

### **Pupil Premium Strategy Statement 2024-2025: St Gabriel's Church of England Primary School**

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

#### **School overview**

<b>Detail</b>	<b>Data</b>
School name	St Gabriel's CofE Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	42.6% (81)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended) Due to a high pupil mobility, the plan will cover 1 academic year.</b>	2025-2026
Date this statement was published	01.11.2025
Date on which it will be reviewed	6.1.2026 (Interim review Jan 2025)
Statement authorised by	Rebecca Anson (Headteacher)
Pupil premium lead	Sonia Bell (Assistant Head)
Governor / Trustee lead	Father Owen

#### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£112,110
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£112,110

**Part A: Pupil premium strategy plan**  
**Statement of intent**

*Pupils at St Gabriel’s Primary, inclusive of SEND pupils, will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their individual needs, and for those with SEND needs, identified on their EHCPs.*

*We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.*

**Challenges**

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

<b>Barriers to future attainment and other factors to consider</b> <i>(for pupils eligible for PP including high attainers)</i>	
1	The number of pupils eligible for PP in school is above that of other Inner-London schools and far above that of other schools nationally. (Currently 42.6% (and national is 25.7%))
2	The baseline in Reception for Pupils thought to be eligible for PP is 18.5%
3	Many pupils come from homes that are unable to support learning such as confident use of the English language, a strong reading culture, easy access to quality resources and favourable living environments.
4	Many pupils do not have access to the additional opportunities enjoyed by their peers out of school. (E.g. 53% of pupils are in IDACI band 0-10 compared to 10% nationally.)
5	Many pupils eligible for Pupil Premium (PP) at St Gabriel’s face additional challenges affecting attainment, including poor oral language, low literacy, and increasing Special Educational Needs and Disabilities (SEND). Socio-economic difficulties, emotional and behavioural issues, and irregular attendance also contribute to learning gaps. At St Gabriel’s, 24.6% of disadvantaged pupils have SEND provision, higher than the national average of 18.3%. Nationally, disadvantaged pupils are overrepresented in SEND categories; in 2024, 42.2% of pupils with EHCPs and 38.3% receiving SEN support were eligible for free school meals.
6	Ensuring consistent quality-first teaching accelerates progress for Pupil Premium pupils.
7	Increasing numbers of pupils with complex needs, including speech and language difficulties, social communication challenges, poor working memory, attention difficulties, motor skill deficits, and social, emotional, and mental health issues (some of which manifest as challenging behaviours), require targeted support
<b>External barriers and factors</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
8	Many working parents are working long hours, in multiple jobs for little pay (working poor)
9	The lack of affordable housing forces many low-income households to pay excessive rent for potentially substandard and overcrowded living conditions.
10	In our borough, the high cost of housing, coupled with a shortage of available social housing and changes to the benefit system, is leading to significant mobility issues, with waiting lists for family-sized council accommodations exceeding ten years.
11	This area ranks among the most unequal in the country, exhibiting the third-highest pay ratio between the highest and lowest earners, as well as a high proportion of out-of-work residents.
12	Over a quarter of 11-year-olds in Westminster are classified as obese and there is a significant number of adults living with limiting illnesses and disabilities in the local area.

### Intended outcomes

**This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.**

<b>Desired outcomes</b>	<b>Success criteria</b>	
<p><b>1. Progress in Reading, Writing, and Maths:</b></p> <ul style="list-style-type: none"> <li>• Maintain ARE (Age-Related Expectations) in reading, writing, and maths if they were at ARE by Summer 2025.</li> <li>• Make accelerated progress to close the attainment gap in reading, writing, and maths if they were below ARE by Summer 2025, with a focus on improving foundational skills in phonics, literacy, and numeracy.</li> <li>• Targeted pupils to achieve 100% pass in the phonics check</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium pupils meet or exceed national standards in reading, writing, and maths by the end of KS1 and KS2, with the attainment gap between them and non-Pupil Premium pupils narrowed or closed.</li> <li>• Data analysis is conducted three times a year before Pupil Progress meetings, tracking progress, identifying needs, and informing targeted support.</li> <li>• Regular formative and summative assessments identify individual pupil needs, with teaching strategies and interventions adjusted accordingly. Baseline phonics assessments are conducted for all pupils in YR-2, KS2 pupils who did not pass the phonics check and any new starters who haven't taken the check. Data from these assessments is analysed to identify pupils needing additional phonics support.</li> <li>• Targeted daily interventions in phonics, reading, writing, and maths are implemented across KS1 and KS2 to close knowledge and skills gaps, particularly for those impacted by the pandemic.</li> <li>• School leaders and class teachers collaborate to identify significant needs during Pupil Progress meetings and provide tailored support, with monitoring demonstrating the impact of interventions.</li> <li>• Continuous professional development enhances staff teaching practices, with a focus on inclusive education and effective assessment, ensuring a rigorous curriculum aligned with national standards.</li> <li>• Initiate a morning maths club for Year 6 featuring peer tutoring, commencing in Summer 1.</li> </ul>	<p><b><u>EYFS</u></b></p> <ul style="list-style-type: none"> <li>• In the Early Years Foundation Stage, 77% of pupils achieved a Good Level of Development (GLD), surpassing the estimated National of 68%.</li> <li>• 17.3% of the cohort were receiving SEND/EHC support and 39.1% of the class were disadvantaged.</li> </ul> <p><b><u>Year 1 Phonics</u></b></p> <ul style="list-style-type: none"> <li>• End of Year 1 Phonics, 79% of students passed the assessment, which was in line with the national average of 80%</li> <li>• 86% of the pupils who passed were Pupil premium</li> <li>• 31% of the class had been identified with SEND.</li> </ul> <p><b><u>Year 2 - End of KS1 (no longer statutory)</u></b></p> <ul style="list-style-type: none"> <li>• 36.4% of the class have been identified with SEND with three of those having an EHCP.</li> </ul> <p>Teacher assessed:</p> <ul style="list-style-type: none"> <li>• Reading - 55% ARE+</li> <li>• Writing - 64% ARE+</li> <li>• Maths - 73% ARE+</li> </ul> <p><b><u>End of KS2</u></b></p> <ul style="list-style-type: none"> <li>• At Key Stage 2 SATs, 87% of pupils achieved the expected standard or above in reading, writing, and maths combined.</li> <li>• 60% of the pupils at St Gabriel's were disadvantaged, which is notably higher than the national average of 45%.</li> <li>• In 2025, only 20% of our disadvantaged pupils met the higher standard in reading, highlighting an area for targeted improvement.</li> </ul>

		<p><b>Overall Focus:</b></p> <ol style="list-style-type: none"> <li>1. Maths is to be a key subject which will require improvement across multiple year groups, especially for disadvantaged (PP) pupils.</li> <li>2. Maths in Year 3 and Year 4 interventions should also be prioritised to strengthen foundational skills early on.</li> <li>3. Ensuring phonics remains a priority in Year 1 is essential to support all pupils, including those eligible for Pupil Premium, to achieve outcomes in line with the national average</li> </ol>
<p><b>2. Maintain a Leadership Structure:</b> Ensure a robust leadership framework to oversee targeted support, guaranteeing quality practice and excellence in the classroom for all pupils.</p>	<ul style="list-style-type: none"> <li>• Leadership roles (Assistant Heads, KS1 and KS2 leaders, SENCO) are sustained.</li> <li>• Establish termly CPD timetables that focus on specific subjects, emphasising feedback from planning, books, and observations, particularly in areas such as feedback and mastery learning.</li> <li>• Ensure that records of resources and attendance are thoroughly documented</li> <li>• Support staff timetables are revised each term after pupil progress meetings according to identified needs.</li> <li>• SLT will support subject leads in monitoring and evaluating subjects to enhance the quality of first teaching throughout the school.</li> <li>• Implement team teaching in targeted areas of the school and engage in collaborative planning to enhance pupil outcomes.</li> <li>• Conduct modelled and peer lesson observations to foster best practices.</li> <li>• Provide targeted CPD during INSET days and staff meetings to share effective planning, teaching and assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• The AHT and Year 6 teacher led the <b>End of KS2 SATS booster groups. The results were:</b> <ul style="list-style-type: none"> <li>➢ reading – 87% (na 75%)</li> <li>➢ writing 93% (na 72%) (teacher assessed)</li> <li>➢ math 74% (na73%)</li> <li>➢ SPAG 93% (na 73%)</li> </ul> </li> <li>• <b><i>The impact of these additional sessions was evident in the school's results, which remained in line with the national average and, in some subjects, exceeded it.</i></b></li> <li>• It's worth noting that <b>one pupil</b> on SEND support did not sit the test.</li> <li>• The gap between Pupil Premium pupils and non-PPR pupils is beginning to narrow. In identified classes, a high proportion of Disadvantaged pupils also have SEND, which have had an impact on their progress, particularly in Year 2, 3 and 4.</li> <li>• SLT ensured that relevant training was planned and delivered as part of the SIP.</li> <li>• The scheduled training supported the needs outlined in the SIP, such as phonic delivery, behaviour management, safeguarding and SEND related interventions</li> <li>• Subject leaders met with governors on the curriculum committee and SLT to discuss the current standards in their respective subjects and ongoing CPD needs.</li> <li>• Senior leadership continue to collaborate with subject leaders to enhance the school curriculum, with a particular focus on adapting it for lower attainers and pupils with SEND to ensure strong progress from their starting points.</li> </ul>

		<ul style="list-style-type: none"> <li>• Expectations for behaviour are high, with clear guidelines that both parents and pupils are aware of. Behavioural issues are promptly addressed by the Assistant Headteacher (Behaviour Lead).</li> <li>• Families have collaborated with the school to implement behaviour plans for individual pupils, and they agree that the support has had a positive impact</li> </ul>
<p><b>3. Improved Attendance and Parental Engagement:</b></p> <ul style="list-style-type: none"> <li>• Improve whole school attendance, including disadvantaged pupils, to meet or exceed national expectations.</li> <li>• Increase parental engagement through a wide range of workshops that support their involvement in their child's learning, promoting consistent attendance and participation in the wider school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve whole school attendance, including disadvantaged pupils, through targeted support from the Pastoral TA and regular monitoring of attendance registers.</li> <li>• Strengthen parental engagement by offering a variety of workshops focused on curriculum support and mental well-being, utilising online platforms and video resources to increase accessibility.</li> <li>• Provide comprehensive family support, with the School Navigator Office connecting families to local services and ensuring a high level of engagement with the school community.</li> <li>• Ensure all staff promote consistent and positive communication with parents, supporting children's learning and well-being, and enabling them to reach their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school attendance: 94.6% (compared to 94.8% national and 93.8% LA)</li> <li>• Pupil premium attendance: 94.1% (compared to national of 94.8% and LA 93.8%)</li> <li>• The Pastoral Teaching Assistant has supported identified families, helping to maintain attendance rates while providing additional tailored support to those families</li> <li>• A variety of workshops were offered, including early reading and writing, as well as mental health topics such as sleep, anxiety, and behaviour.</li> <li>• The school navigator is available every Thursday, helping many families access local services.</li> <li>• The school continues to prioritise consistent and positive communication with parents. Complaints are addressed swiftly, and records of these meetings are maintained with the Head Teacher.</li> <li>• Parent evenings are held three times a year, along with one formal written report. Additional meetings are scheduled as needed by class teachers and members of the SLT and SENCO.</li> </ul>
<p><b>4. Quality of teaching:</b></p> <ul style="list-style-type: none"> <li>• All teaching will consistently be good or better in whole-class instruction to close the attainment gap</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a comprehensive range of training for teachers and support staff, focusing on curriculum delivery, subject knowledge, and inclusive teaching practices</li> <li>• Staff training to ensure that all SEND pupils are receiving an adapted curriculum to meet their needs</li> <li>• Evidence from LA, LDBS reviews, and termly SLT lesson observations confirms the quality of teaching and learning across the school.</li> <li>• Subject leaders actively monitor their subjects and ensure that feedback is promptly addressed.</li> <li>• CPD and staff training enhance subject knowledge, enabling students to know and remember more, positively impacting their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leads conducted staff meetings focused on effective pedagogy and adaptations across all subjects in the curriculum.</li> <li>• Formal observations took place three times a year, with subject leads collaborating closely with further identified areas of the school.</li> <li>• The Ofsted review was graded as 'Good, in 2023' reflecting the consistent quality of teaching across the school.</li> <li>• All subjects were monitored at least once every major term, with reading, writing, math, and phonics assessed every half term. Feedback was provided and next steps were followed up on.</li> <li>• Subject leads attended at least one network meeting and/or training day during the academic year.</li> </ul>

<p><b>5. Effective Use of Assessment</b></p> <p>Formative and summative assessments will be conducted throughout the year and utilised effectively during pupil progress meetings to ensure all staff focus on targeted pupils, aiming to close the achievement gap.</p>	<ul style="list-style-type: none"> <li>• Assessment records, lesson observations, and book work provide evidence of pupil development and progress in all subjects.</li> <li>• Key Stage meetings, in-school and local school moderations ensure consistency and shared understanding of standards.</li> <li>• A diagnostic and intervention resource bank, including WRM Maths, ELS phonics intervention, Rapid Reading and Progression Toolkit supports targeted strategies.</li> <li>• Monitoring meetings with Subject leads and SLT focus on progress and intervention effectiveness.</li> <li>• Termly data analysis assesses class attainment and progress for each class.</li> <li>• Daily interventions in Reception focus on foundational skills, emphasising SLCN.</li> <li>• In Year 1 and Year 2, daily oral language and phonics interventions include programs such as Word Aware, Talkboost, Shape Coding, and Box Clever.</li> <li>• <b>All subject leads to create Greater Depth descriptors to ensure accurate use of assessment and reporting to parents.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Interventions were recorded in the INSIGHT data management system, with their impact carefully reviewed and adjusted three times a year. This information was shared during Pupil Progress meetings, and adjustments were made as necessary.</li> <li>• Summative data was collected three times a year and used in Pupil Progress Review meetings to inform intervention strategies.</li> <li>• Summative assessments in reading and mathematics were analysed, leading to adjustments in instructional planning and teaching to address identified gaps.</li> <li>• New interventions for numeracy and literacy for high-needs SEND pupils (SALT-based) were introduced and monitored. Baseline testing took place, and all pupils who participated made progress from their starting points (using programs such as Fluency Bee and Shape Coding).</li> <li>• There was a strong focus on early intervention in the early years, as a high percentage of pupils had Speech, Language, and Communication Needs. Training in the Progression Toolkit was implemented to ensure appropriate interventions could be put in place.</li> </ul>
<p><b>5. EYFS:</b> Pupils will have made good learning development from their baselines.</p>	<ul style="list-style-type: none"> <li>• Pupils will demonstrate good progress from their baseline assessments, showing measurable growth in key developmental areas such as communication, physical skills, and personal, social, and emotional development.</li> <li>• The attainment of PP children will meet or exceed national standards at the end of Reception, as evidenced by assessment results.</li> <li>• Individual learning trajectories will indicate that pupil premium children have made significant progress in literacy and numeracy, aligning with national expectations.</li> <li>• Regular monitoring and evaluation of pupil progress will be conducted, ensuring that any gaps in learning are promptly addressed through targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• 77% of Reception children achieved a Good Level of Development (na 71% and Westminster 72%)</li> <li>• A wide range of SLCN-based interventions were implemented (Talkboost, colourful semantics, Attention Autism/Bucket time, language for thinking), with the Speech and Language Therapist supporting the Teaching Assistant throughout the year.</li> <li>• The delivery and impact of these interventions were carefully reviewed and used to plan further support.</li> <li>• 67% of Pupil Premium children achieved GLD, compared to 79% of non-PP children.</li> </ul>

**Activity in this academic year**

This details how we intend to spend our pupil premium **this academic year (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) <b>Budgeted cost: £ 112,110</b>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Given the intake of new teachers and teaching assistants, we will provide further training on our chosen DfE-validated Systematic Synthetic Phonics (SSP) programme, <i>Essential Letters and Sounds (ELS)</i>. This training is essential to ensure consistent, high-quality phonics instruction across the school.</p> <p>AHT/Phonics lead to oversee phonic interventions in across the school .</p>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	3, 5, 6
Senior leaders and subject leads will provide regular training for staff on how to adapt the curriculum effectively for low attainers and pupils with SEND, ensuring all educators are equipped to meet diverse learning needs.	Effective teaching for pupils with SEND often reflects good teaching practices for all students. Research indicates that teachers should emphasise a repertoire of effective strategies for pupils with SEND, including flexible grouping, cognitive and metacognitive strategies, explicit instruction, the use of technology, and scaffolding, allowing for flexible responses to the diverse needs of all learners (EEF)	5, 7
Assist class teachers in accurately assessing (formative and summative) and addressing skill and knowledge gaps aligned with the curriculum, while providing support to ensure assessments are correctly interpreted and administered.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning (EFF)	5, 6, 7
Pupil progress meetings half termly carried out to identify focus areas of the curriculum in reading, writing and maths for PP children.	High quality assessment is essential to great teaching. It can help to monitor pupil progress, particularly as they re-establish classroom routines and recover any learning loss	1, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost: £ 0 support and interventions		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders provide parent workshops based around SEND, SEMH and core curriculum areas to promote parental engagement.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF)	5,6
Leaders and support staff to provide a wide range of before and after school clubs to overcome barriers to opportunity and promote scholarship and enrich learning.	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils' access to high quality physical activity for the other benefits and opportunities it provides (EEF)	3, 4
Senior leaders will run tutoring sessions for targeted Year 6 pupils needing catch-up support to reach Age-Related Expectations (ARE) by the end of the academic year, with Assistant Headteachers and the Year 6 teacher facilitating these tutoring groups during Spring 2 and Summer 1 terms.	Small group tuition can lead to an average of four months' additional progress and is most effective when tailored to specific pupil needs using diagnostic assessments. (EEF)	3., 4, 5, 7
The SENCO will plan, implement, and monitor small group interventions throughout the school while collaborating with the assessment lead, support staff, and teachers to raise the attainment and progress of SEND pupils. Additionally, training will be provided to teaching staff to effectively embed identified interventions for targeted children.	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants (EEF)	7
Pupil Progress Reviews three times a year to ensure provision is based on careful analysis of needs and evaluation.  Leaders establish additional programmes - meta-cognition, retrieval practise e.g. 1:1 tuition - editing, EY interventions, peer tutoring in reading and phonics programmes	Effective staff deployment for interventions is a high priority. There is a growing evidence base – <a href="#">including six recent EEF evaluations</a> – which suggests that when they are used to deliver structured programmes with high-quality support and training, teaching assistants can have a positive impact on pupil learning  EEF research sites effective feedback, meta-cognition programmes, 1:1 tuition, EY interventions and phonics programmes as being most effective in raising the attainment and progress of disadvantaged pupils.	3,4,5, 7

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

<b>Desired outcome</b> <b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<ul style="list-style-type: none"> <li>• Pupil Premium children will have greater access to cultural capital experiences, outdoor learning, and sporting activities, fostering their engagement and enhancing their overall development.</li> <li>• To ensure all children experience extra-curricular enrichment activities and trips in order to boost social EEF Tool Kit EEF Guide to Pupil Premium 1,2,3 &amp;4 8 development, improve learning skills, foster team working, build life skills, underpin better behaviour, encourage creativity.</li> </ul>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>PHE has stated in their latest report 'Increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development'</p> <p>Outdoor adventure strengthening students' problem-solving and communication skills</p>	<p>1, 3, 4, 5</p>
<ul style="list-style-type: none"> <li>• Continued partnerships with external agencies, including MIND, ST Vincent's Family Project, CAMHS, and others, will ensure pupils receive comprehensive, targeted support to address their mental health, educational, and developmental needs.</li> </ul>	<p>Pupil surveys reflect greater enjoyment and engagement in school and children feel supported with their SEMH.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>PHE has stated in their latest report 'Increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development'</p> <p>Outdoor adventure strengthening students' problem-solving and communication skills.</p>	<p>7</p>

<ul style="list-style-type: none"> <li>To provide parent workshops to support families with strategies to support their children at home with their learning and social and emotional well-being.</li> </ul>	<p>Effective communication with parents will play a vital part in linking the school to the home</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular (EEF)</p>	5
<ul style="list-style-type: none"> <li>Pastoral TA supporting targeted children's attendance</li> </ul>	<p>Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures</p>	5, 7
<p>Targeted children will receive mental health and behavioural support through the Pastoral TA, with additional interventions to enhance social skills, self-esteem, and positive behaviour.</p> <ul style="list-style-type: none"> <li>Strong links with families will be established through collaboration with the Family Practitioner link worker to further support children's well-being and attendance.</li> </ul>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal (EEF)</p>	4, 5, 7

**Total budgeted cost:** £112,110

## Part B: Review of outcomes in the previous academic Year 2024-2025

### Pupil premium strategy outcomes

Table 1: Percentage of Pupil Premium & non-Pupil Premium working On Track (ARE) and Greater Depth (EXC) for Summer 2024

(Number of pupils who are SEND in brackets)

~ Estimated national figures are based solely on data entered by schools using the INSIGHT platform

Year group	Number of Pupil premium	Number of NON Pupil premium	Reading			
			All pupils	National	PP ARE+	Non PP ARE+
R	9 (1)	14 (3)	74%		67%	79%
1	14 (4)	15 (5)	72%		86%	60%
2	10 (2)	12 (6)	59%	~ 71.6%	60%	58%
3	17 (6)	13 (5)	53%		53%	54%
4	15 (5)	16 (1)	77%		67%	88%
5	15(5)	16 (2)	80%		79%	81%
6	5 (2)	9 (2)	86%	75%	80%	89%

Year group	Number of Pupil premium	Number of NON Pupil premium	Writing			
			All pupils	National	PP ARE+	Non PP ARE+
R	9 (1)	14 (3)	74%		67%	79%
1	14 (4)	15 (5)	79%		86%	73%
2	10 (2)	12 (6)	73%	~ 63.9%	80%	67%
3	17 (6)	13 (5)	50%		47%	54%
4	15 (5)	16 (1)	58%		60%	56%
5	15(5)	16 (2)	73%		57%	88%
6	5 (2)	9 (2)	93%	72%	100%	89%

Year group	Number of Pupil premium	Number of NON Pupil premium	Maths			
			All pupils	National	PP ARE+	Non PP ARE+
R	9 (1)	14 (3)	74%		67%	79%
1	14 (4)	15 (5)	72%		79%	67%
2	10 (2)	12 (6)	68%	~ 72.8%	70%	67%
3	17 (6)	13 (5)	53%		53%	54%
4	15 (5)	16 (1)	52%		53%	50%
5	15(5)	16 (2)	73%		64%	81%
6	5 (2)	9 (2)	86%	74%	80%	89%

Year 6 – Combined Reading/Writing/Maths	<b>86%</b>	<b>62%</b>	<b>80%</b>	<b>89%</b>
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### **Year 1 Phonics Screen Check**

	School	National
Whole class	79%	~80%
PP	86%	67%
Non PP	73%	

### **Year 4 Multiplication Tables Check**

	School	National
% of pupils scoring full marks	19%	~38%
Average score (out of 25)	18.8	21.1