

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Sutton Primary Academy |
| Number of pupils in school (Reception to Year 6) | 188 (Oct 25 census) |
| Proportion (%) of pupil premium eligible pupils | 10.5% of which 5.3% are Free School Meals (Oct 25 census) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/2026 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | L Orton |
| Pupil premium lead | L Orton |
| Governor / Trustee lead | K Lawton |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £25,310 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £25,310 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child will be happy, confident, independent and resilient in a setting which nurtures positive attitudes underpinned by our values. Our school motto is:

S – Supporting each other

P – Preparing for our future

A – Achieve our potential

The pupil premium grant is provided by the Government with the aim of improving outcomes for all disadvantaged pupils and supporting them to achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Sutton Primary Academy our pupil premium strategy will be reviewed annually to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils and to ensure that the use of the Pupil Premium Grant (PPG) has a long-term effect on pupil outcomes.

Our strategy objectives:

- For all disadvantaged children to make good progress and where possible, to meet or exceed nationally expected progress.
- To reduce the attainment gap between disadvantaged and non-disadvantaged children.
- Ensure that teaching and learning opportunities meet the needs of *all* of pupils ensuring that appropriate provision is made to support pupils needs.
- Allocate funding and support following an assessment and analysis of need (not *all* pupils who are socially disadvantaged are registered or qualify for free school meals).

Common barriers to learning for disadvantaged pupils *may include*:

- Less support at home.
- Weak language and communication skills.
- Lack of confidence.
- More frequent behaviour difficulties.
- Attendance and punctuality issues.

We are aware of the impact pupils' social and emotional wellbeing can have on their academic outcomes. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and liaising with other agencies including, where appropriate, parents. Assumptions will not be made about the impact of disadvantage. This strategy takes into account the need to support the whole child and remove the wider barriers to learning which may be experienced by some of our disadvantaged pupils.

Our pupil premium strategy is designed to meet these objectives through a three-tiered approach:

The range of provisions available at Sutton Primary Academy include but are not limited to:

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- *High-Quality Teaching* – We invest significantly in staff CPD to deliver consistently high-quality-teaching. This includes training in phonics (Floppy's Phonics), writing (Talk4Wrtiing), maths fluency, and SEND support, ensuring a strong, responsive curriculum built on prior learning and adapted to pupils' needs.
- *Targeted Academic Support* – High quality evidence-informed interventions (academic or emotional/social) that are tracked for impact.
- Effective use of adult support for pre-teaching and post-teaching sessions.
- Allocating high quality teaching assistants to support learning and wellbeing (including a welfare/pastoral team).
- Purchasing additional learning resources fit for specific need.
- Purchase and access to digital resources and devices which can be accessed at home
- Frequent monitoring and intervention of progress and needs.
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities and trips.
- Whole-child focus, supporting wellbeing, confidence, and motivation alongside academic achievement.
- *Wider Strategies* – We address non-academic barriers such as wellbeing, attendance, and limited life experiences. This includes pastoral support for families, a school ELSA running weekly support sessions, forest school provision, and efforts to ensure all pupils can access enrichment activities.
- Tracking and monitoring attendance to provide intervention and support where a need is identified.

All of the above aim to address teachers' ongoing assessment of children's gaps and misconceptions. Our approach will be responsive to individual needs.

To ensure our strategy works we will:

- Regular monitor and mentor staff to ensure they are providing support and challenge in lessons and that staff have high expectations for disadvantaged pupils.
- Continue our school ethos of early intervention that is bespoke where necessary.
- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor the impact of our intervention programmes and adapt them quickly if they lack impact as recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy
- Frequent monitoring of data to ensure accurate and timely identification of children in need of support.
- Ensuring that vulnerable children have access to high quality pastoral and mental health support.

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Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Oracy - Many of our pupil premium children enter with a low baseline in oral communication, language and Literacy. They may have less access to high-quality spoken language experiences beyond the classroom, including opportunities to listen actively and to speak for a range of purposes and/or audiences. This can impact phonics screening results and average reading and writing progress over time. This can affect not only their academic achievement/progress but also their ability to articulate thoughts clearly, engage in dialogue, and express themselves confidently. As effective communication is a key determinant of future success -in education, employment, and wider life - our aim is to explicitly teach and model oracy skills across the curriculum. By doing so, we seek to empower our pupils with the confidence, vocabulary, and communication strategies necessary to navigate the adult world successfully and reduce the disadvantage they may face.</p> |
| 2 | <p>Disadvantaged with SEND - The data shows that 21% of disadvantaged children have Special Educational Needs and Disabilities (SEND), and of these, 75% have an Education, Health and Care Plan (EHCP). This has significant implications for the Pupil Premium group:</p> <p><i>Higher Complexity of Needs:</i> A substantial proportion of disadvantaged pupils require additional support beyond typical classroom differentiation. Those with EHCPs often need tailored interventions, specialist resources, and multi-agency involvement.</p> <p><i>Resource Allocation:</i> Schools must allocate Pupil Premium funding strategically to address overlapping disadvantage and SEND needs. This may include specialist staff, targeted interventions, assistive technology, and training for teachers.</p> <p><i>Impact on Outcomes:</i> Pupils with SEND, particularly those with EHCPs, often face greater barriers to attainment and progress. Without targeted support, the attainment gap between disadvantaged pupils and their peers can widen further.</p> |
| 3 | <p>Parental Engagement – we experience limited parental engagement from some of our Pupil Premium families, which can significantly impact children's progress and overall development. When parents are less involved in their child's education -whether due to time constraints, lack of confidence, or unfamiliarity with the curriculum-pupils often miss out on vital reinforcement of learning at home, reduced encouragement, and fewer opportunities to build positive attitudes toward school. This lack of engagement can lead to lower attainment, diminished resilience, and limited aspirations compared to peers who receive consistent support. Strengthening parental involvement through clear communication, accessible workshops, and practical strategies for home learning is essential to bridge this gap and create a collaborative approach that supports academic success and well-being for Pupil Premium children.</p> |
| 4 | <p>Emotional & behavioural - Our Pupil Premium children often experience emotional and social challenges that can affect their learning and well-being. Some struggle with lower self-esteem and confidence, which can be linked to</p> |

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| | economic disadvantage or comparisons with peers. Behavioural issues may arise from stress at home or unmet emotional needs, impacting classroom relationships and engagement. Additionally, some pupils face social isolation, finding it difficult to form friendships or participate in extracurricular activities, which can further reduce their sense of belonging and aspiration. Addressing these challenges requires targeted support to build confidence, nurture positive relationships, and create inclusive opportunities for social and emotional development. |
| 5 | Fostering a love of reading among pupil premium children is essential for improving literacy, broadening vocabulary, and raising aspirations. Many disadvantaged pupils have limited access to books at home and fewer opportunities for shared reading experiences, which can hinder their confidence and enjoyment of reading. We can address this by creating a reading-rich environments, offering diverse and engaging texts that reflect pupils' interests and backgrounds, and providing regular opportunities for reading for pleasure. Initiatives such as book clubs, author visits, and family reading workshops can help make reading a positive, social experience, while targeted support for struggling readers ensures that all children can access and enjoy texts. By embedding reading into the culture of the school and celebrating it as a valued activity, we can help our pupils develop a lifelong love of reading that supports both academic success and personal growth. |

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 |
|--|---|
| Improved oracy skills to support confidence and communication | <ul style="list-style-type: none"> Pupil Premium children can articulate ideas clearly and confidently in a range of contexts and for different audiences, demonstrating a richer and more precise vocabulary in both spoken and written work. Active Listening: Children show progress in listening attentively and responding appropriately during discussions. Pre-& post – assessments show improvements in spoken language outcomes – school to access Voice 21 resources. Children with specific speech and language difficulties will be identified early, referred to HMFA SaLT who will provide swift assessment and input. Increased opportunities to develop communication skills in EYFS will impact on early reading and writing. EYFS – number of pupils achieving GLD 75% + Y1 Phonics Screening Result: Very large majority will pass the phonics screening 85 – 95%. |
| Pupils with SEND are identified quickly and appropriate provision is in place to ensure pupils with SEND (including disadvantaged) | <ul style="list-style-type: none"> All disadvantaged pupils with SEND receive appropriate interventions and resources aligned with their individual needs (IMPs) and EHCP requirements and make good progress. Teachers and support staff demonstrate improved confidence and competence in adapting teaching for pupils with overlapping disadvantage and SEND. Increased access to specialist staff, assistive technology, and targeted strategies to remove barriers to learning. |

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| <p>are given every opportunity to make good progress against their individualised targets.</p> | <ul style="list-style-type: none"> Support materials and resources are purchased and being used to support teaching and learning. Strong partnerships with external professionals ensure holistic support for pupils with complex needs. Parents are fully informed and engage with any additional activities to be done at home. |
| <p>Parents of disadvantaged children engage with school, are aware of their child's learning and understand how they can support their child.</p> | <ul style="list-style-type: none"> Families with low parental engagement are quickly identified. Staff seek to identify barrier for engagement and develop positive working relationships and develop their understanding of their role in their child's educational success. Pupils have access to resources to help them learn at home including: devices, equipment, digital resources etc. Where a need is identified, appropriate support is offered for example, Solihull Parenting Course, Basic Skills in Literacy and Numeracy, Phonics training etc. Pupils are making better progress as a result of support at home – improved reading, writing and basic number skills – evident in ARE scores. The attendance of PP parents/carers at Parents' Evenings is inline or above that of non-disadvantaged learners. Parent/carers surveys show engagement and satisfaction with school and school life 80% plus. |
| <p>To improve the emotional well-being and social development of our children</p> | <ul style="list-style-type: none"> Improved Self-Esteem and Confidence: Pupils demonstrate greater confidence in learning and social situations, showing willingness to take risks and participate actively. Reduction in behavioural incidents and improved ability to regulate emotions, leading to better engagement in lessons. Increased participation in group activities, friendships, and extracurricular opportunities. Emotional Resilience: Pupils show progress in coping with setbacks and managing stress effectively through taught strategies. Supportive Relationships: Stronger, positive relationships with peers and adults, contributing to a safe and nurturing environment. Targeted Interventions: Evidence of effective use of interventions (e.g., mentoring, counselling, social skills groups) to address emotional and behavioural needs. Impact on Learning: Improved focus and engagement in lessons, resulting in measurable progress in academic outcomes alongside social development. |
| <p>Improve reading engagement and attainment for pupil premium pupils</p> | <ul style="list-style-type: none"> pupil premium pupils meeting age-related expectations in reading, where possible. Pupil voice evidence greater enjoyment of reading. Pupil Premium children accessing online library accessed via school website |

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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Employment of a Speech and Language therapist offering specialist support and advice to staff. SALT will support staff develop communication friendly classrooms and develop CPD opportunities to embed language skills in every day practice. | Oral language interventions have proved to be very successful in raising attainment and accelerating progress. We have also found that early intervention in Early Years accelerates progress even faster. Having specialist support in school ensures all staff develop the skills required to maximise progress. EEF – Oral Language Interventions (Toolkit) suggest pupils can make a high impact on pupil progress +7 months in a year in Early Years and +6 months in KS1 & KS2. | 2, 3 and 4 |
| SLT closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners. Release time given for this. | <i>“Evidence consistently shows the positive impact that targeted academic support can have.”</i> Leaders promote positive engagement and teaching strategies with PP children. Leaders track PP children's progress and liaise with each other to help signpost need for targeted intervention. | 2,3 and 5 |
| We will provide CPD for relevant staff on well-being and mental health | Poor mental health has previously been linked to poor school attendance, with anxiety described as a key risk factor.’ www.acamh.org | 1 |

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

Budgeted cost: £8,082

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>We will continue subscriptions for the following programmes:</p> <ul style="list-style-type: none"> • 1,2,3 Maths • TT Rockstars • Nessy • Dyslexia Gold • Century Tech | <p>Where pupils made regular use of the resources last year, it led to improved confidence in class and a more secure basis in numeracy and literacy.</p> <p>‘Students are 38% faster at answering times tables questions after using TTRS than before.’ Shine Trust</p> | 1, 3, 4 and 5 |
| <p>Teaching Assistants will deliver specific interventions 1:1 and small group support as needed.</p> | <p>There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early Year/Yr1 EEF - Phonics (Toolkit)</p> <p>Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit</p> <p>The research suggests TA interventions are only effective if carefully targeted and planned. Within the collaboration staff are highly skilled at deploying their TA teams to maximise their benefit. Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils. In-class TA led interventions in small group work best for our SEN pupils, especially when the activities have been planned/differentiated by the class teacher.</p> | 1, 2, 3 and 5 |
| <p>We will provide further CPD for Talk4Writing/Reading for teachers and invest in online library for all pupils to access.</p> | <p>This promotes discussion around books and a deeper understanding of text and the world around them. Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific. (EEF report)</p> | 2 and 5 |

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

Budgeted cost: £12,728

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>We will ensure that we have pastoral support in place –</p> <p>Qualified Emotional Literacy Support Assistant in school (ELSA). Training accessed and provision financed.</p> <p>We access the advice, training and support of an Educational Psychologist through ARC.</p> <p>We aim to promote the emotional wellbeing of children and young people.</p> | <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p><i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.” EEF teacher toolkit.</i></p> <p><i>“There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing.”</i> (Weare and Gray 2003)</p> <p><u>Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)</u></p> <p><i>In the Ofsted research report “Positive environments where children can flourish” (2021), inspectors noted that successful schools often used relational approaches grounded in emotional regulation, consistent adult relationships, and clear routines—core principles of ARC’s trauma-informed model. Furthermore, The DfE promotes attachment- and trauma-aware practice particularly through The Mental Health and Behaviour in Schools guidance (2018, updated 2022), which encourages schools to consider the impact of early adversity, attachment, and trauma on behaviour.</i></p> | 1 and 4 |
| <p>We will provide extra-curricular clubs and trip support.</p> <ul style="list-style-type: none"> • PE specialist • Music sessions (piano lessons, etc.) | <p><i>DfE’s National Plan for Music Education (updated 2022) strongly supports access to instrumental and vocal lessons as part of a broad and inclusive curriculum:</i></p> <ul style="list-style-type: none"> •<i>It notes that music education contributes to pupils’ wellbeing, self-discipline, and teamwork, and has particular value for disadvantaged pupils in raising aspirations and engagement.</i> •<i>The plan urges schools to ensure that PP pupils are not excluded from instrumental tuition opportunities, reinforcing that access to such enrichment supports broader personal development.</i> <p><i>“Music helps with mental health and</i></p> | 1, 2 and 3 |

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| | <i>wellbeing, builds confidence, and can be transformational for those facing disadvantage."</i> | |
| We will pay for the Attendance officer to closely monitor and support PP attendance. | <i>"... when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour". EEF framework.</i> | 4 |
| We will access Safeguarding services from HMFA <ul style="list-style-type: none"> • MyConcern • Family Liaison Officer • Safeguarding Director (includes attendance). | MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns. This information is able to be shared easily with all relevant personnel. | 1 and 4 |
| We will pay Forest Schools Practitioners to run weekly forest school sessions for all pupils (rota) throughout the year. | <i>EEF Teachers toolkit. NEF (New Economics Foundation) showed improved confidence, social skills, motivation, communication, physical skills and knowledge and understanding.</i> | 1, 2 and 3 |

Total budgeted cost: £25,310

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The data below is taken from internal assessments and outlines the performance of our school's disadvantaged pupils.

WTS Working Towards Standard ARE (age related expectations)

EXS Expected Standard ARE

GDS Greater Depth Standard

SBLW Significantly Below Standard

Year 1

| Year 1 | Reading: WTS | Reading: EXS | Reading: GDS | Reading EXS incl GDS | Maths: WTS | Maths: EXS | Maths: GDS | Maths EXS incl GDS | Writing: WTS | Writing: EXS | Writing: GDS | Writing EXS incl GDS |
|--------------------|--------------|--------------|--------------|----------------------|------------|------------|------------|--------------------|--------------|--------------|--------------|----------------------|
| All students | 20.7% (6) | 62.1% (18) | 17.2% (5) | 79.3% (23) | 3.4% (1) | 82.8% (24) | 13.8% (4) | 96.6% (28) | 10.3% (3) | 69% (20) | 20.7% (6) | 89.7% (26) |
| Year 1 PP eligible | 0% (0) | 100% (1) | 0% (0) | 100% (1) | 0% (0) | 100% (1) | 0% (0) | 100% (1) | 0% (0) | 100% (1) | 0% (0) | 100% (1) |

Year 2

| Year 2 | Reading: WTS | Reading: EXS | Reading: GDS | Reading EXS incl GDS | Maths: WTS | Maths: EXS | Maths: GDS | Maths EXS incl GDS | Writing: WTS | Writing: EXS | Writing: GDS | Writing EXS incl GDS |
|--------------------|--------------|--------------|--------------|----------------------|------------|------------|------------|--------------------|--------------|--------------|--------------|----------------------|
| All students | 12.5% (3) | 79.2% (19) | 8.3% (2) | 87.5% (21) | 16.7% (4) | 70.8% (17) | 12.5% (3) | 83.3% (20) | 29.2% (7) | 66.7% (16) | 4.2% (1) | 70.9% (17) |
| Year 2 PP eligible | 25% (1) | 75% (3) | 0% (0) | 75% (3) | 25% (1) | 75% (3) | 0% (0) | 75% (3) | 50% (2) | 50% (2) | 0% (0) | 50% (2) |

Year 3

| Year 3 | Reading: WTS | Reading: EXS | Reading: GDS | Reading EXS incl GDS | Maths: WTS | Maths: EXS | Maths: GDS | Maths EXS incl GDS | Writing: WTS | Writing: EXS | Writing: GDS | Writing EXS incl GDS | Maths: SBLW | Reading: SBLW | Writing: SBLW |
|--------------------|--------------|--------------|--------------|----------------------|------------|------------|------------|--------------------|--------------|--------------|--------------|----------------------|-------------|---------------|---------------|
| All Students | 0% (0) | 70% (21) | 26.7% (8) | 96.7% (29) | 33.3% (10) | 56.7% (17) | 6.7% (2) | 63.4% (19) | 30% (9) | 50% (15) | 16.7% (5) | 66.7% (20) | 3.3% (1) | 3.3% (1) | 3.3% (1) |
| Year 3 PP eligible | 0% (0) | 50% (1) | 0% (0) | 50% (1) | 0% (0) | 50% (1) | 0% (0) | 50% (1) | 0% (0) | 50% (1) | 0% (0) | 50% (1) | 50% (1) | 50% (1) | 50% (1) |

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Year 4

| Year 4 | Reading: WTS | Reading: EXS | Reading: GDS | Reading EXS incl GDS | Maths: WTS | Maths: EXS | Maths: GDS | Maths EXS incl GDS | Writing: WTS | Writing: EXS | Writing: GDS | Writing EXS incl GDS | Maths: SBLW | Reading: SBLW | Writing: SBLW |
|--------------------|--------------|--------------|--------------|----------------------|------------|------------|------------|--------------------|--------------|--------------|--------------|----------------------|-------------|---------------|---------------|
| All Students | 22.2% (6) | 48.1% (13) | 25.9% (7) | 74% (20) | 18.5% (5) | 55.6% (15) | 22.2% (6) | 77.8% (21) | 22.2% (6) | 63% (17) | 7.4% (2) | 70.4% (19) | 3.7% (1) | 3.7% (1) | 7.4% (2) |
| Year 4 PP eligible | 0% (0) | 50% (2) | 50% (2) | 100% (4) | 0% (0) | 25% (1) | 75% (3) | 100% (4) | 0% (0) | 75% (3) | 25% (1) | 100% (4) | 0% (0) | 0% (0) | 0% (0) |

Year 5

| Year 5 | Reading: WTS | Reading: EXS | Reading: GDS | Reading EXS incl GDS | Maths: WTS | Maths: EXS | Maths: GDS | Maths EXS incl GDS | Writing: WTS | Writing: EXS | Writing: GDS | Writing EXS incl GDS | Maths: SBLW | Reading: SBLW | Writing: SBLW |
|--------------------|--------------|--------------|--------------|----------------------|------------|------------|------------|--------------------|--------------|--------------|--------------|----------------------|-------------|---------------|---------------|
| All Students | 19.2% (5) | 46.2% (12) | 34.6% (9) | 80.8% (21) | 23.1% (6) | 57.7% (15) | 19.2% (5) | 76.9% (20) | 23.1% (6) | 76.9% (20) | 0% (0) | 76.9% (20) | 0% (0) | 0% (0) | 76.9% (20) |
| Year 5 PP eligible | 50% (1) | 50% (1) | 0% (0) | 50% (1) | 50% (1) | 50% (1) | 0% (0) | 50% (1) | 50% (1) | 50% (1) | 0% (0) | 50% (1) | 0% (0) | 0% (0) | 50% (1) |

Year 6

| Year 6 | Reading: WTS | Reading: EXS | Reading: GDS | Reading EXS incl GDS | Maths: WTS | Maths: EXS | Maths: GDS | Maths EXS incl GDS | Writing: WTS | Writing: EXS | Writing: GDS | Writing EXS incl GDS | Maths: SBLW | Reading: SBLW | Writing: SBLW |
|--------------------|--------------|--------------|--------------|----------------------|------------|------------|------------|--------------------|--------------|--------------|--------------|----------------------|-------------|---------------|---------------|
| All Students | 14.3% (4) | 57.1% (16) | 28.6% (8) | 85.7% (24) | 21.4% (6) | 57.1% (16) | 21.4% (6) | 78.5% (22) | 17.9% (5) | 82.1% (23) | 0% (0) | 82.1% (23) | 0% (0) | 0% (0) | 82.1% (23) |
| Year 6 PP eligible | 0% (0) | 100% (2) | 0% (0) | 100% (2) | 50% (1) | 50% (1) | 0% (0) | 50% (1) | 0% (0) | 100% (2) | 0% (0) | 100% (2) | 0% (0) | 0% (0) | 100% (2) |

Year 1 Phonics

24/25 outcome was 75.8% One child was in receipt of pupil premium and she passed the Phonics Screening which makes PP outcome 100%.

EYFS – number of pupils achieving GLD 75% + outcome for 24/25 – 78.6%

Data from tests and assessments throughout the school suggest that there have been some strong individual performances and overall, the progress and attainment of the school's disadvantaged pupils in 2024/25 was good.

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 |
|----------------|--------------------|
| Talk4Writing | Pie Corbett |
| TTRS | Maths Circle |
| Nessy Learning | Education software |

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| 123Maths | Power of 2 Publishing |
| Century Tech | Century Tech Ltd |
| MyMaths | Oxford University Press |
| White Rose Maths | White Rose Maths company |