

Pupil Premium Strategy Statement

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

School Overview

Detail	Data
School Name	Springmoor Grange School
Number of pupils in school	Nursery – 65 Primary - 336
Proportion (%) of pupil premium eligible pupils	19.7% 64
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	Termly
Statement authorised by	Pam Sneath – COG
Pupil Premium Lead	Anna Bowden
Governor Lead	Nicola Milne

Funding Overview for 2025 - 2026

Detail	Amount
Pupil premium funding allocation this academic year	£96960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£96960

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Springmoor Grange School, we want all of our children to “Nurture, Aspire and Prosper”. Our aim is to nurture the children, teach them to aspire and have goals and ensure that they leave Springmoor Grange ready to prosper in their next chapter of education and as citizens of the future.

We believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind. As a school, we will provide opportunities to break through barriers by adhering to our core values and key intentions which demonstrate our high aspirations for all our children.

The main barriers to learning for disadvantaged pupils at our school are speech and language difficulties, lack of resilience and independence skills, low levels of reading and writing and lack of exposure to real life experiences.

We focus our Pupil Premium spending on delivering high quality teaching in language rich environments, effective and targeted interventions, enhancing the Cultural Capital of our disadvantaged children and supporting children to develop their independence and resilience and also promoting positive mental health.

Challenges

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

Challenge Number	Detail of Challenge
1	High levels of speech and language difficulties on entry and lack of exposure to high quality vocabulary.
2	Limited levels of parental engagement for children who are persistently absent.
3	Narrowing the gap between our disadvantaged children and all other groups by the end of Key Stage Two.
4	Low number of disadvantaged children have the knowledge and skills to progress from expected to greater depth by the end of Key Stage Two.
5	Low confidence levels in reading and writing across a variety of genres.
6	Children’s lack of exposure to real life experiences that enhance their cultural capital.
7	Low resilience, independence and basic skills.
8	Mental health and emotional wellbeing.

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
To improve oral language skills beginning in EYFS and progressing throughout the school. • <i>Blast</i> • <i>Ongoing CPD for staff</i>	EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal. Begin work from Nursery to ensure that children's vocabulary is accelerated from their starting point. KS1 Phonics – Increase percentage of children achieving the Phonics Screening Check by the end of Year 1. KS1 and KS2 – Increase in the percentage of children reaching the age-related expectation in Reading and Writing including increasing the percentages of those children reaching greater depth.
To ensure that children have access to a language rich environment. • <i>Curriculum linked language mats and displays within the classroom.</i> • <i>Sharing language resources between home and school</i> • <i>Staff modelling of the correct use of language within context.</i> • <i>Ongoing CPD for staff</i>	All children will be exposed to high quality vocabulary across school and will be confident at using transferrable vocabulary in everyday situations and also their writing.
To improve levels of parental engagement and increase attendance of children who are persistently absent. • <i>Parent Support Advisor employed by the school.</i> • <i>Variety of parent workshops and events in school.</i> • <i>1:1 meeting held with persistently absent families to address barriers and put interventions in place.</i> • <i>Regular attendance initiatives to encourage attendance.</i> • <i>Regular meetings between PSA and Leaders.</i>	Increase in the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children's learning. Parental surveys to be used pre and post events to demonstrate the increased knowledge of the parents on how to support their children to learn. The persistent absentee gap between disadvantaged and non-disadvantaged will reduce.

To narrow the gap between disadvantaged and non-disadvantaged children at the end of each key stage. • <i>Rigorous tracking in place across school to ensure early identification is key to diminishing the learning gap.</i> • <i>Additional teaching staff to reduce class sizes.</i> • <i>Quality first teaching for all.</i> • <i>Effective deployment of teaching assistants.</i>	Assessment data will show that the gap between disadvantaged and non-disadvantaged children narrows over time. By the time children leave Springmoor Grange School at the end of Year 6, it is hoped that disadvantaged children will be in line with non-disadvantaged within the school and nationally.
To increase the percentage of children achieving greater depth in all subject areas. • <i>Additional teaching staff to reduce class sizes.</i> • <i>Quality first teaching for all.</i> • <i>Effective deployment of teaching assistants.</i> • <i>Challenge and enrichment activities.</i> • <i>Specific interventions in order to accelerate progress from expected to greater depth.</i> • <i>Ongoing CPD and EDA support for staff to understand what is expected of a greater depth child.</i>	Increase in the percentage of disadvantaged children reaching greater depth in all subject areas.
To raise the profile and increase confidence in reading and writing which results in improved outcomes. • <i>Ongoing staff CPD.</i> • <i>Little Wandle Phonics and VIPERS Reading.</i> • <i>Talk for Writing in KS1 and KS2.</i> • <i>Moderation of writing internally and externally.</i> • <i>Implementation of a new approach to spelling in Y2 and KS2.</i>	A positive culture towards reading and writing throughout school evidenced through the outcomes from pupil surveys. KS1 Phonics – Increase percentage of children achieving the Phonics Screening Check by the end of Year 1. KS1 and KS2 – Increase in the percentage of children reaching the age-related expectation in Reading and Writing including increasing the percentages of those children reaching greater depth.

To increase the children's cultural capital by providing them with a curriculum that is enriched with "real life" experiences. • <i>All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</i> • <i>Continuing to enrich our holistic curriculum approach.</i> • <i>Access to wider opportunities which will influence the thinking and values of children.</i>	All disadvantaged children in school will have participated in a wide range of "real life" experiences that enhance their Cultural Capital. Subject Leaders will have an increased awareness of how the curriculum is enhancing Cultural Capital and a plan to progress this further.
To increase children's independence, resilience and basic skills. • <i>Growth Mindset</i> • <i>Emphasis on effective behaviours for learning.</i> • <i>New behaviour system to be designed with the children.</i> • <i>School have pledged to follow and participate in the Health and Wellbeing Framework.</i> • <i>Continue to ensure that learning routines are embedded.</i> • <i>Ensure opportunities rebuilt into curriculum to develop confidence and self-esteem.</i>	Children's independence and resilience will increase over time. They will be more confident with the completion of basic skills and this will have a positive impact on their overall attainment and progress.
To continue to promote positive mental health and emotional well-being throughout school. • <i>School Wellbeing Team.</i> • <i>School to continue to use the services of the EWEL team.</i> • <i>Signposting parents to where they can get further support.</i> • <i>Curriculum focus where appropriate to raise awareness.</i> • <i>Developing children's emotional vocabulary in order to help them express themselves.</i>	There will be a positive culture at Ox Close which embraces and promotes positive mental health and wellbeing. The children will feel supported and openly talk about mental health. In addition, the number of children requiring additional support for mental health will decrease over time.

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: £50000 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of highly trained and experienced staff who deliver quality first teaching across school.	Reducing class size EEF (educationendowmentfoundation.org.uk) This provision has been extremely successful in previous years and this success therefore justifies the large proportion of the pupil premium allocation that has been directed towards this action. Favourable adult to pupil ratios accelerate the learning of those children that are making slower progress than others are.	1 3 4 5 7
Effective deployment of Teaching Assistants across school to support children with their learning within the class and in small groups.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class and will allow us to run academic sets from Year 1 to Year 6. In addition, small group and intensive interventions are proven to accelerate progress.	1 3 4 5 7

Ongoing and current CPD for staff in order to further enhance their professional skills.	Characteristics of Effective Teacher Professional Development EEF educationendowmentfoundation.org.uk Effective Professional Development EEF educationendowmentfoundation.org.uk CPD plan has been put in place to enhance individual knowledge and skills of staff based upon need. Staff are also encouraged to take part in National Professional Qualifications.	1 3 4 8
Early identification of speech and language need	Oral language interventions EEF educationendowmentfoundation.org.uk Early language EEF educationendowmentfoundation.org.uk Intervention and support targeted in Early Years and where need identified using Blast. Children with SEND working with appropriate outside agencies as soon as possible. Staff will attend CPD training ran by NHS Speech Therapists focussing on how to early identify and support those with speech and language needs.	1 2 3 4 5 7
Language rich environments with communication and oral language interventions taking place.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Oral language interventions EEF educationendowmentfoundation.org.uk	1 3 4 5 6 7
Small group phonics teaching in KS1 and for those children who have not met the standard in KS2.	Phonics EEF (educationendowmentfoundation.org.uk) Small group tuition EEF educationendowmentfoundation.org.uk Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk Little Wandle to continue to run across Early Years and KS1 and Little Wandle Rapid Catch Up in KS2. Children who are in Year 2 and have successfully passed the Y1 Phonics Screening Check will participate in the Little Wandle Spelling programme.	1 3 7

Training and implementation of structured reading programme in KS1 and KS2 to address outcomes.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) End of key stage assessments and internal data showed that Reading was an area of development for the school. English Leads and SLT met and it was decided that a new approach to Guided Reading was to be implemented across KS1 and KS2. This will be closely tracked to monitor impact.	3 4 7
Training and implementation of structured writing programme in KS1 and KS2 to address outcomes.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) End of key stage assessments and internal data showed that Reading was an area of development for the school. English Leads and SLT met and it was decided that a new approach writing, linking to texts and the development of basic skills, was to be implemented across KS1 and KS2. This will be closely tracked to monitor impact.	3 4 7
Training and implementation of further reasoning and problem-solving teaching into the Maths curriculum to address and improve outcomes across the school.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Maths Lead to work with all staff to implement more reasoning and problem solving activities into lessons in order to increase children working at greater depth. Specific year groups to take part in the NCETM Mastering Number project. Year 4 to take part in Going for Gold in preparation for the Y4 Multiplication Check. Key staff to receive additional training from Archimedes Maths Hub and disseminate key messages to all staff.	3 4

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

Budgeted cost: £46640 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of Teaching Assistants across the school. Whole School – variety of interventions running which change in accordance with the learning needs of the children. EYFS – Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills. KS1 – Small groups for phonics and spelling. Pupil Premium children are targeted to accelerate progress towards Y1 Phonics test. Additional 1:1 intensive reading intervention KS2 – Additional phonics, spelling and LEXIA interventions.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. Small group and intensive interventions are proven to accelerate progress.	1 3 4 5 7
Year 6 Maths Intervention Teacher	Small group tuition EEF (educationendowmentfoundation.org.uk)	3 4 7

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor to work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation. Focus upon attending school and being punctual.	Parental engagement EEF (educationendowmentfoundation.org.uk) Engaging Parents as Partners - Teacher Development Trust (tdtrust.org) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	2 6 7 8
Cultural Capital - All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	6
Promoting positive mental health and wellbeing throughout the school year.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	8

Total budgeted cost: £106460

Part B: Review of 2024 - 2025

Outcomes for Disadvantaged Pupils

Good Level of Development					
All		Dis		Non Dis	
Sch 2024	Nat 2024	Sch 2025	Nat 2024	Sch 2025	Nat 2024
77%	%	40%	%	81%	%

At the end of Reception, there was a significant gap between the number of disadvantaged and non-disadvantaged children who achieved a Good Level of Development. Although there were only 5 disadvantaged children, this needs further work to close the gap next year. Monitoring shows that environments are language rich and that this is having a positive impact on the children.

Year 1 Phonics					
All		Dis		Non Dis	
Sch 2025	Nat 2024	Sch 2025	Nat 2024	Sch 2025	Nat 2024
70%	80%	29%	68%	78%	84%

Overall, our PSC results were below the national averages. There does continue to be a significant gap between disadvantaged and non-disadvantaged. Of the 7 disadvantaged children, 4 children have a SEND Support Plan and 2 children have an EHCP. Further interventions and support for these children will be put in place this academic year.

KS2 Attainment Overview						
Expected Standard						
Subject	Cohort		Comparison by Groups			
			Dis		Non Dis	
	Sch 2025	Nat 2025	Sch 2025	Nat 2024	Sch 2025	Nat 2024
Reading	94%	75%	40%	62%	71%	80%
Writing	78%	72%	90%	58%	70%	78%
GPS	69%	73%	70%	59%	69%	78%
Maths	69%	74%	60%	59%	71%	79%
RWM	58%	62%	30%	46%	66%	67%

KS2 Attainment Overview Higher Score of 110 or above						
Subject	Cohort		Comparison by Groups			
			Dis		Non Dis	
	Sch 2025	Nat 2024	Sch 2025	Nat 2024	Sch 2025	Nat 2024
Reading	22%	28%	10%	18%	23%	33%
Writing	20%	13%	10%	6%	23%	16%
GPS	22%	32%	20%	20%	23%	37%
Maths	18%	24%	10%	13%	23%	29%
RWM	13%	8%	0%	3%	17%	10%

At the end of KS2, the gap between disadvantaged and non-disadvantaged working at age related expectations has narrowed over time and in some subjects, disadvantaged outperform non-disadvantaged. When comparing children working above the expected standard, there was a gap between the disadvantaged and non-disadvantaged children. This is a focus area for this academic year.

Targeted Intervention Support:

- Teacher assessments analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. This has been completed at the end of the academic year and transition for the pupils and also between staff have taken place during the Summer Term.
- In class and out of class interventions have been running in all year groups – these are tailored to the individual needs of the children.
- Year 6 Maths intervention – Mr Taylor – this has worked well and is used to support and target the disadvantaged children. From May half term, Mr Taylor started working with two small groups of Y5 children to begin the preparation for the end of KS2 SATs.

Wider Strategies

Attendance:

- Increasing attendance is a key priority across school with all staff involved. Attendance has been analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance.
- Referrals to the Local Authority have also been made in line with the policy.
- Punctuality is also being monitored with steps put in place to address as and when required. Further work will be completed on this next academic year.
- There is a gap between disadvantaged and non-disadvantaged children in relation to persistent absenteeism however following work over the course of the year, this gap has narrowed and disadvantaged children attend in line with national comparisons.

Cultural Capital:

- Cultural Capital events have continued to run – these are now interwoven into the curriculum and assembly plan. Advanced notice is given to parents/carers so that they are aware of any associated costs. A newsletter has also been shared so that they understand what Cultural Capital is.
- Cultural Capital policy and progression map is in place.
- Subject leaders have an increased knowledge on how Cultural Capital is enhanced within their subject. are aware of how their subject could further enhance a child's Cultural Capital.

Externally Provided Programmes

Programme	Provider
BLAST - Boosting Language Auditory Skills and Talking.	Blast Programme Limited

Part C: Governance – Monitoring the effectiveness of the Pupil Premium Strategy

Activity	Autumn Term 2025 Evaluations	Governor Meeting Dates
Teaching	• Move to single aged classes in Early Years, KS1 and UKS2. LKS2 remain as mixed year groups however use of a highly skilled HLTA means group sizes for English and Maths are reduced and focussed on the needs of the children across the phase. • Wellcom is being trialled within Early Years – this is a speech and language assessment and intervention. • Moving The Box project ran by DCC – staff have attended CPD, made assessments and implementing strategies to support. • Little Wandle Phonics is now embedded throughout Reception and KS1. Children are accessing daily sessions and Keep Up interventions are in place for those children who require additional intervention. Monitoring of the teaching and learning shows that there is a consistent approach to the teaching of phonics and that we have fidelity to the Little Wandle scheme. • Little Wandle SEND programme is running in KS1 and KS2 – children are making good progress appropriate to their need. • Long term plan for Writing has been reviewed with a tweaked approach rolled out in Y1 to Y6. • CPD has been delivered with a focus on adaptive teaching to support all children to improve outcomes. • Talk for Writing has been adapted to match the needs of our children. • Children in Reception to Year 4 are participating in the Mastering Number programme. Monitoring and staff feedback show that this is assisting children with the retention and recall of key knowledge. <i>Focus Area for Spring Term:</i> • <i>Continue to embed the strategies that have been put in place for Reading, Writing and Maths.</i>	Link Governor Visit – 15.10.2025 Finance and FGB Meeting – 11.12.2025

Targeted Academic Support	• Half termly progress meetings have been held where progress in interventions are discussed. Teacher assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. • In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. • Year 6 Maths intervention – Mr Taylor – this is in place and children are making progress from starting points. <i>Focus Area for Spring Term:</i> • <i>Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children.</i>	Link Governor Visit – 15.10.2025 Finance and FGB Meeting – 11.12.2025	
Wider Strategies	• Parent Support Advisor is working with identified families – caseloads are reviewed regularly. Aim of support is to overcome barriers which may be impacting on their child's learning. External support is sought as and when appropriate. • Reducing attendance is a key priority across school with all staff involved. Attendance is analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance. Referrals to the Local Authority have also been made in line with the policy. Punctuality is also being monitored with steps put in place to address as and when required. • Rewards and incentives put in place for attendance – these have been well-received. • Cultural Capital plans have been reviewed and events are planned throughout the year. • Equalities and Diversity assembly plan has been created to ensure that school values, British Values and protected characteristics are embedded and understood. <i>Focus Area for Spring Term:</i> • <i>Improving attendance and punctuality of disadvantaged children – there is a gap between disadvantaged and non-disadvantaged.</i>	Link Governor Visit – 15.10.2025 Finance and FGB Meeting – 11.12.2025	
Activity	Spring Term 2026 Evaluations		Governor Meeting Dates

Teaching	• Spring Term monitoring demonstrated that quality first teaching is good across school. Teachers are adapting to the needs of all learners in order to accelerate progress. Disadvantaged learners are targeted through in class support and interventions. • CPD plan has been implemented to continue to upskill staff in reading, writing, problem solving and adaptive teaching strategies. • Wellcom and Moving the Box are supporting our youngest children in school – assessments show that children have made progress from starting points. <i>Focus Area for Summer Term:</i> • <i>Continue to ensure that Teaching Assistants are deployed effectively to meet the needs across all parts of lessons.</i>	Finance and FGB – 19.03.2026
Targeted Academic Support	• Half termly progress meetings have continued where progress in class and during interventions are discussed. Teacher assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. • In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. • Year 6 Maths intervention – Mr Taylor – this is in place and children are making progress from starting points. During the Summer Term, this will move to Year 5 in preparation for the KS2 SATs. <i>Focus Area for Summer Term:</i> • <i>Continue with focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children.</i> <i>Areas include:</i> - <i>Y1 Phonics</i> - <i>Y2 Phonics</i> - <i>Y4 Multiplication</i> - <i>Mastering Number</i> - <i>Fine motor and gross motor skills.</i>	Finance and FGB – 19.03.2026
Wider Strategies	• Reducing attendance is a key priority across school with all staff involved. Attendance continues to be analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance. Referrals to the Local Authority have also been made in line with the policy. Punctuality is also being monitored with steps put in place to address as and when required. Rewards and incentives put in place for attendance – these have been well-received. • School have also joined the RISE Behaviour and Attendance programme and are beginning to implement suggested strategies.	Finance and FGB – 19.03.2026

	- Cultural Capital events have taken place including residential trip to Paris, visits to local Care Homes, celebration of Chinese New Year, visit to Locomotion. <i>Focus Areas for Summer Term:</i> <i>Continue to liaise with RISE and co-ordinate with other schools in order to gather best practice and implement new strategies for Springmoor.</i> <i>Explore how religious visitors and visits from different faiths and beliefs can be incorporated into the curriculum.</i>	
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Activity	Summer Term 2026 Evaluations	Governor Meeting Dates																												
Teaching	Early Years: Early identification of speech and language needs have ensured that children have targeted intervention and are making accelerated progress over time. In addition, school have been part of Moving the Box. This national initiative, is designed to close the learning and development gap in Reception and raising EYFS profile outcomes. Good Level of Development: <table><tr><th>Overall</th><th>Disadvantaged</th><th>Non-Disadvantaged</th></tr><tr><td>69%</td><td>13%</td><td>78%</td></tr></table> The number of children achieving Good Level of Development has increased from previous years. Although there continues to be a significant gap between disadvantaged and non-disadvantaged, it must be noted that of the 9 disadvantaged children, 7 have been identified as have SEND and have SEND Support Plans or EHCPs in place. Monitoring has demonstrated that environments are language rich and that this is having a positive impact on the children. Phonics: <table><tr><th colspan="6">Year One Phonics</th></tr><tr><th rowspan="2">Subject</th><th rowspan="2">Cohort</th><th colspan="4">Comparison by Groups</th></tr><tr><th>Boys</th><th>Girls</th><th>Dis</th><th>Non-Dis</th></tr><tr><td>Pass</td><td>69%</td><td>58%</td><td>80%</td><td>56%</td><td>73%</td></tr></table> There does continue to be a gap between disadvantaged and non-disadvantaged however this has closed over time. The disadvantaged children who did not pass the Phonics Screening Check have all been identified as SEND with Support Plans and EHCPs in place.	Overall	Disadvantaged	Non-Disadvantaged	69%	13%	78%	Year One Phonics						Subject	Cohort	Comparison by Groups				Boys	Girls	Dis	Non-Dis	Pass	69%	58%	80%	56%	73%	Link Governor Visit – 08.06.2026 Finance and FGB Meeting – 02.07.2026
Overall	Disadvantaged	Non-Disadvantaged																												
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Subject	Cohort	Comparison by Groups																												
		Boys	Girls	Dis	Non-Dis																									
Pass	69%	58%	80%	56%	73%																									

Year 4 Multiplication Check:

Average Score					
Subject	Cohort	Comparison by Groups			
		Boys	Girls	Dis	Non-Dis
Average	23.1	23.7	22.7	21	23.5

Percentage Achieving Full Marks					
Subject	Cohort	Comparison by Groups			
		Boys	Girls	Dis	Non-Dis
25/25	57%	31%	52%	43%	58%

When comparing the results to national averages, all of the results are favourable. Although there is a gap between disadvantaged and non-disadvantaged the scores and percentages are above the national overalls.

End of KS2 Results:

Expected Standard					
Subject	Cohort	Comparison by Groups			
		Boys	Girls	Dis	Non Dis
Reading	69%	79%	66%	46%	78%
Writing	76%	79%	74%	54%	83%
GPS	65%	79%	60%	46%	72%
Maths	67%	71%	66%	46%	75%
RWM	59%	71%	54%	39%	67%
Greater Depth					
Subject	Cohort	Comparison by Groups			
		Boys	Girls	Dis	Non Dis
Reading	17%	15%	17%	0%	22%
Writing	20%	21%	20%	15%	22%
GPS	18%	36%	11%	15%	19%
Maths	17%	46%	6%	8%	19%
RWM	4%	0%	6%	0%	6%

- When analysing children working at the expected level in writing, disadvantaged children are outperformed by non-disadvantaged children. Of the disadvantaged children who have not reached age related expectations, a high number are SEND.

Whole School

For those children taught in year groups, TAs are utilised to support children within lessons and also through pre and post learning intervention.

	Children in Y3/4 have been placed in ability groups for Maths and English with TAs deployed to support identified children. This has allowed interventions to run in each session immediately meaning that misconceptions are identified straight away. Further work will be completed next academic year to support with the identification and tracking of subject specific interventions for Premium children.	
Targeted Academic Support	- Teacher assessments analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. This has been completed at the end of the academic year and transition for the pupils and also between staff have taken place during the Summer Term. - In class and out of class interventions have been running in all year groups – these are tailored to the individual needs of the children. - Year 6 Maths intervention – Mr Taylor – this has worked well and is used to support and target the disadvantaged children. From May half term, Mr Taylor started working with two small groups of Y5 children to begin the preparation for the end of KS2 SATs.	Link Governor Visit – 08.06.2026 Finance and FGB Meeting – 02.07.2026
Wider Strategies	Attendance: - Increasing attendance is a key priority across school with all staff involved. Attendance has been analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance. - Referrals to the Local Authority have also been made in line with the policy. - Punctuality is also being monitored with steps put in place to address as and when required. Further work will be completed on this next academic year. - There is a gap between disadvantaged and non-disadvantaged children in relation to persistent absenteeism however following work over the course of the year, this gap has narrowed and disadvantaged children attend in line with national comparisons. Cultural Capital: - Cultural Capital events have continued to run – these are now interwoven into the curriculum and assembly plan. Advanced notice is given to parents/carers so that they are aware of any associated costs. A newsletter has also been shared so that they understand what Cultural Capital is. - Cultural Capital policy and progression map is in place. - Subject leaders have an increased knowledge on how Cultural Capital is enhanced within their subject.	Link Governor Visit – 08.06.2026 Finance and FGB Meeting – 02.07.2026