

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding 2024-2025 to help improve the attainment and holistic experiences 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	<b>Brocks Hill Primary School</b>
Number of pupils in school	420 children on roll
Proportion (%) of pupil premium eligible pupils	9 % (38 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Sept 2025- Sept 2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sally Wicken (Executive Head) and Cathryn Shilling (Head of School)
Pupil premium lead	Anjli Kothari
Governor / Trustee lead	Tom Matheson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,005
Recovery premium funding allocation this academic year	£0
Recovery premium and Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,363
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87418

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school and close the gap between pupil premium and non-pupil premium pupils. To use the funding to also ensure disadvantaged pupils have all the same holistic opportunities as non-pupil premium pupils. During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- quality first teaching
- oral language, vocabulary and expectations.
- metacognition
- providing first hand experiences and opportunities
- Attendance
- Holistic education / offer
- Writing
- Number sense

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Brocks Hill Primary School is that all pupils, irrespective of background or the challenges they face, become independent, resilient and confident learners who embrace challenge and have high future ambition. This will enable them to be life-long successful learners who have the knowledge, skills and learning dispositions to succeed. At our school we pride ourselves on the holistic and academic approach to our curriculum. Children are provided with rich experiences, both in and outside the classroom, to ensure good progress and a life-long love of learning. Our approach was also informed by Lionheart Educational Trust strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our internal analysis shows pupil premium attendance is marginally lower than non-pupil premium, however, both whole school and PP attendance is significantly above national average figures. Pupil Premium also has a higher level of persistent absence than non-pupil premium. We know that some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p>
2	<p>Internal and external assessments show that the gap has narrowed for disadvantaged pupils. We know that it is a challenge to maintain this and interventions are imperative to ensure all children succeed.</p> <p>Our internal assessments show that although disadvantaged pupils attain well in reading, writing and Maths, fewer pupil premium children reach Greater Depth in Reading, Writing and Maths.</p>

3	Our wellbeing assessments, discussions and observations have identified social and emotional / self-confidence issues for many pupils and their families. These challenges particularly affect disadvantaged pupils, including their attainment who often have access to fewer out of school enrichment activities. Increased cost of living is additional strain on families.
4	Extracurricular and cultural capital (holistic education) – historically internal data, discussions and observations show that a number of our pupils have experienced less extra-curricular exposure in the form of trips, visits and clubs and competitions/external events outside of school time.

## 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: The gap between attendance for non- disadvantaged and disadvantaged pupils will be narrowed.
Improve communication, oral language and vocabulary for disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Develop reading comprehension skills in KS1 through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. Stretch our more able disadvantaged pupils to reach greater depth.	End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. At Brocks Hill we aim to get more disadvantaged pupils working at greater depth.
Improve outcomes for disadvantaged pupils in writing by narrowing attainment gaps.	KS2 SATs outcomes in 2025/26 show that the gap between disadvantaged and non-disadvantaged pupils attaining greater depth has narrowed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that they have the same holistic experiences as non-pupil premium pupils.	Sustained high levels of wellbeing 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• wider range of holistic experiences linked to the curriculum for pupil premium pupils</li> </ul>
<p>To develop Number sense and improve incomes for to meet Key stage expectations.</p>	<p>In order to develop Number sense, the implementation of Mastering number has been re-introduced in KS1. This also relates to a School Improvement project in KS1.</p> <p>To further develop Number sense, Mastering number will be introduced in Year 4 and 5.</p> <p>Strategies will be in place to encourage the children in Year 3 to learn their times tables.</p>

## 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: £15,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Quality First Teaching, ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. Ensure the profile of students eligible for PP is high amongst staff.	<p>High standard of teaching benefits all student including Pupil Premium. EEF highlight the most value tool resource is that of the teacher, teaching high quality lessons.</p> <p><a href="#">EEF-high-quality-teaching</a>  <a href="#">EEF Improving literacy in KS2</a>  <a href="https://www.gov.uk/government/publications/the-readingframework-teaching-thefoundations-of-literacy">https://www.gov.uk/government/publications/the-readingframework-teaching-thefoundations-of-literacy</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2
Ensure Pupil Premium students received high quality feedback using whole school marking policy.	<a href="#">EEF- Feedback</a>	2
Deliver whole staff training regularly and at various points throughout the academic year to ensure a consistent practice in school and across the Trust. CPD to take place at all levels. This will have a focus on metacognition.	<p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.</a></p> <p>Memory – recommendation 4  <a href="#">EEF Improving memory report</a>  <a href="#">Using models to support understanding</a></p>	2,3
Continue to embed and sustain quality of Social and Emotional Learning. SEL is taught through our 6Rs ethos, PSHE curriculum and teaching of character skills. Children feel well supported with their emotional development. Emotion coaching CPD for new staff linked to our behaviour policy and a consistent approach across the	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>   <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	3

school. Ensure representation on pupil leadership.	Emotion coaching based on the research of John and Julie Gottman 1990's	
Develop reading fluency in KS1 to help them develop comprehension skills through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. The teaching of reading relies on explicit teaching of 7 core reading skills (EEF research): Predicting, asking Questions, understanding vocabulary, grammar and activate background knowledge, linking sentences together and visualising . These strategies are modelled and practised in the classroom and during any intervention, as well as in class.	<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>	2
Communication focus throughout the curriculum. This will include professional development and interventions such as Speech and Language for identified children.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a> - Preparing for Literacy EEF  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a> - Improving Literacy in KS1  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1667853019">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1667853019</a> – Improving Literacy in KS2	2

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

Budgeted cost: £31,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Include the use of SONAR following data snapshots to ensure staff can monitor progress of PP students.	<a href="https://junipereducation.org/sonar-tracker/">https://junipereducation.org/sonar-tracker/</a>	

<p>Additional phonics and reading sessions targeted at pupils who require further support.</p>	<p>Reading interventions and Nessy reading and spelling programme to continue.</p> <p><i>Nessy (2021) Research evidence [online]. Available from: <a href="https://www.nessy.com/uk/research-testimonials/research-evidence">https://www.nessy.com/uk/research-testimonials/research-evidence</a> . [Accessed 30/7/21.]</i></p> <p><i>Carbol, B. (2015) Research into the efficacy of the Nessy learning program [online]. Available from: <a href="https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf">https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf</a></i></p> <p><i>Niolaki, G., Vousden, J., Taylor, L. and Tarzynski-Bowles, L. (2020a) An evaluation of a digital reading intervention for beginning readers. Available at: <a href="https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/">https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/</a> [Accessed 8/3/21.]</i></p> <p><i>Vincent, K., (2020) Closing the gap: supporting literacy through a computer-assisted-reading-intervention. Support for Learning. 35(1), 68-82.</i></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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. These can either be 1-1 or small groups.</p> <p><a href="#">small-group-tuition -EEF</a></p> <p><a href="#">one-to-one-tuition- EEF</a></p>	<p>2</p>
<p>Speech and language for those pupils with a greater need.</p> <p>Talk Boost.</p>	<p><i>Office for Standards in Education, Children’s Services and Skills (Ofsted) (2016) Unknown children – destined for disadvantage? Ofsted, Manchester.</i></p> <p><i>Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists.</i></p> <p><i>School-employed SALT/specific S&amp;L training for whole staff: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</i></p>	<p>1</p>
<p>PP LSA support one afternoon a week for targeted children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. These can either be 1-1 or small groups.</p> <p><a href="#">small-group-tuition -EEF</a></p> <p><a href="#">one-to-one-tuition- EEF</a></p>	

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

Budgeted cost: £40,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring. Weekly monitoring of data to target attendance. Support families to improve and maintain good attendance. Include use of whole school goals/targets and rewards to motivate.</p> <p>To improve attendance for disadvantaged pupils</p> <p>Weekly monitoring of attendance.</p> <p>Contact made with families when attendance drops below 95% each month.</p> <p>Support put in place for Low attendees.</p> <p>Certificates, badges for 100% attendance.</p> <p>'Popcorn party' for winning class.</p>	<p>Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S., 2015. Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report November 2015. Available at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	<p>1</p>

<p>ELSA support given to identified pupils.</p> <p>CPD for ELSA workers to ensure they are supported in their delivery of interventions.</p>	<p>This must be addressed in all aspects of School life and should not be disconnected from classroom learning. It should be intrinsic in every aspect of school life. We need to intentionally teach and support social skills, emotional well-being resilience confidence and self-esteem. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><i>Relate counsellor Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</i></p> <p><i>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</i></p>	<p>3</p>
<p><i>The Lionheart Character Award aims to develop 6Rs and promote SEL.</i></p>	<p>All staff realise the importance of social and emotional education. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><i>Offering enriched curriculum: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3-13 44(1):19-31.</i></p>	<p>3, 4</p>
<p>Children have access to extracurricular activities to develop their experiences and skills so that they have access to the holistic education.</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from musical activities outside of school due to the associated financial costs (e.g. instruments, cost of tuition). By providing musical activities free of charge, Brocks Hill gives pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><i>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3-13 44(1):8-18.</i></p>	<p>4</p>

	<i>(Effectiveness of 'enrichment' activities offering 'middle class' experiences to children who can't access them through home)</i>	
Other support is given to pupils where required e.g. clubs, uniform, breakfast clubs and after school clubs	<p><i>Disadvantaged pupils need to feel included in all aspects of school life.</i></p> <p><i>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3-13 44(1):8-18.</i></p> <p><i>Copeland, J., 2019. A critical reflection on the reasoning behind, and effectiveness of, the application of the Pupil Premium Grant within primary schools. Management in Education, 33(2), pp.70-76.</i></p> <p><i>Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3-13 44(1):19-31.</i></p> <p><i>Watt, L. 2016. "Engaging Hard to Reach Families: Learning from Five 'Outstanding' Schools." Education 3-13 44</i></p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £87,418**

## 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 academic year 2024-25

#### **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

Whole school attendance for the academic year 2024-2025 was 96% a slight improvement on previous year (95.3%)

PP attendance for the academic year 2024-2025 was 95.5% so an improvement on previous year (93%). The Inspection Data Summary Report (IDSR) shows that our FSM attendance is above the National average as well as an improvement from last year.

Persistent Absence for Pupil Premium children for the academic year 2024-2025 was 8 children (10 children in 2023-2024). These children are closely monitored and individually tracked. We do have a significant number of children that are both PP and SEND as well children with significant medical needs. PP attendance is closely monitored by the Senior Management team. If necessary, the SENCO and/or Well Being team are involved to further support the children and or parents. Frequent reminders about attendance are given to children and parents, holiday fines have been issued and rewards for good attendance have been given out.

Year 6 PP attendance was 97.5% and 2 children achieved 100 % attendance (25%) so this has had a huge impact on the attainment of this year group.

#### **Improve communication, oral language and vocabulary for disadvantaged pupils.**

Assessments and observations indicate that children are making significant progress in oral language among. Specialist Speech and Language intervention continues to support pupils identified as requiring extra support to make rapid progress. Internal data shows that pupils in Foundation Stage made progress through a language rich environment. Our internal assessments showed that 72% of children in Foundation Stage reached Good Level of Development (GLD).

At Baseline 53% were on Track with Speaking, end of year data shows that 77% met Early Learning Goal for speaking. This was facilitated by a whole-class language programme introduced by SALT (Clever Concepts) as well as targeted work for children identified as having language deficits both through referral to SALT and through the NELI programme. Speech and Language data is not specifically tracked in other year groups but internal assessments show that language and comprehension development is improving across all year groups. Staff are skilled at identifying children with additional language needs and referrals to the speech and language therapist are made across the school. Last year 37 children were on the SALT caseload, of whom 10 children are pupil premium. A high level of support is provided for children with severe language disability including support for the use of Alternative and CPD for staff has increased staff knowledge and confidence in delivering interventions which has enabled pupils to make strong progress. Staff have also been supported to implement approaches to scaffold language through planning and adapting tasks, enabling children with speech and language needs to access the curriculum alongside peers. A whole-school focus on the use of Widgit and other strategies within lesson planning continues to have a positive impact on language and vocabulary development.

**Develop reading comprehension skills in KS1 through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. Stretch our more able disadvantaged pupils to reach greater depth.**

All children in FS and KS1 have benefitted from daily Systematic Synthetic phonics lessons. Children in FS made progress (Baseline 35% ARE, 77% ARE at end of FS). Out of 6 Pupil Premium children in Foundation Stage, 1 achieved age-related expectations (ARE) by the end of the year. 85.7% of PP Year 1 children passed their phonics checks, which is a huge increase on the year before. All new staff have completed phonics training for Twinkl SSP programme. Learning walks show this is being used effectively in all classrooms.

**This is our recent IDR data for the KS2 SATS.**

**Disadvantaged pupils - Reading expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	17	100%	62%	Above (sig+)
2025	8	100%	63%	Above (sig+)

**Disadvantaged pupils - Reading progress**

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
2-year	10	2.5	-0.8	Above (sig+)

In our Key Stage 2 SATs results for 2025 100% of the PP children achieved ARE for reading and 50% achieved Greater depth-showing the progress from the children entering the school and leaving.

**Improve outcomes for disadvantaged pupils in writing by narrowing attainment gaps**

Rapid intervention has led to PP children making good progress. Staff CPD as well as moderation sessions with the other primary schools in our trust has had an impact enabling teachers to deliver effective lessons and stretch all pupils to their full potential. Staff members have also received CPD in Greater Depth Writing in KS2, which aids teaching and assessment of writing. 100% of Year 6 PP children attended teacher-led tuition sessions.

**This is our recent IDR data for the KS2 SATS.**

**Disadvantaged pupils - Writing expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	17	100%	59%	Above (sig+)
2025	8	100%	59%	Above (sig+)

**Disadvantaged pupils - Reading, writing and mathematics expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	17	94%	46%	Above (sig+)
2025	8	100%	47%	Above (sig+)

### Higher standard

#### All pupils - Reading, writing and mathematics higher standard

Year	Cohort	School	National	National distribution banding
3-year	181	12%	8%	Above (sig+)
2025	60	17%	8%	Above (sig+)

In our Key Stage 2 SATs results for 2025 100% of the PP children achieved ARE for writing and 1 child achieved Greater depth-showing the progress from the children entering the school and leaving.

### To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that they have the same holistic experiences as non-pupil premium pupils.

Class teachers complete termly well-being trackers and identify barriers to learning. Children who require extra support are identified and support is delivered in a range of ways, including support from WELL worker and school ELSA. Observations show improved wellbeing which in turn impacts on children's attainment and progress.

100% of children attended a school trip during 24-25 academic year. Our internal records also indicate that 46% of pupil premium children attended at least one extra-curricular club during the year. Our own internal tracking also shows that 100% of PP children in KS2 were given the opportunity to represent Brocks Hill in a number of different ways, including sporting events, singing and performing events and charity events. We continued to support parents with funding for items such as uniform and provided the children with milk every day.

### To embed Number sense and improve incomes for to meet Key stage expectations.

Discrete Mastering Number sessions have been delivered in FS, Year 1, Year 2, Year 4 and Year 5. Year 3 have been delivering fluency sessions in preparation for learning their times tables tests. Year 3, 4 5 and 6 have access to Times Table Rock stars.

As part of the Year 4 Times Table checks, identified PP children attended intervention sessions during school, which contributed to 100% of PP children achieving 19 or above. This is very close the National average of 20.6. 50% of the PP children achieved full marks of 25 out of 25.

#### This is our recent IDR data for the KS2 SATS.

#### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	17	94%	60%	Above (sig+)
2025	8	100%	61%	Above (sig+)

## Higher standard

### All pupils - Mathematics higher standard

Year	Cohort	School	National	National distribution banding
3-year	181	54%	25%	Above (sig+)
2025	60	58%	26%	Above (sig+)

In our Key Stage 2 SATs results for 2025 100% of the PP children achieved ARE for reading and 50% achieved Greater depth-showing the progress from the children entering the school and leaving.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*