

Pupil premium strategy statement – Harehills Primary School

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	703
Proportion (%) of pupil premium eligible pupils	42%
Academic Year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended, however, we will review this plan at least once a year</i>)	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	by December 2026
Statement authorised by	Judy Wood (HT)
Pupil premium lead	Caroline Pallas (DHT)
Governor / Trustee lead	Nick Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£395,415
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£395,415

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is for all pupils at Harehills Primary, regardless of background or circumstance, to reach their full potential—attaining well academically, and leaving school as confident, resilient, and independent learners. We serve an area of significant deprivation which is indicated in the Income Deprivation Affecting Children (IDACI) measures that places Harehills Primary School amongst the 10% most deprived neighbourhoods in the country, with the vast majority of pupils also living within this area. Therefore, we provide additional levels of support for any child we feel would benefit, irrespective of whether they are eligible for the funding.

We also aim to ensure **all** pupils, including those who are disadvantaged, have access to high-quality teaching, personalised support, and enriching opportunities that nurture both academic and personal growth. Our focus is on securing strong outcomes through high standards of teaching, targeted intervention, and effective pastoral care, ensuring that no child's potential is limited by disadvantage.

Our strategy is grounded in research and evidence-based practice, particularly guidance from the Education Endowment Foundation (EEF) and the Department for Education. It recognises that many of our families experience significant language barriers, and limited access to educational and cultural experiences as well as access to basic need resources for some families.

We adopt a whole-school approach to meeting the needs of disadvantaged pupils, using the EEF's 3-tiered model:

High-Quality Teaching – Providing all our pupils with quality first teaching is essential because research informs us that this will have the greatest impact on all our pupils, particularly those who are disadvantaged.

Targeted Academic Support – tailored interventions to address specific gaps in knowledge and understanding, ensuring that pupils receive the support they need to make rapid progress from their starting points.

Wider Strategies – Our highly effective Attendance, Pastoral, and Safeguarding Teams work closely with families to remove barriers to learning. We also enrich pupils' experiences through a wide range of before- and after-school clubs, promoting participation, teamwork, and cultural capital.

Our approach is holistic, recognising that pupils achieve their best when their academic, emotional, and pastoral needs are met together, enabling every child to be ready to learn, to thrive, and to flourish both in school and beyond.

Challenges

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

Challenge number	Detail of challenge														
1	Although attendance has improved in recent years, it is still low and we continue to have high number of persistent absentees, punctuality issues, and high mobility (Wider Strategies, Targeted Academic Support)														
2	Vulnerable families and children with Social, Emotional and Mental Health (SEMH) needs due to a variety of reasons including poverty and adverse childhood experiences. This impacts on children's ability to engage with teaching and learning activities across the curriculum. (Wider Strategies)														
3	Many of our disadvantaged children have limited vocabulary which adversely impacts on their ability to read and write and access the wider whole school curriculum. (Targeted Academic Support, Teaching)														
4	Low attainment on entry to EYFS, particularly in communication skills, which is impacting their speech and language and listening skills. WELLCOMM baseline assessments indicate that only 6% of our Reception cohort are at the expected standard while over 70% are well below. (Targeted Academic Support, Teaching)														
	<table border="1"> <caption>Percentage of Children by Attainment Level</caption> <thead> <tr> <th>Attainment Level</th> <th>Percentage of Children</th> </tr> </thead> <tbody> <tr> <td>5+ Below</td> <td>27%</td> </tr> <tr> <td>4 Below</td> <td>20%</td> </tr> <tr> <td>3 Below</td> <td>7%</td> </tr> <tr> <td>2 Below</td> <td>8%</td> </tr> <tr> <td>1 Below</td> <td>32%</td> </tr> <tr> <td>Green</td> <td>6%</td> </tr> </tbody> </table>	Attainment Level	Percentage of Children	5+ Below	27%	4 Below	20%	3 Below	7%	2 Below	8%	1 Below	32%	Green	6%
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5	Attainment in core subjects (including reading, writing, phonics and maths) is low across school compared to national averages (Targeted Academic Support, Teaching)														
6	Many of our disadvantaged children have limited experiences and access to resources outside of school, which impacts on their basic needs and therefore their readiness to learn as well as their cultural capital. (Wider Strategies, Teaching)														

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
To improve attendance for all children. (Wider Strategies)	<ul style="list-style-type: none"> Improved levels of attendance for all children – our ABIE for 2025 is 92.9%, however, our ambition is 96% > The numbers of Persistent Absentees decreases
To improve and sustain well-being for all children, but particularly for those with SEMH. (Wider Strategies)	<ul style="list-style-type: none"> 'Zones of Regulation' are consistently implemented across school and support children to have improved emotional regulation Children from SEND/Nurture provisions are successfully supported and/or reintegrated into their classrooms. Interventions to improve children's mental health have an impact as evidenced using pre and post assessments.
Speech and language development in EYFS is effective and children can communicate well and increase their use of vocabulary.	<ul style="list-style-type: none"> Speech and Language WELLCOMM Assessments for pupils in EYFS demonstrate significant progress from the baseline screening in Autumn 1 2025

(Targeted Academic Support, Teaching)	<ul style="list-style-type: none"> Monitoring evidence demonstrates that adults encourage quality interactions and effectively model language and develop vocabulary in provision.
<p>Vocabulary is explicitly taught across the curriculum.</p> <p>(Targeted Academic Support, Teaching)</p>	<p>Monitoring evidence demonstrate:</p> <ul style="list-style-type: none"> Children are able to use and understand vocabulary taught across the curriculum in a variety of situations. Children can explain the meaning of subject specific words and apply them in different contexts. Key words are known and remembered by children as evidenced in children’s writing and foundation subject Review’s On A Page (ROAP’s)
<p>Improve attainment in Phonics Screen Check.</p> <p>(Targeted Academic Support, Teaching)</p>	<ul style="list-style-type: none"> Pass rate for Phonics Screening check in Y1 (and Y2) increases from 52% to at least 55% Monitoring evidence and external reports (SIA, English Hub, SEND Consultant), demonstrate the teaching of phonics is consistent and at least good for all children.
<p>Improve attainment in all core subjects, Reading, Writing and Maths across school.</p> <p>(Targeted Academic Support, Teaching)</p>	<ul style="list-style-type: none"> Attainment for core subjects in all year groups improves End of KS2 SATs outcomes demonstrate increased % at EXE and GD Children are targeted for handwriting support and improve towards meeting year group expectations Target children, identified through Raising Attainment and Progress (RAAP) achieve EXE by the end of the year. Y4 MTC results improve. Monitoring evidence demonstrates all children are reading often in school to an adult. Daily, 3x a week or weekly. Learning walks evidence that the quality first teaching of all core subjects is at least good and that modelling and assessment for learning are consistent across school.
<p>Improve children’s cultural capital and therefore their ability to apply a wider range of knowledge and experience in their work.</p> <p>(Teaching, Wider Strategies)</p>	<ul style="list-style-type: none"> Disadvantaged children are targeted for and regularly access extracurricular activities. All children attend at least one educational visit or experience per term. Attainment in writing increases as children’s knowledge about the world and vocabulary improves.
<p>To ensure that all children are in the best condition to learn, both physically and mentally.</p> <p>(Wider Strategies)</p>	<ul style="list-style-type: none"> Disadvantaged children are targeted for and regularly attend ‘Rise and Shine’ Disadvantaged children are supported with food donations and clothing (including school uniform) and other family essentials. Pastoral meetings and evidence from ‘extra vulnerable group’ tracking identifies on going support for key children and families.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £172,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching in all subjects leads to good progress for all children</p> <p>Introduce and embed ELS Phonics, Spelling and ELS rapid catch up phonics programme in Y3. Daily additional phonics lessons and Handwriting lessons to be delivered to address gaps in KS1.</p> <p>Develop quality phonics teaching and a consistency of approach</p> <p>Introduce, monitor and embed Jane Considine writing in KS2 and ensure consistency</p> <p>Embed and monitor White Rose Maths across KS1 and KS2 and Mastering Number in EY's and ensure consistency.</p> <p>Introduce Walkthrus and provide training on Modelling and Assessment for Learning, followed by monitoring of approach.</p> <p>Ensure foundational skills and transcription is a high priority and is taught and practised regularly – particularly in EYFS and KS1, but also in KS2 where needed.</p> <p>Introduce and regularly monitor flexible groups across KS1 & KS2 for all core subjects</p> <p>Introduce new timetables to ensure core subjects are taught discreetly</p>	<p>EEF Teaching and learning toolkit identifies phonics as having high impact for low cost based on very extensive research.</p> <p>DFE The Reading Framework: teaching the foundations of literacy identifies 'Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.'</p> <p>The EEF Guide to The Pupil Premium states that quality first teaching is, '...the most important lever schools have to improve outcomes for disadvantaged pupils.'</p> <p>EEF tiered approach model identifies 'High Quality Teaching' including coaching, mentoring and CPD as the number one priority</p> <p>DFE Maths guidance for KS1 and KS2 produced in association with the NCETM draws on evidenced based practise and identifies Maths Mastery as a key approach to improving standards.</p> <p>EEF Toolkit suggests that Mastery learning can have an impact of +5 months</p> <p>OfSTED Research Review Series: English (July, 2022)</p> <p>Closing The Vocabulary Gap - Alex Quigley (2018) Reaching the Unseen Children – Jean Gross (2022)</p>	5
<p>Develop high quality speech and language support and intervention to targeted children.</p> <p>Vocabulary to be explicitly taught across the curriculum.</p> <p>Introduce SOAPs Subject on a Page, and ROAPS Review on a Page in foundation subjects to support vocabulary development and ensure children know and can remember more</p>	<p>EEF Teaching and learning toolkit identifies the following strategies as enabling plus 3 months and that it has benefits for core academic attainment.</p> <p>EEF Teaching and learning toolkit shows plus 6 months impact through communication and language approaches.</p>	3 & 4
<p>Ensure assessment is used effectively to target gaps in learning, leading to improved outcomes.</p> <p>Introduce new Raising Attainment and Progress (RAAP) process to target children for EXE in all core subjects.</p> <p>Introduce new assessment calendar including</p> <ul style="list-style-type: none"> • NFER Reading assessments across Y2-5 • Reading Age assessments (HERTS) 	<p>EEF Improving Maths and Literacy highlight the use of accurate feedback and assessment can boot progress by an average of 6month +</p>	5

<ul style="list-style-type: none"> • WRM assessment • Mock Phonics tests • Mock MTC tests <p>Embed the use of Insight as an assessment tool to monitor and track vulnerable groups -target for intervention and support as needed</p>		
<p>Speech and language development in EYFS is effective and children can communicate well and increase their use of vocabulary.</p> <p>Monitor and embed quality interactions training to support oracy in EYFS</p> <p>EYFS Wellcomm assessment areas of need feed into teaching and learning and continuous provision planning</p>	<p>EEF Teaching and learning toolkit shows plus 6 months impact through communication and language approaches.</p>	3& 4

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

Budgeted cost: £ 93,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust assessment of children’s phonics to identify gaps in learning. Daily additional phonics lessons to be delivered to address gaps in KS1.</p> <p>Phonics interventions using ELS progress for KS2 pupils who need to make rapid progress in phonics.</p>	<p>DFE Reading framework emphasises the importance of fostering a love of reading.</p> <p>EEF Toolkits Improving Literacy in KS1 and KS2</p>	5
<p>Introduce Nessy intervention for targeted children with dyslexic profile/tendency.</p>	<p>EEF Toolkit – Oral Language interventions</p>	3
<p>Increase 1:1 readers by embedding Daily, 3x week and weekly readers across school.</p>	<p>EEF Toolkits Improving Literacy in KS1 and KS2</p>	5
<p>All children in EYs to be screened for Speech and Language barriers. Wellcomm</p> <p>Speech and language intervention programmes to be planned by ChatterBugs and delivered by trained staff in school.</p>	<p>Poor speech and language has a negative impact on a child’s development both socially and academically. It impacts on their ability to develop phonics knowledge, read fluently and understand vocabulary.</p> <p>EEF Toolkit – Oral Language interventions</p> <p>Closing The Vocabulary Gap - Alex Quigley (2018)</p>	3 & 4
<p>Additional teaching in KS2</p> <p>Booster teachers in KS2 delivering additional targeted support for groups/1:1</p> <p>SAT’s booster sessions in Reading and Maths</p> <p>Easter school booster sessions</p>	<p>Tuition targeted at specific gaps in learning can be an effective method to support low attaining pupils or those who have or are at risk of falling behind.</p> <p>EEF evidence also demonstrates an average of +4 months progress for children who are supported through 1:1/small group tuition.</p> <p>EEF Toolkits</p>	5

<p>SEMH interventions to be delivered to identified pupils including: Therapeutic Play Emotional Literacy Getaway Girls Tender</p> <p>New interventions to be introduced: Drawing and Talking</p> <p>Continue to provide full time nurture and SEND provision (The Willows and The Poplars and The Seedlings) focusing on behaviour support and social and emotional learning.</p> <p>Introduce new Nurture room and SEMH Lead role to provide targeted support for vulnerable children.</p> <p>Introduce 'extra vulnerable group' tracking to monitor support and activities/opportunities in place for key children and families.</p>	<p>EEF Toolkits and Improving Social and Emotional Learning in Primary Schools - evidence confirms that systematic SEMH interventions—when strategically implemented—deliver both academic gains (3–4 months) and profound benefits for well-being, behaviour, and learning readiness.</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 154,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance across school and reduce the number of persistent absentees (PA)</p> <p>Weekly Attendance Team meetings and actions to provide support (and challenge where needed) for individual families. Release time for attendance team staff to implement actions and procedures</p> <p>Continue to promote good attendance through a range of celebration events and activities including attendance awards, prizes, parent workshops and information sharing</p> <p>Introduce further challenge for PA and those at risk of PA through bi weekly check ins/phone calls. <i>Intervention Flow chart introduced</i></p>	<p>There is a strong link between attainment and attendance which is highlighted in Working together to improve school attendance (DfE, 2022)</p> <p>Based on our long-standing, robust attendance systems in school, we know that celebration activities increases attendance.</p> <p>Pupil voice indicates children enjoy attendance rewards and the element of competition with other classes across school.</p>	<p>1</p>
<p>Improve children's cultural capital and therefore their ability to apply a wider range of knowledge and experience in their work.</p>	<p>Pupil voice demonstrates that children value educational experiences. We know that many of our disadvantaged children would not access these activities outside of school.</p>	<p>6</p>

<p>All children attend an educational visit at least once per term, including residentials and sleepovers in UKS2. Key events are subsidised using PP funding</p> <p>Continue to provide enrichment opportunities including extracurricular clubs and activities for all children but particularly targeting those who are disadvantaged.</p> <p>Continue February Arts and Wellbeing (FAWF) week for all children. This years focus will be on well being. Previous focus has been oracy and Music</p>	<p>Reaching the Unseen Children – Jean Gross (2022)</p> <p>EEF Arts Participation research found +3 months progress in pupils and stated that “ There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.”</p>	
<p>To ensure that all children are in the best condition to learn, both physically and mentally.</p> <p>Provide opportunities for children to share worries/speak to member of staff during lunch time.</p> <p>Rise and Shine breakfast club provided free of charge to all children.</p> <p>Continue to support children and families through the use of our Pastoral Team (which includes Pastoral Lead, Learning Mentors and Family support mentors)</p> <p>CPD for all staff, including Lunchtime supervisors to support children’s SEMH and behaviour needs.</p> <ul style="list-style-type: none"> • Autumn Term – Behaviour for Communication (MindMate) • Spring Term – Zones of Regulation (Chatterbugs) <p>All children in school are provided with a PE t-shirt, a book bag and a water bottle</p>	<p>EEF Social and Emotional Learning in Primary Schools</p> <p>The lives of children and young people behind the statistics Magic Breakfast</p>	<p>2 & 6</p>

Total budgeted cost: £ 420,663

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact																																										
Wider Strategies	Whole school attendance increased from 91.8% in 23/24 to 92.1% in 24/25 (+ 0.3%) PP Attendance increased from 90.9% in 23/24 to 91.6% in 24/25 (+ 0.7%) National attendance for all in 24/25 was 95.7%. (-3.6%) Persistent absence (PA) is 29.9% which is 17.3% greater than the national average. Although attendance has increased it is still below national. Therefore, attendance including a focus on PA and those at risk of PA will continue to be a priority next year.																																										
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	GLD for all children was maintained. PP GLD increased PP outperformed non PP (+2%) Speaking ELG for all children increased from 66% in 23/24 to 69% 24/25 (+3%) PP Speaking ELG increased from 71% in 23/24 to 73% 24/25 (+2%) Y1 Phonics for all children increased from 51% to 52%. (+1%) Y1 PP increased from 46% to 52%. (+6%) There is no gap between all children and PP. PP outperformed non PP in Y2 (+1%)																																										

Targeted Academic Support, Teaching	Reported Data	2022/23	2023/24	2024/25	Difference to (2024/25)	National Difference (2024/25)
		EXP (GD)	EXP (GD)	EXP (GD)	EXP (GD)	
	Y6 SATs Reading PP	52% (14%) 45% (8%)	49% (11%) 38% (9%)	61% (14%) 55% (14%)	+11% (+3%) +17% (+5%)	75% -14% 63% -8%
Y6 SATs Maths PP	73% (20%) 63% (16%)	58% (12%) 49% (11%)	60% (20%) 55% (14%)	+2% (+8%) +6% (+5%)	74% -14% 61% -6%	
Y6 Writing (TA) PP	60% (5%) 53% (0%)	61% (3%) 50% (0%)	58% (6%) 54% (2%)	-3% (+3%) +4% (+2%)	72% -14% 59% -5%	
Y6 SATs Combined PP	49% (2%) 45% (0%)	44% (3%) 37% (0%)	52% (6%) 47% (2%)	+8% (+3%) +10% (+2%)	62% -10% 47% 0	
Y6 SATs SPAG PP	62% (20%) 50% (16%)	55% (26%) 45% (21%)	61% (13%) 57% (7%)	+6% (-13%) +12% (-14%)	73% -12% 60% -3%	

KS2 results improved in all areas apart from Writing and SPAG GD which will continue to be a focus next year.

2025 marked the end of our previous pupil premium three year strategy. Although improvements can be seen in all areas, data is still well below national averages for both attendance and attainment. Therefore, in order to improve the Quality of Education for all children, significant changes have been made across school and will inform the new three year strategy as detailed above.

These include:

- New class timetables to ensure coverage and consistency
- The introduction of flexible groups for all core subjects to support all learners but particularly those in the bottom 20%
- A new assessment process and calendar to support children and hold teachers to account
- A new curriculum where all subjects are taught discreetly
- A robust CPD calendar with a focus on over modelling and assessment for learning
- A robust focus on improving attendance and PA across school
- A sharp focus on inclusive practise in mainstream provision and SEND bases

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics (& Spelling in KS1)	ELS
Times tables	TTRS online
Speech and Language	ChatterBug
Spelling (in KS2) and Handwriting	Twinkl (25/26)
Reading	NFER