PP pupils struggling with arithmetic fluency and problem-solving - Use concrete resources (e.g., Numicon, base-10 blocks) to support calculation and reasoning development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Intervention records; pre/post assessment data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Teacher/TA logs; progress monitoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Resource audits; pupil feedback Number Stacks	2 - Outcomes 5 – Maths 7 – Aspiration and Enrichment
Social behaviour & self esteem - Pastoral Support Workers facilitate The Meadow & Courtyard Calm Club for structured social and emotional support - Zones of Regulation small group sessions with vulnerable pupils to teach emotional literacy and self-regulation - Targeted use of playground resources (e.g. social scripts, games, safe spaces) to guide play and reduce flashpoints	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Attendance records; behaviour incidents before/after https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Pupil journals; incident log reviews https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Observations; TA feedback; incident heatmaps	1 – Attendance 2 – Outcomes 6 – Social Behaviour and Self Esteem 7 – Aspiration and Enrichment
Aspiration & Enrichment - Financial support and direct invitations/reminders for PP pupils to attend trips and clubs - Pastoral staff check-in with PP families to reduce barriers (e.g. transport, confidence, awareness)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Participation rates by group Internal practice Parent feedback; sign-up trends	1 – Attendance 2 – Outcomes 6 – Social behaviour and Self Esteem 7 – Aspiration and Enrichment

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- Targeted encouragement and role-modelling through pupil leaders (e.g. Eco Council, School Council, Reading Ambassadors,) - Offer bursaries/funding for PP pupils for music lessons, after-school clubs, and residential	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Leadership uptake data; pupil surveys https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Subsidy logs; attendance registers	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance/Punctuality and Uniform</u> - Regular multi-agency working to address complex barriers (housing, health, SEMH) - Attendance incentives for improved PP attendance (house points, termly certificates, reward afternoons) - Attendance tracker with RAG analysis and rapid-response actions for PP cohort - Use Breakfast Club as a soft-start space for vulnerable pupils with SEMH/SEND needs to ease transition into learning - Link Breakfast Club provision to attendance improvement planning and home support - Pastoral or family liaison staff offer personalised support and contact for hard-to-reach families. - Promote a pre-loved uniform scheme discreetly to reduce stigma.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Inclusion meetings; EHA / CIN / TAF records https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Celebration logs, participation tracking https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation SLT attendance dashboard; governor oversight https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Pastoral logs; pupil voice; teacher feedback https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Attendance tracker; family liaison feedback https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Engagement logs; Early Help records; feedback from families	1 – Attendance 2 – Outcomes 3 – Reading 4 – Writing 5 – Maths 6 – Social Behaviour and Self Esteem 7 – Aspiration and Enrichment
<u>Improved Feedback and Support Accelerate Progress for PP Pupils</u> - Subject leaders to model and coach feedback practices in teams, sharing examples of impact on PP learners - Pupil conferencing with PP pupils to evaluate clarity and impact of feedback	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation SLT line management, CPD feedback, QA reports https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Termly pupil voice reports; feedback focus groups	2- Outcomes 3 – Reading 4 – Writing 5 – Maths 7 – Aspiration and Enrichment

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<u>Reading - Improve Reading Fluency and Home Reading for PP Pupils</u> - Home Reading Champions programme for PP families, including personalised reading packs, guides, and termly incentives - Termly parent workshops on reading at home and modelling strategies (storytelling, shared reading, questioning)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Home reading records; reward participation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-downloads Attendance logs; follow-up feedback; impact on reading logs	2 – Outcomes 3 – Reading 7 – Aspiration and Enrichment
<u>Writing</u> - Parent workshops and resources to support writing/spelling at home - Celebrate and publish pupils' writing to raise motivation and self-esteem, especially for PP pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Workshop attendance; homework returns https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Pupil voice; engagement metrics	2 - Outcomes 4 – Writing 7 – Aspiration and Enrichment
<u>Maths - Narrow and Ultimately Close the Maths Attainment Gap for PP Pupils</u> - Parental workshops focused on supporting arithmetic and reasoning at home with practical activities - Access to adaptive maths apps that focus on calculation fluency and reasoning puzzles - Maths challenges and reasoning clubs to encourage problem-solving and confident application	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Workshop attendance; homework completion rates https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=digi Usage analytics; pupil engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Club attendance; pupil surveys	2 - Outcomes 5 – Maths 7 – Aspiration and Enrichment
<u>Social behaviour & self esteem</u> - Early Help Assessments coordinated by Pastoral Team for families with persistent social or behavioural issues - Direct pastoral work with families to address punctuality, behaviour, and home-based SEMH challenges - Trainee Chaplain project in The Courtyard—emotional coaching, friendship groups, and moral guidance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Early Help log; TAF meeting records https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Attendance records; review of punctuality School based evidence Pupil voice surveys; group attendance records	1 – Attendance 2 – Outcomes 6 – Social Behaviour and Self Esteem 7 – Aspiration and Enrichment
<u>Aspiration & Enrichment</u>	Pupil aspirations surveys	1 – Attendance 2 – Outcomes

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- Careers and aspirations programme (e.g. speakers, secondary links, Future Me projects) tailored to PP needs - Ensure inclusion in residentials and curriculum enrichment with full subsidy if needed - Collaborate with community groups and charities to extend access to music, arts, and STEM clubs	Internal funding strategy Trip participation data Club attendance tracking; exit interviews	6 – Social behaviour and Self Esteem 7 – Aspiration and Enrichment
<u>Pupil Premium Plus; See PEPs</u>		

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Part B: Review of outcomes LAST academic year 2024/25

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

*The school's overall KS2 combined attainment stands at **61%**, with **10%** achieving Greater Depth (GD), placing it **just 1% below** the national figure of 62% (GD 8%). This demonstrates that the school is performing **in line with national expectations**, particularly in securing strong outcomes at GD.*

Additional Context: SEN and Pupil Premium

It is important to highlight that out of the 25 Pupil Premium pupils, 11 have identified Special Educational Needs (SEN) - 4 pupils have EHCPs. This overlap presents additional challenges, making the progress and attainment outcomes even more commendable. Despite the complex barriers faced by this group, the school's targeted interventions and inclusive teaching approaches have effectively supported these learners to make meaningful progress. The ability to accelerate progress for disadvantaged pupils, many of whom have SEN, reflects the school's strong commitment to meeting diverse needs and fostering an equitable learning environment. This dual focus on both PP and SEN pupils ensures that all children receive tailored support to maximise their potential and narrow attainment gaps.

Pupil Premium (PP) Progress and Improvement

While **40%** of PP children achieved the combined expected standard, a particularly positive aspect is the **significant improvement from their KS1 starting points**:

- At KS1, only **25%** of these pupils were on track for combined attainment.
- By the end of KS2, this had risen to **40%**, reflecting a **15% point increase**, which is a **notable acceleration in progress** and a testament to the school's **effective support strategies and targeted interventions**.

Despite the GD figure for PP children being 0% for combined, the **focus on raising children to ARE has clearly had an impact** from low starting points.

Subject-Specific Strengths and Trends

Reading:

- **68%** of all children met ARE, with **32%** achieving GD.
- PP children achieved **48% ARE**, with **8% GD** – **matching national GD outcomes** for all children.
- Though there is a **20% gap** in ARE, PP children's GD result is especially encouraging.

Writing:

- **71%** of all children reached ARE (11% GD).
- **56%** of PP children reached ARE – a **15% gap**, but again **higher than their KS1 baselines**.

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- GD at 4% for PP reflects the school's focus on secure foundations.

Maths:

- **73%** of all children met ARE (32% GD).
- **56%** of PP children met ARE – again a **17% uplift** from KS1 and **positive movement towards national averages**.
- GD at 4% for PP highlights potential for further challenge next year.

Progress Judgements

Progress measures for **all children and for PP children are broadly in line** across reading, writing and maths, indicating that:

- Teaching is consistently supporting **all learners to make expected progress** from their starting points.
- The gap between PP and non-PP is **narrowing compared to their KS1 baselines**, showing the school's efforts are having an impact, especially considering the **low prior attainment** of the PP group.

Summary

In 2025, the school achieved KS2 combined outcomes of **61%** (with **10% GD**), placing it just **1% below national** (62%) and **above national for GD** (school 10% vs national 8%). Outcomes for disadvantaged pupils demonstrate **notable progress from low KS1 starting points**: while only **25%** of PP pupils were on track for combined attainment at KS1, this increased to **40%** by the end of KS2 — a **15% point gain**, evidencing the impact of targeted support and quality first teaching. Across subjects, PP children achieved **48% ARE in Reading (8% GD)**, **56% ARE in Writing (4% GD)**, and **56% ARE in Maths (4% GD)**. Although attainment gaps remain (Reading -20%, Writing -15%, Maths -17%, Combined -21%), PP pupils' progress in R/W/M is **broadly in line** with national expectations, affirming that the school is **closing the gap from low prior attainment**. These outcomes reflect the school's **strong commitment to equity, high expectations for all, and effective support for disadvantaged learners**.

We have evaluated some in our Pupil Premium Strategy this year, with clear continuations and areas of priority for next year.

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Intended outcomes July 2025

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																																																	
PP attendance will improve further.	✓ PP Attendance will be in line with ALL. ✓ PP Attendance will in line with or above National. ✓ PP Attendance will be in line with the school target of 96.5% ✓ Unauthorised absences within the disadvantaged cohort will continue to decrease again year on year, and below National unauthorised absences. (2024 PP ESM 0.8%) <i>PP attendance 24/25 = 92.9% and unauthorised absence = 1%</i> <i>ALL attendance 24/25 = 95% and unauthorised absence = 0.8% (National attendance 94.8% Unauthorised 0.6%)</i> <i>PP attendance was 2.1% below that of all.</i> ✓ ALL National attendance 94.8% which is 1.9% above school PP attendance but 0.2% below schools All attendance.																																																	
Greater Depth attainment will increase	✓ The number of pupils achieving GD in Reading/Writing/Maths at KS2 will be in line with or above those achieving this level at KS1. (Both PP and ALL). ✓ The percentage of pupils scoring full marks in the Y4 MTC will increase on the school’s historic results and will remain above National – 2022 32% 2023 49% 2024 37% 2025 38% <table><tr><th colspan="10">Multiplication Tables Check (MTC)</th></tr><tr><th rowspan="2">Statistic</th><th colspan="2">2021-2022</th><th colspan="2">2022-2023</th><th colspan="2">2023-2024</th><th colspan="3">2024-2025</th></tr><tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th><th>Cohort</th><th>School</th><th>National</th></tr><tr><td>% of pupils scoring full marks (25/25)</td><td>32%</td><td>27%</td><td>49%</td><td>29%</td><td>37%</td><td>34%</td><td>52</td><td>38%</td><td>~ 38%</td></tr><tr><td>Average score (out of 25)</td><td>21.4</td><td>19.8</td><td>22.1</td><td>20.2</td><td>22.0</td><td>20.6</td><td>46</td><td>23.0</td><td>~ 21.1</td></tr></table> ✓	Multiplication Tables Check (MTC)										Statistic	2021-2022		2022-2023		2023-2024		2024-2025			School	National	School	National	School	National	Cohort	School	National	% of pupils scoring full marks (25/25)	32%	27%	49%	29%	37%	34%	52	38%	~ 38%	Average score (out of 25)	21.4	19.8	22.1	20.2	22.0	20.6	46	23.0	~ 21.1
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Pupil Premium Pupils will read daily and widely.	✓ All PP pupils will make expected progress in reading. (82% made expected Progress compared to 89% of All children – 7%) ✓ PP children in Y6 will attain above their KS1 Reading results and above National. ✓ A quarter of PP pupils will become Word Millionaires (AR). (PP 17% All 18%) ✓ PP word count will be in line or above that of All.																																																	
Rigour in the teaching of Writing	✓ PP pupils will progress in line with or above their peers (ALL) in the Writing. (whole school).(85% made expected progress compared to 90% of All children -5%) ✓ Y6 PP pupils will attain in line with or above their KS1 data points in the end of KS2 SATs. (Writing KS1 PP 25% End of KS2 64% +39%) ✓ All staff will teach effectively and consistently, in line with research informed strategies (e.g. FASE, WRH, EEF 5 a day, PKC) ✓ Moderation – internal/external will identify an improved focus and therefore impact on spelling punctuation when writing at length across the whole school.																																																	

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PP/PP+ pupils will experience positive playtimes	✓ There will be increased provision at lunchtimes to teach social behaviours and prevent negative interactions reoccurring. (The Courtyard / Trainee Chaplain PSC Project) ✓ There will be a reduction in the number of negative behaviour incidents at lunchtimes. ✓ Pupil voice will report a positive impact of such support on their behaviour, emotions and play times.
PP pupils will experience more 'firsts' across the curriculum.	✓ 100% of PP pupils will access extra-curricular opportunities this year. ✓ The Personal Development Passports will continue to offer new experiences to over half the cohort.

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