



HEAP BRIDGE

VILLAGE PRIMARY SCHOOL

Pupil Premium Strategy
2026 – 29

Last updated: Sept 2026

“Working together, learning together”

Headteacher: Mr M Cockcroft

BE POSITIVE

BE PROACTIVE

BE PROUD

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Glossary of terms:

CDP	Continuing Professional Development
DHT	Deputy Headteacher
EEF	Education Endowment Foundation
EYs/EYFS-	Early Years Foundation Stage
HLT	Hollingworth Learning Trust
HT	Headteacher
LGB	Local governing Board
M&E	Monitoring & Evaluation
MLT	Middle leadership team (staff with TLRs)
PD/PDMs	Professional Development (Meetings)
PEIA	Priority Economic Investment Area (Gov funding)
QTF	Quality First Teaching
RtS	Right to Succeed (Education Consultants)
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs and Disabilities
SENDCo	SEND Co-ordinator/lead
SIP	School Improvement Plan/Priorities
SLT	Senior Leadership Team

HOLLINGWORTH LEARNING TRUST

Heap Bridge Village Primary School is an academy within the Hollingworth Learning Trust (HLT). This Pupil Premium Strategy aims to capture both the Trust and school values, organisational priorities and strategic planning over the next 12-36 months.

The initial pages of this document highlight the key elements from the Hollingworth Learning Trust & School Development Plans so staff and other stakeholders can see how our school priorities both align and build on these to develop the best possible outcomes for ALL our pupils.

Heap Bridge Village Primary School is fully committed to the Trust's values led mission statement:

"We are here to make a positive difference to the lives of our children, providing the very best education in an environment that supports, values, and recognises our people."

Our (HLT) behaviours define who we are and how others see us. We are committed to acting in a way which is:



AMBITIOUS:

We have high expectations for all of our children and staff. They deserve the best we can do.



POSITIVE:

We believe that people and schools can improve. We always believe this.



RESILIENT:

We make long term commitments to pupils, families, communities and schools. We never give up.



REFLECTIVE:

We constantly evaluate what we do in order to improve. We are never complacent.



PRINCIPLED:

We consistently promote equity, equality and challenge injustice. We always act in the best interests of our pupils.

1

PEOPLE FIRST

The success and wellbeing of our children, staff and families drives everything we do.

2

ACADEMIES SECOND

The local academy is where this happens. The Headteacher is the professional responsible for leading a great team of colleagues to achieve this.

3

TRUST THIRD

Our role as a Trust is:

- To support and challenge the Headteacher, academy, leadership and staff in school improvement and in providing a high-quality inclusive education.
- To support each academy to develop a strong, unique identity serving its local community. In turn, for each academy to become part of the HLT family and bring capacity to our Trust.
- To develop the very best leaders, teachers and support staff.
- To create an outstanding infrastructure for success through high quality, rapid and responsive educational, financial, HR and IT support.

TRUST DEVELOPMENT PLAN

OUR VALUES

Our values as behaviours: We act as we believe

AMBITIOUS

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POSITIVE

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OUR PRIORITIES

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The success and wellbeing of our children, staff and families drives everything we do.

ACADEMIES SECOND

The local academy is where this happens. The Headteacher is the professional responsible for leading a great team of colleagues to achieve this.

TRUST THIRD

To support the Headteacher, academy, leadership and staff in school improvement and in providing a high-quality inclusive education.

To support each academy to develop a strong, unique identity serving its local community. In turn, for each academy to become part of the HLT family and bring capacity to our Trust.

To develop the very best leaders, teachers and support staff.

To create an outstanding infrastructure for success through high quality, rapid and responsive educational, financial, HR and IT support.

OUR STRATEGIC DEVELOPMENT PILLARS 2024 - 2027

OUR PEOPLE

OUR STAFF

Staff wellbeing is at the heart of our Trust and must be a focus of every decision we take. We will ensure that staff receive excellent CPD and wider professional opportunity. We will work forensically to ensure high rates of staff retention and be the employer of choice.

OUR PUPILS

We will focus on supporting pupil wellbeing through intervention, provision and wider opportunities.

OUR PARENTS

We have high expectations for all our children. We will build strong partnerships with parents through timely, clear communication, and consistency of approach.

OUR PARTNERS

We will work with local and regional partners to support our children and those across the LA.

We will work with our affiliate partners for the greater good regardless of whether they decide to join the Trust.

OUR ACADEMIES

We will work as a Trust and as individual academies to ensure that each academy: Engage all learners in a high quality and inclusive education.

Challenge injustice and disadvantage at its core, while promoting equity and equality. This includes but is not limited to:

- provision for 'disadvantaged' pupils;
- provision for pupils with SEND;
- ensuring that the curriculum ensures equity of opportunity for learners of all abilities, attitudes and aspirations.

Continue to develop and celebrate their distinctiveness and own identity while collaborating across the Trust in order to support improvement.

OUR TRUST

To ensure that all support services effectively serve academies and staff, in supporting the learning, safety and wellbeing of children in our academies.

We will ensure that all risk is assessed, understood, communicated appropriately and managed.

We will ensure that the Trust has a strong and clear infrastructure to support sustainable growth.

OUR MEASURES OF SUCCESS

OUR PEOPLE

Retention rates are above the average for comparable organisations. The Trust has no longstanding vacancies. Staff wellbeing data is positive.

OUR PEOPLE

Pupil attendance is above the national average. Appropriate intervention and support is clearly in place, with evidence of impact, for all pupils with additional needs.

OUR PEOPLE

Schools value the relationships and Trust we have built and choose to join our Trust.

OUR ACADEMIES

Academy data shows high quality (and improving) inclusive educational outcomes.

OUR TRUST

Our risk register is accurate, up to date, and actively informs decision making.

AMBITIOUS

POSITIVE

RESILIENT

REFLECTIVE

PRINCIPLED

Our Mission & Vision Statement

“Working together, learning together”

...encompasses our commitment to developing every child through our partnerships with all stakeholders in their education.

At Heap Bridge Village Primary School, we aspire to ensure that each and every one of our pupils develops in to a **positive** and **proactive** learner who is **proud** of their achievements and well prepared for a successful life.

Delivered through an **ambitious** curriculum, we believe that learning should be enjoyable, purposeful and challenging.

We will equip pupils with the skills and dispositions they need for lifelong learning, teaching them the importance of being **resilient**, **reflective** and **principled**, taking ownership of their own futures and ensuring they develop the highest expectations for themselves in their pursuit of success.

We will do this within a safe and supportive environment of mutual understanding, **positive** relationships, respect and tolerance.

Regardless of any barriers to learning, we will work **positively** and **proactively** with our school community to ensure that every child in our school can be **proud** of who they are and what they achieve.

Our CORE Values

BE POSITIVE

To enable children to develop **positive** attitudes in life, developing independence and **resilience**.
To respect individual differences and to be sympathetic towards others.
To create a happy, safe and nurturing environment instilling the fundamental values of respect and tolerance.

BE PROACTIVE

To ensure children develop intellectually, morally, socially, emotionally and physically in to **principled**, well-rounded citizens and ready for the next stage of their life.
To be **ambitious**, **reflective** and feel empowered in taking ownership of their own continuous learning.

BE PROUD

To ensure everyone values their own achievements and feels a sense of pride in their continuous pursuit of excellence. To work in partnership with parents and other stakeholders in celebrating the strengths of the school (and school community) providing opportunities for children to fully develop their potential.

Our PEOPLE - Professional Pledges

Have the highest expectations of what children can achieve and work with them **positively** and enthusiastically in pursuit of excellence. Continuously promote and instil a 'have a go' attitude alongside the characteristics of perseverance and resilience.

Ensure we are **proactive** in remaining up to date with the latest developments in educational practice and subject knowledge in our pursuit of high standards of academic and personal success. Pupils falling behind in English or maths will receive timely and evidence-based support to enable them to reach their potential.

Celebrate individual and collective strengths – promoting the feeling of **pride** and engaging parents and carers with their child's learning.

Our SCHOOL- Priority Workflows

An ambitious pursuit of excellence

We will challenge pupils to achieve and make progress in line with that made by the top 20% of pupils nationally across English and mathematics.

Promoting the principles of respect & tolerance

We will work conscientiously with our school community to ensure a sustained focus on **positive** relationships, promoting the fundamental values of respect and tolerance across all areas of our work and practice.

Developing independence & resilience

We will build on and develop further, effective teaching strategies to promote confidence, independence and resilience as **positive** character traits to ensure pupils are equipped well to succeed in the next phase of their education.

Health & Well-being

We will maintain our commitment to instilling the life benefits of establishing a healthy lifestyle including developing a healthy diet, regular exercise and cultivating **positive** self-image and mental well-being.

Inclusion

We will work relentlessly with others to ensure no pupil is unnecessarily disadvantaged by any barriers to learning they may face. We will ensure pupils with SEND retain their entitlement to an appropriate curriculum offer.

Maintaining an ambitious curriculum

We will work with subject professional groups and others to develop best practice across all subjects with a clear and maintained focus on high quality teaching, learning and assessment of core knowledge and skills.

Personal Development

We will work with experts to develop our practice, ensuring our pupils are well equipped to be **positive** and **proactive** citizens, actively promoting social & emotional learning, equality and the ability to recognise risks to themselves and others. Where pupils need support, we will further develop our assessment and intervention strategies to meet their needs.

Keeping children safe

We will have an unrelenting focus on identifying and supporting pupils (and their families) who we believe to be 'vulnerable'. We will work with others to promote the highest levels of **attendance** at school, and ensure staff are well trained to support and safeguard pupils and recognise the early signs of extremism and radicalisation.

Developing our people

We will provide high quality, research-based staff training to equip staff with the knowledge and skills to identify and support those pupils most in need and provide the most appropriate curriculum to meet ALL pupils needs.

Valuing achievement

We will highlight and celebrate pupils who work **positively** and **proactively** to achieve success (both at the highest levels and within their own personal context) ensuring they are **proud** of their achievements across the curriculum.

Additional support & intervention

We will continue to refine our current menu of intervention strategies, particularly for pupils requiring social and emotional support, providing a higher level of evidence to evaluate impact and targeting our resources to ensure the highest impact and best possible value for money.

Pupil groups

We will identify groups of pupils where underperformance exists and target our resources to tackling it, ensuring that whole-school approaches are considered alongside targeted and evidence informed intervention.

Partnership working

We will continue to work with our school partners and develop our relationships with other groups (*i.e Maths/English Hub, TSH, MATs...*) and individuals who can further impact on the quality of provision for our school community.

Celebrating Diversity

We will nurture the ability to reflect on and evaluate our personal experiences, celebrating difference both in ourselves and in others.

Our Strategic Approach

All of our work will be evidence-led and our self-evaluation will be valid, reliable and inform future planning.

We will target our time & resources where they can directly lead to improvement while ensuring best value for the money we spend.

Evaluation of our work will measure the impact across a range of pupil groups which in turn will inform further improvement planning.

Our strategic planning will focus on the needs of all **our people** within the context of their place in the wider school, locality and global community.

Our Measures of Success

We will work within our Trust to:

Maintain a register of vulnerable pupils and use this to challenge our practice in ensuring the highest quality support and provision.

Monitor the progress of all our pupils throughout the school year and provide continuous evaluation of pupil attainment and progress across the curriculum.

Analyse the impact, cost and effectiveness of interventions/work streams ensuring well established and clear baselines by which to evaluate our work.

Evaluate the impact of teaching and learning across all cohorts, including the impact of focused teaching programmes, professional development initiatives and school-based support programmes.

Evaluate the contribution of our partnership working through its impact on the quality of school provision and staff development.

Summary information

Statement authorised by:	Marcus Cockcroft (Headteacher)	Pupil premium lead/champion:	Katharine Collingwood (Deputy Headteacher)	Governor lead:	Marc Kemp (Vice Chair)
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Funding overview:	2026-27	2027-28 <i>(predicted)</i>	2028-29 <i>(predicted)</i>
N° pupils in school (proportion eligible for PPG)	173 (40 pupils/23%)	TBC	TBC
Pupil premium funding allocation this academic year	£63,640	£65,000	£65,000
Pupil premium funding carried forward from previous years	£ 0	£ 0	£ 0
Total budget for academic year	£63,640	£65,000	£65,000

Pupil premium strategy statement of intent:

At Heap Bridge Village Primary School, our mission of *“Working together, learning together”* drives our commitment to ensuring that every child, regardless of their background or the barriers they face, develops into a **positive** and **proactive** learner who is **proud** of their achievements

Our intention is that **all pupils** make exceptional progress, with a specific aim for our disadvantaged and vulnerable pupils to achieve and make progress in line with the top 20% of pupils nationally across English and mathematics

Our strategy is deeply rooted in the **Hollingworth Learning Trust’s** mission to make a positive difference through the highest quality education in an environment that supports and values its people. We maintain an unrelenting focus on identifying and supporting our most vulnerable learners, including those with a social worker, young carers, and those with Special Educational Needs and Disabilities (SEND). The activity outlined in this statement is intended to meet their needs through a culture of inclusion, ensuring no pupil is unnecessarily disadvantaged by any barriers to learning they may face.

The cornerstone of our approach is high-quality, research-based teaching. We prioritise Quality First Teaching (QFT) and have established a dedicated professional development programme focused on teaching, learning, and metacognition. By equipping staff with adaptive teaching strategies, such as the '5 a day' approach, we ensure that disadvantaged pupils require the least amount of external intervention because their needs are met first in the classroom. This focus is proven to have the greatest impact on closing the attainment gap while simultaneously benefiting their non-disadvantaged peers.

Our approach is evidence-led and responsive to individual needs rather than assumptions. We will continue to refine our menu of targeted interventions, particularly for those requiring social, emotional, and mental health (SEMH) support, ensuring all resources are targeted for the highest impact and best possible value for money.

To ensure our strategy is effective, we will:

- Maintain a rigorous register of vulnerable pupils to challenge our practice and ensure they receive the highest quality provision.
- Act early to intervene at the point of need, utilising robust diagnostic assessments and clear start/exit data to measure the impact of our interventions.
- Work relentlessly to promote strong attendance, aiming for our most vulnerable pupils to achieve attendance levels within the top 30% of schools nationally.
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes, maintaining the highest expectations of what every child can achieve in their pursuit of excellence.

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

No	Challenges:
1	Gap in Prime Areas at Reception Entry: Internal baseline data measures (WellComm, RBA, Blanks, NELI) continues to show that disadvantaged pupils enter Reception with lower levels of development in the Prime Areas, particularly Communication & Language and PSED.
2	Early Literacy and Phonics Barriers: Disadvantaged pupils often start school with lower levels of development in early reading and phonics.
3	Attainment Gap in RWM: Without targeted support, disadvantaged pupils have historically achieved below their peers in reading, writing, and mathematics (RWM). The school's current strategic priority is to challenge these pupils to achieve and make progress in line with the top 20% of pupils nationally in English and maths.
4	Multi-layered Vulnerability: Pupils eligible for Pupil Premium often face multiple disadvantages, including SEND, safeguarding concerns (CIN/CP), or being Cared for (CfC). The school now maintains a rigorous register of vulnerable pupils to ensure that high-quality provision is consistently applied to this group.
5	Attendance and Persistent Absence (PA): Attendance for disadvantaged pupils and those at risk of PA has historically been lower than their peers.
6	Barriers to Family Engagement: Some challenging families do not readily engage with school support. The school's mission, "Working together, learning together," emphasises building positive and proactive partnerships with the community and celebrating strengths to engage parents more deeply with their child's learning.
7	Access to Cultural Capital and Enrichment: National data and school surveys indicate disadvantaged pupils have less access to clubs and wider experiences.
8	Social, Emotional and Mental Health: Our early identification of need highlights, challenges faced by our disadvantaged pupils have increased in recent years.

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
1	Gap in Prime Areas at Reception Entry: Pupils, particularly those from disadvantaged backgrounds, will demonstrate improved vocabulary and sentence fluency through the implementation of a whole school oracy framework, supporting an increase in the percentage of pupils achieving a Good Level of Development (GLD) .	All EYFS and Key Stage 1 classes consistently use structured talk routines by January 2027, as evidenced by learning walks. End-of-year data shows an increase in the percentage of pupils achieving a Good Level of Development (GLD), with specific improvements in the Communication and Language prime area.
2	Early Literacy and Phonics Barriers: Through evidence-led fluency interventions and partnerships with the English Hub, pupils will show measurable gains in words per minute (WPM) and prosody , ensuring phonics outcomes remain in line with or above national averages.	Internal tracking data shows measurable gains in words per minute (WPM) and prosody for target pupils receiving evidence-led fluency interventions. Phonics Screen Check (PSC) outcomes for PPG Year 1 pupils are in line with or above national averages.
3	Attainment Gap in RWM: Disadvantaged pupils will be challenged to achieve and make progress in line with the top 20% of pupils nationally across English and mathematics, with a specific focus on increasing the percentage of pupils reaching the higher standard in KS2 writing and maths.	Attainment and progress data confirms that disadvantaged pupils are achieving in line with the top 20% of pupils nationally across English and mathematics. The percentage of (non SEND) disadvantaged pupils reaching the higher standard in Key Stage 2 reading, writing and mathematics compares well to all pupils nationally.
4	Multi-layered Vulnerability: The school will maintain a rigorous register of vulnerable pupils to ensure that high-quality, adaptive teaching strategies (such as the '5 a day' approach) are consistently applied, ensuring no pupil is unnecessarily disadvantaged by barriers to learning.	Lesson observations demonstrate the consistent application of adaptive teaching strategies (such as the '5 a day' approach) to support pupils on the vulnerable register. Termly reviews of the vulnerable pupil register indicate that additional adults are being deployed with high proficiency to meet the specific needs of these learners within the classroom.
5	Attendance and Persistent Absence (PA): Attendance for all pupil groups, including the most vulnerable, will be within the top 30% of schools nationally , supported by a positive communication strategy and personal action planning for those at risk of PA.	Whole-school attendance reaches the 96% target, successfully placing Heap Bridge within the top 30% of schools nationally. Personal action plans for pupils at risk of Persistent Absence result in a measurable reduction in PA rates for the disadvantaged group compared to the previous year. PPG pupils achieve attendance levels in line with or above national averages.
6	Barriers to Family Engagement: The school will build positive and proactive partnerships with parents, effectively using celebration stories and newsletters to engage families and ensure they are proud of their child's achievements .	Termly "School Achievements" newsletters are published, showcasing celebration stories from every class to engage parents with their child's learning. Feedback reported to the Local Governing Board (LGB) demonstrates that key staff are proactively promoting school values and celebrating pupil strengths at both a school and Trust level.
7	Access to Cultural Capital and Enrichment: All disadvantaged pupils will access an increased range of curriculum enhancements , including visits and visitors specifically mapped to promote the arts (music and art) across every year group.	Every year group participates in at least one planned visit or visitor experience per year that is specifically mapped to the music or art curriculum. Curriculum implementation plans are updated to include these enrichment opportunities, ensuring sustained access to the arts for all disadvantaged pupils.
8	Social, Emotional and Mental Health (SEMH): Pupils receiving targeted SEMH interventions will demonstrate measurable improvements within identified areas of need, evidenced by robust start/exit data and positive pupil voice .	SEMH interventions utilise refined start and exit data, showing measurable progress against identified areas of need. Qualitative "pupil voice" data confirms that children receiving support can articulate positive improvements in their own well-being and self-regulation.

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)					
Challenge	Activity	Evidence that supports this approach	2026-27	2027-28	2028-29
1,2,3	Pupil Premium Champion (PPC) - To plan, co-ordinate, deliver, monitor & evaluate interventions for our most vulnerable pupils & SEND provision.	Successful strategy/targeting of resources used in previous year.	£29,000 x2dpw	£31,000 x2dpw	£33,000 x2dpw
1,2	Early Years & Strong Foundations Audit Programme – developed across LA schools and facilitated by external coach/consultant with focus on improving outcomes for the lowest 20%	DfE PPG guidance Ofsted Framework	£3000 -release for CPD & facilitation	£3000 -release for CPD & facilitation	£
1,2,3	Engagement in NPQs for EYFS and Headship. These will be completed by current EYs teacher/lead and Pupil Premium Champion.	DfE PPG guidance	£1500 -release for CPD	£1500 -release for CPD	£
	Technology to support high-quality teaching & intervention – IDL, Chatty, Toolbox, TTRS, Clicker, Ed Shed, Primary Quiz etc	DfE PPG guidance	£3500		
Total budgeted cost			£37,000	£39,000	£

Targeted academic support (for example, tutoring, one-to-one support structured interventions)					
Challenge	Activity	Evidence that supports this approach	2026-27	2027-28	2028-29
1,2	Increased, high quality TA support in EYFS (x2 TA3) to deliver high quality interactions and targeted interventions. Focus on early identification and assessment of gaps in children's speech and understanding. Developing vocabulary and supporting through Blank's level questioning.	EEF Early Years Toolkit	£5,000	£5,500	
1,2	Further develop professional development and training provided Little Wandle, systematic synthetic phonics programme to ensure clear and structured 'keep up' and 'catch up' intervention programmes built in throughout the year. Extend use to include handwriting to support with foundational skills.	EEF Early Years Toolkit	£1500 LW scheme + HW & top resources	£1500 LW scheme + top resources	
1,2	Teaching assistant deployment and interventions – for example, by supporting high-quality provision within the classroom or delivering structured interventions.	DfE PPG guidance	£5000	£5500	
Total budgeted cost			£11,500	£12,500	

Wider strategies (for example, related to attendance, behaviour, wellbeing)					
Challenge	Activity	Evidence that supports this approach	2026-27	2027-28	2028-29
4 / 5 / 6	Pastoral Lead (targeted support 2.5 days per week) - To plan and deliver intervention to our most vulnerable pupils & families ensuring high levels of support for pupils' social, emotional and behavioural needs, engagement & attendance.	Successful strategy/targeting of resources used in previous years – internal evidence of high impact.	£17,000	£18,500	
6	Contributions to pupil enrichment opportunities such as extracurricular and co-curricular activities, including sport and physical activities, outdoor and nature activities, arts participation and developing wider life skills.	DfE PPG guidance	£2000	£2500	
7	Support for access to before and after school wrap around care where appropriately identified.	DfE PPG guidance	£2000	£2500	
Total budgeted cost			£21,000	£23,500	

Review of funding (to date):	2026-27	2027-28	2028-29
Teaching	£37,000	£39,000	
Targeted academic support	£11,500	£12,500	
Wider strategies	£21,000	£23,500	
TOTAL TARGETTED PUPIL PREMIUM SPENDING:	£69,500	£75,000	
Total Pupil Premium Budget	£63,640	TBC	
Surplus (carry forward) / Deficit (use of ISB)	- £5860	-	-

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Data Outcomes - EOKS2 2026

Attainment Analysis - Groups (% at or above expected)

*NOTE: non SEN in PPG are pupils considered PPG but not SEND.

EOY6	Gender		Vulnerable						Disadvantage					Ethnicity		Term of Birth			
Groups	M	F	SEND	nonSEND	SW	LAC	SVCR	PA <90%	PPG	nonPPG	non SEN	FSM	IMD L20%	Ethnicity	EAL	Aut	Spr	Sum	Cohort
Number	11	14	6	19	1	0	2	6	12	13	10	12	15	5	3	6	7	12	25
Percentage	44.0%	56.0%	24.0%	76.0%	4.0%	0.0%	8.0%	24.0%	48.0%	52.0%	40.0%	48.0%	60.0%	20.0%	12.0%	24.0%	28.0%	48.0%	
Reading	90.9%	85.7%	66.7%	94.7%	100.0%		100.0%	83.3%	83.3%	92.3%	90.0%	83.3%	86.7%	60.0%	66.7%	100.0%	85.7%	83.3%	88.0%
Writing	90.9%	92.9%	66.7%	100.0%	100.0%		100.0%	83.3%	91.7%	92.3%	100.0%	91.7%	93.3%	60.0%	66.7%	100.0%	85.7%	91.7%	92.0%
Mathematics	90.9%	92.9%	83.3%	94.7%	100.0%		100.0%	83.3%	91.7%	92.3%	100.0%	91.7%	93.3%	60.0%	100.0%	100.0%	85.7%	91.7%	92.0%
EGPS	81.8%	92.9%	66.7%	94.7%	100.0%		50.0%	66.7%	83.3%	92.3%	90.0%	83.3%	86.7%	80.0%	100.0%	100.0%	71.4%	91.7%	88.0%
RWM	90.9%	78.6%	66.7%	89.5%	100.0%		100.0%	83.3%	83.3%	84.6%	90.0%	83.3%	86.7%	40.0%	66.7%	100.0%	85.7%	75.0%	84.0%

Attainment Analysis (Average Standardised Scores)

EOY6	Gender		Vulnerable						Disadvantage					Ethnicity		Term of Birth			
Groups	M	F	SEND	nonSEND	SW	LAC	SVCR	PA <90%	PPG	nonPPG	non SEN	FSM	IMD L20%	Ethnicity	EAL	Aut	Spr	Sum	Cohort
Number	11	14	6	19	1	0	2	6	12	13	10	12	15	5	3	6	7	12	25
Percentage	44.0%	56.0%	24.0%	76.0%	4.0%	0.0%	8.0%	24.0%	48.0%	52.0%	40.0%	48.0%	60.0%	20.0%	12.0%	24.0%	28.0%	48.0%	
Reading	104.1	108.3	98.2	109.1	111.0		107.5	101.2	104.3	108.5	108.0	104.3	106.4	96.6	103.0	108.2	103.9	107.1	106.4
Writing	100.5	106.2	96.5	105.9	104.0		102.0	97.2	101.5	105.7	104.6	101.5	103.7	96.6	102.3	104.3	100.0	105.5	103.7
Mathematics	103.9	107.1	98.7	107.9	105.0		103.5	99.5	103.3	107.8	107.2	103.3	105.6	98.4	109.7	107.2	101.6	107.3	105.7
EGPS	103.5	108.6	96.0	109.6	102.0		99.0	97.8	104.2	108.3	108.0	104.2	106.5	98.8	108.7	109.3	100.0	108.5	106.3

Data Outcomes – EOKS1 2026

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
All Pupils	25	103.9		103.0		103.3		95.2%
Female	12	103.2		102.7		100.7		95.0%
Male	13	104.5		103.3		105.7		95.4%
FSM6	6	99.8		100.8		94.5		92.1%
Not FSM6	19	104.8		103.5		106.1		96.2%
Support	2	94.0		99.0		88.0		91.3%
Not SEN	23	104.4		103.2		104.6		95.6%
Autumn	9	107.1		104.8		106.7		96.8%
Spring	10	102.2		101.7		102.7		94.4%
Summer	6	102.3		103.0		99.2		94.4%

Data Outcomes – Year 1 Phonics 2026

	Pupils	% PSC Pass	Y1 National	Nat. Diff	Average Score	Y1 National	Nat. Diff	Attendance
All Pupils	22	86.4%	84.0%	● +2.4%	38.2	34.0	● +4.2	● 93.3%
Female	13	84.6%	87.3%	● -2.7%	38.2	34.8	● +3.4	● 95.6%
Male	9	88.9%	81.0%	● +7.9%	38.1	33.4	● +4.7	● 90.1%
Support	2	100.0%	57.6%	● +42.4%	38.0	26.7	● +11.3	● 97.1%
EHCP	3	0.0%	28.3%	● -28.3%		20.0		● 81.2%
Not SEN	17	100.0%	91.7%	● +8.3%	38.2	35.8	● +2.4	● 95.0%
FSM6	4	50.0%	72.5%	● -22.5%	36.5	30.8	● +5.7	● 90.4%
Not FSM6	18	94.4%	87.5%	● +6.9%	38.4	35.0	● +3.4	● 94.0%
Autumn	11	90.9%	88.1%	● +2.8%	37.6	35.2	● +2.4	● 92.7%
Spring	5	100.0%	83.9%	● +16.1%	39.2	34.0	● +5.2	● 95.5%
Summer	6	66.7%	80.0%	● -13.3%	38.3	32.9	● +5.4	● 92.6%

Data Outcomes – Early Years 2026

Awaiting release... Nov 2026

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider	Programme	Provider
Little Wandle Phonic Programme	Little Wandle	CPOMs – for recording safeguarding/CP concerns	CPOMS
The Write Stuff	Training Space (Jane Considine)		
The Spelling Book	Training Space (Jane Considine)		
IDL Spelling intervention	IDL solutions		
Mighty Writer	Mighty Writer Ltd		
PenPals (handwriting)	Cambridge University Press		
White Rose Maths	White Rose		
TT Rockstars (KS2) / Numbots (KS1)	TT Rockstars		
Teach Computing (computing curriculum)	NCCE (funded by DfE)		
SCARF (RSHE curriculum)	Coran Life Education		
R.E. Today (R.E. curriculum)	Rochdale Agreed Syllabus		
P.E. Passport (P.E. curriculum)	P.E. Passport Ltd		

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- *Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.*
- *Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parent*