TEAGUES BRIDGE PRIMARY SCHOOL

Pupil Premium Strategy Statement

2025 - 2026

Teagues Bridge Primary School

2025 - 2026

www.teaguesbridgeprimary.org.uk

Pupil premium strategy statement

Pupil Premium Provision Strategy and Expenditure:

The Pupil Premium is additional funding allocated to schools to help support disadvantaged students, diminishing the difference between them and their peers. At Teagues Bridge Primary Pupil Premium is funding allocated to pupils who are currently looked after, eligible for free school meals, who have been eligible for free school meals at any point in the last six years and children of service personnel. This equates to 30% of our population. The funding has contributed to a wide range of resources designed to maximise pupil potential in every possible way.

Principles:

All members of staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is 'Socially Disadvantaged' is valued, respected and entitled to develop his/her potential, irrespective of need.

Background:

The Pupil Premium targets extra funding for pupils from deprived backgrounds. Research shows these pupils underachieve compared to their non-deprived peers. The premium is provided in order to support these students to reach their potential. The DfE use pupils entitled to free school meals (FSM), children of service personnel and looked after children as an indicator for deprivation and have deployed a fixed amount of money to school's per pupil. At Teagues Bridge Primary School, we will be using the indicator of those eligible for PPG as our target children to diminish the difference in attainment and progress.

The government have not dictated to schools how to spend this money but are clear that schools will need to employ strategies that they know will support these pupils to increase their attainment.

Provision:

In order to meet the above requirements, the Governing Body of Teagues Bridge will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the Governors of the school will ensure that the needs of these pupils are addressed. At Teagues Bridge Primary School we have looked at the evidence regarding approaches that have been effective. We base all our approaches on identifying individual barriers. We use pupil premium to fund whole-school approaches, professional development for teachers and creating our own interventions which enable the school to design an approach tailored to our own pupils' needs.

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.

Disadvantaged First Approach

At Teagues Bridge Primary School, we are unwavering in our commitment to ensuring that every child- regardless of background – has the opportunity to thrive. We recognise that disadvantage can take many forms, and we are determined to remove barriers to learning and nurture the potential of every pupil.

We pledge to:

- Champion equity by identifying and addressing gaps in attainment, access and opportunity.
- Provide targeted support through high-quality teaching, pastoral care, and enrichment activities tailored to individual needs.
- Foster inclusion by cultivating a school culture where every child feels safe, valued, and empowered to succeed.
- Engage families and communities to build strong partnerships that reinforce learning and wellbeing beyond the classroom.
- Monitor progress rigorously to ensure our strategies are impactful and responsive to evolving.

School overview

Detail	Data
School name	Teagues Bridge Primary School
Number of pupils in school	252 pupils
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Sarah Abdulla Head teacher
Pupil premium lead	Mrs Natalie Woods Pupil premium lead/senior leader
Governor / Trustee lead	Stephen Reynolds Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,640
Recovery premium funding allocation this academic year	£3,226.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Teagues Bridge Primary School, we have high expectations of all pupils whatever their starting point. We believe that 100% of pupils should achieve age-related expectations. The focus of our pupil premium strategy is to improve outcomes and to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and to continue to challenge those children in receipt of PP funding that are already high attainers. We understand that not all pupils in receipt of PP funding will be vulnerable learners, and the process outlined in this statement is intended to support all needs.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For higher percentages of disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We will take the tiered approach recommended by EEF to ensure that we meet individual needs and identify any barriers to learning.

1. High quality teaching: Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school. Alongside this investing in high quality CPD for staff.
2. Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, having structured small group and 1:1 intervention, in addition to classroom teaching.
3. Wider strategies: Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour and social and emotional support, which also may negatively impact upon academic attainment. Our approach will be responsive to common challenges and individual needs.

We intend to ensure that pupils in receipt for Pupil Premium funding here at Teagues Bridge are given additional support to ensure that any barriers to learning are addressed. We aim to provide pastoral support service for pupils and parents through our learning mentor and outside agencies, and through fully trained and committed staff, who are committed to the mental health and wellbeing of all pupils. We work closely with outside agencies and invest in specialist support to meet the needs of our pupils.

Challenges

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

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1	Lower engagement, motivation and aspirations of PPG learners in lower key stage 2
2	Poor foundational knowledge and skills in EYFS and Key Stage 1
3	Low aspirations from more able PPG learners.
4	High number of children on SEND register are boys and also PPG, therefore they are facing multiple challenges.

CHALLENGE NUMBER	DETAIL OF CHALLENGE
5	Emotional well-being and personal development needs which impact on the ability to learn.
6	Low motivation and resilience to challenge alongside learnt helplessness ~ consequently they give up easily when the work gets challenging.
7	Reduced exposure to social experiences and opportunities e.g. clubs, playing with friends etc. due to low income which can sometimes restrict experiences they are able to offer their children
8	Lack of support with homework or reading at home, parental needs and lower engagement resulting in children disengaging from these activities.
9	Lower starting points – many PPG children starting school are weaker in the three prime areas – personal, social and emotional development, physical development and communication and language.
10	Attendance that is below 92% for a very small number of identified children

Intended outcomes

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

INTENDED OUTCOME	SUCCESS CRITERIA
To ensure that children in receipt of PPG across KS2 achieve in line with their peers and make accelerated progress so that the gaps in their learning are closed in reading, writing and maths.	The percentage of children who achieved expected standard in reading, writing and maths (combined) are in line with national averages. The percentage of children who achieve end of year expectations in years 3, 4, 5 and 6 is in line with their non-PPG peers. All PPG groups will make at least expected progress. Minutes of Pupil Progress Meetings outline targeted and effective provision that meets the needs of individuals.

INTENDED OUTCOME	SUCCESS CRITERIA
To ensure all children in EYFS and key stage 1 are secure with their foundational knowledge and skills and can independently apply them ready for their next stage of education.	All PPG groups will make at least expected progress. Minutes of Pupil Progress Meetings outline targeted and effective provision that meets the needs of individuals. The percentage of children who achieve end of year expectations in years R, 1 and 2 is in line with their non-PPG peers. All PPG learners in EYFS will achieve GLD. All children will be prepared for learning in key stage 2.

INTENDED OUTCOME	SUCCESS CRITERIA
For children in receipt of PPG funding to achieve greater depth in line with their non-PPG peers in reading, writing and maths across the school.	The percentage of children who achieved above expected standard in reading, writing and maths are in line with national averages. All PPG groups will make at least expected progress. Minutes of Pupil Progress Meetings outline targeted and effective provision that meets the needs of individuals. Improved results in formative assessments

INTENDED OUTCOME	SUCCESS CRITERIA
To ensure PPG children who are also SEND and boys achieve in line with their peers and make accelerated progress in reading, writing and maths.	SEND and PPG children will make accelerated progress. Gaps in the children's learning will be narrowed and closed. Boys who are PPG will make accelerated progress and are achieving in line with their peers in reading, writing and maths. Gender attainment gaps will be reduced.

INTENDED OUTCOME	SUCCESS CRITERIA
To ensure that children are ready to learn and develop good behaviours for learning. **To ensure that children are able to regulate their emotions and behaviour inside and outside the classroom.** **To ensure that staff are skilled in identifying and supporting children to be ready to learn.**	Children engage positively in lessons and wider school life. Tracking behaviour records show children are involved in fewer incidents in the classroom and outside. Visitors to the school commend the children on their behaviour in class and outside. All staff have the skills to support children to regulate their emotions and behaviour both inside and outside the classroom. Children can talk confidently about their mental health and wellbeing. Children receive support to manage their mental health and wellbeing when it is needed.

INTENDED OUTCOME	SUCCESS CRITERIA
To improve children's resilience, learning behaviours and motivation so that they are independent, engaged and motivated to learn.	All children demonstrate positive learning behaviours and mindset. All children demonstrate resilience when faced with change and challenge. Quality first teaching will include strategies to improve skills of metacognition, self-regulation and resilience. Improved attendance at school. Children will be resilient, will use the 6Bs and will be engaged in all learning. Children will speak positively about school and learning.

INTENDED OUTCOME	SUCCESS CRITERIA
To improve children's social and wider experiences and opportunities.	All children have the opportunity to experience clubs or trips with no financial constraints. Disadvantaged children will have the same opportunities as their peers. A disadvantaged first approach will ensure disadvantaged children are prioritised. A range of inspirational and additional experience days throughout the school year give all children aspirations and positive experiences. PPG children will be engaged in clubs and undertake new experiences across the year. All children attend at least one extra-curricular club.

INTENDED OUTCOME	SUCCESS CRITERIA
To ensure equal opportunities for all children with regards to homework and reading at home.	Parental engagement increases for PPG children. Parents are clear about ways to support their child with reading or homework. Children are offered a place at homework club and attend regularly. Children are offered daily opportunities for reading in school. All children value the importance of and engage with reading at home and weekly homework.

INTENDED OUTCOME	SUCCESS CRITERIA
To ensure all children in EYFS are supported to make accelerated progress from their personal starting points.	All PPG groups will make at least expected progress. Minutes of Pupil Progress Meetings outline targeted and effective provision that meets the needs of individuals. All PPG learners in EYFS will achieve GLD. All children will be prepared for learning in key stage 1.

INTENDED OUTCOME	SUCCESS CRITERIA
To improve the attendance of children in receipt of PPG whose attendance is below 92%.	Parents are kept informed of their child's attendance and supported to improve where needed through letters being sent home, attendance meetings and attendance action plans. Attendance rewards offered and these have an impact on improving attendance for those children whose attendance is low. Importance of attendance workshops by SAS crew promote the importance of attendance with the children across the school. All attendance will be 96%, which is in line with National expectations.

Mid Term Review

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.

TOTAL AMOUNT	£133,640

Teaching

Budgeted cost: £80,000

Maths

Activity

- CPD – Planned in line with monitoring and evaluation to focus on areas identified from monitoring and data analysis.
- Question level analysis – All teachers to use this to address individual or group misconceptions on a teacher level.
- Pupil progress – teachers will be supported to track disadvantages learning journey from the previous Key stage and this will link to progress.
- Monitoring and evaluation – Maths books and lessons to be monitored fortnightly. Pupil voice to feedback to staff around knowledge, pitch and enjoyment. - share information and what the children have said. Feedback to staff – ask children what they can remember.
- Raise children's enjoyment and confidence in maths.
- Severn teaching alliance support for Maths lead and English lead. To support the equity offer and adaptive teaching methods for PPG.
- Team teaching approach to be used to improve the teaching of maths where needed.
- Quality first teaching.
- Adaptations and high expectations for all.
- Use of manipulatives and visuals.
- Pre and post teaching and key concepts.
- Revisiting and building on prior learning.
- Daily number sense in all classes.
- Daily flashback 4 in all class
- Timestable rockstars promoted.
- Varied fluency to be taught
- Concrete / pictorial / abstract embedded into the curriculum offer.
- Problem solving progression is taught in all classes.

Evidence that supports this approach

Raising standards in mathematics in Key Stage 2

Improving Mathematics in Key Stages 2 and 3 | EEF

Raising standards in mathematics in Key Stage one and EYFS

Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)

Disadvantaged pupils will be identified for maths interventions and 1:1 tuition twice a week.

Interventions will be monitored to ensure the right children are included

Challenge number(s) addressed: 1, 2, 3, 4, 6, 9

Writing

Activity

- CPD – Planned in line with monitoring and evaluation to focus on areas identified from monitoring and data analysis.
- Question level analysis – All teachers to use this to address individual or group misconceptions on a teacher level.
- Pupil progress – teachers will be supported to track disadvantages learning journey from the previous Key stage and this will link to progress.
- Monitoring and evaluation – writing books and lessons to be monitored.
- Pupil voice to feedback to staff around knowledge, pitch and enjoyment. - share information and what the children have said and use to improve teaching and learning.
- Raise children's enjoyment and confidence in writing through high quality text, engaging writing outcomes, whole school writing projects and real life contexts for writing.
- Severn teaching alliance support for Maths lead and English lead. To support the equity offer and adaptive teaching methods for PPG.
- Team teaching approach to be used to improve the teaching of writing where needed.
- Quality first teaching.
- Adaptations and high expectations for all.
- Use of scaffolds and visuals.
- Pre and post teaching.
- Revisiting and building on prior learning.
- Daily grammar starters to continually revisit prior learning.
- Daily word aware lessons.
- Daily phonics/spelling lessons.
- Writing interventions where needed.
- Oral rehearsal before writing.
- Embedding speaking and listening into the curriculum offer.
- High quality models and talking out loud.
- Focus on transcription and grammar.
- Daily handwriting lessons with additional daily lesson when needed.

Evidence that supports this approach

Raising standards and improving Literacy in Key Stage 1 - EEF

Improving Literacy in Key Stage 1 | EEF

Raising standards and improving Literacy in Key Stage 2 – EEF

Improving Literacy in Key Stage 2 | EEF

Challenge number(s) addressed: 1, 2, 3, 4, 6, 9

Reading

Activity

- CPD – Planned in line with monitoring and evaluation to focus on areas identified from monitoring and data analysis.
- Question level analysis – All teachers to use this to address individual or group misconceptions on a teacher level.
- Pupil progress – teachers will be supported to track disadvantages learning journey from the previous Key stage and this will link to progress.
- Monitoring and evaluation – reading lessons to be monitored.
- Pupil voice to feedback to staff around knowledge, pitch and enjoyment. - share information and what the children have said.
- Raise children's enjoyment and confidence in reading through high quality text
- Severn teaching alliance support for Maths lead and English lead. To support the equity offer and adaptive teaching methods for PPG.
- Team teaching approach to be used to improve the teaching of reading where needed.
- Daily phonics lessons in EYFS/KS1.
- Daily phonics for children in key stage 2 who require this.
- Daily reading lessons
- Daily reading for pleasure sessions.
- Pre and post reads
- Teaching children to decode and read fluency before comprehension.
- Reading opportunities across the curriculum.
- Daily word aware lessons
- Implementation of a new reading curriculum and approach
- Whole school reading challenges.
- School library celebrated and promoted.

Evidence that supports this approach

Raising standards and improving Literacy in Key Stage 1 - EEF

Improving Literacy in Key Stage 1 | EEF

Raising standards and improving Literacy in Key Stage 2 – EEF

Improving Literacy in Key Stage 2 | EEF

Challenge number(s) addressed: 1, 2, 3, 4, 6, 9

High expectations for all

Activity

- Quality first teaching
- Whole class assessment for learning
- Adaptive teaching and learning monitoring.
- Universal offer CPD.
- Adaptive teaching CPD
- Universal offer monitoring
- Equity offer implemented.
- Disadvantaged first approach.

- Assessment for learning and retrieval activities to support long term memory.
- Effective use of support staff and additional adults in the classroom.

Evidence that supports this approach

educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching

educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants

Challenge number(s) addressed: 1, 2, 3, 4, 6, 9

Developing resilience, metacognition and self-regulation

Activity

- Rosenshine's principles CPD review for all staff.
- Long-term memory strategies CPD for all staff.
- Teachers to plan lessons using substantive and disciplinary knowledge.
- Coaching for staff from senior leaders
- Kagan strategies to be revisited and implemented across the curriculum.
- Teacher modelling with thinking out loud.
- Teaching of metacognition through the magic learning habits.
- Promoting and embedding the use of the 6Bs.
- Regular self and peer assessment.
- Activating and building on prior learning.
- Use of verbal feedback throughout lessons.
- Implementation of the school marking policy.
- PINS project
- Sensory room development and implementation.
- Intervention and 1:1 work station access

Evidence that supports this approach

Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)

Feedback | EEF (educationendowmentfoundation.org.uk)

Behaviour | EEF (educationendowmentfoundation.org.uk)

Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)

Challenge number(s) addressed: 1, 2, 3, 4, 5, 8, 6, 9

Additional support and adaptations

Activity

- Word Aware monitoring
- All staff use Word Aware teaching sequence to improve children's vocabulary.
- Speech and Language training to be identified for Early Years, KS1 and KS2 to support speaking and listening- use of Talk Boost assessments and interventions across the school.
- Teachers are confident in identifying children with speech and language difficulties.
- SENCO refers children with possible speech and language difficulties for outside support.

- Speech and language resources provided for TAs and Learning mentor to support children with expressive and receptive language difficulties
- PINS project
- Sensory room
- Intervention and 1:1 work station access
- Speech and Language toolkit.

Evidence that supports this approach

There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.

- www.educationendowmentfoundation.org.uk/evidence-summaries/earlyyears
- Teaching Vocabulary in the Early Years S Parsons and A. Branagan research book
- Teaching vocabulary across the day, across the curriculum, S Parsons and A. Branagan research book

Challenge number(s) addressed: 1,2,3,5 and 6

Homework and reading at home

Activity

- TA to cover after school club for homework club (additional pay for 2 hours a week).
- Monitoring of reading at home records.
- Daily 1:1 reading for those children not reading at home.
- Reading buddies for younger children.
- High quality texts to take home to read.
- Reader of the month award.
- Homework of the week award.
- Homework planned that is accessible and engaging and has a clear purpose.

Evidence that supports this approach

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework

Challenge number(s) addressed: 1,2,3,5, 6, 8 and 9

Targeted academic support

Budgeted cost: £53,620

Activity

- Year 5 and 6 targeted for tuition and booster groups. (targeted for ARE and GDS as appropriate).

Evidence that supports this approach

One to one tuition | EEF (educationendowmentfoundation.org.uk)

EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial and this is why at Teagues Bridge, we will use our own teachers only to deliver tuition to children in their own key stage as evidence demonstrates this is more effective. Studies comparing one to one

with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group and so we will provide tutoring in groups of up to 2 children.

Challenge number(s) addressed: 1,2,3,5, 6 and 8. | Allocated £10,000 termly

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Activity

- Target year 1 children to receive 1:1 RWInc tuition.
- Experienced TA to give 1:1 tuition.
- Experienced TA support for interventions.

Evidence that supports this approach

One to one tuition | EEF (educationendowmentfoundation.org.uk)

Phonics | EEF (educationendowmentfoundation.org.uk)

Challenge number(s) addressed: 1,2,3, 4 and 6 | £3,000

Activity

- Targeted support for all PPG children across the school for reading, Writing and Maths.

Evidence that supports this approach

One to one tuition | EEF (educationendowmentfoundation.org.uk)

Challenge number(s) addressed: 1, 2,3, 5, 6, 8 and 9 | £40,620

Wider strategies

Budgeted cost: £13,580

Activity

- All PPG to have access to before and after school clubs. Disadvantaged first – children to be tracked and invited to clubs.

Evidence that supports this approach

Arts participation | EEF (educationendowmentfoundation.org.uk)

There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.

Challenge number(s) addressed: 7, 8 and 10 | £4,800

Activity

- All teachers to receive CPD through the PINs project
- Staff to be upskilled in recognising mental health and wellbeing through whole school CPD for teachers and lunchtime supervisors.
- SAS crew to deliver workshops and assemblies re the importance of attendance.

- Learning mentor to support targeted disadvantaged pupils for mental health support and emotional wellbeing.

Evidence that supports this approach

Teagues Bridge Primary School believes that, for pupils to be successful in their learning it is essential that their mental health and well-being has been supported. It is widely known that 'All behaviour is communication' (Bennathan, 2012) and best practice demonstrates the use of positive relationships being the route to resolving difficulties.

As a school community we value the integrated approach to mental health and behaviour. We seek to support pupils in a holistic and equitable way, taking into account but not making excuses for pupil's background, current circumstances and life events.

Challenge number(s) addressed: 4, 5, 6, 7 and 10 | £2,000

Activity

- Wellbeing whole school days to promote mental health and wellbeing.
- Mental health and wellbeing texts to be purchased so these are integrated into all areas of the curriculum to support mental health and wellbeing.
- Access to the Zen Den and work stations

Evidence that supports this approach

Neuroscience and education | EEF (educationendowmentfoundation.org.uk)

Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)

Social and emotional learning | EEF (educationendowmentfoundation.org.uk)

Activity

- Homework ~ assembly 'The importance of homework.
- Teachers to monitor those children that are not able to complete homework at home and provide alternative provision if appropriate.
- Option for online or hard copy.
- Competition to promote the importance and add value to homework.
- Access to homework club

Evidence that supports this approach

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework

Challenge number(s) addressed: 8, 7 | £2,400

Activity

- Importance of attendance ~ delivered by SAS crew.
- Attendance action plans for those children with low attendance.
- Most improved attendance award for Persistent absence.
- Early bird awards for children with persistent absence
- 100 club ~ raffle ticket for everyone who manages 100% attendance each week. Reward ~ McDonalds voucher

Evidence that supports this approach

https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance

Challenge number(s) addressed: 10 | £680

Activity

- Educational visits and Arthog
- Resources, clothing etc.
- Arthog outreach

Evidence that supports this approach

https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium

Challenge number(s) addressed: 1, 3, 4, 6, 7 and 10 | £3,700

Funding totals

Detail	Amount
Total PPG funding:	£133,640
Total budgeted cost:	£147,200

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 2024-2025 academic year.

Formal assessments from the academic year 2024-2025 indicate that the performance of disadvantaged pupils in Phonics was 100% this is above the national average. The National average is 79%. This is 21% above National average for the disadvantaged groups.

Internal Data for 2024-2025 in reading, writing and maths demonstrates that PPG children in EYFS, KS1 and year 6 are achieving in line or better than their peers. This is not the same for children in lower KS2 and year 5. In EYFS the number of children achieving GLD for PPG groups is in line with their peers. End of key stage 1 data shows that the gap is closing and PPG children are mainly achieving inline with their peers or achieving better across the board. We will continue to support pupils with additional learning needs to make accelerated progress, especially in lower key stage 2 and year 5.

PPG attendance for 2024-2025 was 93.33% compared to the overall attendance which was 94.45%. This will continue to be monitored through our regular attendance monitoring process and with termly monitoring visits from the Local Authority. The National for all groups was 93.1%.

School evaluation demonstrates that we need to continue to focus on embedding quality first teaching approaches to ensure disadvantage children achieve ARE or ARE+ in reading, writing and maths, with a focus on key stage 2. Also, we need to continue to invest in staff to support children with applying the self-regulation strategies within the classroom. There is also a need to improve the number of children achieving above so that PPG children are excelling in line with their peers.

Externally provided programmes

Programme	Provider
Spag.com resources and online platform	SPAG.com
White Rose Premium	White Rose
Times table rockstars	TTRockstars
Number sense	Number Sense
Read Write Inc Phonics videos	Read, Write Inc phonics – Oxford University Press
Widgets	Widget.com
Oxford Owl	oxfordowl.com

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium allocation was used to support 1:1 intervention for reading, writing or maths. These interventions were delivered by a teaching assistant to raise the attainment in line with their peers and reduce the attainment gap. In Key Stage 1, the allocation was used to fund additional early reading intervention.
What was the impact of that spending on service pupil premium eligible pupils?	100% of children, who were allocated service pupil premium, are on track in Reading, Writing and Maths at the end of year.