



St William's Catholic Primary School

Pupil Premium Strategy Statement

2024/2025- 2026/27



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 (as of December 2025)
School name	St William's Catholic Primary School
Number of pupils in school	203 (exc. Nursery)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25-2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emily Ellis Headteacher
Pupil premium lead	Danielle Walls Deputy Headteacher

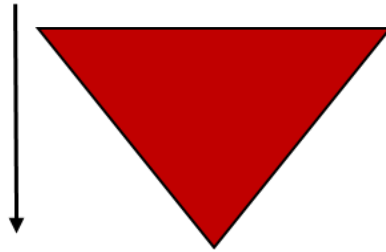
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136, 380 .00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£136, 380 .00

Part A: Pupil premium Strategy Plan

Statement of Intent

Attainment gap on entry to EYFS



Gap closed at the end of KS2

At St William's Catholic Primary School, it is our intention that all our children make good progress and achieve high levels of attainment across all subject areas, irrespective of their background or the challenges they may face. Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential.

We carefully identify the challenges our disadvantaged children experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), not relying on assumptions regarding the effects of disadvantage. This includes analysis of NGRT and NGST assessments, SDQ's and WELLCOMM screening, as well as attendance data. We ensure we prioritise the 'challenges' our disadvantaged children experience and implement actions to address these. In addition to this, we focus on evidence from the EEF and other key research findings in relation to which interventions have the most impact. This includes elements of metacognition, high quality feedback, learning for mastery, reading comprehension and emotional intelligence. Our actions are measurable and the impact of these are monitored closely.

Our strategy plan links closely with our school development plan and sports premium. We adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this, we invest greatly in high quality CPD for all staff. Targeted Interventions are carefully planned for in-light of children's needs, including speech and language, reading and writing, and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing in addition to attendance.

Our ultimate objectives are:

- To ensure disadvantaged pupils are challenged in the work that they are set;
- To act early to intervene at the point need is identified;
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;

We currently:

- Provide staff with CPD for interventions to be run with targeted groups of children.
- We fund breakfast and afterschool clubs for target pupils.
- We subsidise educational visits, workshops and residential trips.
- We use our CAMHS link worker, allocated MHST practitioner in addition to a Wigan Family Welfare Counsellor to provide targeted interventions to enable the whole child to succeed not only academically but physically and mentally.
- We buy-in therapeutic provision through Purely Wellbeing and Dragonflies Multi-Sensory Specialist to support the social, emotional and mental health of our children.
- We provide 1-1 music tuition and specific resources so children have the opportunity to learn an instrument if they wish.

2: If you can dream it, you can achieve it!

December 2025 Update

- We offer a variety of after-school clubs for children from EYFS to KS2 across different subject areas, aiming to enrich their learning and help them develop new skills, increasing cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments show that writing attainment is low, especially for disadvantaged children, from EYFS to KS2. In July 2024, writing data for disadvantaged children shows that an average of 55% of these students met Age-Related Expectations. Breakdown of PP achieving ARE: Reception: 50% Y1: 55%, Y2: 50%, Year 3: 47%, Year 4: 52%, Year 5: 55%, Year 6: 79%
3	Assessments, observations and discussions indicate that the application of phonics for reading and spelling is inconsistent in KS2. Difficulty is apparent in identifying the correct spelling for the sound. This has resulted in poor spelling and significant gaps which are impacting writing outcomes. These difficulties particularly impede our disadvantaged children.
4	Reception baseline assessments in numeracy indicate that children enter St. William's with significantly low numeracy skills. Specifically, only 36% of pupil premium children are on-track in Number, and just 18% in Numerical Pattern. As a result, their progress in acquiring age-appropriate numeracy skills is slowed, particularly for disadvantaged pupils.
5	Assessments, observations, and discussions with pupils and families across all phases have highlighted social, emotional, and mental health challenges for many students, often linked to additional needs, family issues, and limited enrichment opportunities. These difficulties are particularly pronounced among disadvantaged pupils, impacting their readiness to learn and, as a result, their attainment. Teacher referrals for support remain consistently high due to these challenges. (79% of our SEND children identified as having a primary SEMH need are also disadvantaged.)
6	Our attendance data for the 2023/24 year shows that disadvantaged pupils had lower attendance rates compared to their non-disadvantaged peers, with PP attendance at 92.8% compared to 95.9% for non-PP pupils. Additionally, 82% of persistently absent pupils are disadvantaged, meaning absenteeism continues to have a negative impact on the progress of disadvantaged students.

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>(Challenge One)</p>	<p>Assessments and observations show notable improvement in oral language among disadvantaged pupils, supported by evidence from lesson engagement, book looks, and ongoing formative assessments. Progress in this area is also reflected in PSED ELG assessments at the end of Reception and observation points throughout the year, in line with Development Matters.</p>
<p>Improved writing attainment for disadvantaged pupils by the end of KS2.</p> <p>(Challenge Two)</p>	<p>Writing outcomes continue to improve annually, with the goal that by 2026/27, at least 65% of disadvantaged pupils will meet the expected standard at the end of Key Stage Two. Additionally, the percentage of disadvantaged children reaching the Early Learning Goal (ELG) in Writing will increase each year, leading to a reduction in the gap between disadvantaged and non-disadvantaged pupils by 2026/27.</p>
<p>Improved phonics application/spelling for disadvantaged pupils by the end of KS2.</p> <p>(Challenge Three)</p>	<p>Spelling outcomes improve annually, with disadvantaged pupils consistently applying spelling rules in line with age-related expectations by 2026/27. NGST results will show more disadvantaged pupils meeting the expected standard, reducing the gap between them and their non-disadvantaged peers.</p>
<p>Increased percentage of disadvantaged children achieving the Early Learning Goal (ELG) in Number and improve their progress in Maths by the end of Key Stage One, narrowing the achievement gap with their peers by 2026/27.</p> <p>(Challenge Four)</p>	<p>By the end of 2026/27, the proportion of disadvantaged children achieving the Early Learning Goal (ELG) in Number will have risen, resulting in a reduced gap between them and their peers.</p> <p>Furthermore, the percentage of disadvantaged children on track in Maths by the end of Key Stage One will show steady year-on-year progress compared to their 2024/25 Reception baseline, leading to a sustained reduction in the achievement gap between disadvantaged and non-disadvantaged pupils.</p>
<p>Improved social, emotional, and mental wellbeing of all pupils in our school, with a particular focus on our disadvantaged pupils.</p> <p>(Challenge Five)</p>	<p>By 2026/27, wellbeing assessments (motional snapshots) will show measurable improvement in the social, emotional, and mental wellbeing of pupils, particularly disadvantaged ones. A higher percentage of disadvantaged pupils will be actively engaging in social and emotional support programs, including counselling, wellbeing workshops and sensory therapy. Additionally, self-regulation in the Early Years Foundation Stage (EYFS) will align more closely with national expectations.</p> <p>All staff will be trained on pupils' social, emotional, and mental wellbeing, with a focus on the needs of disadvantaged students. This will reduce behavioural incidents related to self-regulation issues across the school.</p>

<p>To improve and sustain attendance for our disadvantaged pupils, aligning their rates with those of non-disadvantaged pupils.</p> <p>(Challenge Six)</p>	<p>Attendance rates will improve, and the gap between disadvantaged and non-disadvantaged attendance rates will have narrowed by 2026/27 including those identified as persistently absent.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £84, 146.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide protected CPD release time for the ECT to fully engage with the Generate Teaching Hub induction programme, ensuring compliance with statutory requirements and supporting high-quality early career development.	https://www.gov.uk/government/publications/early-career-teachers-your-training-and-support-entitlement/early-career-teachers-your-training-and-support-entitlement	1, 2, 5
Fund teacher release time for teachers undertaking a National Professional Qualification as necessary.	<p>The EEF's 'Effective Professional Development' highlights that high-quality teaching is essential for improving outcomes and narrowing the disadvantage gap. It also emphasises that managing workload and providing effective professional development are key to retaining great teachers and maintaining high standards.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4
Identified teachers to be released to work with English consultant in relation to Reading and Writing pedagogy.		1, 2, 3
Reception teacher/s will be released to complete EY2P Literacy training and associated gap tasks.		1, 2, 3
Fund release time for the completion of Specialist Knowledge for Teaching Mathematics (SKTM) programme, including cover	The EEF's review on 'Improving Mathematics in the Early Years and Key Stage 1' highlights that professional development should deepen practitioners' understanding of mathematics, children's development, and effective	4

December 2025 Update

for gap tasks and session reflections. (Four sessions across the academic year 2025-26)	<p>teaching strategies. It emphasises the importance of understanding developmental progressions, as children learn at different rates and sequences, and stresses the need to build self-regulation and metacognitive skills for early math success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
Fund release time for UPKS2 teacher to complete Super Sonic Spelling Stars training, ensuring strong phonics and spelling rule knowledge.	<p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. In addition, Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 3
Provide high-quality Oracy training for teachers and TAs to strengthen classroom talk, vocabulary teaching, questioning, and structured discussion routines, ensuring disadvantaged pupils benefit from improved speaking and listening.	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/dialogic-teaching?utm_source</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF research shows that structured oral language and dialogic teaching can accelerate pupil progress by 6–7 months, particularly benefiting disadvantaged pupils. Providing high-quality Oracy training for teachers and teaching assistants ensures all pupils have rich speaking, listening, and vocabulary development opportunities, supporting both attainment and confidence in communication.</p>	1, 2, 3

<p>To train staff in the use of Colourful Semantics to support pupils' understanding of sentence structure.</p>	<p>The EEF's <i>Improving Literacy in Key Stage 1 and 2</i> reports emphasise structured, evidence-based teaching of reading and writing, focusing on phonics, vocabulary, and comprehension. It highlights the need for high-quality teaching, regular assessment, and targeted interventions, particularly for disadvantaged pupils. A whole-school approach, involving staff and parents, with tailored instruction is recommended for long-term progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2</p>
<p>Purchase of Square Club maths assessment to improve diagnostic assessment and inform high-quality teaching, enabling early identification of learning gaps for disadvantaged pupils.</p>	<p>The Education Endowment Foundation (EEF) highlights that investing in high-quality teaching and effective assessment has the greatest impact on improving outcomes for disadvantaged pupils. Their research shows that diagnostic assessment helps teachers identify specific gaps in learning and adapt instruction accordingly, while high-quality professional development ensures teachers can use this information to deliver more effective teaching. The EEF's <i>Teaching and Learning Toolkit</i> summarises the strong evidence base behind these approaches, emphasising that improving teaching quality is the most sustainable and cost-effective way to close the attainment gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>4</p>
<p>Renewal of standardised diagnostic assessments – IDL, Ed Shed, NGRT, NGST.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF: https://d2tic4wvo1iusb.cloudfront.net/producton/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p>	<p>1, 2, 3, 4</p>
<p>Renewal of 'Aspire Behaviour Management' CPD platform- a tool to support with providing inclusive education. Time dedicated for both teachers and teaching assistants to access training linked to whole school, cohort and individual need.</p>	<p>Evidence from the EEF's 'SEND in Mainstream Schools' suggests that prioritising the development of high-quality teaching for SEND children is essential, as to a great extent, good teaching for pupils with SEND is good teaching for all. It tells us that it is essential to build an ongoing, holistic understanding of our pupils and their needs</p>	<p>5, 6</p>

	<p>using the graduated approach of assess, plan, do review.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p>Further develop the maths curriculum in line with DfE and EEF guidance, incorporating insights from the recent Early Years curriculum review.</p> <p>Prioritise resources that focus on small, incremental steps to ensure consistent progress for all pupils.</p> <p>Continue to embed the Mastering Number programme in Early Years and KS1.</p> <p>Embed Mastering Number in Year 4 and 5. (Support to be given by Maths Lead/ North West hub for teachers new to year group)</p> <p>Roll out Mastering Number at home for Reception and Key Stage One.</p> <p>Allocate release time for the Primary Maths Specialist to lead TRGs for internal professional development.</p>	<p>The DfE's non-statutory guidance outlines a clear sequence for the primary maths curriculum, combining curriculum prioritisation with high-quality professional development and NCETM Primary Mastery PD materials. The EEF emphasises the importance of professional development to enhance practitioners' knowledge of maths, children's development, and effective teaching. It also highlights that mastering early maths concepts requires time, with skills emerging in varying sequences, and that self-regulation and metacognitive skills are crucial for success in early mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	4
<p>Renewal of 'Learning By Questions' (LBQ) for Years 1-6 to enhance teaching and learning in school and beyond.</p>	<p>We want our pupils to be able to continue to support their learning at home through ensuring applications are available for at least Maths and English.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1, 2, 3, 4

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

Budgeted cost: £30,035.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement dialogic activities across the curriculum to support pupils to articulate ideas, consolidate understanding and extend vocabulary	EEF: There is evidence to suggest the average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions Teaching and Learning Toolkit EEF	1
Purchase high-quality texts and teaching materials to support the delivery of EY2P in Reception.	The EEF report on improving communication, language, and literacy in the early years emphasizes that strong language development is the foundation for literacy and wider learning. It highlights the importance of high-quality adult-child interactions, vocabulary-rich environments, storytelling, shared reading, and systematic phonics, alongside opportunities for children to write and develop self-regulation skills. The report also stresses the value of targeted support for struggling or disadvantaged children, active parental involvement, and regular assessment to ensure all children make good progress.	1,2,3
Embed Super Sonic Spelling Stars in Lower Key Stage Two and implement in Year 5. Additional phonics sessions targeted at disadvantaged pupils who require further support with phonics development.	Phonics approaches effectively help younger students master reading basics, with an average gain of five months' progress. Studies in England show that pupils eligible for free school meals benefit equally or slightly more from phonics interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

One-to-one and small group same-day/ next day interventions to provide targeted academic support skilfully linked to classroom teaching.	The EEF report on using Teaching Assistants highlights the importance of evidence-based interventions with clear goals, regular monitoring, impact reviews, and assessments. These are supported by ongoing CPD and an appraisal cycle for Teaching Assistants. Additionally, strong links between TA support and classroom teaching ensure alignment and effectiveness. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22 198.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise specialist services to enhance well-being for all children, including:</p> <p>Dragonflies mobile multi-sensory therapist</p> <p>Additional school counsellor for targeted support</p> <p>Half-termly Purely Wellbeing sessions (Nursery - Year 6)</p> <p>Extra PSHE lessons on mental health, First Aid, financial literacy, online safety and Life Education.</p>	<p>Social and emotional skills are vital for children's development, supporting learning and lifelong outcomes. With the right support, children can manage emotions, resolve conflicts, solve problems, empathise, and communicate effectively. Research shows SEL programmes can boost academic progress by 4 months per year. However, disadvantaged children often have weaker SEL skills, affecting mental health and achievement, making SEL development crucial for closing this gap and promoting equitable outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5, 6
Provide whole school and individual training opportunities through 'Aspire Behaviour Management' to foster inclusive and nurturing learning environments.	<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>Improving Social and Emotional Learning in</p>	5, 6

	Primary Schools EEF (educationendowmentfoundation.org.uk)	
Embed principles of good practice set out in the DfE's 'Working together to improve school attendance' and Toolkit for communicating with parents.	Working together to improved school attendance: support for schools and local authorities - GOV.UK Working together to improve school attendance - GOV.UK Toolkit for schools: communicating with families to support attendance - GOV.UK	6
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school	Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school	5
Provide one-to-one music tuition and specific resources so children have the opportunity to learn an instrument.	Arts participation has a positive impact on academic learning, contributing an average of three months' progress. It improves outcomes in English, mathematics, and science, with specific arts activities, like drama, linked to better writing and music to improved spatial awareness. Arts also promote positive attitudes to learning and enhanced well-being. Arts participation EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Utilise 'Cool Milk' to subsidised School Milk for Pupil Premium children.	As part of the School Food Standards, all maintained primary schools are legally required to make milk available for drinking during school hours. https://coolmilk.com/schools/ https://www.gov.uk/guidance/school-milk-subsidy-scheme	5, 6
Subsidising children to attend enrichment activities – school trips, clubs & residential to enable equal experiences for all.		5, 6
Extensive support for parents through information workshops, EYFS Stay and Play, coffee mornings.	Parental engagement is vital for children's learning, with research showing it can boost academic progress by up to +3 months annually. The EEF's "Working with Parents to Support Children's Learning" highlights the positive impact of effective parental involvement.	All
Sign post Pupil Premium families to Holiday Activity and Food Programmes.		

December 2025 Update

Increase engagement of parents in children's learning - newsletters, the school website, School Page on X, Class Dojo, Parents meeting's with teachers.	EEF Evidence: Working with Parents to Support Children's Learning	
Collaborate closely with external agencies, including TESS, MHST, and Early Help.	EEF Toolkit strand on social and emotional learning and behaviour interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
After school club provision.	The EEF Toolkit strand on arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the period 2024-2025- the first year of this three-year strategy.

The information below links specifically to each challenge outlined in the strategy above.

Early Years Good Level of Development:

GLD July 2025	All:	Pupil Premium:	Non-Pupil Premium:
	54%	50%	56%
	No significant difference between disadvantaged and non-disadvantaged.		

Challenge One: Oral Language Development

Note: There are currently no disadvantaged pupils in Nursery

% of disadvantaged pupils In Reception on-track to achieve/achieving ELG in Personal, Social, Emotional Development.

Self-Regulation

Reception	Baseline 2024	Autumn 2024	Spring 2025	Summer 2025
Pupil Premium	45%	50% ↑5% (Since BL)	55% ↑10% (Since BL)	82% ↑37% (Since BL)
Non-Pupil Premium	47%	58% ↑11% (Since BL)	56% ↓2% *Decrease due to mobility ↑9% (Since BL)	71% ↑24% (Since BL)

By Summer 2025, disadvantaged pupils (PP) made exceptional progress, increasing from 45% to 82%, compared with non-disadvantaged pupils who rose from 47% to 71%. The attainment gap has not only closed but reversed, demonstrating the strong impact of targeted support.

Managing Self

Reception	Baseline 2024	Autumn 2024	Spring 2025	Summer 2025
Pupil Premium	27%	50% ↑23% (Since BL)	55% ↑28% (Since BL)	82% ↑55% (Since BL)
Non-Pupil Premium	37%	74% ↑37% (Since BL)	56% ↓18% ↑19% (Since BL)	76% ↑39% (Since BL)

By Summer 2025, disadvantaged pupils surpassed their peers, with attainment of 82% compared to 76%, demonstrating strong progress.

Building Relationships

Reception	Baseline 2024	Autumn 2024	Spring 2025	Summer 2025
Pupil Premium	36%	50% ↑14% (Since BL)	73% ↑ 37% (Since BL)	91% ↑55% (Since BL)
Non-Pupil Premium	53%	68% ↑15% (Since BL)	50% ↓ 18% ↓ 3% (Since BL)	88% ↑35% (Since BL)

In building relationships, Pupil Premium children once again showed the most accelerated progress, improving by 55% (from 36% to 91%) versus a 35% gain for non-disadvantaged pupils. The gap between disadvantaged and non-disadvantaged has narrowed when comparing baseline (17% gap) to summer term outcomes (3% gap), with disadvantaged pupils outperforming their non-disadvantaged peers.

Challenge Two: Writing Outcomes

Early Years (No Pupil Premium in Nursery to compare)

On-track to achieve ELG in Writing

Reception	Baseline (Autumn 2024)	Autumn % on- track for ELG	Spring % on- track for ELG	Summer % on- track for ELG	Change: Baseline → Autumn	Change: Autumn → Spring	Change: Baseline →Spring	Change: Spring → Summer	Change: Baseline → Summer
Pupil Premium	9%	20%	9%	55%	↑11%	↓11%	↔	↑46%	↑46%
Non-Pupil Premium	16%	16%	33%	53%	↔	↑17%	↑17%	↑17%	↑37%

The data shows a clear upward trajectory in writing outcomes for Reception pupils over the 2024–2025 academic year, with particularly strong progress among disadvantaged children. From a baseline of just 9%, the proportion of Pupil Premium pupils achieving the Early Learning Goal (ELG) in writing rose significantly to 55% by summer—a 46% increase. These outcomes highlight that, while all groups improved, Pupil Premium pupils made the most accelerated progress, effectively narrowing the attainment gap and demonstrating the success of strategies aimed at improving early writing skills for all learners.

EY2P Impact of Implementation

The EY2P approach has been successfully introduced in Nursery, prompting revisions to long-term planning. As part of this, 12 new texts have been incorporated—two per half term—enhancing the breadth and depth of language exposure. This has led to increased writing opportunities, particularly focused on letter formation and name writing. The next step is to implement EY2P into Reception (this has commenced September 2025) to ensure consistency across the Early Years, with plans to integrate aspects of Drawing Club to further enrich the provision.

Drawing Club Impact of Implementation

The introduction of Drawing Club has had a positive impact on children's engagement, creativity, and early writing development. By combining storytelling with drawing and mark-making, children are more motivated to participate in literacy activities. It has enhanced vocabulary acquisition, improved fine motor skills, and fostered imaginative thinking. The approach has also supported sustained shared thinking and strengthened Oracy skills through group discussions and storytelling. Overall, Drawing Club has provided a rich, playful context for developing key early literacy and communication skills.

Writing Outcomes of Disadvantaged Children in Year 1-6

Year Group	Autumn	Spring	Summer	Overall impact
1	5/11 45%	5/10 50% ↑5%	8/12 67%	Autumn-July ↑22% improvement.
2	3/12 25%	2/12 17% ↓8%	3/12 25%	Autumn-July 0% improvement.
3	5/16 31%	5/15 33% ↑2%	6/15 40% ↑7%	Autumn-July ↑9% improvement.
4	5/15 33%	5/14 36% ↑3%	5/14 36%	Autumn-July ↑3% improvement.
5	5/17 29%	4/17 24% ↓5%	5/16 31% ↑7%	Autumn-July ↑2% improvement.
6	2/12 17%	4/12 33% ↑16%	6/12 50% ↑17%	Autumn-July ↑33% improvement.

**Overall % of disadvantaged pupils meeting the expected standard in Writing
(Year 1- Year 6)**

July 2024 (End of previous Strategy)	July 2025	July 2026	July 2027
55%	41%	To be added July 2026	To be added July 2027

Overall Impact statement for Target Two:

Over the 2024/25 academic year, writing attainment among disadvantaged Year 6 pupils improved steadily. Pupils on track rose from 17% in Autumn to 33% in Spring, reaching 50% by Summer. This progress reflects the impact of targeted interventions, high-quality teaching, and focused assessment. While the attainment gap is not yet fully closed, the strategies in place are effectively supporting disadvantaged pupils toward expected outcomes in writing.

Challenge Three: Spelling Outcomes in Key Stage Two

Application of Spelling knowledge in Key Stage Two.

Our phonics programme 'Supersonic Phonic Friends', has had a positive impact across Early Years and KS1 and as a result a phonics pass rate of 81% was achieved in 2024-25, exceeding national figures by 1%. 80% of our disadvantaged pupils achieved the pass rate exceeding national figures by 13% (National 67%) and local by 15% (65%). The gap between our disadvantaged pupils compared to non-disadvantaged continues to close as shown in the table below, declining from 7% to 2%.

Phonics Screening Data

YEAR	School Pass Rate (All)	National Pass Rate (All)	School Disadvantaged achieving a PASS	School Non-Disadvantaged achieving a PASS	Difference
2024	86%	80%	82%	89%	-7%
2025	81%	80%	80%	82%	-2%

NGST Outcomes:

% of disadvantaged children who sit within the 'average' SAS (Standardised Age Score) range or above for Spelling. (Note: to assessment points scheduled for all pupils across the academic year.)

(A standardized score used to compare a pupil's performance to that of peers of the same age.)

By Summer, the attainment gap between disadvantaged (PP) and non-disadvantaged pupils has narrowed in most year groups...

Year Group	Autumn		Summer		Change (PP)	Change (Non-PP)	Autumn Gap	Summer Gap	Gap Difference
	PP	Non-PP	PP	Non-PP					
2	36%	75%	58%	83%	↑22%	↑8%	39%	25%	↓14%
3	50%	80%	47%	80%	↓3%	—	30%	33%	↑3%
4	87%	71%	71%	63%	↓16%	↓8%	16%	8%	↓8%
5	59%	86%	56%	71%	↓3%	↓15%	27%	12%	↓15%
6	67%	75%	75%	81%	↑8%	↑6%	8%	6%	↓2%

Challenge Four: Low numeracy skills on-entry to school

% of disadvantaged pupils achieving ELG in Number

Early Years (No Pupil Premium in Nursery to compare)

Reception	Baseline (Autumn 2024)	Autumn % on-track for ELG	Spring % on-track for ELG	Summer % on-track for ELG	Change: Baseline → Autumn	Change: Autumn → Spring	Change: Baseline → Spring	Change: Spring → Summer	Change: Baseline → Summer
Non-PP	42%	53%	50%	67%	↑11%	3%	↑8%	↑17%	↑25%
PP	27%	70%	64%	73%	↑43%	6%	↑37%	↑9%	↑46%
Gap	-15%	-17%	-14%	-6%	Not applicable				

Over the course of the year, disadvantaged children made substantial progress, particularly between the baseline assessment and Autumn, resulting in the gap closing and subsequently reversing. By the end of the Reception year (Summer 2025), disadvantaged children were slightly ahead of non-disadvantaged children, with a 6% advantage. This reflects a significant reduction in the disadvantage gap.

Maths outcomes across Key Stage One (July 2024-Jul 2026)

End of Reception 2024 ELG Number		End of Year 1 2025 achieving 'ARE'		Year 2 2026 achieving 'ARE'	
Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	PP	Non-PP
67%	75%	7/12 58%	10/15 67%	<i>To be complete end of 2025-26 academic year.</i>	
Difference of 8% between disadvantaged and non-disadvantaged		Difference of 9% between disadvantaged and non-disadvantaged			

Challenge Five: Improved Wellbeing and Social, emotional and mental health.

Pupils' wellbeing, social, emotional and behavioural needs:

Throughout 2024/25, we delivered pupil wellbeing workshops with support from Purely Wellbeing, while continuing weekly sessions with a sensory therapist and counsellor for selected students. An additional counsellor was also used in order to meet the demand presented. We have also worked with the MHST team to provide targeted workshops on stress management, sleep hygiene and transition from Key Stage One and Key Stage Two and Key Stage Two to Key Stage Three.

In 2024/25, 'motional' was implemented as a way of assessing and monitoring the mental health and wellbeing of our children. In addition, following training, motional was used to provide both 1:1 and small group support for those children identified as being socially, emotionally or mentally vulnerable.

This academic year, SENSORIEL multi-sensory sessions have continued to provide valuable support for children requiring additional help with their development, focus, and emotional regulation. Notably, 85% of the children who have accessed this service come from disadvantaged backgrounds, underscoring the importance of making these tailored interventions accessible to those who need them most.

Challenge Six: Improving Attendance

% of persistent absentees who are disadvantaged

Improving attendance remains a whole-school priority. We will continue to embed and strengthen the targeted strategies and bespoke support plans that have been effective in narrowing the attendance gap so far.

Throughout the period from 2nd September to 2nd July 2025, whole school attendance data shows that Pupil Premium pupils achieved an attendance rate of 93.4%, compared to 94.2% for Non-Pupil Premium pupils. See cohort breakdown below...

Year Group	PP	Non- PP	Difference
R	92.9%	93.9%	-1%
1	94.2%	95.2%	-1%
2	93.6%	96.5%	-2.9%
3	94.1%	95.8%	-1.7%
4	93.7%	94.6%	-0.9%
5	91.7%	93.7%	-2%
6	93.6%	96.4%	-2.8%

Persistent Absentees:

The overall attendance for Pupil Premium pupils currently stands at **93.4%**, compared to **94.2%** for Non-Pupil Premium pupils. This reflects a modest but consistent attendance gap of **0.8%**. While the difference is not vast, it highlights an ongoing need to continue supporting our PP pupils to improve attendance and reduce the risk of academic underachievement. Disaggregated data reveals that the attendance gap between Pupil Premium and Non-Pupil Premium pupils is more pronounced in specific year groups, with the most significant differences seen in Year 2 (-2.9%), Year 5 (-2%), and Year 6 (-2.8%).

Persistent absenteeism remains a challenge, particularly among Pupil Premium pupils. A total of 22 PP pupils have been identified as persistently absent, compared to 8 Non-Pupil Premium pupils. Even after accounting for pupils who have left the school (4 PP and 1 Non-PP), PP pupils remain disproportionately represented—almost three times more than their peers. This pattern indicates that strengthening our targeted and personalised attendance support will help address underlying barriers and continue to improve attendance outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.