

# Pupil premium strategy statement – Straits Primary School 3-year plan: 2025-2028



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                          | Data                                             |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Number of pupils in school                                                                                      | 411                                              |
| Proportion (%) of pupil premium eligible pupils                                                                 | 8% (current 34 pupils)                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025/2026 - 2027/2028<br>(Year 1 of 3-year plan) |
| Date this statement was published                                                                               | December 2025                                    |
| Date on which it will be reviewed                                                                               | December 2026<br>December 2027<br>December 2028  |
| Statement authorised by                                                                                         | Paul Freear, Head teacher                        |
| Pupil premium lead                                                                                              | Paul Freear, Headteacher                         |
| Governor lead                                                                                                   | Fiona Brown<br>Jenny Cornbill                    |

## Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £45,440 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £45,440 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Straits, we are committed to ensuring that all students, regardless of their background, have equal access to high-quality education and the opportunities they need to succeed. Our Pupil Premium strategy is designed to close the attainment gap between disadvantaged pupils and their peers, ensuring that every student has the support required to achieve their full potential.

We will do this by:

- **Focusing on High-Quality Teaching:** Ensuring that all pupils, particularly those who are disadvantaged, benefit from quality first teaching that is inclusive, engaging, and tailored to individual needs.
- **Targeted Support:** Offering personalised interventions and academic support to pupils identified as requiring additional help, both inside and outside the classroom.
- **Improving Attendance and Well-being:** Supporting emotional and social development, enhancing school attendance, and providing enrichment activities to promote personal growth and resilience.
- **Regular Assessment and Monitoring:** Continuously tracking pupil progress to ensure that the interventions and strategies in place are making a measurable impact on attainment and progress.
- **Parental and Community Engagement:** Working closely with families and the wider community to ensure a holistic approach to supporting disadvantaged students, including regular communication and involvement in their learning journey.

Through this strategy, we aim to foster a culture of aspiration, enablement, and success, supporting every pupil to thrive academically and personally, regardless of their starting point.

We will consider all challenges faced by vulnerable pupils, such as those who have an Early Help worker, social worker and those who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p>Data shows that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils (approximately 5%).</p> <p>Absence (including persistent absenteeism) rates for disadvantaged pupils are higher compared with non-disadvantaged. Our data and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>                                                                                                                                                            |
| 2                | <p>Data evidences that the large majority of disadvantaged pupils enter Reception with attainment lower than their non-disadvantaged peers and many disadvantaged pupils do not attain the GLD by the end of their Reception year (72% of our current disadvantaged pupils did not attain the GLD at the end of their Reception year).</p> <p>This gap narrows but remains significant to the end of KS2.</p>                                                                                                                   |
| 3                | <p>Assessments indicate disadvantaged pupils generally have greater difficulties with phonics (and therefore reading/writing) than their peers.</p> <p>46% of our current disadvantaged pupils did not pass the phonics screening check and at present only 40% of disadvantaged pupils are working at the expected level in reading and 30% in writing.</p>                                                                                                                                                                    |
| 4                | <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Only 38% of our current disadvantaged pupils are working at the expected level in maths.</p>                                                                                                                                                                                                                                                                     |
| 5                | <p>Lower ability (including SEN) disadvantaged pupils make less progress than other pupils in reading, writing and maths.</p> <p>Currently 25% of our disadvantaged pupils are classified as SEN.</p>                                                                                                                                                                                                                                                                                                                           |
| 6                | <p>Our evaluations, observations and discussions with pupils and families have identified social and emotional issues for some pupils. Currently 30% of our KS2 disadvantaged pupils access an emotional well-being support program (ELSA/Phase Trust). Home learning environments and family engagement for some disadvantaged pupils is not as strong as non-disadvantaged pupils.</p> <p>There is also less engagement for some disadvantaged pupils in wider school life (and enrichment activities) than other pupils.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                               |                                                              |                                                                     |                                                                     |                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
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| <p>To increase the progress (and therefore attainment) of disadvantaged pupils so that it is in line with the progress of non-disadvantaged pupils.</p> <p>Improved attainment for disadvantaged pupils at the end of KS2 so it is more in line with their disadvantaged peers.</p> | <p>The gap between the attainment of disadvantaged and non-disadvantaged pupils' narrows and a greater proportion of disadvantaged pupils meet national expectations. Outcomes in 2026 will show that more disadvantaged pupils meet the expected standard than current data.</p> <p><b><u>Current Statutory Assessment Data (on track for expected standard by July 2026)</u></b></p> <p><b><u>2026 EYFS (2 pupils)</u></b><br/>Meet GLD: 0%</p> <p><b><u>2026 Phonics (2 pupils)</u></b><br/>Attain Working At: 50%</p> <p><b><u>2026 KS2 (7 pupils)</u></b><br/>RWM: 14%<br/>Reading: 14%<br/>Writing: 14%<br/>Maths: 29%</p> <p><b><u>Previous Statutory Assessment Data (July 25 and July 24)</u></b></p> <table> <tr> <td><b><u>2025 EYFS (2 pupils)</u></b><br/>Met GLD: 50% (Non: 59%)</td><td><b><u>2024 EYFS (3 pupils)</u></b><br/>Met GLD: 0% (Non: 64%)</td></tr> <tr> <td><b><u>2025 Phonics (5 pupils)</u></b><br/>Working At: 40% (Non: 71%)</td><td><b><u>2024 Phonics (3 pupils)</u></b><br/>Working At: 67% (Non: 89%)</td></tr> <tr> <td><b><u>2025 KS2 (8 pupils)</u></b><br/>RWM: 13% (Non: 77%)<br/><b>Gap: 64%</b><br/>Reading: 63% (Non: 91%)<br/><b>Gap: 28%</b><br/>Writing: 38% (Non: 79%)<br/><b>Gap: 41%</b><br/>Maths: 50% (Non: 93%)<br/><b>Gap: 43%</b></td><td><b><u>2024 KS2 (4 pupils)</u></b><br/>RWM: 0% (Non: 86%)<br/><b>Gap: 86%</b><br/>Reading: 25% (Non: 93%)<br/><b>Gap: 68%</b><br/>Writing: 0% (Non: 88%)<br/><b>Gap: 88%</b><br/>Maths: 50% (Non: 96%)<br/><b>Gap: 46%</b></td></tr> </table> | <b><u>2025 EYFS (2 pupils)</u></b><br>Met GLD: 50% (Non: 59%) | <b><u>2024 EYFS (3 pupils)</u></b><br>Met GLD: 0% (Non: 64%) | <b><u>2025 Phonics (5 pupils)</u></b><br>Working At: 40% (Non: 71%) | <b><u>2024 Phonics (3 pupils)</u></b><br>Working At: 67% (Non: 89%) | <b><u>2025 KS2 (8 pupils)</u></b><br>RWM: 13% (Non: 77%)<br><b>Gap: 64%</b><br>Reading: 63% (Non: 91%)<br><b>Gap: 28%</b><br>Writing: 38% (Non: 79%)<br><b>Gap: 41%</b><br>Maths: 50% (Non: 93%)<br><b>Gap: 43%</b> | <b><u>2024 KS2 (4 pupils)</u></b><br>RWM: 0% (Non: 86%)<br><b>Gap: 86%</b><br>Reading: 25% (Non: 93%)<br><b>Gap: 68%</b><br>Writing: 0% (Non: 88%)<br><b>Gap: 88%</b><br>Maths: 50% (Non: 96%)<br><b>Gap: 46%</b> |
| <b><u>2025 EYFS (2 pupils)</u></b><br>Met GLD: 50% (Non: 59%)                                                                                                                                                                                                                       | <b><u>2024 EYFS (3 pupils)</u></b><br>Met GLD: 0% (Non: 64%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                               |                                                              |                                                                     |                                                                     |                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
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| Intended outcome                                                                                                                                                                                                                                          | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To further develop our pastoral provision (ELSA/Phase Trust) to ensure that support is well matched to pupils' needs and targeted at those disadvantaged who may need extra guidance or care, or support for their emotional health or well-being.</p> | <p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>The programme of personal development is carefully tailored to disadvantaged pupils' needs and those who may face barriers to their learning and/or well-being, participate and benefit fully.</li> <li>meeting minutes 'capturing' and demonstrating planned actions and support;</li> <li>qualitative data from student voice, student and parent surveys and teacher observations;</li> </ul> |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To embed Inclusive attendance practices so that any disadvantaged children at risk of becoming persistent absentees are identified and supported to improve their attendance. | <p>Improved attendance for disadvantaged pupils demonstrated by:</p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced;</li> <li>the attendance of disadvantaged pupils is at least in line with the national comparative figure;</li> <li>the number of disadvantaged pupils classed as persistent absentees (less than 90%) decreases;</li> <li>the gap between the percentage of disadvantaged and non-disadvantaged pupils' deemed persistent absentees narrows;</li> </ul> |
| To increase the number of disadvantaged pupils engaging in wider school enrichment activities (clubs, leaderships roles, music or sporting opportunities)                     | <ul style="list-style-type: none"> <li>qualitative data from attendance registers, our disadvantaged pupil tracker, student voice, student and parent surveys and teacher observations evidence wider engagement in enrichment activities.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils;</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: £2600**

| Activity                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To ensure continuing professional development for teachers and staff is aligned with the curriculum so that it develops teachers' pedagogical knowledge and teaching content knowledge over time. | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><b>CPD, Leadership time £2000</b></p> | 2, 3, 4, 5                    |
| Continued subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.                                              | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>ELS £600</b></p>                                                                                                                                                                                                                                                                                                                  | 3                             |

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

**Budgeted cost: £25,863**

| Activity                                                                                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:<br/> <a href="#">Tutoring: guidance for education settings</a></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:<br/> <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a><br/> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Yr 6 Maths Booster Groups (DP x 2: £6120)<br/> Yr 6 Reading Booster Groups (PF/PH/MJ: £1275)<br/> Yr 5 Writing Target group (MY: £2641)<br/> 1-1 Reading Booster Sessions (MY: £1120)<br/> <b>Total: £11,156</b></p>                                 | 2, 3, 4, 5                    |
| <p>Targeted interventions on a 1-1 or small group basis (delivered by TAs during pm sessions)</p>                                                                                                                                                                               | <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.<br/> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br/> <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Yr 3/4/5 Interventions (3 afternoons per week – AJ/NG/CH/NH: £14,707)<br/> <b>Total: £14,707</b></p> | 2, 3, 4, 5                    |

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

**Budgeted cost: £17,140**

| Activity                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Employing Phase Trust and an ELSA mentor to work alongside pupils requiring additional social and emotional support.</p> | <p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> | 6                             |

|                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                                                                                                    | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term</a></p> <p><a href="https://www.elsa-support.co.uk/what-is-elsa-intervention/">https://www.elsa-support.co.uk/what-is-elsa-intervention/</a></p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Both community-based and school-based approaches can be successful:</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></p> <p>Phase Trust: £5472<br/>ELSA Mentor: £5,656<br/><b>Total: £11,128</b></p> |   |
| To embed Inclusive attendance practices so that any children at risk of becoming persistent absentees are identified and supported to improve their attendance.    | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence - DfE's <a href="#">Improving School Attendance</a> advice.</p> <p><a href="https://inclusive-attendance.co.uk/">https://inclusive-attendance.co.uk/</a></p> <p>Inclusive Attendance: £500<br/><b>Total: £500</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 |
| To ensure all disadvantaged pupils engage in wider school activities thus enriching their experiences. (clubs, leaderships roles, music or sporting opportunities) | <p>Wider Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is a positive impact of physical activity on academic attainment.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Music Lessons: £1512<br/>Enrichment Clubs: £2000<br/>Wider participation (residential): £2000<br/><b>Total: £5512</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6 |

**Total budgeted cost: £45603**

**Balance: £-163**



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

## Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 and 2024/25 academic years using key stage 2 performance data, EYFS data, phonics check results and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

### Previous Statutory Assessment Data (July 25 and July 24)

#### 2025 EYFS (2 pupils)

Met GLD: 50% (Non: 59%)

**Gap: 9%**

#### 2024 EYFS (3 pupils)

Met GLD: 0% (Non: 64%)

**Gap: 64%**

#### 2025 Phonics (5 pupils)

Working At: 40% (Non: 71%)

**Gap: 31%**

#### 2024 Phonics (3 pupils)

Working At: 67% (Non: 89%)

**Gap: 22%**

#### 2025 KS2 (8 pupils)

RWM: 13% (Non: 77%)

**Gap: 64%**

Reading: 63% (Non: 91%)

**Gap: 28%**

Writing: 38% (Non: 79%)

**Gap: 41%**

Maths: 50% (Non: 93%)

**Gap: 43%**

#### 2024 KS2 (4 pupils)

RWM: 0% (Non: 86%)

**Gap: 86%**

Reading: 25% (Non: 93%)

**Gap: 68%**

Writing: 0% (Non: 88%)

**Gap: 88%**

Maths: 50% (Non: 96%)

**Gap: 46%**

Data from tests and assessments suggest that the gap between the progress and attainment of the school's disadvantaged and non-disadvantaged pupils remains although in 2025 the end of KS2 results in reading and writing showed an improving picture (pupil numbers must be considered in this).

Attendance among disadvantaged pupils declined from 92.8% (23/24) to 90.5% (24/25) and was significantly lower than non-disadvantaged peers.

In 2024, 4 pupils (13.3%) were recorded as persistent absentees and in 2025 this declined to 28.1% (8 pupils).

Our observations and assessments demonstrate that challenges in relation to wellbeing and mental health remain high. The impact on identified disadvantaged pupils has been particularly noticeable.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the



challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

#### Externally provided programmes

| Programme | Provider |
|-----------|----------|
| N/A       | N/A      |
| N/A       | N/A      |