Pupil premium strategy statement – Kingshurst Primary School

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	419 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	65%
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)**	2024-2027
Date this statement was published	31st December 2024 31st December 2025 (1st impact statement)
Date on which it will be reviewed	31st December 2025
Statement authorised by	Adam Dawes
Pupil premium lead	Shelley Mitchell

Governor / Trustee lead	Georgina Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 411,440 (24-25) £ 383,295 (25-26)
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 0
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*	£ 411,440 (24-25) £ 383,295 (25-26)

Part A: Pupil premium strategy plan

Statement of intent

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement, including those who are already high attainers. 'Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium..' (EEF: The EEF guide to the Pupil Premium June 2019) Quality first teaching for all. To achieve this the school is adopting a tiered approach of Quality teaching for all pupils, targeted support and wider support to break down barriers to support and improve outcomes for pupils based on a robust evidence based assessment process. This school recognises the importance that speech, language and communication skills play in the life of pupils, especially in their ability to learn, to make friends and to support their mental health. We are familiar with the research which identifies that more disadvantaged pupils are at greater risk of speech, language and communication needs (SLCN) and are using our pupil premium funding to support these needs. We run Speech & Language Link programmes, in particular Infant Language Link / Junior Language Link.

We are aiming to ensure that our pupils can access support for their SLCN by delivering targeted support in school and working with local speech and language therapists for pupils with more severe and complex needs. This will, in turn, support their learning across the whole curriculum, especially in the area of literacy, and support our aim to enable competent, confident pupils to achieve. This support is part of our strategy to reduce the narrow the gap between more and less advantaged pupils. In addition to this we have also adopted a school based system to identify those children who are most disadvantaged and created an offer to ensure our most vulnerable pupils are supported and challenged at this time.

: • Priorities:

Ks 1 and 2 outcomes in R,W,M

Phonics and fluency in reading across all year groups, year 1 phonics screening Maths skills – fluency and reasoning

Communication and language development

To improve attendance across school, in particular for the most vulnerable pupils.

• Overall Aims:

For all disadvantaged pupils in school to meet or exceed national expected progress and attainment, achieving in line with others

To reduce the attainment gap between disadvantaged pupils and their peers

To improve attendance for the most disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children typically enter EYFS with social, linguistic and communication skills below those of pupils nationally.
2	High percentage of children attending our nursery and number coming to reception from other settings/children joining at other time than usual
3	Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do ot develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions
4	The school is situated in north Solihull, and serves an area of high deprivation. Turbulence in families situations affects both attendance and he emotional resilience of disadvantaged pupils and the ability to self-regulate
5	Attendance and persistent absence
6	Lack of parental engagement within the community
7	Children's attainment in Reading, Writing and Maths is below national expected standard

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
7. Children's attainment in Reading, writing and maths is below national expected standard	Teaching across school is consistently evaluated as highly effective and having a positive impact on pupils achievement High quality CPD supports teaching and learning so that all groups of learners make at least good progress and achieve in line with national expectations Accelerated progress made so proportions of pupils eligible of disadvantaged pupils meet age-related expectation at least in line with other national including PSC and MTC
3. Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do ot develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions	PP children attend at least 2 clubs across the year. Children experience a wide range of opportunites to create aspirations and wider perspective including including; access to resources, trips, visitors and extra-curricular opportunities in order to broaden their knowledge and perspective of the world.
1. Disadvantaged children typically enter EYFS with social, linguistic and communication skills below those of pupils nationally.	Rise in pupil engagement, reduction in behaviour incidents including suspension and PEx

Ensure that pupils consistently achieve highly, particularly the most disadvantaged	Monitoring and live marking demonstrates progress within lessons and misconceptions being rapidly addressed Particular focus on boys writing and girls maths where PP children achieve in line with all pupils TAs provide effective support for the focus group of pupils, ensuring at least good progress. Data analysis enables rapid identification of any child at risk of not reaching national expectations and interventions and support in place in a timely manner
5. Attendance and persistent absence	Enable disadvantaged pupils to achieve in line with other pupils nationally at the end of each key stage improve attendance to the national average and reduce persistent absence

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 cost: £140k (24-25) £130k (25-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke idealised programme of CPD based upon needs identified through rigorous monitoring and self evaluation. Alongside this staff will continue with NPQSL. Staff to participate in new to leadership training and NPQ programmes. All subject leaders are attending subject networks through Prosper Together MAT Continue to embed coaching and mentoring programme through school based on areas identified from teaching matrix. Release time both for leaders and teachers to maximise impact	EEF Guide to the Pupil Premium (2024) EEF guide teaching and learning toolkit, mastery learning EEF Guide supporting school planning 2020-2021 highlights the importance of prioritising high-quality instruction in the classroom. EEF Guide Moving Forwards, Making a Difference (2022-23) EEF remote learning – rapid as-sessment evidence	1-7

Uniformed criteria through a teaching matrix to support and develop teachers, with a common language and consistent approach. Kingshurst Primary School is now part of Prosper Together Multi-academy Trust whereby good practice is collaborated through a range of networks. To further develop assessment, retrieval and children knowing and remembering more through carefully planned CPD using Chris Quigley training To ensure all staff have the subject knowledge required to deliver quality first teaching for all in particular in maths through the Maths teaching hub Continue to embed quality phonics teaching using RWI phonics programmed, monitoring outcomes and delivering CPD Speech and language link whole school approach and the link speech and language CPD Pupil Progress meetings identify 'Power of 5' children to address barriers and closing of gap in attainment and progress Use of TAs to support intervention, power of 5 children, pre and post teaching, fast track tutoring to ensure outcomes are in line with national and barriers to attainment and progress removed Teachers and teaching assistants are using classroom strategies that have been specifically identified as supporting pupils' speech, language and communication development. Strategies include wait time, pre-teaching vocabulary and opportunities *to practise expressive language skills.*	Feedback approaches and educational attainment in children and young people Published 16 August, 2021 EEF Attainment Gap report 2018 acknowledges QFT has a significant impact. Mastery learning concepts demonstrates an impact of plus 5 months for very little cost. T Sherrington 'Teach everyone better' B Rosenshine 'Excellence in teaching model' EEF toolkit +8months when instant feedback strategy is applied. Early years interventions moderate impact (+5 months). The skills and competence of the teacher and teaching assistant in the way that they deliver information affects the language development of their pupils (Voice 21, Frontiers in Psychology) *Mike Gershan 'Feedback loop'* *Dylan Williams 'Using feedback effectively'* *EEF recommendations* *'Making the best use of teaching assistants.* Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF EEF Teaching Assistant Interventions Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £140k (24-25) £130k (25-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – FTT and Maths and English tutoring both during and after school Banding pp children so that staff are aware of who are our most vulnerable and bespoke targeting for interventions, quality first teaching and power of 5 can be offered Continue to improve and support behaviour for disadvantaged pupils in order to enable them to achieve in line with other pupils nationally at the end of each key stage Further develop Self-regulated learners who are aware of their strengths and areas to develop and motivate themselves to engage in learning through whole school approach using Zones of Regulation Embed strategies which are tailored to meet individual needs with individual targeted approaches and mentoring programmes including *ZOR* *Art therapy* *Forest school* *Language link* *Art therapist* *Siss support* *Time to talk* *RBP* *Nurture* *Ordinary magic* *Play therapy* *Educational Psychologist* Embedding Speech Link and Language Link assessments and groups/programmes to assess and support pupils' speech and language development – Infant Language Link/ Junior Language Link Purchase and training of oral language programmes and embed across EYFS (language link and BLAST) Purchase of high quality standardised diagnostic assessments, including shine interventions training for staff to ensure interpreted and administered correctly	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Speech and Language Link assessments identify barriers to Communication and Language (EFF Early years Intervention – moderate impact). A well-balanced approach to developing early Literacy skills which gives pupils the opportunities to enjoy a language rich environment in the indoor and outdoor provision. (EFF Early Literacy approaches- moderate impact). There is a strong evidence base that suggests oral language interventions, including high quality classroom discussion, and small group support, are inexpensive to implement with high impact on reading, comprehension and speaking and listening skills. Early language | EEF (educationendowmentfoundation.org.uk) Study of language support for children up to five years. Social and Emotional Learning - Moderate impact for moderate cost, based on extensive evidence (EEF Toolkit). Oral language interventions | EEF (educationendowmentfoundation.org.uk) Very high impact for very low cost based on extensive evidence. Without closing the gaps in children's understanding and use of language, they will not be able to make progress or access the curriculum. Speech Link and Language Link interventions refer to approaches	1-7

Purchase of programmes to improve fluency and reading comprehension	that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Speech Link and Language Link interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	

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

Budgeted cost: £131,410 (24-25) £123,295 (25-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ dedicated CSAWs advisor to improve attendance of all children. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and staff meeting time for staff to develop and implement new procedures – clear attendance implementation plan and Senior Leader Champion. Employ behaviour lead to have strategic overview of behaviour and work within inclusion team to implement timely and appropriate interventions Dedicated inclusion team to work with disadvantaged and vulnerable families Offering a range of experiences including; access to resources, trips, visitors in order to broaden their knowledge and perspective of the world. Ensure children are in school and ready to learn. Breakfast club offered daily from 8:10am to 8.30am, with a free breakfast and drink, approx. 100 children attend daily	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5 1,2,4 1,2,4 1-7

on average. There is also an offer of a free PE session when staffing allows Children's University through Flourishing Futures project with Prosper Together Academy Trust		

Total budgeted cost: £411,400 (24-25) £383,295 (25-26)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context

Kingshurst Primary School serves an area of high deprivation, with **65% of pupils eligible for Pupil Premium**. Our strategy focuses on **quality first teaching**, targeted academic support, and wider strategies to remove barriers to learning and improve outcomes for disadvantaged pupils. Priorities include raising attainment in Reading, Writing, and Maths, improving attendance, and increasing access to enrichment opportunities.

Academic Outcomes

Early Years (EYFS)

- **GLD for PP pupils:** 65%, higher than all pupils (63%) and closing the gap significantly from previous years.
- Progress from entry to summer: PP pupils improved by **50 percentage points**, with targeted support for boys' writing and fine motor skills.

Phonics

- Year 1 PP pupils achieved **86%**, above national (80%) and improved from 80% in 2024.
- PP & SEND group improved by **23 percentage points** year-on-year.

KS1

- Reading: 53% PP pupils at expected+, 12% below all pupils and 18% below national.
- Writing: 32% PP pupils at expected+, 17% below all pupils and 31% below national.
- Maths: 62% PP pupils at expected+, 9% below all pupils and 10% below national.
- Targeted tuition led to **average scaled score increase from 90 to 100** for PP pupils in Maths.

KS2

- Reading: 78% PP pupils at expected+, above national disadvantaged (62%) and close to all pupils (80%).
- Writing: 56% PP pupils, 16% below national.
- Maths: 66% PP pupils, 7% below national but only 1% below all pupils.
- PP pupils made strong progress:
    - Reading raw score increased from 15 to 32.
    - Maths scaled score increased from 91 to 101; arithmetic scores doubled for PP pupils.

Multiplication Check

- 34% PP pupils achieved full marks (25/25), above national disadvantaged and close to all pupils.

Enrichment & Wider Opportunities

Overview
Our Pupil Premium strategy for 2024–2025 focused on improving access to enrichment opportunities, raising aspirations, and supporting holistic development for disadvantaged pupils. We aimed to ensure that PP children were actively engaged in extra-curricular activities, sports, themed events, and educational trips to enhance cultural capital and personal growth.

Impact on Extra-Curricular Participation

- **114 out of 292 PP pupils (39%)** accessed extra-curricular clubs and attended **three or more sessions** during the academic year.
- This demonstrates a strong uptake compared to previous years and reflects the effectiveness of targeted communication and financial support strategies.

Impact on Sports, Themed Events, and Trips

- **41 out of 292 PP pupils (14%)** participated in sports events, themed activities, and trips.
- While this figure is lower than desired, barriers such as transport and parental engagement were identified and addressed in the following year's planning.

Autumn Term 2025–2026 Comparison

- **Extra-Curricular Clubs:** 59 out of 271 PP pupils (22%) accessed clubs and attended three or more sessions.
- **Sports/Themed Events/Flourishing Futures/Trips:** 159 out of 271 PP pupils (59%) engaged in these opportunities.
- This significant increase in engagement with enrichment activities (from 14% to 59%) indicates that adjustments made in response to 2024–2025 findings—such as improved communication, subsidized costs, and targeted encouragement—are having a positive impact.

Summary

The 2024–2025 strategy successfully increased PP pupils' participation in extra-curricular clubs and laid the groundwork for further improvement in cultural and enrichment engagement. The sharp rise in participation during Autumn 2025–2026 validates our approach and highlights the importance of continued investment in removing barriers to access.

- **Extra-Curricular Clubs (2024–2025):** 114/292 PP pupils (39%) attended 3+ sessions.

- **Trips/Sports/Themed Events (2024–2025):** 41/292 PP pupils (14%) participated.
- **Autumn 2025–2026 comparison:**
    - Clubs: 22% (drop due to term length).
    - Trips/Events: 59% (significant improvement from 14%).
      This reflects the success of strategies to remove financial and logistical barriers and increase engagement.

Attendance

- Whole school: 93% vs national 94.8%.
- PP pupils: 91.9%, persistent absence remains a challenge. Dedicated attendance lead and CSAWs advisor introduced to address this.

Impact Summary

- **Strengths:**
    - EYFS and phonics outcomes above national for PP pupils.
    - KS2 Reading and Maths close to all pupils and above national disadvantaged.
    - Significant progress in enrichment participation and targeted interventions.
- **Areas for Development:**
    - Writing remains a whole-school priority.
    - Attendance and persistent absence require continued focus.
    - Further work needed to close KS1 attainment gaps.

Next Steps

- Sustain improvements in enrichment engagement through Flourishing Futures and Children's University.
- Continue targeted writing interventions and quality first teaching strategies.
- Embed attendance strategy and parental engagement initiatives.
- Expand speech and language support to address early communication gaps.

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

Speech Link / Infant Language Link/ Junior Language Link]	Speech & Language Link - https://speechandlanguage.info/
The Link Speech and Language CPD training course	Speech & Language Link - https://speechandlanguage.info/

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**
The impact of that spending on service pupil premium eligible pupils

Further information (2025 impact data sources)

End of Key Stage Attainment

EYFS	School	National	Pupil Premium	SEND	PP and SEND
2024/25	63%	69%	65%	33%	20%
2023/24	67%	68%	71%	44%	33%

- Percentage of pupil premium pupils achieving GLD was 65%, this was higher than all pupils at 63%.
- Pupil Premium (28 pupils), we achieved 65%. Children who were not pupil premium (20 pupils), we achieved 60%.
- A priority for 2024 was to improve outcomes for children who joined in reception. Gaps have closed between children who attended our nursery and those that joined in reception. 2024 outcomes, the gap between all pupils was 38%. 2025 outcomes, the gap between all pupils was 1%. For pupil premium children, in 2024 the gap was 50%, it is now +3%.

Progress:

EYFS	All	Pupil Premium	SEND	PP and SEND
Entry	13%	15%	0%	0%
Summer	63%	65%	33%	20%

All pupils and pupil premium increased by 50%. Pupil Premium and contextualised groups within this were a focus such as Pupil Premium Boys for Writing and Fine Motor Skills – these areas increased from 20% to 50%

Phonics (Y1)	School	National	Pupil Premium	SEND	PP and SEND
2024/25	88%	80%	86%	62%	43%
2023/24	88%	80%	80%	50%	20%

- Outcomes for the phonics screening check are above national and have been for the last 4 years. Pupil Premium pupils 6% above national. Outcomes for pupil premium children have also increased, 80% (2024) to 86% (2025).
- Our SEND children do well on the test (62%) and their outcomes year on year have increased (last year it was 50%). Pupil Premium children who are also SEND, outcomes were 43%, this increased by 23% compared to last year.

Progress:

Contextualised Phonics		% WA	Average Score	Average Score Progress from baseline
All	51	88 (45)	36	+10
Pupil Premium	29	86 (25)	35	+11
SEND	13	62 (8)	28	+9
SEND & PP	7	43 (3)	26	+9

All groups made progress from their baseline – pupil premium children made the greatest progress

Pupil	SEND	PP	EAL	Joined	Term of Birth	Autumn Score	Summer Score	Progress	Attendance
1	EHC Plan (repeated YR)	Y		N2	Summer	4	22	+18	83.1
2	SEN Support	Y		YR	Summer	9	26	+17	92.6
3	SEN Support	Y		YR	Summer	0	6	+6	96.8
4	No SEN	N	EAL	YR	Summer	16	29	+13	87
5	EHC Plan	N		N2	Summer		D		17.7
6	EHC Plan	Y		N2	Autumn		D		76.2

Progress of the children who did not pass, 5/6 SEND. 4/6 SEND and PP. 4 children did the test.

Child 1 – PP and EHC made the greatest progress (+18)

Phonics (Y2)	School	National	Pupil Premium	SEND	PP and SEND
2024/25	88%	91%	83%	45%	40%
2023/24	100%	89%	100%	100%	100%

KS1:

		Reading	Writing	Maths	Reading/Writing/Maths
	# pupils	% of pupils On-track or higher (compared to 71%)	% of pupils On-track or higher (compared to 63%)	% of pupils On-track or higher (compared to 72%)	% of pupils On-track or higher
All Pupils	49	65%	49%	71%	45%
Pupil Premium	34	53%	32%	62%	26%
Not Pupil Premium	15	93%	87%	93%	87%

- 53% of pupil premium children were expected+ in Reading, this is 12% lower than all pupils and 18% lower than national. Gap between pupil premium and non-pupil premium children for Reading is 40%
- 32% of pupil premium children were expected+ in Writing, this is 17% lower than all pupils and 31% lower than national. Gap between pupil premium and non-pupil premium children for Writing is 55%
- 62% of pupil premium children were expected+ in Mathematics, this is 9% lower than all pupils and 10% lower than national. Gap between pupil premium and non-pupil premium children for Mathematics is 22%
- 26% of pupil premium children also SEND, 12% EAL, 38% Summer born & 35% persistently absent. 18% joined in Y2.
- 35% (12) of pupil premium children did not achieve GLD. However, 4 of these were expected in Reading and 5 of these were expected in Maths.

Progress:

KS1 Reading

All key groups of children made progress from their baseline – pupil premium children, SEND pupils, pupils joining in or after reception and those with 99%+ attendance made the greatest progress.

			SAT TA		SAT Scaled
		# pupils	% of pupils On-track or higher (compared to 71%)	Attainment Band Chart	Average progress from 20 SATs 2022
Reading	All Pupils	49	63%	14% 20% 47% 16%	+7.6
	Pupil Premium	34	50%	21% 26% 47%	+9.4
	Not Pupil Premium	15	93%	47% 47%	+5.3

KS1 Maths

11 pupils received after school tuition – focus was pupil premium pupils who were at risk. 7/11 pupils reached the expected standard. The average scaled score for this group increased from 90 to 100.

			SAT TA		SAT Scaled
		# pupils	% of pupils On-track or higher (compared to 72%)	Attainment Band Chart	Average progress from 20 SATs 202
Maths	All Pupils	49	71%	14% 14% 51% 18%	+8.6
	Pupil Premium	34	61%	21% 18% 56%	+8.8
	Not Pupil Premium	15	93%	40% 53%	+8.4

KS2:

		Reading	Writing	Maths	GPS	Reading/W
	# pupils	% of pupils On-track or higher (compared to 75%)	% of pupils On-track or higher (compared to 72%)	% of pupils On-track or higher (compared to 74%)	% of pupils On-track or higher (compared to 73%)	% of pup
All Pupils	60	80%	63%	72%	67%	
Pupil Premium	41	78%	56%	66%	66%	
Not Pupil Premium	19	84%	79%	84%	68%	

- 78% of pupil premium children were expected+ in reading, this was higher than national. Only 2% lower than all pupils and 6% lower than children who are not pupil premium.
- 56% of pupil premium children were expected+ in writing, this was 16% lower than national. Only 7% lower than all pupils and 6% lower than children who are not pupil premium.

- 66% of pupil premium children were expected+ in mathematics, this was 7% lower than national. Only 1% lower than all pupils and 2% lower than children who are not pupil premium.

Reading Progress:

All key groups of children made progress from their baseline – pupil premium children and SEND pupils, pupils made the greatest progress.

Average reading raw score increased from 17 to 32 – reading structure was successful. Setting into 3 groups was successful. For PP pupils, average increase was 15 to 32 – more than double!

			SAT Scaled Score		
		# pupils	% of pupils On-track or higher (compared to 75%)	Attainment Band Chart	Average progress from 202 SATs 202
Reading	All Pupils	60	80%	20% 65% 15%	+8.2
	Pupil Premium	41	78%	22% 66% 12%	+8.6
	Not Pupil Premium	19	84%	16% 63% 21%	+7.4

Maths Progress

All key groups of children made progress from their baseline - PP

10 pupils had maths tuition – 8 out of 10 reached the expected standard. Girls and PP was the target group. Average scaled score increased from 91 to 101 for these pupils.

Average arithmetic score increased from 17 to 30, reasoning increased from 10 to 20

Average arithmetic score for PP increased from 15 to 30, double the score. Reasoning PP from 7 to 16.

Pupil Premium Girls made the most progress in with average scaled score, increasing from 92 to 102. In raw score terms, this is increasing from 27 marks to 70 marks (+43 marks)

		SAT Scaled Score			
		# pupils	% of pupils On-track or higher (compared to 74%)	Attainment Band Chart	Average progress from 2024 SATs 2023
Maths	All Pupils	60	72%	28% 58% 13%	+7.9
	Pupil Premium	41	66%	34% 54% 12%	+7.5
	Not Pupil Premium	19	84%	16% 68% 16%	+8.8

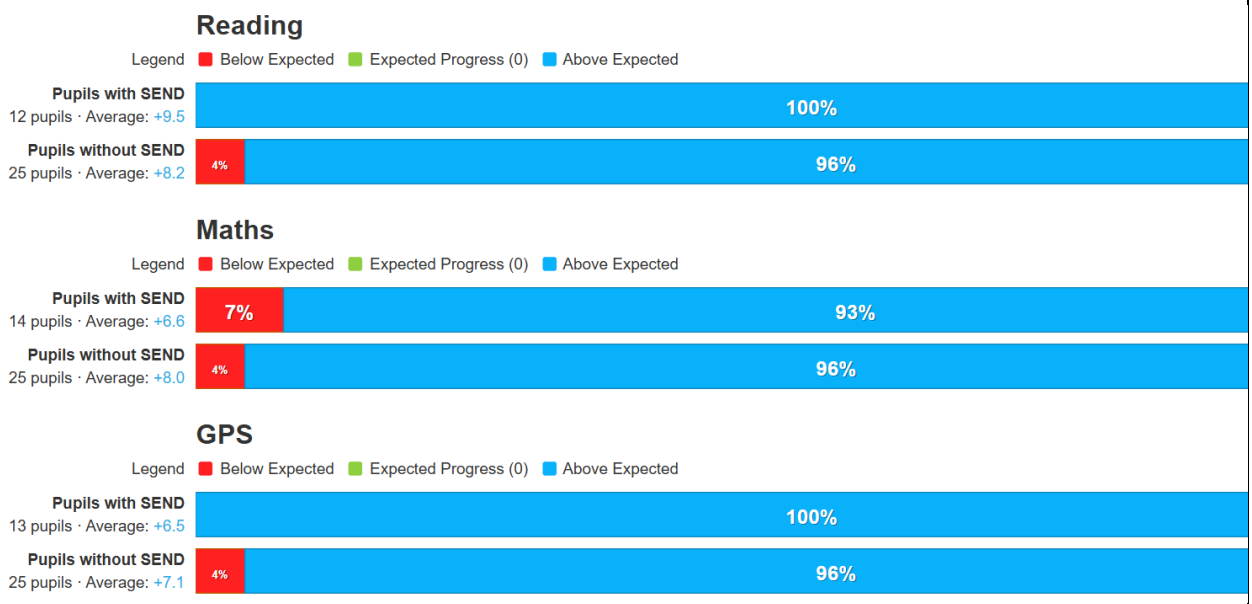
GPS Progress

All key groups of children made progress from their baseline

Average grammar score (paper 1) increased from 17 to 28, PP 14 to 25 (+11)

		SAT Scaled Score			
		# pupils	% of pupils On-track or higher (compared to 73%)	Attainment Band Chart	Average progress from 2024 SATs 2023
GPS	All Pupils	60	67%	33% 55% 12%	+7.4
	Pupil Premium	41	66%	34% 59%	+6.9
	Not Pupil Premium	19	68%	32% 47% 21%	+8.4

Progress for Pupil Premium children (SEND)



Scaled Scores

Reading	School	National	Pupil Premium	SEND	PP and SEND
2024/25	103	106	103	103	102
2023/24	102	105	101	100	99
Maths	**School**	**National**	**Pupil Premium**	**SEND**	**PP and SEND**
2024/25	103	105	102	101	100
2023/24	102	104	100	99	99
GPS	**School**	**National**	**Pupil Premium**	**SEND**	**PP and SEND**
2024/25	102	105	101	101	99
2023/24	102	105	101	95	95

- Average scaled scores for pupil premium children increased by 2 in Reading and Maths compared to last year.
- In Reading, the average scaled score for PP was the same as all pupils. For PP who are also SEND, the average scaled score increased by 3.

Multiplication Check:

% 25/25	School	National	Pupil Premium	SEND	PP and SEND
2024/25	41%	38%	34%	20%	16%
2023/24	49%	37%	40%	25%	29%

MTC 2025 Outcomes	Percentage			Average Score
	% 20+	% 24+	% 25/25	
All Pupils (78)	55% (43)	47% (37)	41% (32)	19
Pupil Premium (59)	56% (33)	39% (23)	34% (20)	18

- In the multiplication check, the percentage of pupil premium children scoring 20+ marks (56%) was 1% higher than all pupils (55%). All pupils achieving full marks was higher than national, pupil premium was only 4% lower than national (difference of 2 children).

Internal Data:

			Reading	Writing	Maths	Reading/Writing/Mat
		# pupils	% of pupils On-track or higher (compared to 71%)	% of pupils On-track or higher (compared to 64%)	% of pupils On-track or higher (compared to 72%)	% of pupils On-track higher
Year 1	All Pupils	51	84%	61%	75%	61%
	Pupil Premium	29	86%	59%	76%	59%
	Not Pupil Premium	22	82%	64%	73%	64%

			Reading	Writing	Maths	Reading/Writing/Mat
		# pupils	% of pupils On-track or higher (compared to 75%)	% of pupils On-track or higher (compared to 72%)	% of pupils On-track or higher (compared to 74%)	% of pupils On-track higher
Year 3	All Pupils	59	63%	58%	75%	49%
	Pupil Premium	42	57%	55%	76%	45%
	Not Pupil Premium	17	76%	65%	71%	59%
Year 4	All Pupils	78	68%	62%	68%	53%
	Pupil Premium	59	66%	63%	63%	51%
	Not Pupil Premium	19	74%	58%	84%	58%
Year 5	All Pupils	74	60%	55%	60%	42%
	Pupil Premium	49	50%	48%	54%	35%
	Not Pupil Premium	25	80%	68%	72%	56%

	Outcomes
Year 1	Reading PP is above national (+15%), 2% higher than all pupils and 4% high non-pp. Writing PP is close to national (-5%) – no significant differences Maths PP is above national (+4%) - no significant differences
Year 3	Reading PP 57%, 6% lower than all pupils. 19% lower than non-PP

	Writing PP 55%, 3% lower than all pupils. 10% lower than non-pp Maths PP very close to national (-3%) and higher than all pupils (+1%) and non-pp (+5%)
Year 4	Reading PP 66%, 2% lower than all pupils. 8% lower than non-PP Writing PP 63%, higher than all pupils (+1%) and non-pp (+5%) Maths PP 63%, 5% lower than all pupils. 21% lower than non-pp
Year 5	Reading PP 50%, 10% lower than all pupils. 30% lower than non-PP Writing PP 48%, 7% lower than all pupils. 20% lower than non-pp Maths PP 54%, 6% lower than all pupils. 18% lower than non-pp