

# 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 as we enter the next cycle of support and the effect that last year's spending of pupil premium had within our school.*

## School overview

<b>Detail</b>	<b>Information</b>
<i>School name</i>	<i>Grimsdyke School</i>
<i>Number of pupils in school</i>	<i>624</i>
<i>Proportion (%) of pupil premium eligible pupils</i>	<i>7.1%</i>
<i>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</i>	<i>2026-2029</i>
<i>Date this statement was published</i>	<i>January 2026</i>
<i>Date on which it will be reviewed</i>	<i>November 2026</i>
<i>Statement authorised by</i>	<i>Pastoral Committee</i>
<i>Pupil premium lead</i>	<i>K White</i>
<i>Governor lead</i>	<i>Pastoral Committee Chair</i>

## Funding overview

<b>Detail</b>	<b>Amount</b>
<i>Pupil premium funding allocation this academic year</i>	<i>£67,775.45</i>
<i>Recovery premium funding allocation this academic year</i>	<i>£0</i>
<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i>	<i>£0</i>
<b>Total budget for this academic year</b>	<b>£67,775.45</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<i>*£3758.86 carry forward into next year</i>

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## Part A: Pupil premium strategy plan

### Statement of intent

*The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other 'disadvantaged families' and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years (Ever6) or has been continuously looked after for at least 6 months (LAC) they are considered 'disadvantaged' and the school receives an amount per head within their budget. A smaller provision is also made for children who have a parent in the armed services.*

*The aim of the funding is to target the attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education, including entry into higher education.*

*Research shows that:*

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven.*
- The gap widens further during secondary education and persists into higher education.*
- The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs at A\*-C including English and mathematics is less than one third of a non-Free School Meals pupil.*
- A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.*

*This funding is spent strategically by the school to meet its aim of ensuring maximum progress and access to provision for all groups of children and to close any gaps.*

*Grimsdyke School has adopted a policy explaining our approach to spending and managing pupil premium funds. Parents were consulted in the process of developing this policy and it is available on our school website. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.*

*In November 2023, Grimsdyke had an 'Outstanding' Ofsted report where they commented on all pupils receiving an exceptional education at Grimsdyke and enjoying numerous*

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opportunities to celebrate who they are and be successful contributing significantly to the fair, welcoming and inclusive environment at Grimsdyke School.

## Challenges

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

Challenge number	Detail of challenge
1	The school needs to ensure that pupil premium pupils make the expected standard for their starting point and that more pupil premium students are reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.
2	The demographics of the local area and school are changing. There is increased mobility as some families are leaving the local area due to increases in rent and changes to benefits. There are also an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning.
3	There are increasing numbers of pupil premium students who come from households where English is not spoken or used infrequently/ in an adapted form so that the only experience the students have of English as a means of communication and study is in school. Whilst this could be a strength long term as they will be bilingual adults, it is currently a barrier to their learning the primary curriculum at the same pace as their peers.
4	Students are not always 'ready to learn' in school because of factors beyond the school. This can mean that pupils are not in a secure place mentally/emotionally or that they demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. Some students have experienced traumatic events in their prior life history which they need support to process and are having an impact on their relationships and engagement in school.
5	There are a group of pupil premium students who show the aptitude and motivation to be able to extend their learning in ways that their families cannot facilitate e.g. music lessons
6	The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs. 25% of pupils receiving the Pupil Premium are on the SEN Register.
7	Limited parental engagement and low aspirations about what can be achieved and how to be successful; and limited access to positive role models.

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8	<i>Language delay, limited language/poor expressive and receptive language and low confidence in speaking and listening.</i>

## **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.*

<b>Intended outcome</b>	<b>Success criteria</b>
<i>Pupil premium students make good progress from their academic starting points</i>	<p><i>All pupil premium students attain at least the levels expected based on their prior attainment in teacher assessment and testing. The analysis and consideration of data will evidence this.</i></p> <p><i>Increasing numbers of pupil premium students attaining greater depth in end of Key Stage assessments where children have increasing ownership of their own learning.</i></p>
<i>Pupil premium students have the language skills to access the academic and social aspects of school life</i>	<p><i>The attainment gap between pupil premium students with an EAL profile and their peer's narrows over time in both teacher assessment and testing outcomes.</i></p> <p><i>Pupil premium students with an EAL profile are able to meet the Key Performance Indicators for English in their year group.</i></p> <p><i>Provision and progress meetings will be held termly so that this can be discussed and addressed.</i></p> <p><i>Children receiving SALT will make good progress in their SALT targets and their learning in school.</i></p> <p><i>Bespoke School Support Plans (SSP's) and assessments will show needs are being met and progress made.</i></p> <p><i>Staff will have appropriate training to support with targeted needs.</i></p>
<i>Attendance and engagement for this group of students improves over time</i>	<i>Attendance for students in this group on average meets the school target of 95% or better.</i>

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	<p><i>Students in this group are not being managed as under the sanctions of the school Behaviour Policy disproportionately.</i></p> <p><i>Students in this group with complex needs are supported to access support beyond school where appropriate e.g. CAMHS, Harrow Horizons etc.</i></p>
<p><i>Pupil premium students who are motivated to do so are able to learn a musical instrument or attend extra-curricular provision offered on site or off site</i></p>	<p><i>All extracurricular provision is accessible through supported funding and students requesting access are supported to take part in at least one activity per term.</i></p> <p><i>Pupil premium students with particular talents are able to access provision within the local community.</i></p>
<p><i>To maintain the positive behaviours on the playground. More opportunities for pupils to be involved in sport and interschool sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.</i></p>	<p><i>House Captains and Play leaders at lunchtimes will lead games.</i></p> <p><i>Pastoral Lead and KS1/2 ELSA to work with lunch staff each day to embed 'Positive Playtimes'.</i></p> <p><i>Well-being/pastoral lead support is offered to pupils through our Mental Health and Well-being offer and our Mental Health ambassadors.</i></p> <p><i>Funding for clubs and sports kit is available for Pupil Premium eligible pupils.</i></p>
<p><i>Oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</i></p>	<p><i>Embedding Oracy into the curriculum and wider curriculum (assemblies, interventions).</i></p> <p><i>Developing an Oracy strategies based on the principles of Voice 21.</i></p>
<p><i>Pupils who have difficulties with social skills and relationships will develop confidence in their interactions.</i></p>	<p><i>Planned interventions and strategies to address these needs will be put in Place.</i></p> <p><i>EP drop in sessions held for staff, increasing knowledge and confidence alongside workshops from the Communication and Autism Team to support some students who present with behaviours that challenge.</i></p>

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## 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: £ 33,147.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Access Teacher – to support language development, phonics and reading for vulnerable students (0.2 fte SLT member)</p> <p>£20,918.54</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Other evidence:</p> <ul style="list-style-type: none"> <li>• Need identified nationally and internally after analysing impact of school closures on development of core skills across the school</li> <li>• Impact analysis of previous work done by KS1/KS2 Pupil Premium Support teacher shows that students who received support made good progress</li> </ul>	1/2/3/6
<p>AET Good Autism Practice training</p> <p>£4340</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf</a></p> <p>Staff access AET (Autism Education Trust) Good Autism Practice training to strengthen understanding and support for autistic pupils. Evidence from the Education Endowment Foundation (EEF) shows that high-quality, targeted professional development improves outcomes for pupils with SEND, supporting engagement, learning, and social communication. 25% of pupils with PP are also send, which is at least a quarter of children being supported.</p>	1/2/3/6
<p>£6500</p> <p>Educational Psychologist drop in sessions to support</p>	<p>EEF states that interventions like these have an “identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)”.</p>	1/2/3/4/6/8

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<p><i>individual teachers with children's barriers to learning and Educational Psychologist whole school inset and training sessions</i></p>	<p><i>The EEF also found that improvements appear more likely when "approaches are embedded into routine educational practices and supported by professional development and training for staff".</i></p> <p><i>EEF research- 'Improving children's learning by improving the quality of classroom talk' 2017 Supporting School Improvement through Play.</i></p> <p><i>Spelling Frame to support Cognition and Learning for individual learners to use both at home and in school.</i></p>	
<p><i>£724</i> <i>Oracy assemblies/ Lead training</i></p>	<p><i>Speech Language and Communication Needs assessment and intervention.</i></p>	<p><i>2/8</i></p>
<p><i>£30</i> <i>Spelling Frame</i></p>	<p><i>To support the 25% of pupils who are doubly disadvantaged and require targeted interventions in Cognition and Learning, the school provides structured, evidence-based interventions. These are carefully tracked through the provision map to support progress in key academic skills and reduce attainment gaps.</i></p>	<p><i>4//2/6</i></p>
<p><i>£635</i> <i>Wellcomm –</i></p>	<p><i>WellComm screening is used to support early identification of speech, language, and communication needs, particularly for the 25% of pupils who are doubly disadvantaged. This ensures Pupil Premium pupils can access early assessment and targeted interventions through the school's provision map, with outcomes informing referrals to Speech and Language Therapy (SALT) where appropriate.</i></p>	<p><i>4/2/6</i></p>

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

Budgeted cost: £4696

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Year 6 Autumn Term Reading and Maths extra-	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1/2/3/6

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<p>curricular small group tuition £1232</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Other evidence:</p> <ul style="list-style-type: none"> <li>• Need identified nationally and internally after analysing impact of school closures on development of core skills across the school</li> <li>• Analysis of previous academic year programmes showed students made better than expected progress in comparison to peer group</li> <li>• Provision adapted this year in light of analysis that showed maths tuition had more impact than reading – new programme of targeted reading comprehension strategies to be included in this year’s provision</li> </ul>	
<p>Year 6 Spring Term Reading and Maths extra-curricular small group tuition £1232</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Other evidence:</p> <ul style="list-style-type: none"> <li>• Need identified nationally and internally after analysing impact of school closures on development of core skills across the school</li> <li>• Analysis of previous academic year programmes showed students made better than expected progress in comparison to peer group</li> <li>• Provision adapted this year in light of analysis that showed maths tuition had more impact than reading – new programme of targeted reading comprehension strategies to be included in this year’s provision</li> </ul>	<p>1/2/3/6</p>

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<p>Year 5 Summer Term Reading and Maths extra-curricular small group tuition £1232</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Other evidence:</p> <ul style="list-style-type: none"> <li>• Need identified nationally and internally after analysing impact of school closures on development of core skills across the school</li> <li>• Analysis of previous academic year programmes showed students made better than expected progress in comparison to peer group</li> <li>• Provision adapted this year in light of analysis that showed maths tuition had more impact than reading – new programme of targeted reading comprehension strategies to be included in this year’s provision</li> </ul>	<p>1/2/3/6</p>
<p>Resources for Tuition to support the sessions £1000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Other evidence:</p> <ul style="list-style-type: none"> <li>• Need identified nationally and internally after analysing data</li> <li>• Analysis of previous academic year programmes showed students made better than expected progress in comparison to peer group</li> </ul>	<p>1/2/3/6</p>

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

Budgeted cost: £ 26,173.05

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor support for students £16,448.34</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Other evidence:</p> <ul style="list-style-type: none"> <li>• Need identified nationally and internally after analysing identified needs for students with development of social skills and engagement with learning across the school</li> </ul>	<p>4 1/2/3/6</p>
<p>Support for extra-curricular activities including sport, music etc. £2,760</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Extra-curricular opportunities help disadvantaged pupils develop social skills, confidence, and engagement, enhancing both personal and academic progress.</p>	<p>5 1/2/3/6</p>
<p>Support for engagement with learning, attendance and curriculum provision – trips, uniform etc. £5489.71</p> <p>Widget Online subscription £295</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Other evidence:</p> <ul style="list-style-type: none"> <li>• Need identified nationally and internally after analysing the presenting needs of cohorts</li> <li>• In response to school pupil premium information being sent out, increased numbers of families are registering to seek support for their students to access provision. This is now capped at 50% to even out the support available for families.</li> </ul> <p>Digital widgets support EAL, SEND, and disadvantaged pupils, enhancing engagement, skill development, and progress outside the classroom.</p> <p>The Education Endowment Foundation (EEF) highlights that technology can support pupil learning by improving the quality and quantity of pupil practice when digital tools are integrated alongside strong teaching. This guidance urges careful implementation to support engagement and learning outcomes.</p>	<p>5 1/2/3/6</p>

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	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital/?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital/?utm_source=chatgpt.com</a></p> <p><i>A recent EEF review on EdTech interventions points to ongoing research into how technology can be used effectively with disadvantaged pupils — noting that the impact depends on the choice of tools and pedagogical use.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/edtech-interventions-for-disadvantaged-pupils?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/edtech-interventions-for-disadvantaged-pupils?utm_source=chatgpt.com</a></p>	
<p>ELSA Resources £600</p> <p>ELSA training £280</p> <p>Drawing and Talking membership £300</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a></p> <p><i>ELSA and Drawing &amp; Talking interventions support disadvantaged and vulnerable pupils to develop emotional resilience, confidence, and social skills, positively impacting learning and well-being.</i></p>	<p>4 1/2/3/6</p>

**Total Expenditure: £ 64,016.59**

**Carry Forward: £ 3758.86**

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## 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 2021 to 2025 academic year.

### Pupil Premium Interventions:

Description/ Aim	Outcomes
Key stage One specialist teacher input for English, Maths and Phonics (Part time support teacher)	Improved maths outcomes for Y1 and Y2 KS1 students meet expected standards
Teaching assistant support for literacy in Y3/4	Y3/4 students achieve expected levels and continue to have small gaps or exceed peer group levels of attainment. Writing interventions have driven progress in Years 3 and 4.
Learning mentor support for students with emotional barriers to learning	Students are able to engage with classroom learning to achieve expected levels.  Attendance improves for students with below expected attendance.
Tuition programme for year 6 students	Y6 students attain scaled scores in line with their prior attainment group nationally.
Holiday club provision	Inclusion for disadvantaged students in enrichment provision.  Student engagement maintained.
Extracurricular activities e.g. music lessons, dance, gym, drama	Inclusion for disadvantaged students in enrichment provision.  Student engagement maintained.
Support for school trips and residential visits	Inclusion for disadvantaged students in enrichment provision.  Student engagement maintained.
Therapeutic services for students with emotional barriers to learning – through Music SLA	Support for well-being of students identified to support engagement with learning.

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## *Outcomes and Impact:*

### *Impact of Pupil Premium Funding*

*The impact of Pupil Premium funding during the 2024–25 academic year has been significant and demonstrably positive, with disadvantaged pupils making accelerated progress across the majority of key stages and subject areas. Outcomes reflect the strength of targeted provision, early intervention, and a relentless focus on inclusion, wellbeing, and high-quality teaching. This work has also received national recognition, with Grimsdyke receiving a letter from Bridget Phillipson, acknowledging the school’s commitment to, and impact in, supporting disadvantaged children. Outcomes reflect the strength of targeted provision, early intervention, and a relentless focus on inclusion, wellbeing, and high-quality/adaptive teaching.*

### *Early Years Foundation Stage (EYFS)*

*Outcomes in EYFS show exceptional progress, particularly for disadvantaged pupils. 75% of Pupil Premium children achieved a Good Level of Development (GLD), representing a +75% year-on-year increase. This compares highly favourably with the overall cohort, where GLD increased to 28.6% (+28.6%).*

*This substantial improvement reflects the impact of personalised early intervention, close partnership with families, and a strong focus on communication, emotional wellbeing, and readiness to learn. Targeted support, alongside enhanced parental engagement, has ensured disadvantaged children entered statutory schooling with improved confidence, resilience, and foundational skills.*

### *Key Stage 1 – Phonics*

*Phonics outcomes for all pupils continue to show steady improvement, with 40% achieving the expected standard (+2.5%), reflecting increased consistency of delivery and targeted phonics interventions. While outcomes for Pupil Premium pupils (25%) represent a dip from last year, this must be viewed in context. The cohort includes a high proportion of pupils with complex SEND, many of whom are undergoing or awaiting Educational Psychology input, EHCNA assessments, and SEMH support. Despite this, pupils have made strong individual progress from low starting points, and provision has been appropriately adapted to meet their needs.*

### *Key Stage 2 Outcomes*

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*KS2 outcomes demonstrate the most striking impact of Pupil Premium funding, with disadvantaged pupils achieving well above national averages in several areas.*

## *Reading (ARE):*

*Pupil Premium pupils achieved 77.8%, a +27.8% increase, highlighting the effectiveness of targeted reading interventions, precision teaching, and one-to-one and small-group support.*

*All pupils also showed continued improvement at 37.6% (+1.1%).*

## *Writing (ARE):*

*All pupils achieved 62.5% (+8%), reflecting improved teaching strategies and intervention planning.*

*Writing remains the only area of decline for Pupil Premium pupils at 22.2% (↓5.6%), linked directly to the complex SEND and communication needs within this cohort. This has been identified as a priority area for further targeted support.*

## *Mathematics (ARE):*

*Outcomes show exceptional progress, with Pupil Premium pupils achieving 77.8% (+27.8%).*

*The overall cohort also saw a significant increase to 50% (+22.7%), demonstrating the success of structured interventions, tutoring, and adaptive teaching approaches.*

## *Grammar, Punctuation and Spelling (GPS):*

*Pupil Premium outcomes rose to 66.7% (+16.7%), supported by precision teaching and targeted skill development.*

*All pupils achieved 50% (+13.6%), indicating strong whole-school improvement.*

## *Combined Reading, Writing and Mathematics (RWM):*

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37.5% of pupils achieved the combined standard, a +10.2% increase, with overall attainment now above national averages across all areas.

## Overall Impact

- Overall, Pupil Premium funding has been used highly effectively to reduce barriers to learning and accelerate progress for disadvantaged pupils. The data clearly demonstrates that:
- Disadvantaged pupils are outperforming their peers in several key areas, particularly in Reading and Mathematics.
- Early intervention strategies have had a transformational impact, especially in EYFS.
- Identified areas of challenge are well understood and are directly linked to complex SEND profiles, with appropriate provision and external agency involvement already in place.

The school remains committed to refining provision further, particularly in writing for disadvantaged pupils with additional needs, while building on the strong upward trajectory evidenced across the majority of outcomes.

Phase / Measure	Cohort	2024–25 Outcome	Year-on-Year Increase	Commentary
<b>EYFS – GLD</b>	All pupils	<b>28.6%</b>	<b>+28.6%</b>	Significant improvement reflecting strengthened early intervention and wellbeing support.
EYFS – GLD	Pupil Premium	<b>75%</b>	<b>+75%</b>	Exceptional progress demonstrating strong targeted provision for disadvantaged pupils.
<b>KS1 – Phonics Screening</b>	All pupils	<b>40%</b>	<b>+2.5%</b>	Steady improvement following targeted phonics interventions and consistency of delivery.
KS1 – Phonics Screening	Pupil Premium	<b>25%</b>	↓ from last year (32.1% not achieving)	Dip reflects complex SEND cohort requiring high levels of EP input, EHCNA assessments, and SEMH support.
<b>KS2 – Reading ARE</b>	All pupils	<b>37.6%</b>	<b>+1.1%</b>	Continued incremental improvement in reading outcomes.
KS2 – Reading ARE	Pupil Premium	<b>77.8%</b>	<b>+27.8%</b>	Substantial improvement showing strong impact of targeted reading support.

## Pupil premium strategy statement

Phase / Measure	Cohort	2024–25 Outcome	Year-on-Year Increase	Commentary
<b>KS2 – Writing ARE</b>	All pupils	<b>62.5%</b>	<b>+8%</b>	Good improvement due to refined teaching and intervention strategies.
KS2 – Writing ARE	Pupil Premium	<b>22.2%</b>	↓ 5.6% (from 27.8%)	Only area of decline, linked to complex SEND needs in this cohort.
<b>KS2 – Maths ARE</b>	All pupils	<b>50%</b>	<b>+22.7%</b>	Major improvement reflecting effective targeted maths interventions.
KS2 – Maths ARE	Pupil Premium	<b>77.8%</b>	<b>+27.8%</b>	Excellent progress driven by consistent intervention and tutoring.
<b>KS2 – GPS ARE</b>	All pupils	<b>50%</b>	<b>+13.6%</b>	Strong improvement supported by precision teaching approaches.
KS2 – GPS ARE	Pupil Premium	<b>66.7%</b>	<b>+16.7%</b>	Continued positive upward trend for disadvantaged pupils.
<b>KS2 – Combined RWM</b>	All pupils	<b>37.5%</b>	<b>+10.2%</b>	Overall attainment now above national averages across all areas.

### ***Externally provided programmes***

We have a range of externally provided clubs available to support our Pupil Premium children. Other programmes that are offered support to our pupil premium students included:

<b>Programme</b>	<b>Provider</b>
<i>Summer Holiday Activity Programme</i>	<i>Haberdashers School</i>
<i>Sports Holiday Activity Programme</i>	<i>PSD Sports Coaching</i>