

Pupil premium strategy statement

Cinnamon Brow Church of England Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy over three years and how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cinnamon Brow CE Primary School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	43% PP
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	July 2026
Statement authorised by	Rachel Pimblett, Headteacher
Pupil premium lead	Bianca Prescott, Deputy Headteacher
Governor lead	Carolyn Whiteway, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	196,103
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	14,543
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	210,646

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Although attendance for disadvantaged pupils was above national in 2024-25, improvements can still be made. There are large gaps in attainment which can be positively impacted by increasing attendance at school. Our assessments and observations indicate that the attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. This is negatively impacting disadvantaged pupils' progress. Working with families will be our focus.
2 Communication and language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are mostly evident in the Early Years and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
3 Outcomes Inclusion – those who are both PP and SEND	Foundational Skills Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Fluency Fluency across EYFS and KS1 continues to be a key focus for improvement. We have identified that fluency is the area that is holding back readers from attaining ARE at the end of Year 1 and 2. Within KS2, understanding of reading is impacted because of fluency. EEF guidance reports provide strong evidence that fluency development is key to reading success. Writing Our assessments and observations indicate that the writing of pupils in receipt of pupil premium is below that of peers. As noted above, evidence suggests that pupils present with underdeveloped oral language skills (especially in the EYFS/KS1); this has a direct impact on writing. In order to write, children need to be able to compose orally. Writing programmes introduce complex writing tasks too early. They do not give children enough teaching and practice for them to become fluent in foundational knowledge and skills, such as in handwriting and composing simple sentences. Introducing complex class writing projects too early can overwhelm children who have not yet established essential skills like handwriting, encoding (spelling) and sentence construction. When these skills are not solidified, children can struggle, leading to frustration and disengagement. For some pupils with SEND in KS2, this continues to be a focus.
4 Pastoral	Our assessments, observations and discussions with pupils and families have identified a need to develop social and emotional

Self-regulation	regulation, particularly for pupils within EYFS. This is particularly pertinent for disadvantaged pupils. Pupils' emotional well-being, social and behavioural needs are affecting their ability to make progress and their readiness to learn. EEF guidance indicates that teaching self-regulation strategies can have a positive impact on raising attainment.
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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 work with families to continue to ensure the attendance of all pupils and particularly those in receipt of pupil premium and SEND is in line with those of peers, reducing the proportion classed as persistent absentees.	Continue to reduce the gap between whole school attendance and pupils in receipt of pupil premium funding and those with SEND. Reduce proportion of pupils in receipt of pupil premium and those with SEND classed as persistent absentees. Improved attainment outcomes for disadvantaged pupils. Build close working relationships with families.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved explorative oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To continue to ensure the outcomes for all pupils - Inclusion – that those who are PP and both PP and SEND are at least in line with those of peers in school across the English and Maths curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the attainment of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Building fluency in foundational knowledge will allow children to succeed and therefore grow in confidence. KS2 reading and writing outcomes show that the % of disadvantaged pupils who meet the expected standard is at least that of national.
To ensure the well-being needs of all pupils, in particular those in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure that they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and language in the EYFS Using a range of different approaches as proposed by the EEF EYFS SHREc evidence store to develop communication and language skills to support children to develop in the different areas that work together to underpin effective communication and language and to secure progress.	Evidence consistently shows that communication and language approaches benefit young children's learning. Communication and language approaches in the early years can be grouped and include approaches that support the linguistic, cognitive and physical aspects of communication through: teaching and modelling vocabulary and language; interactive reading and teaching through collaborative talk; teaching and modelling social communication skills. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language Studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development. The EEFs EYFS toolkit estimates that communication and language approaches can, on average, provide 7 months of additional progress. Using the SHREc approach and Talk Boost https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-talk-boost-second-trial	2,3,5
Oracy Embedding oracy strategies (sentence stems) across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary	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: https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2

(formative assessment). • Further embed oracy opportunities into pupil voice sessions	Using the Tower Hamlets progression in language structures in planning for children's academic language development. https://ams3.digitaloceanspaces.com/jacaranda.debeer.digital/theop-events/learning-login/300/630e260215955.pdf	
Reading fluency • Following a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. • Develop pupils' fluency and comprehension in reading.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Use of Diagnostic assessments (FFT) Developing reading fluency will provide a crucial bridge between word reading and language comprehension skills, continually supporting pupils' progression from learning to read to reading to learn. Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words. https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency https://educationendowmentfoundation.org.uk/reading-house/fluency Little Wandle have produced fluency plans and further reading books that support fluency.	3,5

Writing Building fluency in foundational knowledge to allow the children to succeed - Ensure that early writing skills are firmly in place including for those in KS2 who still need to develop these skills.	Continue to emphasise building transcription fluency through explicit teaching and regular practice. Provide handwriting and spelling fluency practice to reduce cognitive load. Use graphic organisers or sentence scaffolds to support planning. https://educationendowmentfoundation.org.uk/new/s/how-sentence-dictation-improves-reading https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf https://d2tic4wvo1iusb.cloudfront.net/production/ee-f-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1766400295 A high-quality education in EYFS and KS1 will ensure that pupils establish a firm foundation in spoken language, reading and writing which will stand them in good stead throughout their time in school and beyond. https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	3,5
Maths - Enrich reasoning opportunities for all and to stretch greater depth. - Continue to embed the use of Oak academy maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence:	3,5

curriculum across Ks1 and KS2.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 High quality teaching requires the support factor of sustained professional development.	
SEMH - Professional development and training for staff linked to emotional literacy support. - Enhance the self-regulated independent learning behaviours of pupils. - Teaching of emotion recognition to support development of self-regulation to enable good learning to take place. - Introduction of balls of regulation across the school as part of PSHE and behaviour policy	Meeting the social and emotional needs of our pupils including pupil premium pupils will lead to optimum positive academic outcomes. The use of evidence backed intervention programmes such as Emotional Literacy Support Assistant will be used to support this. The use of self-regulation strategies to improve cognitive outcomes is evidenced based: https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies https://educationendowmentfoundation.org.uk/news/updated-eef-guide-to-metacognition-and-self-regulation Various approaches will be used to support self-regulation and executive function: https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function Self-regulation approaches are effective in promoting successful learning. Some require proactive and explicit teaching and modelling; others may arise from educators' observations of children's activities in the moment and others require educators to intentionally structure experiences for children to facilitate development during play, enabling them to practise and try out different strategies.	4
SEND Continue to embed provision alongside the guidance.	Use the EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Ensure all pupils have access to high quality teaching. The best available research evidence suggests that there are five approaches – a 'five-a-day' – that teachers should consider adopting for pupils with SEND. These five teaching approaches are likely to broadly support all pupils, while particularly supporting many pupils with SEND. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send	3,5

	Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOMM The WELLCOMM language and communication toolkit will continue to be used to screen all children in EYFS and Year 1 to establish small group interventions on entry to school following baseline assessments Teaching Assistant to deliver the intervention.	See case study- 'Sandwell Keeps Talking,' with help from WellComm Early Years https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/ "More children are going through the school gates ready to learn. The impact of that will last a lifetime" (Neilam Ahmed, lead speech and language therapist for early years prevention and intervention) Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Using evidence backed interventions are essential which is why as a school we use WELLCOMM to support our children's language development.	2,3,5
Little Wandle Daily Keep-up and Rapid Catch-up phonics intervention sessions Deliver personalised phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be	Little Wandle Daily Keep-up is targeted, intensive phonics intervention for young children (Reception/Year 1) needing extra support, using the same methods (mantras, resources) as main lessons but in smaller, repetitive steps to ensure everyone becomes a fluent reader and closes gaps quickly. Little Wandle Phonics Rapid Catch-up is a fast-paced intervention for older primary students (Year 2+) not meeting reading expectations, accelerating them through phonics Phases 2-5 with small	2,3,5

delivered by teachers and teaching assistants through structured intervention.	group/individual lessons and specific decodable books (Age 7+), aiming for curriculum access and reading enjoyment by quickly closing phonics gaps. Lessons are embedded in reading with Big Cat for Little Wandle Letters and Sounds Revised 7+ books available. These ensure older children can grow their language and become fluent readers, using texts which appeal to their growing understanding. 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The area of research showing the strongest evidence for teaching assistants having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.	
Effective deployment of staff - Teaching Assistants to support key children and year groups. Targeted interventions- reading, writing, maths - Analyse summative assessment data and identify the children who require catch up and more targeted intervention. - All interventions to be monitored by Deputy Head Teacher PP Lead.	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants Research on teaching assistants delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when teaching assistants work in structured settings with high quality support and training. When teaching assistants are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	2,3,4,5

Complete pupil progress meetings termly.	These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.	
Provide school-led tutoring Offer tuition targeted at specific needs and knowledge gaps as an effective method to support pupils in KS2 (Year 6) both one-to-one and in small groups.	A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Continue with whole staff training on development routines and whole school systems that are understood by all. - Enhance the self-regulated independent learning behaviours of pupils.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4

• Enhance the self-regulated independent learning behaviours of pupils and develop cultural capital through experiences. • Pastoral Teaching Assistants timetable re-evaluated to deliver pastoral groups, positive play at playtimes, settling child into school in the morning.	Evidence supports the notion that investing in an enriched, experiential curriculum builds cultural capital which will benefit our cohort as a whole given the disadvantaged context and demographic of the community we serve. Continue as a key aspect of our strategy to combat barriers to learning resultant from environmental and contextual factors impacting on childhood mental health. Trips/Visits/Visitors To broaden the life experiences and stimuli for vulnerable pupils through the provision of experiential learning and developing cultural capital Extra-curricular clubs To improve the well-being, behaviour and engagement of targeted pupils Lunchtimes development OPAL To improve the well-being, behaviour and engagement of targeted pupils by the provision of experiential learning. Enriching play experiences and incorporating a wider range of creative play, investigative play and sports. Deliberate targeting of disadvantaged pupils to engage in new sport experiences at lunchtimes which can lead to engagement in after school clubs / sports competitions. Global Neighbours Through working towards this award, enhance pupils' understanding of cultural diversity and British values and opportunities to participate through pupil voice sessions.	4
• Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. • Everyone being accountable for attendance across the school • Training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. A high percentage of attendance is an indicator of good academic attainment and positive attitudes to learning. The interventions take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. Targeted intervention may be needed for persistent or particularly challenging causes of pupil absence. These will be based on knowledge of our pupils,	1

Family Engagement • Strengthen relationships with families through regular communication and support. • Provide targeted interventions for families of persistent absentees (home visits, attendance meetings, early help). • Offer parenting courses delivered in school by our family liaison officer. Early Identification • Use real-time data to identify patterns of absence and intervene promptly. Incentives and Support • Continue to embed and further develop attendance rewards and recognition programs. • Offer practical support where barriers exist. Collaboration • Work with external agencies where needed to address complex barriers.	exploration of relevant data, and diagnosis of need. The type of interventions will depend on our context and the pupils involved, but might include interventions relating to behaviour, social and emotional learning, self-regulation strategies, parental involvement, academic content, or support with specific special educational needs.	
• To continue to deliver a comprehensive programme of pastoral support to children and families. • Through the full-time employment	Ensuring our pupils are effectively safeguarded whilst in primary education to maximise their chances of reaching their academic potential. EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	4

of an education welfare officer to support families with attendance and acute need, pupils will be effectively safeguarded and there will be a network of support available to our vulnerable families. • Through the full-time employment of a pastoral TA to support vulnerable pupils including with attendance. • Through the employment of a family liaison officer.	To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	
• Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Part B: Review of outcomes in the previous academic year – 2024/25

Pupil premium strategy outcomes

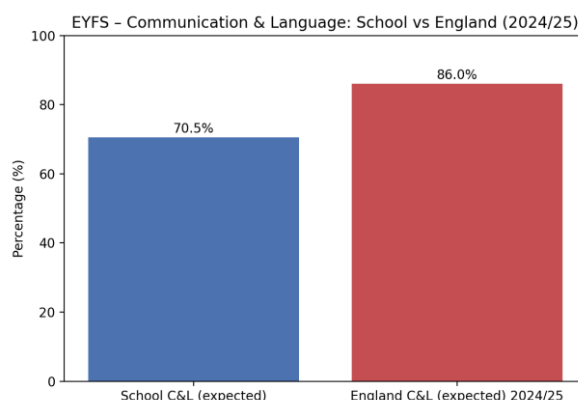
This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

To continue to ensure the attendance of all pupils and particularly those in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees. Evaluation: Attendance for PP and SEND was above national and was higher than the previous year. 94.8% was the whole school attendance – in line with national. PP and SEND 93.3% which was above.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved explorative oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Evaluation: This is an ongoing area for development and will continue in the new strategy. External consultants have observed excellent articulation of knowledge gained across the school including by disadvantaged pupils. EYFS – communication and language was 70.5% which whilst still below national, increased from the previous year by 3.1%. It continues to be a focus within this strategy.
To continue to ensure the outcomes for all pupils, in particular those in receipt of pupil premium are at least in line with those of peers in school across the English and Maths curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the attainment of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Building fluency in foundational knowledge will allow children to succeed and therefore grow in confidence. KS2 reading and writing outcomes show that the % of disadvantaged pupils who meet the expected standard is at least that of national. Evaluation: This is included in the data analysis below.
To ensure the well-being needs of all pupils, in particular those in receipt of	Children's well-being needs are met and supported to ensure that they are attending school more regularly and able to access high quality teaching and targeted

pupil premium funding are met to ensure they are ready for learning.	interventions where needed to support them in making progress. Evaluation: Attendance demonstrates that children are more regularly in school, especially disadvantaged pupils. They are supported well to help them to learn.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for this key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Evaluation: This is included in the data analysis below.

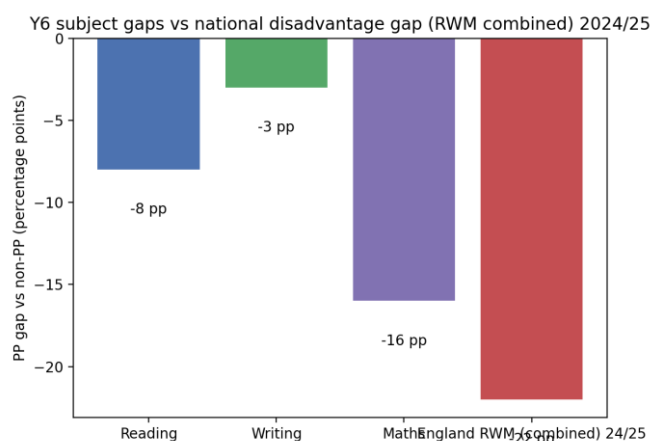
EYFS – Communication & Language (expected) 2024/25 – School vs England

School C&L at expected: 70.5%. England C&L at expected (2024/25): 86.0%. This is a like-for-like comparison of the prime area Communication & Language, not GLD.



KS2 – National disadvantage benchmark (2024/25)

England 2024/25 (RWM combined) disadvantage gap $\approx$ -22 pp. School Year 6 subject gaps: Reading -8 pp; Writing -3 pp; Maths -16 pp.

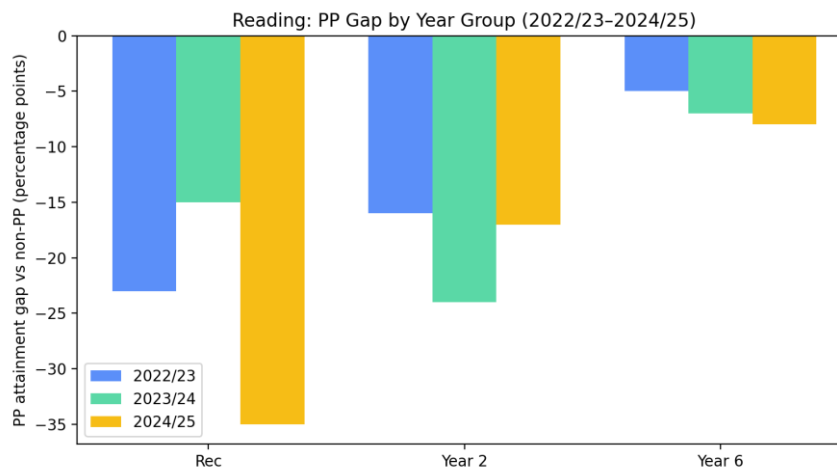


Reading

Reading	Attainment gap compared to those not in receipt of PP 2022/23	Attainment gap compared to those not in receipt of PP 2023/24	Attainment gap compared to those not in receipt of PP 2024/25	
Rec	-23%	-15%	-35% (-26% no SEND)	35% of pupils in R are pp 38% of pp pupils are SEND
Year 2	-16%	-24%	-17% (-7% no SEND)	40% of pupils in Y2 are pp 33% of pp pupils are SEND
Year 6	-5%	-7%	-8% (-8% no SEND)	51% of pupils in Y6 are pp 48% of pp pupils are SEND

PP Attainment Gaps & Trend Analysis

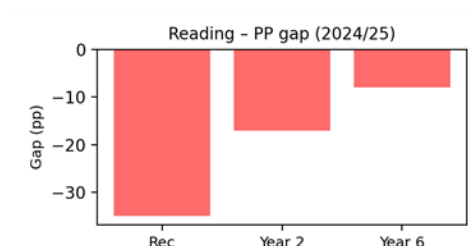
Negative values indicate PP attainment below non-PP. Charts show trends across 2022/23–2024/25 for Reception, Year 2, and Year 6.



Reception gap widened to –35%; Year 2 improved to –17%; Year 6 marginally worsened to –8%. Priority: EYFS oral language interactions and KS1/KS2 fluency routines to accelerate PP progress.

PP Attainment Gaps (2024/25 – percentage points vs non-PP)

Reading

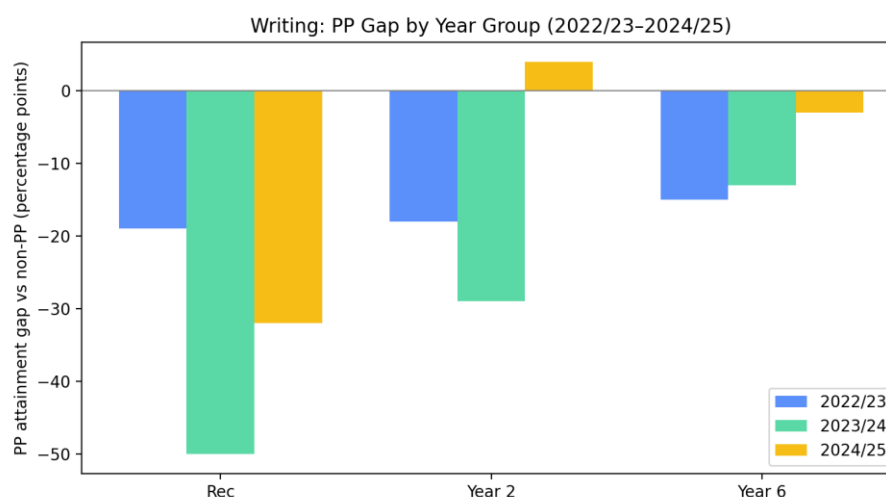


Observation: Removing SEND narrows gaps significantly (e.g., Rec -35% → -20%; Y6 -8% → -2%). SEND is a major factor in reading outcomes.

Writing

Writing	Attainment compared to those not in receipt of PP 2022/23	Attainment compared to those not in receipt of PP 2023/24	Attainment compared to those not in receipt of PP 2024/25	
Rec	-19%	-50%	-32% (-27% no SEND)	35% of pupils in R are pp 38% of pp pupils are SEND
Year 2	-18%	-29%	+4% (-8% no SEND)	40% of pupils in Y2 are pp 33% of pp pupils are SEND
Year 6	-15%	-13%	-3% (0% no SEND)	51% of pupils in Y6 are pp 48% of pp pupils are SEND

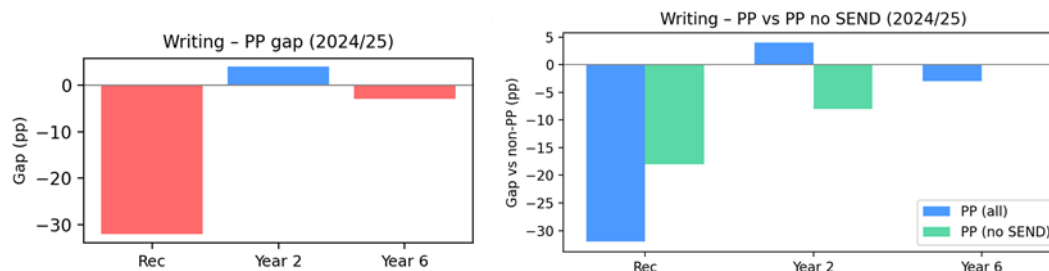
PP Attainment Gaps & Trend Analysis



Reception improved from -50% to -32%; Year 2 at +4% overall (note SEND drag: -8% for PP no SEND); Year 6 near parity (-3%). Sustain explicit teaching and feedback; tailor supports for PP+SEND subgroup.

PP Attainment Gaps (2024/25 – percentage points vs non-PP)

Writing

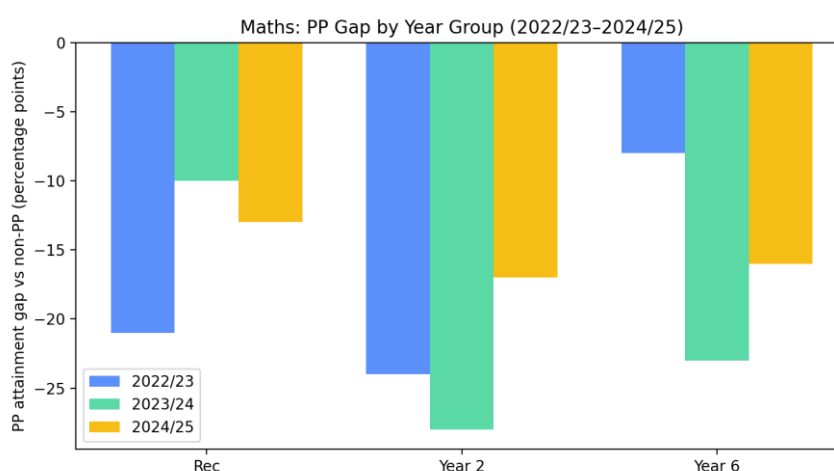


Observation: PP no SEND outperform non-PP in Y6 (0%) and are closer in Rec and Y2, highlighting SEND impact on writing progress.

Maths

Maths	Attainment compared to those not in receipt of PP 2022/23	Attainment compared to those not in receipt of PP 2023/24	Attainment compared to those not in receipt of PP 2024/25	
Rec	-21%	-10%	-13% (+8% no SEND)	35% of pupils in R are pp 38% of pp pupils are SEND
Year 2	-24%	-28%	-17% (+5% no SEND)	40% of pupils in Y2 are pp 33% of pp pupils are SEND
Year 6	-8%	-23%	-16% (-8% no SEND)	51% of pupils in Y6 are pp 48% of pp pupils are SEND

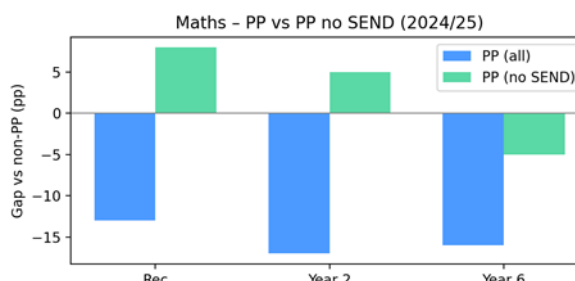
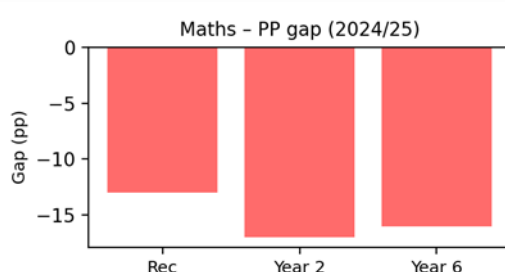
PP Attainment Gaps & Trend Analysis



Year 2 and Year 6 maths gaps reduced this year; Reception dipped slightly (–13%).
Focus on coherent sequencing and greater-depth reasoning tasks to close KS2 gaps further.

PP Attainment Gaps (2024/25 – percentage points vs non-PP)

Maths



Observation: PP no SEND show positive advantage in Rec (+8%) and Y2 (+5%), while overall PP gaps remain negative, confirming SEND drives most disparity in maths.

Year-on-Year Change (percentage points)

Reading

Year Group	Δ23/24 vs 22/23	Δ24/25 vs 23/24	Δ24/25 vs 22/23
Rec	8	-20	-12
Year 2	-8	7	-1
Year 6	-2	-1	-3

Writing

Year Group	Δ23/24 vs 22/23	Δ24/25 vs 23/24	Δ24/25 vs 22/23
Rec	-31	18	-13
Year 2	-11	33	22
Year 6	2	10	12

Maths

Year Group	Δ23/24 vs 22/23	Δ24/25 vs 23/24	Δ24/25 vs 22/23
Rec	11	-3	8
Year 2	-4	11	7
Year 6	-15	7	-8

6. Analysis and implications

EYFS oral language remains the pivotal lever (C&L 70.5% with +3.1% improvement). The Reception Reading gap (–35%) indicates a need for continued systematic, high-quality interaction routines across provision. KS1 shows strong Writing/Maths progress; Reading is improving but a gap remains. KS2 Writing is close to parity, but Reading/Maths gaps persist, requiring structured fluency and greater-depth provision. PP+SEND proportions are high across key year groups, so precision-teaching and adapted materials are essential.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education which we addressed with targeted support. Meeting the social and emotional needs of pupils as required to ensure optimum positive academic outcomes.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments demonstrated some progress in subject areas where extra support was provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils (writing focus)
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We will plan to contact schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.