

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Kidgate Primary Academy
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	31.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Susan Cook
Pupil premium lead	Susan Cook
Governor / Trustee lead	Katy Hunt, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,881
<b>Total budget for this academic year</b>	£208,881
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Common barriers to learning for disadvantaged children can be: less support at home, weaker language and communication skills, lack of confidence/ low self-esteem, more frequent behaviour difficulties and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges can often be varied.

Kidgate Primary Academy will ensure that all teaching staff are involved in the analysis of data and identification of pupils and will share this with teaching support staff, so all adults working with our children are fully aware of strengths and areas for development across the school. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have any other identified needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

### Ultimate Objectives

The objectives for our disadvantaged pupils are ultimately to close the attainment gap between disadvantaged and non-disadvantaged pupils locally, nationally and within internal school data (providing the best life chances for each and every disadvantaged child). This will include supporting these children academically, but also socially and emotionally, ensuring that they are able to learn effectively. Attendance will be a key focus for some children, ensuring that this does not fall below expected levels and have a negative impact on their learning.

### Achieving the objectives

The range of provision for this group includes and would not be limited to:

- 1:1 support
- Additional teaching and learning opportunities provided by TAs
- All work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional pastoral support
- Paying for or subsidising educational visits/visitors and residential visits ensuring that all children have first- hand experiences to use in their learning in the classroom.
- Behaviour and nurture support where necessary.
- Attendance support and monitoring.
- Effective professional development for teaching staff, resulting in high quality teaching and learning day in, day out.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The 2025 outcomes show that attainment for disadvantaged pupils remains significantly below that of non-disadvantaged pupils across all core subjects. Only 3% of disadvantaged pupils achieved the expected standard in the combined measure of Reading, Writing and Mathematics, compared to 35% of non-disadvantaged pupils, resulting in a 32% attainment gap. This confirms that, despite sustained effort, closing the gap through consistently strong, adaptive teaching remains a key priority.</p>
2	<p>Readiness to learn, motivation, resilience and confidence continue to present significant barriers for many disadvantaged pupils. A growing number of pupils demonstrate social, emotional and mental health (SEMH) needs, and the number of pupils presenting with SEMH has increased significantly over the past two years.</p> <p>Linked to this, an increasing number of pupils have experienced Adverse Childhood Experiences (ACEs), which directly impacts behaviour, emotional regulation, relationships and engagement with learning.</p>
3	<p>A significant proportion of disadvantaged pupils also have special educational needs and/or disabilities (SEND). In addition, many are vulnerable and require support from external agencies, including Early Help, social care and health services. These complex needs often overlap and compound the barriers to learning.</p>
4	<p>There is a continued high demand for pastoral and emotional support due to anxiety, poor sleep, low self-esteem and difficulties with self-regulation. Complex family circumstances, including housing, financial hardship and safeguarding concerns, have led to increasing numbers of families requiring access to the Early Help Pathway and ongoing support from the school.</p>
5	<p>Persistent absence remains higher for Pupil Premium pupils than for non-Pupil Premium pupils, limiting continuity of learning and slowing academic progress. In addition, some pupils show a loss of resilience and disengagement with learning, particularly those with disrupted early experiences.</p>

## 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
Challenge 1 – Attainment for disadvantaged pupils in Reading, Writing and Mathematics will improve, and the gap between disadvantaged and non-disadvantaged pupils will begin to close at Key Stage 2 and across the school.	<ul style="list-style-type: none"><li>• An increased proportion of disadvantaged pupils achieve age-related expectations in Reading, Writing and Mathematics.</li><li>• Progress measures show disadvantaged pupils making at least good progress from their starting points.</li><li>• Book scrutiny, lesson observations and assessment data show consistently high-quality adaptive teaching across all year groups.</li><li>• Targeted interventions lead to measurable improvement in core subject outcomes.</li></ul>
Challenge 2 – Disadvantaged pupils will demonstrate improved emotional regulation, resilience, confidence and engagement with learning, resulting in improved behaviour and learning attitudes.	<ul style="list-style-type: none"><li>• Reduction in behaviour incidents linked to emotional dysregulation.</li><li>• Pupils are able to self-regulate more effectively in lessons.</li><li>• Improved pupil voice outcomes around confidence, wellbeing and school enjoyment.</li><li>• SEMH interventions show positive impact on engagement and classroom behaviour.</li></ul>
Challenge 3 - Disadvantaged pupils with SEND will receive timely, well-matched provision, enabling them to make strong progress from individual starting points.	<ul style="list-style-type: none"><li>• SEND disadvantaged pupils meet or exceed individual progress targets.</li><li>• Intervention impact is clearly documented through provision maps and assessment data.</li><li>• Strong evidence of effective multi-agency working supporting pupil outcomes.</li><li>• Teachers confidently use adaptive teaching strategies to meet complex needs.</li></ul>

<p><b>Challenge 4 -</b> Disadvantaged pupils will experience improved wellbeing, emotional security and self-esteem, enabling them to engage more successfully with learning.</p>	<ul style="list-style-type: none"> <li>Improved wellbeing indicators following ELSA, pastoral and trauma-informed interventions.</li> <li>Reduced referrals linked to anxiety and emotional distress.</li> <li>Families report improved confidence, support and communication with school.</li> <li>Sustained engagement with Early Help and external support when required.</li> </ul>
<p><b>Challenge 5 -</b> Attendance for disadvantaged pupils will improve and move closer to that of non-disadvantaged pupils, with a reduction in persistent absence.</p>	<ul style="list-style-type: none"> <li>Overall attendance for disadvantaged pupils increases across the year.</li> <li>The number of disadvantaged pupils classed as persistent absentees decreases.</li> <li>Improved attendance correlates with improved academic and behavioural outcomes.</li> <li>Families targeted for attendance support show improved engagement with school.</li> <li>•</li> </ul>
<p><b>Barriers to learning addressed by the priorities</b></p>	<ul style="list-style-type: none"> <li>Poor language acquisition and communication on entry to school</li> <li>As a result of low communication and language skills, children have poor application of phonics which inhibits progress in phonics, spelling, reading and writing</li> <li>Attainment gap increase, particularly for middle attaining children who may make slower progress</li> <li>Limited experiences and fewer opportunities that give life experiences</li> <li>Low self-esteem and aspirations</li> <li>Poor attendance for some</li> <li>Poor attitudes and learning skills leading to disengagement</li> <li>Parental engagement and adult literacy</li> <li>Poor emotional well-being and anxiety</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £104,572.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in phonics resources, staff training for new staff, subject leader release time, monitoring and assessment to secure early reading.</p> <ul style="list-style-type: none"><li>• Relevant staff access updated training: Early Reader Leader, English subject lead and all staff responsible for delivery of RWI phonics.</li><li>• Enhance the teaching of phonics through RWI scheme ensuring that all new staff have received training to deliver RWI scheme effectively.</li><li>• Invest in high quality resources.</li><li>• Subject leader release time to support the planning and monitoring of phonics and reading: look at groups, assessments, reading records.</li></ul>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	1, 2, 3,

<p>Purchase of assessment tools and staff training to identify precise gaps, target interventions accurately and track progress consistently.</p>	<p>Standardised tests and the programmes highlighted can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction and help support next steps:</p> <p>EEF recommends diagnostic assessment to inform teaching and intervention and improve progress through responsive teaching.</p> <p><a href="#">EEF Blog: Assessing learning in the new academic year (Part 2...   EEF</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p>	<p>1, 2, 3</p>
<p>Investment in professional development for teachers and curriculum leaders to strengthen adaptive teaching, SEND practice, scaffolding, retrieval, questioning and feedback.</p> <p>CPD, including the National College and the NPQ programme to support teachers and curriculum leaders across all aspects of the curriculum. Continue to access support from the Learn SEND hub to support individuals and whole groups in areas such as adaptive teaching.</p> <p>Teacher for every class with TA support in addition to any 1:1 TA.</p> <ul style="list-style-type: none"> <li>Explicit teaching, highly effective questioning, scaffolding, cognitive and meta-cognitive strategies, flexible groupings, knowledge organisers, refine retrieval schedules for learning, high quality texts to support learning.</li> <li>Pre-teaching and targeted support within lessons and high-quality feedback</li> </ul>	<p>Effective Professional Development directly improves pupil outcomes by strengthening classroom practice.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p><a href="#">Improving Primary Science   EEF</a></p>	<p>1, 2, 3, 4, 5</p>

<p>Investment in physical books, online reading platforms, reading for pleasure texts, 1:1 and group reading support, parental engagement with home reading.</p> <ul style="list-style-type: none"> <li>• 1:1/group and class reading to develop reading stamina and fluency for identified children.</li> <li>• Extra phonics input through interventions across the school.</li> <li>• High quality resourcing in quality texts.</li> <li>• Whole class reading, with catch-up and pre-teach sessions.</li> <li>• Subject Leader release for monitoring and delivery of training</li> <li>• Invest in high quality year group appropriate reading for pleasure books that can be shared at home to re-ignite a love of reading.</li> <li>• Year 2 and Year 6 STA moderator training, and disseminate accordingly across school</li> <li>• Engage wider parental involvement with reading at home.</li> </ul>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific.</p> <p>Reading comprehension strategies (+6 months) – especially effective when matched to need.</p> <p><a href="#"><u>Reading comprehension strategies   EEF</u></a></p>	<p>1, 2, 3, 4, 5</p>
<p>Subject leaders funded to monitor standards, quality assure teaching, moderate outcomes, attend hubs and drive curriculum improvement.</p> <p>Support staff through CPD to emphasise the importance of metacognition and self-regulation approaches to teaching and learning.</p> <p>Invest in additional staffing to support periods of absence. Invest in additional leadership to support the delivery of high-quality teaching.</p> <ul style="list-style-type: none"> <li>• Subject Leader release schedule constantly reviewed and updated to enable all subject leaders to monitor standards in their subject and access CPD: off-site subject hubs, inter school moderation and links with local settings for moderation.</li> </ul>	<p>To allow senior leaders time to further develop key areas such as curriculum and to provide support for subject leaders to carry out their roles effectively to ensure high quality provision for the children.</p> <p>The potential impact of metacognition and self- regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>EEF highlights that curriculum quality and leadership are key to raising attainment.</p>	<p>1, 2, 3, 4, 5</p>

<ul style="list-style-type: none"> <li>Subject monitoring/reviews by subject leaders: oversee coverage, schedule drop-ins between linked subject leaders and individual year groups, pupil voice to establish retention of taught knowledge.</li> </ul>	<p><a href="#">Feedback   EEF</a></p> <p><a href="#">Effective Professional Development   EEF</a></p>	
<p>CPD for staff, purchase of resources, leadership monitoring, structured whole-class mastery teaching, pre-teach and catch-up sessions, TT Rockstars.</p> <ul style="list-style-type: none"> <li>Leadership release for monitoring maths, mastering number, and TT Rockstars along with own and staff CPD on maths mastery/mastering number</li> <li>Maths Mastery Hub involvement to continue</li> <li>CPD release for teachers delivering mastering number</li> <li>The whole class teaching of White Rose Maths, with catch-up and pre-teach sessions.</li> <li>TTRockstars launch and impact monitoring</li> <li>Teacher and TAs to support groups</li> <li>Resources purchased</li> </ul>	<p>Enable pupils to develop a rich network of mathematical knowledge.</p> <p>Emphasise the many connections between mathematical facts, procedures, and concepts. Ensure that pupils develop fluent recall of facts.</p> <p>Teach pupils to understand procedures.</p> <p>Teach pupils to consciously choose between mathematical strategies.</p> <p>Build on pupils' informal understanding of sharing and proportionality to introduce procedures.</p> <p>Teach pupils that fractions and decimals extend the number system beyond whole numbers.</p> <p>Teach pupils to recognise and use mathematical structure.</p> <p>Improving Mathematics EEF guidance supports mastery, fluency, reasoning and structured teaching.</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	<p>1, 2, 3, 4, 5</p>

<p>Monitoring and refinement of feedback policy, CPD on high-impact verbal feedback to accelerate progress without increasing workload.</p>	<p>Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking.</p> <p>Feedback (+7 months progress) – one of the highest impact strategies, particularly verbal feedback.</p> <p><a href="#">Feedback   EEF</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of subject-specific resources to support curriculum engagement, motivation and cross-curricular literacy and numeracy.</p>	<p>Generally, to support pupil engagement and invest in wider talents to raise general outcomes and support literacy and numeracy through all subjects.</p> <p>EEF wider curriculum evidence links engagement to improved attainment and resilience.</p>	<p>1, 2, 3, 4, 5</p>
<p>Investment in updated tracking and assessment systems to improve gap analysis, Early Years tracking and subject-specific assessment.</p> <p>Explore other assessment systems, and where necessary, invest in other systems, especially in relation to Early Years and the wider curriculum subject areas.</p> <p>Investigate a new MIS system, Bromcom to implement new assessment system and provision map.</p>	<p>Use assessment to build on pupils' existing knowledge and understanding</p> <p>Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</p> <p>EEF guidance supports assessment as a driver of responsive teaching and targeted support.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p><a href="#">Improving Primary Science   EEF</a></p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £51,823.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group and 1:1 programmes to develop listening, narrative and vocabulary for pupils with low spoken language, particularly in EYFS and KS1..	Oral Language Interventions (+6 months progress) – strong impact on attainment and early literacy.  <a href="#">Oral language interventions   EEF</a>	1, 2, 3, 4,
Targeted phonics sessions for disadvantaged pupils not yet secure in decoding, with regular screening and rapid response intervention.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds  <a href="#">Phonics   EEF</a>	1, 2, 3, 4,
Targeted reading stamina, decoding and comprehension sessions through 1:1 and small groups across the school.	Reading Comprehension Strategies (+6 months) support struggling readers when targeted effectively.  <a href="#">Oral language interventions   EEF</a>	1, 2, 3, 4,
Internal and external tutoring for disadvantaged pupils to close specific gaps in Reading, Writing and Maths, including higher prior attainers.	Small Group Tuition (+4 months) and 1:1 Tuition (+5 months) – effective when targeted to precise gaps. 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, as well as in small groups.  <a href="#">One to one tuition   EEF</a>  <a href="#">Small group tuition   EEF</a>	1, 2, 3, 4, 5

<p>Additional adults to support disadvantaged pupils with SEMH needs to access learning through classroom-based support and intervention delivery.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers.</p> <p>These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#"><u>Social and emotional learning   EEF</u></a></p>	<p>1, 2, 3, 4, 5</p>
<p>Training to ensure consistency, fidelity and high-quality delivery of intervention programmes.</p>	<p>Effective Professional Development (EEF) strengthens impact of structured interventions.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £52,485.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted attendance intervention for disadvantaged pupils and families, including home visits, attendance plans and structured support to remove barriers to attendance.</p>	<p>Supporting Attendance (EEF) – improving attendance leads directly to improved academic outcomes.</p> <p><a href="#">Supporting attendance   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	1, 2, 5
<p>Whole-school trauma-informed strategies embedded in daily practice, supporting pupils affected by ACEs to remain regulated and ready to learn.</p>	<p>EEF behaviour guidance highlights regulation, relationships and consistency as central to SEMH improvement.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	1, 2, 3, 4, 5
<p>Improve attendance of disadvantaged children.</p> <ul style="list-style-type: none"> <li>• 1:1 transition support for individuals with returning to school anxieties</li> <li>• Anxiety based school refusal is identified early and LCC support packages used</li> <li>• ELSA guided 1:1/small group sessions</li> <li>• Use of external agencies</li> <li>• Support of LCC Inclusion and Attendance Team</li> <li>• Use of the Early Help process/TAC</li> </ul>	<p>Use of internal and external expertise to support children coming into and back to school.</p> <p><a href="#">Supporting attendance   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	1, 2, 3, 4, 5

<p>Targeted PSHE resources to support emotional wellbeing, relationships, health, resilience and aspirations.</p>	<p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment.</p> <p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Social and Emotional Learning (EEF) – most effective when embedded into daily school routines.</p> <p><a href="#"><u>Social and emotional learning   EEF</u></a>  <a href="#"><u>Behaviour interventions   EEF</u></a></p>	<p>1, 2, 3, 4, 5</p>
<p>Direct support for families facing housing, financial hardship, safeguarding and wellbeing challenges through Early Help and TAC processes.</p>	<p>EEF wider strategies confirm that removing non-academic barriers increases access to learning.</p> <p><a href="#"><u>Supporting attendance   EEF</u></a>  <a href="#"><u>Working with Parents to Support Children's Learning   EEF</u></a>  <a href="#"><u>Behaviour interventions   EEF</u></a></p>	<p>1, 2, 3, 4, 5</p>

<p>Wide range of clubs, activities and external visitors to boost confidence, aspiration, engagement and social development.</p> <p>Play-based approaches to develop resilience, social skills, cooperation and emotional regulation.</p>	<p>Physical Activity &amp; SEL (EEF) – improves wellbeing, engagement and school connection.</p> <p>Any engagement in such activities will help to build confidence and self-esteem to support learning and raise aspirations.</p> <p>EEF recognises structured play as supporting behaviour, resilience and engagement.</p> <p><a href="#"><u>Social and emotional learning   EEF</u></a></p> <p><a href="#"><u>Behaviour interventions   EEF</u></a></p> <p><a href="#"><u>Physical activity   EEF</u></a></p>	<p>1, 2, 3, 4, 5</p>
<p>Employer links, visitors and career exposure to raise aspirations and broaden horizons.</p>	<p>Aspirations Interventions (EEF) – most effective when combined with academic and wellbeing support.</p> <p><a href="#"><u>Aspiration interventions   EEF</u></a></p>	<p>1, 2, 3, 4, 5</p>
<p>Continued funding of food bank, uniform provision and crisis family support to remove financial barriers to attendance and learning.</p>	<p>EEF wider strategies highlight the importance of meeting basic needs to enable engagement with learning.</p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £208,881**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In 2025, there were 21 disadvantaged pupils within the Year 6 cohort of 60 pupils. Attainment for disadvantaged pupils was significantly below that of non-disadvantaged pupils across all Key Stage 2 measures.

Key Stage 2 Outcomes (based on teacher assessment)	All pupils	Pupil Premium pupils	Non-Pupil Premium pupils
% of pupils achieving the expected standard in reading, writing and mathematics	38%	3%	35%
% of pupils achieving the expected standard in reading	58%	10%	48%
% of pupils achieving the expected standard in writing	58%	8%	50%
% of pupils achieving the expected standard in mathematics	57%	15%	42%
% of pupils achieving the expected standard in GPS	61%	13%	48%
% of pupils achieving the higher standard in reading	23%	1%	22%
% of pupils achieving the higher standard in writing	5%	0%	5%
% of pupils achieving the higher standard in maths	15%	1%	14%
% of pupils achieving the higher standard in GPS	25%	26%	41%

These outcomes indicate that while some disadvantaged pupils did achieve age-related expectations, overall attainment remains significantly lower than their peers, particularly in Writing and Reading.

**All pupils:**

Subject	EXS 2023 / 2024	Higher 2023 / 2024	EXS 2024 / 2025	Higher 2024 / 2025	National Exs 2024 / 2025	National High 2024 / 2025
RWM Combined	57%	3%	38%	3%	62%	8%
Reading	70%	28%	58%	23%	75%	33%
Writing	63%	3%	58%	5%	72%	13%
Maths	72%	27%	57%	15%	74%	26%
GPAS	75%	37%	62%	25%	73%	30%

**Pupil Premium:**

Subject	EXS 2023 / 2024	Higher 2023 / 2024	EXS 2024 / 2025	Higher 2024 / 2025
RWM Combined	46%	0%	3%	0%
Reading	68%	16%	10%	1%
Writing	47%	0%	8%	0%
Maths	68%	11%	15%	1%
GPAS	73%	26%	13%	26%

- In 2025, outcomes at the end of Key Stage 2 show a significant attainment gap between disadvantaged and non-disadvantaged pupils across all measured areas. While a reasonable proportion of non-disadvantaged pupils achieved the expected standard, attainment for disadvantaged pupils remained very low, indicating that disadvantage continues to be a major barrier to academic success within the cohort.
- In the combined measure of Reading, Writing and Mathematics, only 3% of disadvantaged pupils met the expected standard, compared with 35% of non-disadvantaged pupils. This represents a substantial 32% gap, highlighting that many disadvantaged pupils were not able to reach age-related expectations across the core subjects.

- A similar pattern is evident in Reading. While nearly half of non-disadvantaged pupils (48%) achieved the expected standard, only 10% of disadvantaged pupils did so. This 38% gap reflects ongoing challenges with early reading development, fluency, and comprehension for disadvantaged learners, many of whom entered Key Stage 2 with low starting points.
- The gap is widest in Writing, where 50% of non-disadvantaged pupils met the expected standard compared with just 8% of disadvantaged pupils. The resulting 42% gap indicates that writing remains the weakest area for disadvantaged pupils, particularly in sentence structure, stamina, spelling and the application of grammar skills.
- In Mathematics, the gap remains significant but is slightly narrower. 42% of non-disadvantaged pupils achieved the expected standard compared with 15% of disadvantaged pupils, creating a 27% gap. While this suggests that some disadvantaged pupils are beginning to access mathematical learning more successfully, the majority still remain below age-related expectations.
- In Grammar, Punctuation and Spelling (GPS), 48% of non-disadvantaged pupils reached the expected standard, compared with 13% of disadvantaged pupils, resulting in a 35% gap. This further reflects the broader literacy difficulties experienced by disadvantaged pupils across the cohort.
- Overall, the data shows that non-disadvantaged pupils consistently outperform disadvantaged pupils in every subject area, with particular differences in Writing, Reading and the combined measure. These gaps are not the result of a lack of support but are strongly linked to a high proportion of disadvantaged pupils also presenting with SEND, low prior attainment, poor attendance, and significant social and emotional needs. In addition, some disadvantaged pupils were either educated in alternative provision or were not accessing the KS2 curriculum, which has had a marked impact on overall outcomes.
- Despite these challenges, disadvantaged pupils will continue to receive targeted academic intervention, pastoral support, external agency involvement and highly differentiated provision. However, the 2025 outcomes clearly indicate that while support systems are strong and inclusive, further refinement is required to ensure that this provision translates into stronger academic progress, particularly in Writing and Reading.
- The school continues to support Pupil Premium pupils' participation in educational visits and residential by contributing towards the overall cost where financial assistance is required. This ensures that no child is excluded from enrichment opportunities due to financial hardship.
- Staff have carefully planned and developed a wide range of curriculum-based and enrichment opportunities to enhance learning and encourage improved attendance, particularly for Pupil Premium pupils and those with poor attendance. These have included a variety of visitors to school and off-site visits for every year group. Due to the significant level of financial hardship affecting around a third of our pupils, the school made a substantial financial investment to ensure that all trips and experiences were fully funded and accessible to pupil premium children.

- The ELSA-trained Pastoral Care Lead has delivered weekly social and emotional support sessions on a one-to-one and small group basis for targeted pupils across the school. Due to the high demand for this support during the academic year, the Pastoral Care Lead has also worked with staff to develop capacity by training year group teams to deliver a range of SEMH interventions. In response, SENDCo has reviewed the provision map and is planning alternative approaches to meeting the increasing SEMH needs through the strategic deployment of adults within year group phases.
- The school has continued to provide extensive support to families experiencing medical needs, housing instability, financial hardship and wellbeing challenges. Support has included access to parenting programmes, external support services, food banks and wider community networks. Even after Early Help and Team Around the Child processes have closed, families continue to receive regular support and contact from the Pastoral Care Lead and the school.
- A community food and uniform bank has been established to support families in need, and the number of parents accessing this provision continues to grow, with some families requiring regular support. Parental feedback clearly demonstrates the significant positive impact this provision is having on our school community.

**In addition:**

Our Pupil Premium strategy will be supplemented by a range of additional whole-school activities that are not directly funded through Pupil Premium, but which are designed to strengthen provision and improve outcomes for all pupils, particularly those who are disadvantaged. These include:

- Embedding more effective practice around feedback. Evidence from the Education Endowment Foundation (EEF) shows that high-quality feedback has a significant impact on pupil progress, with particularly strong benefits for disadvantaged pupils.
- Dedicating teacher and wider staff meeting time to the Senior Mental Health Leads. This will ensure a continued focus on staff development and whole-school approaches to mental health and wellbeing. Training will respond directly to identified needs, including developing staff understanding of pupils' emotional and mental health needs, ensuring pupil voice is central to our work on wellbeing, and strengthening collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to promote wellbeing, improve behaviour, increase attendance and raise aspiration. Activities will be delivered by school staff and specialist sports coaches, with a strong focus on developing key life skills such as confidence, resilience and positive social interaction. Disadvantaged pupils will be actively encouraged and supported to participate.
- Providing whole-staff trauma-informed training focused on understanding the impact of adverse childhood experiences and developing effective regulation, de-escalation and relational strategies. This will strengthen our capacity to support pupils with SEMH needs and reinforce consistently high expectations for behaviour, enabling pupils to develop greater emotional awareness, self-regulation and positive behaviour for learning.

## Externally provided programmes

Programme	Provider
Behaviour support	BOSS
Educational Psychologist	Applied Psychologies
Music tuition	External Individual
Music resources	Kapow
Languages support resources	Language Angels
Reading resources	English Hub
Phonics resources	Read Write Inc
Times Tables support	TT Rockstars
Spelling and Maths Shed resources	Active Spelling
Maths resources	White Rose, Maths Mastery
Sports fixtures and programme	Wolds Sports

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils	

## Further information (optional)

In conjunction with other funding, general strategies to also enhance provision for all pupils, including disadvantaged pupils:

- Investment in curriculum leadership time to strengthen subject development, quality assurance and monitoring. This will support improved consistency, progression and outcomes across all areas of the curriculum, with a clear focus on closing gaps for disadvantaged pupils.
- Protected time for teachers to identify individual barriers to learning and plan targeted strategies to meet pupils' specific academic, social and emotional needs. This will ensure that provision is responsive, adaptive and accurately matched to individual pupils.
- Collaborative working across the Trust to share strong practice, generate new ideas and implement joint strategies that enhance the quality of teaching and learning, particularly for pupils who are disadvantaged.
- Regular opportunities to celebrate achievement and success through assemblies, social media and in-person presentations. This will strengthen pupil motivation, confidence and aspiration, while reinforcing positive attitudes to learning within the wider school community.