

Pupil premium strategy statement – Seaton Academy



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	184
Proportion (%) of pupil premium eligible pupils	9% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 25
Date on which it will be reviewed	November 28
Statement authorised by	R Barton
Pupil premium lead	K Mossom
Governor / Trustee lead	Shelley McGlasson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 22,325

Part A: Pupil premium strategy plan

Statement of intent

At Seaton Academy, we are committed to ensuring that every child, regardless of background or financial circumstance, has access to the highest quality of education, opportunity, and support. The Pupil Premium is a vital part of our strategy to break down barriers, close attainment gaps, and foster a culture of ambition and equity for all.

Our intent is to use the Pupil Premium funding strategically and transparently to:

- Raise achievement for disadvantaged pupils through high-quality teaching, targeted academic support, and enriched learning experiences.
- Narrow the attainment gap between pupils in receipt of Pupil Premium and their peers, ensuring no child is left behind.
- Address both academic and non-academic needs, including social, emotional, and mental health challenges that may hinder a pupil's ability to thrive and ensure pupils are adequately assessed and addressed, and systematically explore appropriate programmes and practices where necessary.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.
- Foster aspiration, resilience, and confidence, empowering all pupils to reach their full potential and succeed in life beyond school, from wider strategies embedded in and beyond the school day.

We recognise that disadvantaged pupils are not a homogeneous group, and we are committed to identifying and responding to individual needs through evidence-informed practice. Our approach is rooted in research and ongoing evaluation, ensuring the funding has measurable impact.

Our current strategy reflects an understanding that disadvantage is multifaceted, and raising attainment is not only about academic input, but also about removing barriers to learning. By:

- Investing in wellbeing and motivation, pupils are more engaged and resilient.
- Supporting families, schools create consistency and stability for pupils.
- Focusing on language, communication and early literacy, the foundations for long-term learning are strengthened and children's love of reading is enhanced.

The current Pupil Premium strategy raises attainment by addressing academic, emotional, social, and developmental needs through targeted interventions, additional learning opportunities beyond the school day and high-quality teaching delivered with the influence and research embedded through CPD. Through a whole-child approach, it ensures that disadvantaged pupils are not only taught well, but are also ready to learn, motivated to succeed, and supported at home and in school. This layered strategy gives every child, regardless of background, the best chance to thrive.

The Key Principles of our Strategy Plan and to prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

1. Quality of teaching

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using our Pupil Premium funding to improve teaching quality benefits all pupils and has a particularly positive effect on our children eligible for Pupil Premium. Our priority at Seaton Academy is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. Encouraging self-led professional development: facilitating regular CPD opportunities for all teaching staff.

- Professional development: coaching sessions/subject leader monitoring activities to support teachers/TAs, with a particular emphasis on Maths, English/vocabulary and wider curriculum development. Instilled in practice will be high-quality interactions and effective use of resources through Early Excellence.
- Professional development for staff by participating in targeted training courses and INSET, both in-person and via our virtual CPD platform and participating in the RISE Programme to ensure outstanding practice.

2. Targeted Academic Support

At Seaton Academy, we consider carefully how our staff are deployed to provide specific targeted academic support either in a one-to-one or small group situation.

- Structured interventions: early identification of poor oral language and communication skills through the use of WellComm and use a structured intervention for phonics through Little Wandle.
- Small group tuition: introducing targeted English and Maths teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using support staff.

3. Wider strategies

At Seaton Academy, we aim to focus on significant social and emotional support to help pupils in our care and ensure that all pupils have opportunities to participate in wider enrichment activities to enhance cultural capital. We offer residential and trips to further enhance learning opportunities.

- Social and emotional support: further strengthening our pastoral care provision through ELSA and Nurture Group, including all children participating in opportunities to promote well-being in and beyond the classroom including OPAL Play.
- Providing a wide variety of enrichment experiences for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils can often lack access to enrichment opportunities that broaden horizons and support learning. This includes extracurricular activities, school trips, digital access at home, tutoring, or parental support with homework. We will work to actively combat this and provide equal opportunities for ALL Pupils.
2	Pupils who are not yet identified as Pupil Premium require thorough analysis of pupils on our watch lists, with records on CPOMS and those with; SEND, Early Help, Child in Need, Child Protection plans and of those raised by class teachers and staff as having any cause of concern.
3	Some of our children can experience greater emotional or social challenges, with fewer external resources and are struggling with difficulties of unsettled home situations and changes in the trusted adults around them (e.g. stable housing, nutrition, mental health support).
4	Initial meetings with families, children and teachers show some limited early reading experiences, reduced adult-child interaction, or exposure to fewer rich vocabulary opportunities at home due to the dependency on IT in the household and steady sleep patterns. These early gaps could, if not addressed, affect reading comprehension, writing ability, maths attainment and wider curriculum difficulties and confidence in classroom discussion.

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
Disadvantaged pupils (Pupil Premium) will have equitable access to enrichment opportunities that enhance learning, raise aspirations, and support social, emotional, and academic development. The gap in participation and opportunity between disadvantaged and non-disadvantaged pupils will be significantly reduced.	• At least 90% of Pupil Premium pupils will attend at least one extracurricular activity or club per term. • Participation in educational visits and residentials will be in line with or exceed that of non-disadvantaged peers.

	• Pupil voice surveys will show a measurable increase in confidence, motivation, and sense of belonging among Pupil Premium pupils with these pupils being involved in; School Council, Eco Team and OPAL Play Leaders. • Teachers report greater engagement in class discussions and learning activities, particularly in areas linked to enrichment experiences. • Homework completion rates for Pupil Premium pupils will improve and be comparable to non-disadvantaged pupils. • Increase in attendance of Pupil Premium families at school events, workshops, or learning support sessions by at least 25% over the year.
Pupil Premium pupils identified through watch lists, CPOMS records, and safeguarding frameworks (e.g. SEND, Early Help, CIN, CP) will receive timely, targeted support to address barriers to learning, improve emotional wellbeing, and ensure no child falls through the net due to vulnerability or disadvantage. All staff will be proactive in identifying and responding to concerns, with improved coordination between pastoral, safeguarding, and teaching teams.	• 100% of Pupil Premium pupils with safeguarding or wellbeing concerns are accurately flagged and tracked through CPOMS and/or internal watch lists. • Monthly review meetings (or equivalent) ensure all key staff are updated on pupils' needs, with next steps/actions recorded. • Interventions or referrals (e.g. ELSA, counselling, SEND assessment, family support) are in place within 2 weeks of concern being raised, where appropriate. • Early Help Assessments or other support pathways are initiated promptly and tracked. • Pupil voice (via surveys or pastoral check-ins) shows improved feelings of safety, belonging, and emotional support in school. • Academic progress and/or attendance for these pupils show measurable improvement over time. • 100% of staff receive refresher training on using CPOMS and recognising early signs of need (safeguarding and SEMH). • Staff surveys show increased confidence in identifying and raising concerns about Pupil Premium pupils.
Some of our Pupil Premium children face significant emotional and social challenges due to factors such as unstable housing, changes in caregiving, poor access to nutrition, and limited external mental health support. These barriers can affect their readiness to learn, relationships in school, and long-term outcomes.	• All Pupil Premium pupils with identified emotional or social needs are offered access to in-school support (e.g. ELSA, pastoral mentoring, play therapy, nurture groups).

Our intent is to provide a stable, nurturing school environment with consistent relationships and timely, trauma-informed support, so that every child — regardless of background — feels safe, valued, and ready to learn.	• At least 85% of eligible pupils engage with targeted SEMH interventions over the academic year. • Pupil voice surveys and wellbeing check-ins show an increase in positive emotional wellbeing and sense of belonging in school. • Reduction in behaviour incidents, emotional dysregulation, or time spent out of class among supported pupils. • Every identified Pupil Premium child has at least one named key adult they can regularly check in with. • Staff use emotionally available adult approaches to support emotional regulation and attachment. • Attendance of Pupil Premium pupils with social/emotional challenges improves and is at least in line with national disadvantaged averages. • Teachers report increased engagement and participation in lessons for these pupils over time.
Initial meetings with families, children, and staff indicate that some Pupil Premium pupils have had limited early reading experiences, reduced adult-child interaction, and fewer opportunities for rich vocabulary development — often linked to high screen time, disrupted sleep, or reduced access to books and conversation at home. Our intent is to narrow the language and literacy gap by providing targeted, high-quality early reading support, increased vocabulary exposure, and strong partnerships with families to promote language-rich environments both at home and in school.	• Pupil Premium pupils demonstrate measurable progress in phonics assessments (e.g., increased scores in the Phonics Screening Check). • Increased percentage of Pupil Premium pupils working at or above age-related expectations in reading and spoken language. • Pupils show improvement in the use and understanding of tier 2 and 3 vocabulary in both spoken and written tasks. • Vocabulary assessments (baseline and follow-up) show a clear upward trend. • Increased participation of Pupil Premium pupils in early reading activities (e.g., home reading logs, reading records, book borrowing). • Observations and monitoring show more frequent and engaged reading behaviours during lessons and independent reading time. • Intervention records show that targeted reading and language interventions are being accessed regularly and lead to positive pupil progress. • Monitoring and evaluation indicate fidelity to evidence-based practices in early reading interventions.

	• Increased family participation in reading workshops, literacy-focused events, or parent-child reading sessions. • Feedback from families indicates greater confidence in supporting reading and language development at home. • Home learning environments show improved access to books and reduced reliance on screen time, as reported through surveys or home visits (where appropriate). • Improved punctuality and attendance for targeted Pupil Premium pupils, particularly those previously affected by disrupted routines (e.g., sleep issues). • Teachers report improvements in pupil focus and readiness for learning in morning sessions.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths: Mastery in Number Reasoning and Problem Solving Staff CPD and implementation	As outlined by the EEF, on average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such as counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.	4

NPQ Qualifications NPHL SENCO	According to the NPQ Leading Teaching Framework, NPQs were developed in collaboration with teachers and leaders to be completed flexibly around a variety of responsibilities. Research shows that participants spend an average of 1 to 2 hours each week studying their chosen qualification. The impact of which is building capacity in leadership and expertise across the school.	2, 4
<i>Little Wandle including Whole Class Teaching, Rapid Catch Up CPD</i>	Our plan to spend money on further phonics CPD is supported by research from the EEF, which states that, "The costs associated with teaching phonics arise from the need for specific resources and professional training. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development, so it is also important that teachers have professional development in effective assessment as well as in the use of particular phonic techniques and materials."	4
<i>Accelerated Reader</i>	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first <u>EEF-funded efficacy trial</u> of AR found pupils who received the programme made three months of additional progress in reading comprehension. The study was conducted in 4 secondary schools with 349 Year 7 pupils who had achieved below age-expected levels in reading at the end of Key Stage 2.	4
WellComm All children screened	As reflected on by GLL Renaissance Company, the early identification of any speech and language difficulty or delay is key to the progressive development of a young child's overall development. It is therefore important to ensure that all practitioners have a good awareness of what represents appropriate development at each stage, and have access to programmes that assist them to support children's language. The aim of WellComm is to help practitioners identify students who may have speech, language and social communication needs and support those needs through implementing appropriate and targeted interventions. To help with these objectives, WellComm can be used to:	1, 4

	• Track the progress of all students, regardless of ability. • Identify areas of concern in speech, language and social communication in order to ensure targeted in-setting intervention. • Provide a variety of resources in <i>The Big Book of Ideas</i> enabling teaching staff/practitioners to deliver appropriate and focused activities to: ○ target those students who have some language difficulties ○ enhance the skills of those who are developing within the normal range. • Provide advice and guidance for group-based teaching and learning. • Provide information and ideas for supporting a student's communication needs within the classroom. • Provide a means of monitoring the success of strategies used to enhance communication skills. • Support teaching staff/practitioners to feel confident to signpost those students who are identified as having communication difficulties to relevant services. • Develop a collaborative approach between school and home settings.	
High Quality Interactions and the enhancement of Early Excellence resources throughout EYFS and KS1 CPD	Children who have experienced fewer sustained and supportive interactions might have shorter attention spans. They might have fewer interests or be less confident communicators. Educators may need to take more time and care in developing warm and supportive relationships with them. However, research evidence suggests that sometimes the opposite happens. The Researching Effective Pedagogy in the Early Years (REPEY) report found that: <i>children who are “struggling” learners receive the most behaviour management interactions from adults, while very capable learners and those who are learning ‘as expected’ receive more social talk and caring interactions from the adults in their settings.</i> Researching Effective Pedagogy in the Early Years (REPEY) Report.	1,2,3,4

	One way to act on this research evidence is to prioritise support and attention to children who seem harder to engage. One way of doing this is through building episodes of ‘shared attention’. Educators can create episodes of ‘shared attention’ by showing genuine interest in a child’s play. They might get down to the child’s level and let the child lead the way. Educators can also create exciting activities that naturally draw children over.	
Effective TA Deployment CPD	As outlined by the EEF, effective teaching assistant deployment is complex and dependent on a range of factors. School leaders should focus on implementation as they look to embed effective practices. • Ensure teaching assistant deployment is informed by both the underpinning evidence and the challenges of putting it into practice. • Engage and align the school community to build a shared understanding of good teaching assistant practice. • Be deliberate about deployment decisions, which should be taken in the context of the school and its current priorities.	1,2,3,4
Great Teaching Toolkit Questioning and Scaffolding Modules for all Teaching Staff	Great Teaching happens every day in every school. We can leverage the expertise in school with collaboration that turns shared experience into collective expertise. Great Teaching Teams give teachers the space, structure and support to reflect, challenge and improve – together. Because when teachers grow as a team, the whole school moves forward. Supported by the EEF and great teachers worldwide.	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rapid Catch Up Phonics</i>	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	4
<i>Speech and Language-through WellComm</i>	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	1,4
<i>Individual Readers</i>	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be	1,3,4

	particularly useful when reading expository or information texts.	
<i>ELSA and Nurture</i>	The EEF states, “Early intervention to identify issues and provide effective support is crucial. The school’s role in supporting and promoting mental health and wellbeing can be summarised as: 1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos. 2. Identification: recognising emerging issues as early and accurately as possible. 3. Early support: helping pupils and students to access evidence informed early support and interventions. 4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.”	3

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

Budgeted cost: £5,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Residential and Trip Support</i> <i>Forest Schools</i>	According to the Systematic Review of Outdoor Learning and Education ‘Nature-specific outdoor learning has measurable socio-emotional, academic and wellbeing benefits, and should be incorporated into every child's school experience with reference to their local context. Teacher pre-service and in-service education needs to include a focus on how natural settings can be used effectively for learning. Further research is needed to clarify the conditions under which specific forms of outdoor learning are most efficacious for various target outcomes.’	1
<i>OPAL Play Provision</i>	The OPAL accredited scheme claims ‘Successfully transforming attitudes and	1,3

	culture across the whole school community, especially in relation to the value of play and attitudes to risk and dirt. Getting schools to dramatically improve access to their grounds and the quality of the play offer available to children through low-cost high impact changes. Changing children's patterns of behaviours away from problematic and disruptive and towards creative, imaginative, collaborative and resilient. All OPAL schools report significant increases in children's joy and happiness in school. This is reported by the children themselves and the adults who care for them. All OPAL schools report a transformation in the equality and equity of children's playtime experiences. Girls, children with additional needs, those on free school meals and non-sporty children consistently have better, more active and more enjoyable playtimes.'	
<i>Free After School and Sports Provision</i> <i>Free Breakfast Club</i>	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement. We are now an early adopter breakfast club funded by the DfE. We will continue to provide fruit for KS1 children for snack at break time.	2,3
<i>Curriculum Enhancement Opportunities</i> <i>(example such as whole school theatre production, wheelchair basketball, themed days)</i>	The EEF focuses on children's PSED. Evidence consistently shows that supporting young children's PSED is effective. There is a growing body of evidence to support individual PSED approaches However, the evidence is most reliable when approaches are applied together. This theme seeks to foster children's personal, social and emotional development (PSED). These approaches can underpin academic or cognitive dimensions of	1

	learning. PSED includes social and emotional learning (SEL) and a child's ability to self-regulate. PSED approaches might seek to improve children's emotional awareness and competence in the way they interact with peers, parents and other adults. PSED approaches also seek to improve children's understanding and awareness of their bodies and their independence in terms of taking care of themselves; as such PSED is closely linked to children's physical development.	
<i>Picture News and School Values/ PSED Focused Behaviour Management Strategies</i>	EEF suggests, 'we would recommend that early years settings use multiple approaches to support children's personal, social and emotional development, for two reasons. Firstly, a significant proportion of the evidence supporting PSED approaches in the early years comes from evaluations of programmes which combine several approaches; when approaches are combined, it is not possible to establish which of the approaches involved leads to improved outcomes for children. Secondly, all the PSED approaches appear to support each other and target similar skills; they are mutually reinforcing.'	1,3
<i>Parent Visitors and Motivational Speakers</i>	The Mollie Plot King Group suggests, 'Quality speakers play a crucial role in schools by providing students with inspiration, motivation, and diverse perspectives. These speakers have the power to impact students' lives in profound ways, shaping their beliefs, values, and aspirations. By exposing students to successful individuals who have overcome challenges and achieved great things, schools can help instill a sense of possibility and ambition in their students.'	1,3
<i>Pupil Voice through School Council/ Eco Council/ OPAL Leaders</i>	Reported in Supporting Vulnerable Learners, Developing Pupil Voice Around Teaching and Learning 'Pupil voice can play a major role in empowering, engaging and energising learners. When embedded within a classroom or across a whole school, it can help learners to feel like they are fundamentally involved in the processes of teaching and learning. This, in turn, can make learners view what happens in the classroom in a different light, seeing	2,3

	it as something of which they are a part, rather than as something that is done to them’.	
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Total budgeted cost: £22,325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past three years our Pupil Premium has enhanced with successful outcomes and child centred aspirations. Below there is a breakdown of the areas of focus, with strategy and impact noted.

1. Children's well-being, confidence and self-esteem will be high and this will positively impact their learning.

- Deployment of ELSA counsellor and nurture practitioner to provide emotional support and targeted interventions.
- Creation of a safe, inclusive, and nurturing environment where pupils feel valued and understood.
- Regular emotional check-ins and well-being sessions to build confidence and resilience.

Impact:

- Improved classroom engagement and readiness to learn.
- Reduction in behaviour issues and increased positive relationships with peers and staff.

2. Children and their families feel well supported by school through initiatives such as additional clubs and free school meals.

- Offering free or subsidised enrichment clubs to ensure all children have access to extracurricular opportunities.
- Proactive engagement with families in need, offering guidance and facilitating access to free school meals, uniform support, and parenting advice.

Impact:

- Stronger home-school relationships and increased parental trust and engagement.
- Improved attendance and pupil participation, particularly among disadvantaged pupils.

3. Improved attainment of Pupil Premium pupils.

- Targeted academic interventions informed by assessment data.
- Effective deployment of **support staff** (e.g., teaching assistants trained to deliver specific interventions).
- High-quality teaching and learning through structured curriculum tools like **Curriculum Maestro** and **Literacy Tree**.

Impact:

- Narrowing of the attainment gap between Pupil Premium and non-Pupil Premium pupils.
- Increased pupil progress and achievement across core subjects.

4. Effective staff deployment and support of social and emotional needs.

Strategy:

- Use of trained ELSA and nurture practitioners to deliver social and emotional interventions.

- Staff CPD focused on trauma-informed practice, safeguarding updates and understanding barriers faced by disadvantaged pupils.

Impact:

- Pupils better able to manage emotions and behaviour.
- Reduction in fixed-term exclusions and increased engagement in learning

5. High-quality curriculum delivery across subjects.

- Implementation of **Curriculum Maestro** to ensure consistency, progression, and depth in subject knowledge.
- Focused curriculum planning with consideration for disadvantaged learners' needs.

Impact:

- Increased pupil engagement and understanding in all curriculum areas.
- Raised standards and a love of learning developed across subjects.

6. Strong literacy and numeracy foundations through structured approaches.

- Use of Literacy Tree for well-structured, rich literacy experiences.
- Application of Mastering Number to build solid numeracy skills in early years and KS1.

Impact:

- Improved literacy and numeracy outcomes among Pupil Premium children.
- Greater confidence in core learning areas, supporting wider curriculum access.

7. Improved phonics attainment of Pupil Premium pupils.

- Systematic teaching using the Little Wandle Letters and Sounds Revised scheme.
- Rapid catch-up sessions for children falling behind.

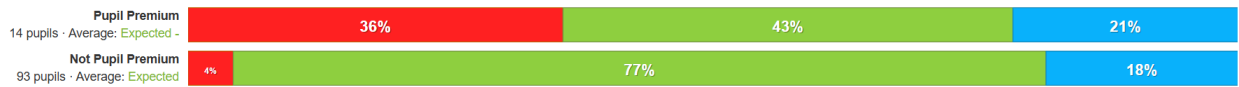
Impact:

- Accelerated progress in phonics for Pupil Premium pupils.
- Increased number of pupils achieving expected phonics screening standard.

The data below shows Pupil Premium children and Non-Pupil Premium children in 2024/25:

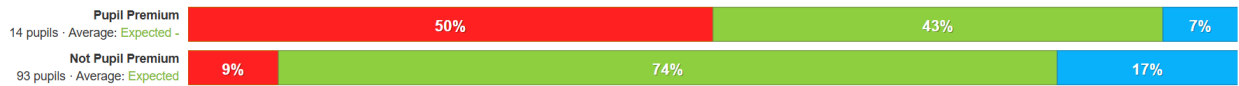
Reading

Legend: Working towards, Expected, Greater Depth, No data



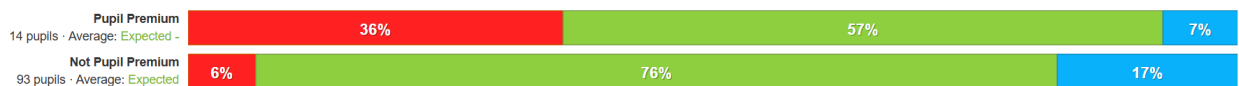
Writing

Legend: Working towards, Expected, Greater Depth, No data



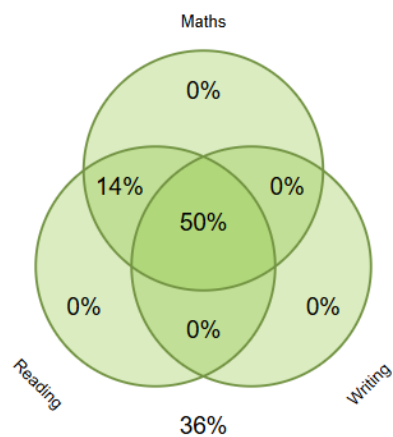
Maths

Legend: Working towards, Expected, Greater Depth, No data

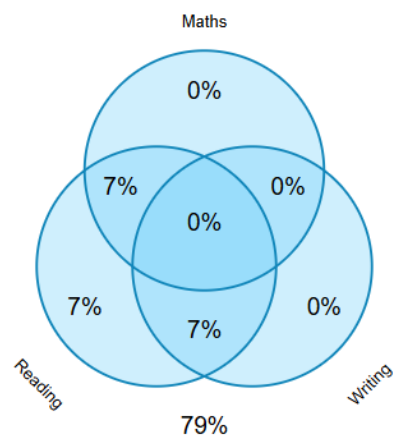


Pupil Premium

At/above expected

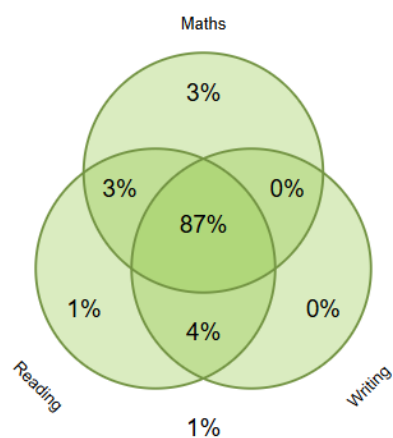


Above expected

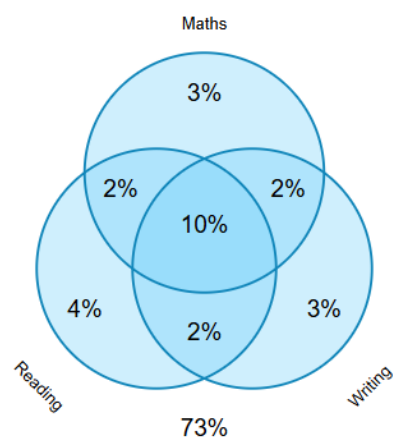


Not Pupil Premium

At/above expected



Above expected



Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
Phonics Screening Check	% of pupils passing in Year 1	46	93%	● Above (significant)	80%	91st
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	49	78%	● At or above	~ 69%	79th

Phonics Screening Check

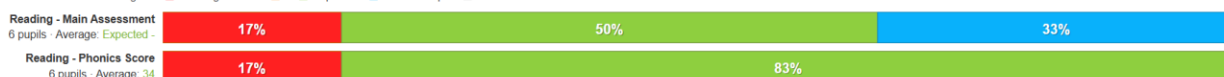
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	-	75%	82% ●	79%	90% ●	80%	46	93% ●	80%
% of pupils passing check by end of Year 2	-	87%	90% ●	89%	90% ●	89%	61	92% ●	89%

Early Years Foundation Stage

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	-	65%	69% ●	67%	67% ●	68%	49	78% ●	~ 69%
% of pupils at the expected level across all early learning goals	-	63%	-	66%	-	66%	49	78% ●	~ 67%
Average number of early learning goals at the expected level per pupil	-	14.1	-	14.1	-	14.1	49	15.8 ●	~ 14.2

Pupil Premium

Legend: Working towards (red), Expected (green), Greater Depth (blue), No data (grey)



Not Pupil Premium

Legend: Working towards (red), Expected (green), Greater Depth (blue), No data (grey)



Combined attainment



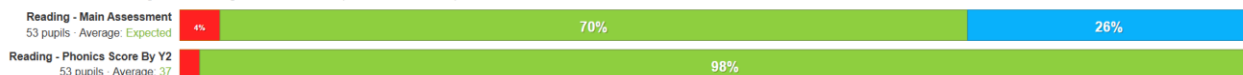
Pupil Premium

Legend: Working towards (red), Expected (green), Greater Depth (blue), No data (grey)

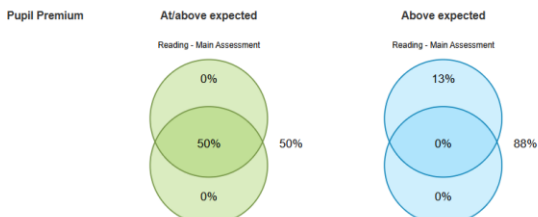


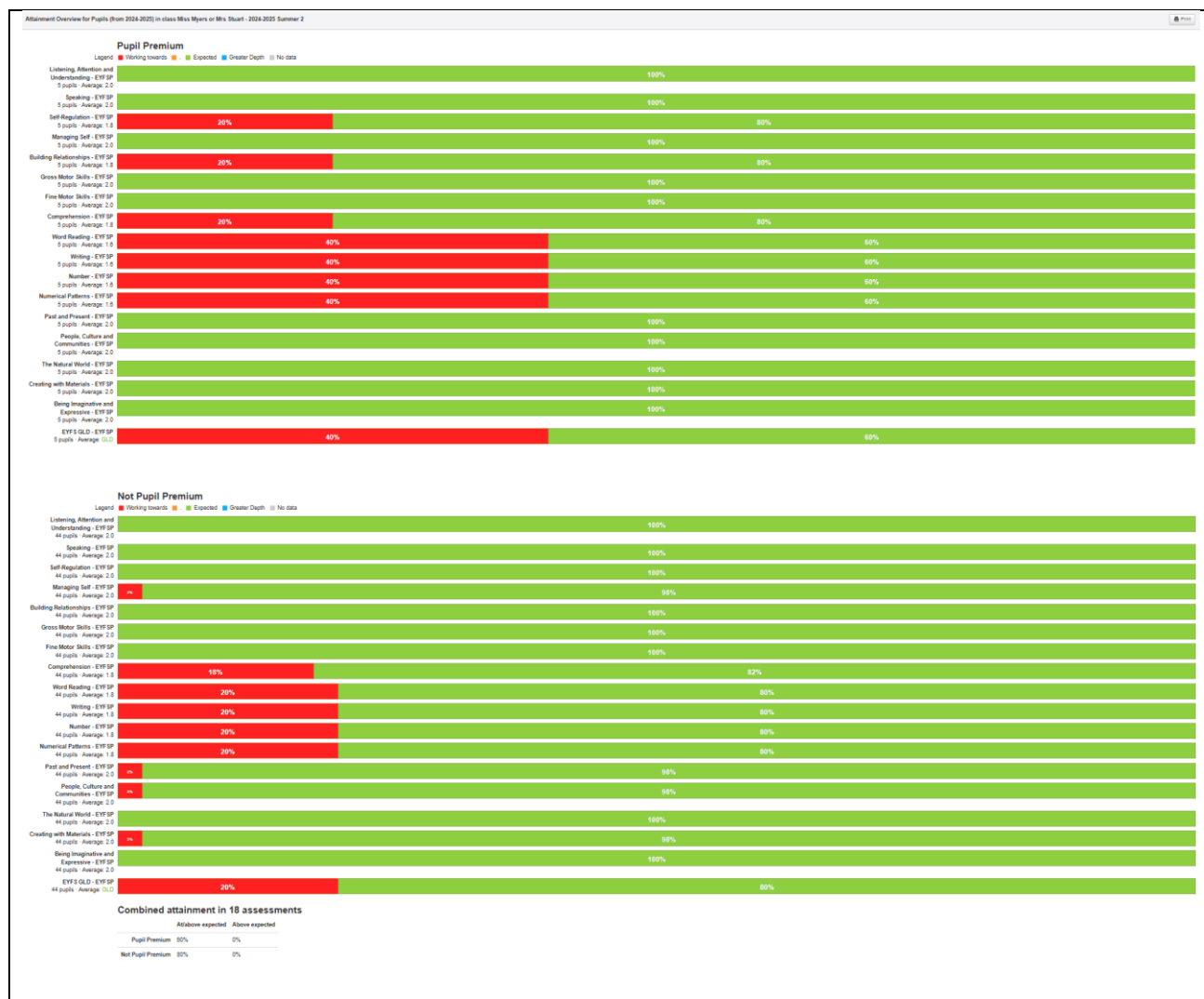
Not Pupil Premium

Legend: Working towards (red), Expected (green), Greater Depth (blue), No data (grey)



Combined attainment





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
Little Wandle	Little Wandle
Accelerated Reader	Accelerated Reader
WellComm	WellComm
Mastering Number	Mastering Number
Curriculum Maestro	Curriculum Maestro
One Decision	One Decision
Access Art	Access Art
Get Set 4 Education	Get Set 4 Education
Charanga	Charanga
Literacy Tree	Literacy Tree

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
We have no pupils in receipt of Service Pupil Premium Funding.
The impact of that spending on service pupil premium eligible pupils
N/A