

Pupil premium strategy statement – The Hayes Primary School 2025 - 2026

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 in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025- 2026
Date this statement was published	September 2025
Date on which it will be reviewed	Every term
Statement authorised by	Laura Olley - Headteacher
Pupil premium lead	Lisa Sinclair – Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,430.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year	£48,430.00

Part A: Pupil premium strategy plan

Statement of intent

Introduction

At The Hayes Primary School, we recognise the barriers faced by disadvantaged children, particularly in developing oral language skills, phonics, and overall academic attainment. Given our context, with 7% of our children eligible for Pupil Premium funding, it is essential to implement effective strategies that align with our vision of helping every child to "be the best you can be." By focusing on high-quality teaching, targeted academic support, and wider strategies, we can address these challenges and enhance the educational experience for all our children.

Tier 1 – High quality teaching

- **Implement Quality First Teaching (QFT):** Ensure that all teaching is inclusive and tailored to meet the diverse needs of all children, particularly those with SEND and EAL. This includes using differentiated instruction and scaffolding techniques to support learning. Source: Twinkl
- **Utilise Adaptive Teaching:** Train staff to assess and adjust their teaching methods based on real-time feedback from children, ensuring that lessons are engaging and accessible for all learners. Source: EEF
- **Focus on Vocabulary Development:** Integrate vocabulary instruction across the curriculum, emphasising the importance of language in all subjects. This can include pre-teaching key vocabulary before lessons. Source: EEF
- **Enhance Phonics Instruction:** Implement a systematic phonics programme that provides daily phonics sessions for all children, with additional support for those who struggle. Source: EEF
- **Encourage Collaborative Learning:** Foster a classroom environment where children work together in pairs or small groups, promoting peer learning and communication skills. Source: EEF

Tier 2 - Targeted academic support

- **Small Group Interventions:** Provide targeted support through small group or one-to-one tutoring sessions focusing on reading, writing, and maths for disadvantaged children. This should supplement high-quality teaching rather than replace it. Source: EEF
- **Early Language Intervention:** Implement this evidence-based programme to support children in developing their language skills, particularly for those in the early years who may have missed out on vital social interactions. Source:EEF

- **Regular Progress Monitoring:** Establish a system for tracking the progress of disadvantaged children, particularly those receiving additional support, to ensure interventions are effective and adjusted as needed. Source: EEF
- **Targeted Reading Programmes:** Implement programmes that focus on improving reading skills, such as paired reading initiatives where older children read with younger ones, fostering a love for reading and improving vocabulary. Source: EEF
- **Social and Emotional Learning (SEL) Support:** Provide targeted interventions for children facing social and emotional challenges, such as small group sessions focusing on resilience and self-regulation skills. Source: EEF
- **Speech and Language Support:** Provide targeted intervention for children facing difficulties with their oral language skills and vocabulary. Source: EEF

Tier 3 - Wider strategies

- **Enhance Parental Engagement:** Develop programmes that encourage parents to engage in their children's learning, such as workshops on how to support reading at home or family literacy events. Source: EEF
- **Improve Attendance Strategies:** Implement initiatives to boost attendance and punctuality, such as rewards for improved attendance and targeted support for families facing challenges. Source: EEF
- **Provide Enrichment Opportunities:** Offer extracurricular activities that promote social skills and emotional well-being, such as sports, arts, and clubs that encourage teamwork and cooperation. Source: EEF
- **Create a Safe and Supportive Environment:** Foster a school culture that prioritises emotional safety and well-being, ensuring that all children feel valued and supported in their learning journey. Source: EEF
- **Utilise Community Resources:** Partner with local organisations to provide additional support services for families, including mental health resources and social services, to address broader barriers to learning. Source: EEF

Conclusion

By implementing these strategies across the three tiers, The Hayes Primary School can effectively address the barriers faced by disadvantaged children. Our commitment to high-quality teaching, targeted support, and wider strategies will not only help close the attainment gap but also foster a nurturing environment where every child can thrive. Together, we can ensure that all children at our school have the opportunity to "be the best you can be."

Challenges

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

Challenge number	Detail of challenge
1	Assessments (internal and external) identify that some disadvantaged pupils are behind their peers in the development and attainment of their reading.
2	Assessments (internal and external) and observations identify that some disadvantaged pupils have under developed oral language skills and vocabulary gaps in their learning.
3	Assessments (internal and external) indicate that writing attainment amongst some disadvantaged pupils is below that of their peers.
4	Assessments (internal and external) indicate that maths attainment amongst some disadvantaged pupils is below that of their peers.
5	Pupils being presented with social, emotional and mental health concerns have increased significantly in recent years.
6	Attendance and punctuality is a challenge for a small minority of pupils in receipt of PPF.

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
1) Improved reading outcomes for disadvantaged pupils.	Provide targeted interventions for children who are falling behind in reading, such as small group sessions focusing on phonics and comprehension skills. This approach has been shown to be effective in improving outcomes for disadvantaged pupils. Source: EEF Targeted Academic Support Implement collaborative learning strategies where children work in pairs to support each other's reading development. This method has demonstrated significant success in boosting reading skills among primary school pupils. Source: NTU Reading Programme Create a vibrant reading environment within the school that includes book displays, reading corners, and regular reading challenges to encourage a love of reading among all children. Source: Literacy Trust
2) Improved oral language skills and vocabulary amongst disadvantaged pupils	Implement structured phonics programmes that are evidence-based, such as those recommended by the Education Endowment Foundation (EEF), to ensure all children develop strong foundational reading skills. Source: EEF Reading Framework

	Provide targeted oral language interventions for children who are behind their peers in language development. This can include small group sessions focusing on vocabulary building and conversational skills. Source: EEF Oral Language Interventions
3) Improved writing outcomes for disadvantaged pupils.	Implement a structured writing curriculum that includes explicit instruction in writing skills, such as sentence structure and vocabulary development. This approach has been shown to improve writing outcomes (Education Endowment Foundation, 2020). Source Provide small group interventions focused on writing skills, ensuring that these sessions are structured, short, and consistent. This targeted approach can significantly support disadvantaged pupils in catching up with their peers (Education Endowment Foundation, 2020). Source Implement oral language interventions to support writing development. These interventions can enhance children's vocabulary and sentence structure, which are critical for effective writing (Education Endowment Foundation). Source Utilise peer tutoring where more proficient writers support their peers in writing tasks. This collaborative approach can boost confidence and improve writing skills among disadvantaged children (Brighton & Hove's Strategy for Tackling Educational Disadvantage). Source
4) Improve maths outcomes for disadvantaged pupils.	Implement explicit teaching methods that clearly demonstrate mathematical concepts and problem-solving techniques. This approach has been shown to significantly improve understanding and retention of knowledge. Education Endowment Foundation. Train staff in adaptive teaching strategies that allow for differentiation in the classroom, ensuring that all children, including those with SEND, receive tailored support based on their individual needs. Education Endowment Foundation. Implement small group interventions focusing on specific areas of maths where children need additional support. This allows for more personalised attention and tailored instruction. Education Endowment Foundation. Encourage peer tutoring programmes where higher-achieving children support their peers in maths. This can boost confidence and reinforce learning for both tutors and tutees. Education Endowment Foundation.

5) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	To train another member of staff to deliver ELSA sessions across the school to support the social and emotional wellbeing of all children, particularly those from disadvantaged backgrounds. Source: EEF Develop partnerships with local mental health services to provide accessible support for children facing emotional challenges, ensuring that mental health is prioritised alongside academic achievement. Source: EEF Create opportunities for physical activity and play that promote positive interactions among children, thereby reducing behavioural incidents during playtime and lunchtime. This could include structured play activities and peer mentoring programmes. Source: EEF
6) Improved attendance for disadvantaged pupils	Develop individualised attendance improvement plans for children who are at risk of persistent absenteeism, involving parents and caregivers in the process to ensure a supportive home environment. Source: EEF Increase communication with families of disadvantaged children to discuss attendance concerns and collaboratively develop solutions, fostering a partnership approach to education. Source: EEF

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in adaptive teaching strategies for all staff members	Train staff in adaptive teaching strategies that allow for differentiation in the classroom, ensuring that all children, including those with SEND, receive tailored support based on their individual needs. Education Endowment Foundation .	1, 3, 4
Staff training in the writing process for all staff members	Implement a structured writing curriculum that includes explicit instruction in writing skills, such as sentence structure and vocabulary development. This approach has been shown to improve writing outcomes (Education Endowment Foundation, 2020). Source: EEF	3

Training for all staff in developing their book corners and promoting reading across the school	Create a vibrant reading environment within the school that includes book displays, reading corners, and regular reading challenges to encourage a love of reading among all children. Source: Literacy Trust	1
Mental health and well-being training.	Subscription to National College of Education for all staff to embark on training to include mental health and well-being training. Source: Improving Social and Emotional Learning in Primary Schools EEF	5
Continue to subscribe to Little Wandle to secure strong phonic outcomes for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Speech & Language Interventions	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 1
Enhancement of our maths teaching and curriculum planning in line with DfE and NCETM guidance.	Working with the Maths hub to change our pedagogical approach to the teaching of maths, developing mastery for all. Implementing mastering number for EYFS, KS1. This is an evidence-based professional development for teachers, teaching assistants, and leaders. These opportunities are designed to be long-term and sustainable, and focus on improving the quality of maths provision. Source: NCETM 2023	4
Develop teacher pedagogy through action research, focused in raising attainment in CPD for staff.	EEF guidance is based in a range of the best available evidence EEF teaching and learning toolkit	1, 2, 3, 4, 5

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

Budgeted cost: £ £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Speech & Language	Identified pupils receive SALT interventions, targets set by Speech therapist assigned to the school. Speech & Language Link used to identify other children with oral language and understanding difficulties and interventions delivered by a trained TA.	1, 2, 3

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. <i>Little Wandle</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Additional reading, writing and maths programs	Nessy Programmes, Lexia, Mathletics, Year 6 interventions, Comprehension sessions for identified pupils from Little Wandle	1, 2, 3, 4,

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated ELSA support for vulnerable children.	Teachers/staff members identify improvements in children's well-being.	5
Drama therapy for those children identified and struggling with mental health and self esteem	Drama therapist and staff report improvements in children's self-esteem and well-being.	5
Funding for school trips, extra-curricular music or sports lessons/clubs	Children are able to participate in clubs and attend school trips. Positive impact on pupil's well-being.	5
To improve attendance of those in receipt of PPF by 2%. The attendance team to engage with parents/carers both formally and informally after tenacious tracking for those falling below 95%.	*Improving attendance- The Key for school leadership summary of research and case studies * DFE case studies * EEF T&L toolkit, parent engagement. * EEF: attendance interventions.	6

Total budgeted cost: £ 55,000

Part B: Review of outcomes in this academic year 2025 - 2026

Outcomes for disadvantaged pupils

For academic impact in terms of attainment:

Attainment Data (to include gap between non-PPF peers and also taking out SEND PPF data)

EYFS: (1 pupil)

*November 2025: 0% (0/0) on track for GLD **GAP:**

*March 2026: 0% (0/0) on track for GLD **GAP:**

*July 2026 0% (1/1) on track for GLD **GAP:**

Conclusion: 1 pupil achieved GLD – No gap

Year 1: (3 pupils, 2 have identified SEND need)

*Summer 2025: 0% (1/3) achieved GLD when same children were in EYFS (1 pupil in receipt of PPF).

READING

*November 2025: 33% (1/3) ARE+ **GAP: 67%** (gap)

*March 2026: 33% (1/3) ARE+ **GAP: 67%** (gap) (gap stayed the same)

*July 2026: 33% (1/3) ARE+ **GAP: 67%** (gap) (gap stayed the same)

WRITING

*November 2025: 33% (1/3) ARE+ **GAP: 67%** (gap)

*March 2026: 33% (1/3) ARE+ **GAP: 67%** (gap) (gap stayed the same)

*July 2026: 33% (1/3) ARE+ **GAP: 67%** (gap) (gap stayed the same)

MATHS

*November 2025: 0% (0/3) ARE+ **GAP:100%** (gap)

*March 2026: 0% (0/3) ARE+ **GAP:100%** (gap) (gap stayed the same)

*July 2026: 0% (0/3) ARE+ **GAP:100%** (gap) (gap stayed the same)

Conclusion: The gap has remained the same throughout the year in all areas.

Year 2: (2 pupils)

READING

*July 2025: 67% (2/3) ARE+ **GAP: -33%** (gap stayed the same)

*November 2025: 50% (1/2) ARE+ **GAP: 50%** (gap) (gap stayed the same)

*March 2026: 50% (1/2) ARE+ **GAP: 50%** (gap) (gap stayed the same)

*July 2026: 50% (1/2) ARE+ **GAP: 50%** (gap) (gap stayed the same)

WRITING

*July 2025: 67% (2/3) ARE+ **GAP: -33%** (gap stayed the same)

*November 2025: 50% (1/2) ARE+ **GAP: 50%** (gap) (gap stayed the same)

*March 2026: 50% (1/2) ARE+ **GAP: 50%** (gap) (gap stayed the same)

*July 2026: 50% (1/2) ARE+ GAP: 50% (gap) (gap stayed the same)

MATHS

*July 2025: 67% (2/3) ARE+ GAP: -33% (gap stayed the same)

*November 2025: 50% (1/2) ARE+ GAP: -50% (gap) (gap stayed the same)

*March 2026: 50% (1/2) ARE+ GAP: -50% (gap) (gap stayed the same)

*July 2026: 50% (1/2) ARE+ GAP: 50% (gap) (gap stayed the same)

Conclusion: Gap has remained the same throughout the year in all areas.

Year 3: (8 pupils, 2 pupils have an identified SEND need, 1 new pupil no previous schooling-EAL)

READING

*July 2025: 100% (7/7) ARE+ GAP: -0% (no gap)

*November 2025: 86% (6/7) ARE+ GAP: -14% (gap had increased by 14%)

*March 2026: 75% (6/8) ARE+ GAP: -11% (gap has increased by 11% due to new pupil)

*July 2026: March 2026: 75% (6/8) ARE+ GAP: -11% (gap stayed the same)

WRITING

*July 2025: 71% (5/7) ARE+ GAP: -29% (gap had decreased by 14%)

*November 2025: 57% (4/7) ARE+ GAP: -43% (gap had increased by 14%)

*March 2026: 50% (4/8) ARE+ GAP: -50% (gap had increased by 7% due to new pupil)

*July 2026: March 2026: 50% (4/8) ARE+ GAP: -50% (gap stayed the same)

MATHS

*July 2025: 100% (7/7) ARE+ GAP: 0% (no gap)

*November 2025: 100% (7/7) ARE+ GAP: 0% (no gap)

*March 2026: 88% (7/8) ARE+ GAP: 22% (gap has opened due to new pupil, no previous schooling).

*July 2026: July 2026: March 2026: 75% (6/8) ARE+ GAP: -25% (gap has increased)

Conclusion: Gap increased due to a pupil joining the year group with no prior schooling. Gap for Maths has increased for 1 pupil which will be discussed in pupil progress meetings. Gap in reading and writing has stayed the same.

Year 4 (4 pupils, 1 pupil have an identified SEND need)

READING

*July 2025: 100% (5/5) ARE+ GAP: 0% (no gap)

*November 2025: 100% (4/4) ARE+ GAP: -0% (no gap)

*March 2026: 100% (4/4) ARE+ GAP: -0% (no gap)

*July 2026: 100% (4/4) ARE+ GAP: -0% (no gap)

WRITING

*July 2025: 80% (4/5) ARE+ GAP: -33% (gap close by 20%)

*November 2025: 75% (3/4) ARE+ GAP: -25% (gap stayed the same)

*March 2026: 75% (3/4) ARE+ GAP: -25% (gap stayed the same)

*July 2026: 75% (2/4) ARE+ GAP: -50% (gap has increased)

MATHS

*July 2025: 100% (5/5) ARE+ GAP: -0% (gap has closed)

*November 2025: 50% (2/4) ARE+ GAP: +50%

*March 2026: 50% (2/4) ARE+ GAP: +50% (gap stayed the same)

*July 2026: 50% (2/4) ARE+ GAP: +50% (gap stayed the same)

Conclusion: In reading there is no gap, in writing the gap has increased due to 1 pupil, in maths the gap has stayed the same.

Year 5 (6 pupils, 3 have an identified SEND need, 1 new no previous schooling):

READING

*July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)

*November 2025: 40% (2/5) ARE+ GAP: -60% (gap has increased by 10%)

*March 2026: 50% (3/6) ARE+ GAP: -50% (gap has decreased by 10%)

*July 2026: 50% (3/6) ARE+ GAP: -50% (gap stayed the same)

WRITING

*July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)

*November 2025: 40% (2/5) ARE+ GAP: -60% (gap has increased by 10%)

*March 2026: 33% (2/6) ARE+ GAP: -67% (gap has increased by 7%)

*July 2026: 33% (2/6) ARE+ GAP: -67% (gap stayed the same)

MATHS

*July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)

*November 2025: 40% (2/5) ARE+ GAP: -60% (gap has increased by 10%)

*March 2026: 33% (2/6) ARE+ GAP: -67% (gap has increased by 7%)

*July 2026: 33% (2/6) ARE+ GAP: -67% (gap has stayed the same)

Conclusion: Since last September 2 new pupils have joined both pupil premium and below which has increased the gap overall in all areas. In the summer term the gap has stayed the same.

Year 6: (3 pupils, 1 pupil has an identified SEND need):

READING

*July 2025: 100% (3/3) ARE+ GAP: 0% (no gap)

*November 2025: 67% (2/3) ARE+ (gap increased by 33%)

*March 2026: 67% (2/3) ARE+ (gap stayed the same)

*July 2026: 67% (2/3) ARE+ (gap stayed the same)

WRITING

*July 2025: 33% (1/3) ARE+ GAP: - 33% (gap has decreased by 34%)

*November 2025: 33% 33% (1/3) ARE+ GAP: (gap has stayed the same)

*March 2026: 33% (1/3) ARE+ GAP: (gap has stayed the same)

*July 2026: 67% (2/3) ARE+ (gap closed by 33%)

MATHS

*July 2025: 33% (1/3) ARE+ GAP: - 67% GAP: (gap has stayed the same)

*November 2025: 33% (1/3) ARE+ GAP: (gap has stayed the same)

***March 2026: 33% (1/3) ARE+ GAP: (gap has stayed the same)**

***July 2026: 67% (2/3) ARE+ (gap closed by 33%)**

Conclusion: Across the year the gap in reading increased by 33% due to 1 pupil with SEND and EHCP. The gap closed by 33% in writing and maths.

Final Conclusion

Overall, the evaluation of our Pupil Premium Strategy for 2025–2026 demonstrates that the school's three-tiered approach of **high-quality teaching, targeted academic support and wider strategies** continues to provide appropriate support for our disadvantaged pupils. The impact across year groups is varied, reflecting the individual needs of our relatively small Pupil Premium cohorts. Consequently, the progress or attainment of one pupil can have a significant impact on percentage outcomes. This is particularly evident where pupils have identified SEND or have joined the school during the academic year with significant gaps in their previous education.

There are clear areas of strength. Reading outcomes remain strong for some cohorts, including Year 4 where **100% of Pupil Premium pupils achieved ARE+ and there was no attainment gap**. In Year 6, there was positive improvement during the year, with the gap in both **writing and mathematics closing by 33 percentage points** by July 2026.

However, the evaluation also identifies areas where further improvement is required. Gaps remain in reading, writing and mathematics within some year groups, particularly where pupils have additional SEND needs or have entered the school without previous schooling. For example, changes to the Year 3 and Year 5 cohorts during the year had a measurable impact on outcomes. These pupils will remain a priority for targeted support, with individual progress considered alongside headline attainment percentages to ensure that interventions are responsive to need.

The school will therefore continue to prioritise **high-quality adaptive teaching, early identification of need, targeted interventions in reading, writing and mathematics, speech and language development, and support for pupils' social and emotional wellbeing**. Attendance will also remain an important strand of the strategy, alongside close work with families to address barriers that may affect pupils' engagement and achievement. These priorities reflect the key challenges identified within the strategy.

Moving into **2026–2027**, assessment information, pupil progress meetings and ongoing monitoring will be used to identify precisely where individual disadvantaged pupils require additional support and to evaluate whether funded provision is having the intended impact. Where strategies are demonstrating impact, they will be sustained; where progress is not sufficient, provision will be adapted promptly.

Our overarching ambition remains unchanged: **disadvantage should not determine a child's educational outcomes or access to opportunity**. Through careful use of Pupil Premium funding, rigorous monitoring and a relentless focus on individual need, The Hayes Primary School will continue to work to remove barriers, raise attainment and ensure that every disadvantaged pupil is supported academically, socially and emotionally to **"be the best you can be."**

Part B: Review of the previous academic year 2024 - 2025

Outcomes for disadvantaged pupils

Improved reading outcomes for disadvantaged pupils:

- The attainment gap for Year 1 pupils has reduced by 67%, and it has been completely closed for Years 2 and 3.
- The gap remains unchanged for Year 5; we are awaiting Year 6 SATS results.
- In Year 4, the gap has widened due to a new pupil joining in the summer term who is working towards the expected standard.

Improved oral language skills and vocabulary amongst disadvantaged pupils:

- 100% of PPG pupils passed their phonics screening check, compared to 97% of their peers.
- Three pupils are receiving speech and language interventions, showing measurable improvements as evidenced by our assessment screener.

Improved writing outcomes for disadvantaged pupils:

- The overall gap for PPG pupils has closed across all year groups, except Year 4, where a new pupil is working towards the expected standard.

Improve maths outcomes for disadvantaged pupils:

- The attainment gap for Year 1 pupils has closed by 67%, with Years 2 and 3 pupils closing the gap entirely.
- The gap remains the same in Year 5; we await Year 6 SATS results.
- In Year 4, the gap has increased due to a new pupil working towards the expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – we have provided training for a new ELSA and she has begun work with identified pupils. We continue to liaise with outside agencies to support identified pupils.

Improved attendance for disadvantaged pupils:

- As of 22 June 2025, attendance for PPG pupils was 94.67% (32 out of 420), compared to 96.24% (388 out of 420) for non-PPG pupils.
- This is slightly below our 95% target but represents an improvement from last year's 92.88%, an increase of 1.79%.

For academic impact in terms of attainment:

Attainment Data (to include gap between non-PPF peers and also taking out SEND PPF data)

EYFS: (1 pupil)

***November 2024: 0% (0/0) on track for GLD GAP:**

***March 2025: 0% (0/1) on track for GLD GAP:**

***July 2025: 0% (0/1) on track for GLD GAP:**

Conclusion: One new child joined in the Spring term with S&L needs.

Year 1: (3 pupils 1 pupil has an identified SEND need) - 100% passed the phonics check

***Summer 2024: 0% (0/1)** achieved GLD when same children were in EYFS (1 pupil in receipt of PPF).

READING

***November 2024: 67% (2/3) ARE+ GAP: -33%** (gap closed by 67%)

***March 2025: 67% (2/3) ARE+ GAP: -33%** (gap stayed the same)

***July 2025: 67% (2/3) ARE+ GAP: -33%** (gap stayed the same)

WRITING

***November 2024: 67% (2/3) ARE+ GAP: -33%** (gap closed by 67%)

***March 2025: 67% (2/3) ARE+ GAP: -33%** (gap stayed the same)

***July 2025: 67% (2/3) ARE+ GAP: -33%** (gap stayed the same)

MATHS

***November 2024: 67% (2/3) ARE+ GAP: -33%** (gap closed by 67%)

***March 2025: 67% (2/3) ARE+ GAP: -33%** (gap stayed the same)

***July 2025: 67% (2/3) ARE+ GAP: -33%** (gap stayed the same)

Conclusion: 2 new PPG children have been identified and added to the PPG list. The gap has closed from EYFS and has stayed the same in all areas since the Autumn Term.

Year 2: (9 pupils, 2 pupils have an identified SEND need)

READING

July 2024: 83% (5/6) ARE+ GAP: -17% (gap has closed by 16% since March 2024, 23% from November 2023)

***November 2024: 67% (4/6) ARE+ GAP: - 33%** (gap has increased by 16%)

***March 2025: 100% (7/7) ARE+ GAP: -0%** (gap has closed)

***July 2025: 100% (7/7) ARE+ GAP: -0%** (no gap)

WRITING

July 2024: 67% (4/6) ARE+ GAP: -33% (gap has stayed the same)

***November 2024: 67% (4/6) ARE+ GAP: - 33%** (gap has stayed the same)

***March 2025: 57% (4/7) ARE+ GAP: -43%** (gap has increased by 10% - 1 new child has joined)

***July 2025: 71% (5/7) ARE+ GAP: -29%** (gap had decreased by 14%)

MATHS

July 2024: July 2024: 67% (4/6) ARE+ GAP: -33% (gap has stayed the same)

***November 2024: 67% (4/6) ARE+ GAP: - 33%** (gap has stayed the same)

***March 2025: 100% (7/7) ARE+ GAP: 0%** (gap has closed)

***July 2025: 100% (7/7) ARE+ GAP: 0%** (no gap)

Conclusion: There have been 3 new PPG pupils join during this academic year. The gap has been closed in Reading and Maths and the gap in writing has been closed by 29% since the Spring term.

Year 3: (5 pupils, 2 pupils have an identified SEND need)

READING

July 2024: 100% (4/4) ARE+ GAP: 0% (no gap)

***November 2024: 100% (5/5) ARE+ GAP: 0% (no gap)**

***March 2025: 100% (5/5) ARE+ GAP: 0% (no gap)**

***July 2025: 100% (5/5) ARE+ GAP: 0% (no gap)**

WRITING

July 2024: 50% (2/4) ARE+ GAP: -50% (SAME)

***November 2024: 60% (3/5) ARE+ GAP: -40% (gap has closed by 10%)**

***March 2025: 60% (3/5) ARE+ GAP: -40% (gap stayed the same)**

***July 2025: 80% (4/5) ARE+ GAP: -33% (gap close by 20%)**

MATHS

July 2024: 50% (2/4) ARE+ GAP: -50% (SAME from Spring term)

***November 2024: 66% (2/3) ARE+ GAP: -33% (SAME)**

***March 2025: 66% (2/3) ARE+ GAP: -33% (SAME)**

***July 2025: 100% (3/3) ARE+ GAP: -0% (gap has closed)**

Conclusion: There is no gap in reading and the gap has closed in Maths. The overall gap in Writing has closed by 30% since the beginning of the academic year. (There is one new child)

Year 4 (4 pupils, 1 have an identified SEND need)

READING

July 2024: 67% (2/3) ARE+ GAP: -33% (gap has stayed the same as the spring term)

***November 2024: 67% (2/3) ARE+ GAP: -33% (gap has stayed the same)**

***March 2025: 67% (2/3) ARE+ GAP: -33% (gap has stayed the same)**

***July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)**

WRITING

July 2024: 67% (2/3) ARE+ GAP: -33% (gap has stayed the same as the spring term)

***November 2024: 67% (2/3) ARE+ GAP: -33% (gap has stayed the same)**

***March 2025: 67% (2/3) ARE+ GAP: -33% (gap has stayed the same)**

***July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)**

MATHS

July 2024: 100% (3/3) ARE+ GAP: -0% (gap has closed)

***November 2024: 67% (2/3) ARE+ GAP: -33% (gap has widened by 33%)**

***March 2025: 67% (2/3) ARE+ GAP: -33% (gap has stayed the same)**

***July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)**

Conclusion: Overall the gap has stayed the same in Reading and Writing and increased in Maths. The gap has increased in the summer term due to a new PPG child joining the school who has been identified as below expected standard.

Year 5 (3 pupils, 1 pupil has an identified SEND need):

READING

July 2024: 67% (2/3) ARE+ GAP: -33% (gap has closed by 17%)

***November 2024: 100% (3/3) ARE+ GAP: 0% (gap has closed)**

***March 2025: 100% (3/3) ARE+ GAP: 0% (no gap)**

***July 2025: 100% (3/3) ARE+ GAP: 0% (no gap)**

WRITING

July 2024: 33% (1/3) ARE+ GAP: -67% (gap has closed by 8%)

***November 2024: 33% (1/3) ARE+ GAP: - 67% (gap has stayed the same)**

***March 2025: 33% (1/3) ARE+ GAP: - 67% (gap has stayed the same)**

***July 2025: 67% (1/3) ARE+ GAP: - 33% (gap has decreased by 34%)**

MATHS

July 2024: 67% (2/3) ARE+ GAP: -33% (gap has closed by 17%)

***November 2024: 67% (2/3) ARE+ GAP: -33% (gap has stayed the same)**

***March 2025: 33% (1/3) ARE+ GAP: - 67% (gap has increased by 34%)**

***July 2025: 33% (1/3) ARE+ GAP: - 67% (gap has stayed the same)**

Conclusion: Gap has closed in Reading, decreased by 34% in writing and in real terms increased by 33% in Maths.

Year 6: (7 pupils, 2 children have an identified SEND need):

THESE FIGURES ARE BASED ON TEACHER ASSESSMENT AWAITING SATS RESULTS

READING

July 2024: 71% (5/7) ARE+ GAP: -29% (gap has stayed the same)

***November 2024: 71% (5/7) ARE+ GAP: -29% (gap has stayed the same)**

***March 2025: 71% (5/7) ARE+ GAP: -29% (gap has stayed the same)**

***July 2025: 71% (5/7) ARE+ GAP: -29% (gap has stayed the same)**

WRITING

July 2024: 14% (1/7) ARE+ GAP: - 86% (gap same as Spring term)

***November 2024: 29% (2/7) ARE+ GAP: -71% (gap has decreased by 15%)**

***March 2025: 29% (2/7) ARE+ GAP: -71% (gap has stayed the same)**

***July 2025: 57% (4/7) ARE+ GAP: -43% (gap has decreased by 28%)**

MATHS

July 2024: 86% (6/7) ARE+ GAP: - 14% (gap has closed by 15%)

***November 2024: 57% (4/7) ARE+ GAP: -43% (gap has increased by 29%)**

***March 2025: 57% (4/7) ARE+ GAP: -43% (gap has stayed the same)**

***July 2025: 57% (4/7) ARE+ GAP: -43% (gap has stayed the same)**

Conclusion: Gap has stayed the same in Reading and Maths but has closed in writing by 28%.