Pupil premium strategy statement Laycock Primary School (2025-2026)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	124 out of 213 (58.2%)
Academic year/years that our current pupil premium strategy plan covers *(3 year plans are recommended)*	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher + IEB
Pupil premium lead	Fredrick Hall
IEB Link	Prue Barnes-Kemp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193, 920
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£193, 920

Part A: Pupil premium strategy plan

Statement of intent

The disadvantage context at Laycock Primary

Over 58.2% (124) of the pupils at Laycock are entitled to Pupil Premium, which is **32 % greater** than the national percentage of 26%. The remaining pupils are from socio-economic backgrounds equivalent to our pupil premium population and consequently face similar challenges. Many families at Laycock, with the exception of a very few, are indeed economically disadvantaged. We are a unique school, with a deaf provision of 35 pupils, 34 of whom have Education, Health Care Plans (EHCPs). There are 9 EHCPs in the mainstream classes . Thus 20% of the school population have EHCPs. In addition, 35 pupils have support plans. This means that at Laycock, 78 (37%) pupils have an EHCP or support plan.

Within our disadvantaged cohort this year, 74 (60%) have English as an additional language (EAL) or have parents who do not speak English fluently, which is 39% above the national average of 21%. 19% have an EHCP, which is 14% above the national figure and an additional 22% have SEN Support, which is 8% above the national figure (around 14%). Additionally, the school's deprivation indicator is consistently above average compared to that nationally. In particular the pupil base deprivation is well above average, whilst the school's location deprivation is above average. This means that our pupil population is among the most deprived of pupils living within a deprived area.

Our intention is that all pupils, regardless of their background or the challenges and barriers they face, make good or better progress and achieve well across all curriculum subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maintaining progress for those who are already attaining at a high standard.

High quality teaching is the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Based on research from the Education Endowment Fund (EEF), this is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. In the intended outcomes detailed below, the implied intention is that the attainment of non-disadvantaged pupils' will be sustained and improved alongside progress for their disadvantaged peers.

What are the key principles of our strategy plan?

Our approach will be proactive and reactive to both the common challenges faced by disadvantaged pupils and the individual needs of pupils in our school. Robust diagnostic assessment along with evidence-based research, will guide our approach. We will:

- Cultivate a culture of high expectations amongst all staff for all pupils and not exacerbate the disadvantages pupils face by having low aspirations for them
- Ensure all pupils, including disadvantaged pupils, are consistently and effectively challenged as learners
- Act early to intervene at the point needs are identified
- Ensure our approaches are whole-school, providing consistency for pupils and that all staff take ownership of the outcomes for disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	**Language Skills:** Assessments, observations and discussions with pupils, parents, staff and external agencies indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to Year 6 and are more obvious among our disadvantaged pupils. This derives from limited exposure to English, as well as weak models of spoken English outside of school. Consequently, this impacts their ability to participate effectively throughout the primary curriculum.
2	**End of EYFS attainment**: Internal data and external assessments in 2025 indicate that attainment among our disadvantaged pupils at the end of EYFS was below that of our non-disadvantaged pupils. 8 (73%) out of our total number of disadvantaged pupils (11) achieved a Good Level of Development (GLD), compared to 86% of our non-disadvantaged pupils. Both of these groups performed better than pupils nationally who achieved GLD (67%). This means the disadvantaged pupils in our current Year 1 cohort have begun to access the national curriculum with much better numerical and literacy skills than pupils nationally. However, this area remains as a challenge as historically our pupils have not performed well in EYFS, our three year average for GLD in EYFS is 60%, which falls below the national average.
3	**Year 1 Phonics attainment:** In 2025, 12 pupils (63%) out of our disadvantaged cohort (19) achieved the expected standard in phonics. This was four percent below the national average of 67% for disadvantaged pupils. However, this was 2% more than our non-disadvantaged pupils. 11 out of 18 of our Year 1 non disadvantaged pupils (61%) achieved the expected standard in phonics. The gap between these two groups has narrowed. Nevertheless, this remains a priority area for us, because there was an 8% drop from last year in the number of disadvantaged pupils attaining the expected standard in Phonics in Year 1. Phonics is a key tool to ensure that disadvantaged pupils get off to a good start in reading.
4	**Writing attainment:** Internal and external assessments at the end of Year 6 in 2025 indicate that writing attainment among our disadvantaged pupils was below that of our non-disadvantaged pupils: 11 out of our 21 disadvantaged pupils (52%) achieved the expected standard, compared to 11 out of 12 (92%) non-disadvantaged pupils. At the end of Year 2, 9 out of 18 (50%) of our disadvantaged pupils achieved the expected standard. Four (19%) of our disadvantaged pupils achieved greater depth in writing at KS2 and 3 pupils achieved greater depth at KS1 .
5	**Maths attainment:** External assessments at the end of KS2 in 2025 indicate that attainment at the expected standard in maths for disadvantaged pupils was below that of non-disadvantaged pupils. 12 out of 21 (57%) of our disadvantaged pupils achieved the expected standard in Year 6, compared to 12 out of 12 (100%) of our non-disadvantaged Year 6 cohort. In KS1, the percentage of disadvantaged pupils achieving the expected standard was slightly better at (61%) compared to Year 6. This

	suggests that only a small majority of our disadvantaged pupils adequately had the fluency, reasoning and problem-solving skills required for the national assessments.
6	**Reading attainment:** Internal and external assessments at the end of KS2 in 2025 indicate that attainment at the expected standard in reading for our disadvantaged pupils was below that of all pupils nationally by 13%. 13 out of 21 pupils (62%) of our disadvantaged pupils in Year 6 achieved the expected standard in reading. This was 30% less than their non-disadvantaged peers in school at 92%. Hence the gap of attainment between disadvantaged and non disadvantaged pupils has widened from last year. These results indicate that our Year 6 disadvantaged pupils did not achieve sufficient mastery of the more complex reading domains. At KS1, only 44% of our disadvantaged group achieved the expected standard in reading.
7.	**RWM Combined in KS2 and KS1:** Internal and external assessments at the end of KS2 in 2025 indicate that 10 out of 21 pupils of our disadvantaged cohort (48%) achieved the expected standard in reading, writing and maths. This was 44% lower than our non-disadvantaged cohort. Hence the gap of attainment between disadvantaged and non disadvantaged pupils has increased from last year. Combined attainment in reading, writing and maths was even lower for our disadvantaged group in Year 2 at 44%, which makes this area a big challenge for our school.
8.	**Persistent Absence:** Our attendance data over the last year indicates that 30 disadvantaged pupils (i.e 26.8%) have been 'persistently absent' compared to 31% of disadvantaged pupils nationally during that period. This is a reduction by 11% from 2023/2024, when the figure was 38%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	● Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice, teacher discussion groups, subject deep dives and ongoing formative assessment. ● Reduced attainment gap between disadvantaged pupils and others attaining GLD at the end of EYFS. ● Attainment in Communication, Language and Literacy (CLL), to remain in line or above national averages as occurred in 2025 .
Maintain improved attainment for disadvantaged pupils at the end of EYFS.	● EYFS outcomes in 2025/2026 show that our disadvantaged pupils are in line with or above the national GLD .

	● EYFS outcomes show that our EYFS pupils attain in line with national across all the Early Learning Goals (ELGS), especially in Communication, Literacy and Maths
Improved attainment in phonics among disadvantaged pupils at the end of Year 1	● Attainment for disadvantaged pupils to be in line with or above disadvantaged pupils nationally and all pupils nationally, in the KS1 phonics screening.
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	● KS2 writing outcomes in 2025/2026 show that our disadvantaged pupils are in line with or above the national attainment. ● KS1 writing outcomes in 2025/2026 show that our disadvantaged pupils are in line with or above the national attainment. ● Reduced attainment gap between disadvantaged pupils and others in Writing attainment at KS1 and KS2. ● Writing curriculum embedded and consistently taught with high expectations for all writers across the school. ● A focus on the development of teaching and learning of Writing for staff across the school, leading to developments in practice.
Improved attainment in maths at the expected standard for disadvantaged pupils at the end of KS1 and KS2.	● KS2 maths outcomes in 2025/2026 show that our disadvantaged pupils are in line with or above the national attainment. ● KS1 maths outcomes in 2025/2026 show that our disadvantaged pupils are in line with or above the national attainment. ● Reduced attainment gap between disadvantaged pupils and others in maths at KS1 and KS2, in line with national averages.
Improved attainment in reading at the expected standard at the end of KS1 and KS2.	● KS2 reading outcomes in 2025/2026 show that our disadvantaged pupils are in line with or above the national attainment. ● Reduced attainment gap between disadvantaged pupils and others in reading attainment at KS2 in line with national averages.
Improved attainment in reading, writing and maths (RWM) combined at the end of KS1 and KS2	● KS2 RWM (combined) outcomes in 2025/2026 show that our disadvantaged pupils are in line with or above the national attainment. ● KS1 RWM (combined) outcomes in 2025/2026 show that our disadvantaged pupils are in line with or above the national attainment. ● Reduced attainment gap between disadvantaged pupils and others in RWM (combined) attainment at KS2 in line with national averages.
To continue to reduce the rate of persistent absence for all pupils, particularly our disadvantaged pupils.	Improved and sustained attendance by 2025/2026 demonstrated by: ● the percentage of all pupils who are persistently absent being below the national figure of 15% and the figure among disadvantaged pupils being no more than 5% higher than their peers.

	• Overall attendance to be in line with national expectations for disadvantaged pupils i.e. at least 96%. • Attendance team to maintain a robust and rigorous system of monitoring and providing support for families with lower attendance. • Attendance initiatives and systems consolidated in school to promote pupils and parents.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Costs - £34,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Phonics consultants, support and advice Team teaching Observations and feedback Parental workshops Teacher and Support Staff CPD	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1-3
Local Authority consultants in to work with EYFS team *Support in class (20 pupils)* *Support 2 teachers CPD* Support EYFS leader Written reports with actionable next steps	Research recommends that professional development for EYFS practitioners should: Build practitioners' knowledge; Motivate them to adopt and maintain changes to their practice; Develop specific techniques; and Embed new approaches in their practice. Our work with EYFS consultants addresses these elements. https://educationendowmentfoundation.org.uk/news/new-eef-guide-to-effective-professional-development-in-the-early-years	1-2
Staff training focusing on Reading, Writing and Maths Staff meeting schedule	Supporting high quality teaching is pivotal in improving pupils's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. High quality teaching improves pupil outcomes, and effective professional development	1-7

Internal and external trainers -LA, consultants, local schools Entry assessment Exit assessment	offers a crucial tool to develop teaching quality and enhance pupils' outcomes in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Literacy Gold is an online reading intervention that improves reading, fluency and comprehension. *(10 chn per year group from Years 3-6 eventually)* Entry assessment Exit assessment Pupil voice	Literacy Gold is the only intervention that addresses all four skills needed to read; eye control, phonological awareness, phonics and vocabulary. In order to read, you need to be able to focus both eyes on the same letter and track across the page. Literacy Gold is the only intervention that contains vision training exercises to improve tracking. https://send-network.co.uk/posts/reading-spelling-programs-evidence-based-interventions-for-pupils-aged-6-14	6-7
Booster clubs Entry assessment Exit assessment Pupil voice Teacher voice *Y6 maths, writing and reading boosters* *AHT x 6 pupils (afternoon)* *AHT x 6 pupils (afternoon)* *AHT x 6 pupils in afternoon* *Teacher x 4 pupils (assembly time)* *Head of School x 6 pupils after school weekly* *HLTA x 6 pupils after school twice weekly*	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4-7
Times Tables Rockstars/ Oxford Reading Buddy subscriptions to supplement provision of homework for Years 1-6. Entry assessment Exit assessment Pupil voice	Research shows that homework has a positive impact on student's performance and is even more effective when it is linked to classroom work. Pupils eligible for free school meals typically receive additional benefits from homework.	5-7

Online activity and achievements	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	

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

Budgeted Costs - £101,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Action Tutoring to provide small group tuition for Year 6 disadvantaged pupils. 1 Tutor x 4 pupils 1 Tutor x 4 pupils 1 tutor x 4 pupils 1 Tutor x 4 pupils 1 Tutor x 4 pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 4, 5, 6 and 7
HLTA and AHT facilitating targeted teaching in reading, maths and writing. *Groups of 6-8 pupils*	This enables better quality and quantity of feedback, which research demonstrates has a significant impact on pupil outcomes.	4, 5, 6 and 7
Word Wasp Intervention ran by support staff from Years 4 to 6 TA x 3 pupils TA x 3 pupils TA x 3 pupils	The Word Wasp Intervention begins by teaching pupils to read and spell simple sounds. From simple sounds it moves to simple words. Early exercises are concerned with vowel discrimination; these exercises are followed by **VC**, **CVC** and **CVCC** decoding and encoding exercises. Students are then introduced to digraphs, trigraphs, diphthongs and rules. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 6, 7

Allocated time for phonics interventions led by teaching assistants to boost pupils' reading skills. *Phonics lead working with Year 1 and Year 2 teachers and support staff*	Research demonstrates that phonics has a strong impact on pupil outcomes. Strong reading skills enable pupils to access all areas of the curriculum.	1, 2 and 3
Head of School to support groups of 12 Year 6 pupils in maths daily	This enables better more bespoke and personalised feedback, which research demonstrates has a significant impact on pupil outcomes.	5 and 7
Year 1 nurture room to support the high needs of SEND *2 TAs working with 4 high needs pupils*	Evidence from the EEF's Early Years Toolkit outlines that early literacy and early numeracy approaches can advance learning by up to 4 and 6 months respectively. Expertise from The Bridge Outreach team	1 and 3
Brilliant Club: Scholars Programme 1 x KS2 placement= 14 pupils	The Brilliant Club inspires a love of learning in less advantaged learners in Key Stage 2, giving pupils the confidence necessary to succeed. It gives pupils the opportunity to work with a PhD researcher. It helps students develop the skills, knowledge and confidence to secure a place at a competitive university, showing them it is a viable option for their future. Furthermore, the programme helps to develop pupils' communication and critical thinking, self-efficacy and curiosity about the world around them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 4. 5, 6 and 7
Nuffield Early Language Intervention 1TA x 5 pupils 1TA x 5 pupils 1TA x 5 pupils	The NELI intervention develops children's vocabulary, listening and narrative (or storytelling) skills. In the last 10 weeks it also involves activities to develop phonological awareness and early letter-sound knowledge as these are important foundations for learning to read. https://www.teachneli.org/intervention/evidence-and-development/	1-2

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

Budgeted Costs - £87,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: morning activities 8.40am playground opening Morning activities planned to be launched to encourage pupils in to school on time every day SLT/ inclusion team on gate every day to welcome pupils and families	Attending a school that is friendly and welcoming is a good starting place to encourage regular attendance. School staff can greet and welcome parents and pupils coming into the school each morning. If a child has been absent the class teacher can welcome the child back and ask their peers to do the same. https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/attendance-toolkit/whole-school-approaches/rewards-and-interventions	8
Attendance: rewards and celebration Dojo points for being on time: 2 attendance and 2 for punctuality Termly celebration for anyone with 97% attendance and above in assembly Special event for pupils with 100% attendance. Weekly year group attendance cup	Providing regular recognition for good and improved attendance sends a clear message that being in school every day is a priority. A reward system will always be more effective when it is embedded in a school where praise and support are a part of the ethos. https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/attendance-toolkit/whole-school-approaches/rewards-and-interventions	8
Behaviour: rewards and celebration Pupil voice Staff voice Behaviour records Positive behaviour rewards: certificates Dojo points, Head Teacher's weekly rewards for Dojo winners, etc	The EEF outlines that school's reward systems can be effective when used as part of a broader classroom management strategy. Our rewards for good behaviour rewards are entrenched in our behaviour policy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1-8

Behaviour: for learning, in class Small group interventions (pastoral, friendship, resolution, etc) timetabled. Done by pastoral manager from Y1-Y6 Calm spaces in classrooms Booster sessions to pre-teach/ revise Outreach services used to support Internal and external CPD and monitoring	Research shows that some pupils need more intensive support with their behaviours through targeted approach. As a school we engage with external services such as New River College and Samuel Rhodes to inform these targeted approaches for our pupils. https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence	1-8
Wellbeing: Self Space Counsellor and CAMHS clinician Timetable for rotation of support Reports and summary feedback Liaison with parents, pupils and Inclusion team Liaison with DSL team Support offered for staff Internal CPD used for wellbeing strategies	School-based counselling is important in leading to significant reductions in pupils' psychological distress over the long-term. This will improve pupil's mental health so that they can achieve better in school. https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/ .	1-8
Wellbeing: Pastoral Manager and Education Welfare Officer supporting families and pupils Reports and summary feedback Liaison with parents, pupils and Inclusion team Liaison with DSL team Support offered for staff Internal CPD used for attendance, punctuality and behaviour	Social and emotional skills are essential for pupils' development— they support effective learning and are linked to positive outcomes in later life. With the right support, pupils learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	1-8
Pastoral Manager and Attendance Lead Attendance rewards - pens, certificates, trips, wristbands	Rewards are a popular initiative used by schools as an incentive to improve attendance and punctuality. They can be used for individual or whole school initiatives and work more effectively if age-specific. Schools can use a variety of	8

Constant communication to all stakeholders via Dojo and emails Planning and responding to Arbor, DfE's VYED data and alerts	rewards as an incentive to improve attendance, for instance, stickers, treats, certificates, awards, badges etc. https://www.attendanceworks.org/resources/messaging/incentives/	
Attendance Lead and Education Welfare Officer Weekly data looking at groups of pupils and trends Letters automated according to % attending school Support for internal monitoring of attendance data. Weekly home visits to PAs of concern	Further evidence illustrates the importance of engaging parents in early interventions as a means of positively impacting pupils's education: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8

Total budgeted cost: £223,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using the following: Key Stage 1 and 2 SATs results, teacher assessments and Year 1 phonics check results. To help us gauge the performance of our disadvantaged pupils, we used the Perspective Lite and SONAR Tracker software. The DfE Analyse School Performance platform was used to compare our Year 1 Phonics results to those of disadvantaged pupils at a national level. It was not possible to use the Inspection Data Summary Report (ISDR) for 2024/2025 to identify progress measures for last academic year. This is because the new end of Reception to Year 6 progress measures will commence at the end of 2027.

The intended outcomes for our disadvantaged pupils for last year 2024/2025 are outlined below with a narrative of well we achieved those outcomes:

Improved attainment for Disadvantaged pupils at the end of EYFS

The EYFS outcomes for our disadvantaged pupils in 2025 were very good. 8 out of our cohort of 11 disadvantaged pupils attained a good level of development (73%). This was above the percentage (51%) of disadvantaged pupils nationally who achieved a good level of development. This was also above the the national percentage of all pupils in EYFS who attained GLD in 2025 at 67%. The average number of early learning goals (ELGs) they achieved was 13.6 compared to 12.2 for disadvantaged pupils nationally. This was an increase from last year where the average number of early learning goals achieved by our disadvantaged pupils was 12.3. This intended outcome was therefore achieved.

Improved attainment in phonics among disadvantaged pupils at the end of Year 1

The average number of marks achieved on the phonics check for our year 1 disadvantaged pupils in 2025 was 28, which was 2 marks below disadvantaged pupils nationally at 30 marks. However, our year 1 disadvantaged pupils achieved better than our non-disadvantaged pupils, as seen in the table below by 2%. The percentage of our year 1 disadvantaged cohort who achieved the expected standard was unfortunately below that of our disadvantaged and non-disadvantaged cohort in 2024. This shows that our strategy last year was not as effective as we had intended. A factor impacting this, was the significant percentage (57%) of this cohort which had additional needs; 24% of which were non-verbal with complex speech and language needs. This year we will aim to improve attainment for all our Year 1 pupils in phonics, with a particular focus on our disadvantaged pupils.

Year 1 Phonics attainment 2025	**Number achieving expected standard**	**School (PP)**	**National (PP)**	**Average mark for School (PP)**	**Average mark nationally (PP)**
Pupil Premium cohort	12	63%	67%	28	30
Year 1 Phonics attainment 2025	**Number achieving expected standard**	**School (Non- PP)**	**National (Non-PP)**	**Average mark for School (Non-PP)**	**Average mark nationally (Non-PP)**
Non- Pupil Premium Cohort	11	61%	84%	24	34

Improved Writing attainment for disadvantaged pupils at the end of KS1 and KS2

In 2025 there was a dip in our writing outcomes at the end of KS2. Compared to 2024, 15% less of our disadvantaged pupils in Year 6 achieved the expected standard in Writing in 2025. The gap between our disadvantaged and non disadvantaged pupils significantly increased from 12% in 2024 to 40% in 2025. The percentage of our disadvantaged pupils attaining the expected standard in writing in Year 6 was also below their counterparts from NCER National data. On the other hand our non- disadvantaged pupils outperformed their peers nationally as shown in the table below. In KS1, the gap between our disadvantaged pupils who attained the expected standard in Writing and our non-disadvantaged pupils was 5%. This is less than the gap between the two groups in 2024. Although the gap has narrowed, our disadvantaged pupils in KS1 performed less well in 2025 compared to 2024.

Our strategy last year therefore was not impactful for writing in KS2. This year there will be a significant focus on improving writing attainment across the school. We will continue to embed the writing cycle with a particular lens on the editing and drafting elements. Also, we will be introducing a new platform for assessing writing, which should help teachers to deliver more specific and effective feedback to raise pupil outcomes.

Key Stage 2 Writing 2025	**Achieving the expected standard School (PP)**	**Achieving the expected standard NCER National (PP)**
Pupil Premium cohort=21	52% (11)	60%

Key Stage 2 Writing 2025	Achieving the expected standard School (Non- PP)	Achieving the expected standard NCER National (Non -PP)
Non -Pupil Premium cohort=12	92% (11)	78%

Key Stage 1 Writing 2025	Achieving the expected Standard School (PP)	Achieving the expected Standard NCER National (PP)
Pupil Premium cohort =18	50% (9)	N/A
Key Stage 1 Writing 2025	**Achieving the expected Standard School (Non- PP)**	**Achieving the expected Standard NCER National (Non -PP)**
Non -Pupil Premium cohort = 11	55% (6)	N/A

Improved attainment in maths at the expected standard for disadvantaged pupils at the end of KS1 and KS2

Our maths outcome at the end of KS2 in 2025 was much better overall for all pupils combined (73%) compared to 2024, when only 54% of pupil attained the expected level. Compared to 2024, there was a slight increase of 5% in the number of disadvantaged pupils in Year 6 who attained the expected standard in maths. However outcomes for disadvantaged pupils in KS2 are still not as strong as intended. Similar to last year, our disadvantaged cohort in Year 6 performed below their peers nationally in KS2 maths. However, the gap between the two groups has been reduced from 7% last year to 3.8% this year.

In KS1, there was a significant increase in 2025 in the percentage of disadvantaged pupils who attained the expected standard in maths by 23% from 2024. This has resulted in a closure of the gap between the percentage of disadvantaged pupils attaining the expected level in maths and their non-disadvantaged counterparts. Our disadvantaged pupils outperformed their non disadvantaged counterparts by 6% in KS1 Maths. However, there remains a big focus this year on improving maths outcomes for the school at both KS1 and KS2 for all pupils, especially our disadvantaged cohort.

Key Stage 2 maths 2025	Achieving the expected standard School (PP)	Achieving the expected standard NCER National (PP)
Pupil Premium cohort=21	57% (12)	60.8%
Key Stage 2 maths 2025	**Achieving the expected standard School (Non- PP)**	**Achieving the expected standard NCER National (Non -PP)**
Non -Pupil Premium cohort=12	100% (12)	80.2%

Key Stage 1 maths 2025	Achieving the expected Standard School (PP)	Achieving the expected Standard NCER National (PP)
Pupil Premium cohort =18	61% (11)	N/A
Key Stage 1 maths 2025	**Achieving the expected Standard School (Non- PP)**	**Achieving the expected Standard NCER National (Non -PP)**
Non -Pupil Premium cohort = 11	55% (6)	N/A

Improved attainment in reading at the expected standard at the end of KS2

Our disadvantaged Year 6 cohort performed similarly in the 2025 KS2 SATs to the disadvantaged group in 2024. The proportion achieving the expected standard in reading remained stable at 62% across both years, which is broadly in line with national outcomes for disadvantaged pupils, as shown in the table below. However, the gap between disadvantaged and non-disadvantaged pupils has widened significantly, increasing from 9% in 2024 to 30% in 2025. While overall attainment for the year group has improved, our disadvantaged pupils have not made comparable gains, resulting in a much larger attainment gap.

In KS1, the proportion of disadvantaged pupils achieving the expected standard in reading fell by 2 percentage points from 2024 to 2025. Despite this dip, the attainment gap between disadvantaged and non-disadvantaged pupils in Year 2 narrowed from 16% to 11% this year. Improving reading outcomes in KS1 remains a priority, given the generally low attainment across the cohort and the particular need to accelerate progress for our disadvantaged pupils.

Key Stage 2 reading 2025	Achieving the expected standard School (PP)	Achieving the expected standard NCER National (PP)
Pupil Premium cohort=21	62% (13)	64%
Key Stage 2 reading 2025	**Achieving the expected standard School (Non- PP)**	**Achieving the expected standard NCER National (Non -PP)**
Non -Pupil Premium cohort=12	92%(11)	81%

Key Stage 1 reading 2025	Achieving the expected Standard School (PP)	Achieving the expected Standard NCER National (PP)
Pupil Premium cohort =18	44% (8)	N/A
Key Stage 1 reading 2025	**Achieving the expected Standard School (Non- PP)**	**Achieving the expected Standard NCER National (Non -PP)**

Non -Pupil Premium cohort = 11	55% (6)	N/A

Improved attainment in reading, Writing and maths (RWM) combined at the end of KS2 and KS1

The percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths combined at the end of KS2 increased by 10% in 2025. This represents a positive year-on-year improvement since 2023. However, the attainment gap between disadvantaged and non-disadvantaged pupils in Year 6 widened significantly, increasing from 19% to 44%. In KS1, although there was a larger percentage increase (21%) for disadvantaged pupils in the combined measure, overall attainment remained lower than in KS2, with fewer disadvantaged pupils reaching the expected standard.

Despite the improvement in KS2, attainment for disadvantaged pupils still falls below expectations, and less than half of disadvantaged pupils in KS1 achieved the expected standard in reading, writing and maths combined. As a result, improving combined outcomes for disadvantaged pupils across both key stages remains a key priority for the school in 2025/2026.

Key Stage 2 RWM Combined 2025	**Achieving the expected standard School (PP)**	**Achieving the expected standard NCER National (PP)**
Pupil Premium cohort=21	48% (10)	48%
Key Stage 2 RWM Combined 2024	**Achieving the expected standard School (Non- PP)**	**Achieving the expected standard NCER National (Non -PP)**
Non -Pupil Premium cohort=12	92% (11)	69%

Key Stage 1 RWM Combined 2025	**Achieving the expected Standard School (PP)**	**Achieving the expected Standard NCER National (PP)**
Pupil Premium cohort =18	44% (8)	N/A
Key Stage 1 RWM Combined 2025	**Achieving the expected Standard School (Non- PP)**	**Achieving the expected Standard NCER National (Non -PP)**
Non -Pupil Premium cohort = 11	36% (4)	N/A

To reduce the rate of persistent absence for all pupils, particularly our disadvantaged pupils.

The percentage of disadvantaged pupils who were persistently absent in 2025 (26.8%) fell considerably compared with 2024, representing an 11.2% reduction—an encouraging improvement. Attendance for our disadvantaged pupils was also stronger than the national figure for this group (31%). However, only

10% of non-disadvantaged pupils were persistently absent in 2025, resulting in a significant 16% gap between the two groups.

Despite the positive progress, further improvement is required to reduce this gap and ensure consistent attendance for all disadvantaged pupils. Attendance and punctuality therefore remain key school priorities. We will continue to implement a thorough and robust system, led by our attendance lead and supported by external agencies, to sustain and build upon this improvement in 2025/2026.

Narrative Summary

Based on all of the information above, the performance of our disadvantaged pupils met expectations in EYFS, with our pupil premium cohort outperforming all pupils nationally as well as pupil premium pupils nationally. This strong foundation suggests that our current Year 1 cohort should perform well in the upcoming Phonics Screening Check.

At KS2, our reading strategy has also proven effective, as disadvantaged pupils performed broadly in line with disadvantaged pupils nationally. Although there was a dip in phonics outcomes in 2025, our disadvantaged pupils were only 4% below their national counterparts. Similarly, in KS2 Maths, disadvantaged pupils were just 3.8% below the attainment of disadvantaged pupils nationally. Encouragingly, we continue to make steady progress towards our targets for combined Reading, Writing and Maths (RWM) outcomes at KS2. Our pupil premium pupils achieved outcomes similar to disadvantaged pupils nationally. While this is positive, we remain ambitious and will continue to strive for stronger outcomes for both disadvantaged and non-disadvantaged pupils, with the aim of surpassing national benchmarks in the coming year.

Although external assessments in KS1 are no longer statutory, we continue to monitor the performance of our Year 2 pupils to track progress since Reception. This year's KS1 outcomes indicate that our strategy did not lead to the improvements needed for disadvantaged pupils at this stage. Strengthening our support for KS1 pupils will therefore be a priority next year, ensuring that interventions are more targeted, timely and effective.

In relation to attendance, we are proud of the improvements made over the past year. The positive outcomes for our disadvantaged pupils show that our strategy in this area has been successful. We continue to move in the right direction, and with the work of our attendance lead, supported by the inclusion team and wider external agencies, we are confident that attendance will continue to improve. Additionally, our soft-start approach in the mornings aims to improve punctuality and support pupils to begin their learning calmly and positively. We know that good attendance is fundamental to strong attainment and progress, particularly for those at a disadvantage.

This strategy is a one-year plan to address the challenges outlined above. We are optimistic that the actions and interventions set out in the *Activity in This Academic Year* section will support us in achieving the intended outcomes we have specified for 2025–2026.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils