

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Weetwood Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 July 2027 July 2028
Statement authorised by	Anna Ellison
Pupil premium lead	Anna Ellison
Governor / Trustee lead	Edward Langham (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,240
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£39,535

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After. It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

3-year long-term pupil premium strategy

This document is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our philosophy

At Weetwood we are relentlessly ambitious for all our children regardless of any disadvantage. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Improvement Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

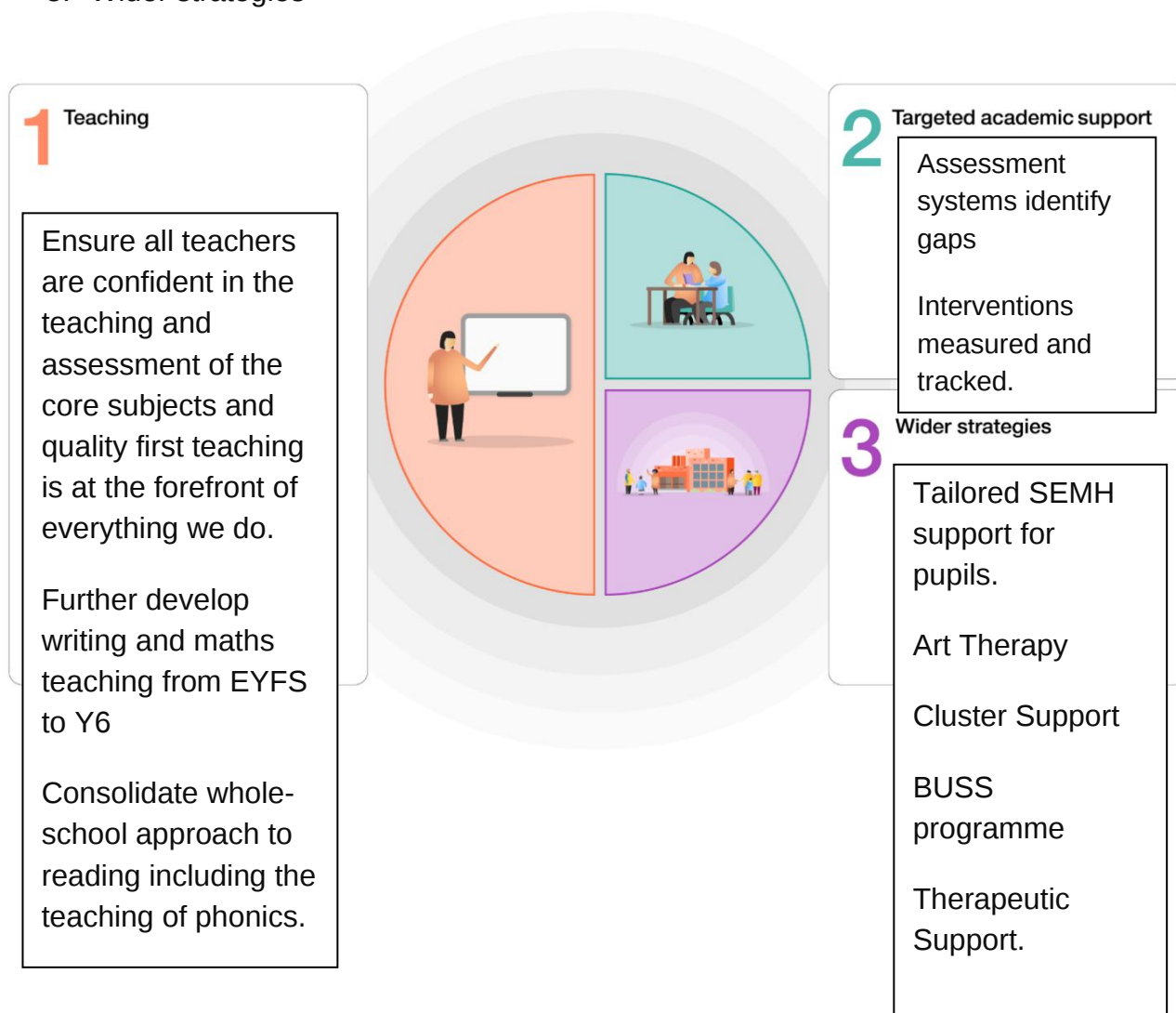
- Ensuring a high-quality education for every learner
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental health concerns.

- Ensuring that the PPG reaches the pupils who need it most and that no child is disadvantaged at school regardless of their background.

Tiered Approach

As per the model advocated by the Education Endowment Fund, we have adopted a tiered approach to define our priorities and achieve a balanced approach. The three categories of our tiered approach are:

1. Teaching
2. Targeted academic support
3. Wider strategies



Challenges

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

Challenge number	Detail of challenge
1	SEND. Some pupils have complex SEND needs which impacts their ability to meet the expected standard.
2	Poor language and communication skills. These are a barrier to children accessing the breadth of our curriculum as they do not always have the vocabulary and prior understanding of their peers.
3	Limited progress in line with their peers. Low prior attainment and slow progress rates in core subjects. Retention and retrieval of prior knowledge that requires additional skill and time to be activated.
4	Social, emotional and mental health difficulties which get in the way of attending school and achieving well. (This can be the children, their parents/carers or other family members.)
5	Behaviour for learning. Some children's life experiences particularly children who have experienced trauma early in life (post adopted, CLA) mean that they are not ready to learn in a classroom setting without significant support.

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
Children are supported to make the best possible progress in the core subjects so that their attainment is in line with children nationally and they are achieving well.	Children will make at least good progress from their previous starting points and some will make accelerated progress. School records (books and case studies) show the impact of intervention groups, pre-teaching and other academic interventions and their effectiveness. BSquared/Stages not Ages is used to track the progress of children with complex SEN needs. We are using evidence-based interventions (such as reading fluency, standardised assessments and phonics assessments) for children with SEND and therefore use the outcome measures that are part of the programme to measure progress. Insight will be used to track the attainment and progress of individuals and groups. The attainment gap between children in receipt of Pupil Premium and their peers will continue to narrow.
Disadvantage plays no part in progress of SEND pupils.	SEND pupils make good or better progress, relative to their starting point, at the end of KS1/KS2.
Children will be able to access and use our broad and balanced curriculum to make good progress in all subjects.	Our curriculum is planned to ensure that all children can access and engage with the curriculum well, whatever their prior understanding. This will include pre-teaching, visits, visitors and other enhancement activities.
Children with social, emotional and mental health difficulties are correctly identified and supported.	School's records show that the correct children have been identified and are receiving appropriate support inside and outside school which is enabling them to attend well and to achieve in school.

	(Records include learning support, CPOMS, art therapy. Support includes, but is not limited to, Early Help Plans, pastoral interventions, access to cluster provision, e.g. counselling) Pupils can keep themselves emotionally regulated, with provision around them, despite challenges they might face.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the good teaching of phonics and spelling throughout school. Continue to embed accredited phonics scheme (FFT Success for All) and Grammarsaurus supported by quality CPD.	Phonics approaches have strong evidence of effectiveness, with the EEF Toolkit showing an average impact of +5 months' additional progress, particularly for disadvantaged pupils and younger learners. Systematic synthetic phonics programmes, such as FFT Success for All, are most effective when delivered consistently across the school by well-trained staff. Our investment in quality CPD addresses the EEF's emphasis on effective implementation as a critical success factor. This approach aligns with the DfE's 'menu of approaches' under high-quality teaching, specifically 'professional development to support implementation of approaches' and 'technology and other resources that support high-quality teaching'. The EEF's 'Improving Literacy in Key Stage 1' guidance report recommends systematic phonics teaching as a foundational element of literacy instruction, whilst the DfE's Reading Framework (2023) reinforces expectations for systematic synthetic phonics teaching. By embedding an accredited scheme with ongoing staff development, we are addressing the implementation conditions that research shows are essential for achieving strong outcomes for disadvantaged pupils.	1,2,3,5
Continue to embed CPD and whole school improvement work on the teaching of writing particularly a writing sequence based on the use of quality texts and real-life experiences and individualised for SEND pupils.	The EEF Toolkit shows that improving literacy has a strong evidence base, with effective writing instruction typically showing +6 months' additional progress. High-quality CPD is identified in the DfE's 'menu of approaches' under the 'High-quality teaching' tier as a key strategy for developing teaching quality and supporting implementation of effective approaches. The EEF's 'Improving Literacy in Key Stage 1' and 'Improving Literacy in Key Stage 2' guidance reports emphasise the importance of using high-quality texts as models for writing and providing meaningful contexts for writing tasks, which aligns with our focus on quality texts and real-life experiences. Research shows that effective writing instruction includes explicit teaching of writing strategies, opportunities for extended writing, and careful sequencing of learning. Our approach of individualising instruction for SEND pupils reflects the DfE's menu approach of 'targeted interventions and resources to meet the specific needs of disadvantaged pupils with special educational needs and disabilities (SEND)'. By embedding whole-school CPD and improvement work, we are ensuring consistent, high-quality writing instruction across the school, which the EEF identifies as critical for closing attainment gaps for disadvantaged pupils.	1,2,3,5

Continued CPD and consolidation on an effective graduated approach, writing SEND plans using the new online toolkit and understanding continuums of provision and quick guides to conditions and needs. Additional time given to teaching staff for planning and resourcing for children with SEND. Whole school training on neurodiversity and PDA.	The DfE's 'menu of approaches' explicitly includes 'targeted interventions and resources to meet the specific needs of disadvantaged pupils with special educational needs and disabilities (SEND)' as a key strategy, recognising that disadvantaged pupils with SEND face compounded barriers to learning. The EEF's evidence on 'Special Educational Needs in Mainstream Schools' guidance report emphasises that high-quality teaching, differentiated for individual pupils, is the first step in responding to SEND, and that effective assessment and diagnosis of need is essential for targeting support appropriately. Our investment in CPD on the graduated approach and SEND planning aligns with the DfE menu's focus on 'professional development to support implementation of approaches' under high-quality teaching. Research shows that teachers require dedicated time and training to plan effectively for pupils with SEND, and that whole-school understanding of specific needs (such as neurodiversity and PDA) improves consistency of support and reduces barriers to learning. The EEF emphasises that successful implementation of SEND interventions depends on staff having sufficient knowledge, skills and resources, which our approach directly addresses through training, planning time, and the use of structured tools such as the online SEND toolkit and continuums of provision.	1,2,3,5
Subject leaders are developing their curriculum areas to ensure that the progression in subjects is well understood and teachers plan for children to build on their prior knowledge and the curriculum is scaffolded and adapted for all children to be successful.	The DfE's 'menu of approaches' identifies 'developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils' as a core element of effective pupil premium spending under the high-quality teaching tier. The EEF's evidence emphasises that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils, and that a well-sequenced, knowledge-rich curriculum enables pupils to build systematically on prior learning. Research shows that disadvantaged pupils particularly benefit from carefully structured curriculum progression, as gaps in prior knowledge can compound over time without explicit attention to building on what pupils already know. The EEF's guidance on 'Improving Mathematics' and subject-specific reports highlight the importance of curriculum coherence and careful sequencing to support deep learning. Our focus on subject leaders developing clear progression and ensuring teachers plan for pupils to build on prior knowledge addresses this evidence base. Additionally, scaffolding and adapting the curriculum for all children aligns with the EEF's emphasis on responsive teaching and the DfE menu's focus on 'teaching, assessment and curriculum which responds to the needs of pupils', ensuring that disadvantaged pupils can access and succeed in an ambitious, well-structured curriculum.	1,2,3,5
Early Maths CPD (Number Fluency and Foundation of maths for Reception, Year 1 and Year 2.	The EEF Toolkit shows that early numeracy interventions have a strong evidence base, with an average impact of +6 months' additional progress, and are particularly effective when focused on developing number sense and fluency in the early years and Key Stage 1. The EEF's 'Improving Mathematics in the Early Years and Key Stage 1' guidance report emphasises that developing number fluency and a strong foundation in mathematical understanding are critical for later success, with disadvantaged pupils particularly benefiting from high-quality early mathematics teaching.	

	Our investment in CPD for Reception, Year 1 and Year 2 staff aligns with the DfE's 'menu of approaches' under high-quality teaching, specifically 'professional development to support implementation of approaches'. The EEF guidance highlights that effective early maths teaching requires teachers to have strong subject knowledge and pedagogical understanding of how young children develop mathematical concepts, which targeted CPD directly addresses. Research shows that focusing on number fluency and mathematical foundations in the early years helps to prevent attainment gaps from widening, as disadvantaged pupils who fall behind in early mathematics often struggle to catch up. By investing in specialist CPD for early years and Key Stage 1 staff, we are ensuring consistent, high-quality mathematics teaching at the point where intervention is most effective for closing gaps for disadvantaged pupils.	
Analyse and tweak the text based curriculum which provides opportunities to develop pupils understanding and provide a context for learning.	The DfE's 'menu of approaches' identifies 'developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils' as a fundamental element of effective pupil premium spending. The EEF's 'Improving Literacy in Key Stage 1' and 'Improving Literacy in Key Stage 2' guidance reports emphasise the importance of using high-quality texts to develop pupils' vocabulary, comprehension and cultural capital, with research showing that disadvantaged pupils particularly benefit from exposure to rich, challenging texts that broaden their knowledge and understanding. A text-based curriculum provides meaningful contexts for learning across subjects, which the EEF identifies as supporting deeper engagement and understanding, particularly for pupils who may have limited experiences outside school. Research shows that contextualised learning helps pupils make connections between different areas of knowledge and apply their learning in meaningful ways, which is especially important for disadvantaged pupils who may lack the background knowledge that their more advantaged peers bring to school. By analysing and refining our text-based curriculum, we are ensuring that it effectively develops pupils' understanding, provides rich learning contexts, and responds to the specific needs of our disadvantaged pupils. This approach aligns with the EEF's emphasis on curriculum coherence and the importance of carefully selecting and sequencing learning experiences to maximise impact for all pupils.	1,2,3,4
CPD on trauma informed practice and behaviour management to all staff.	The DfE's 'menu of approaches' includes 'supporting pupils' social, emotional and behavioural needs' under the wider strategies tier, recognising that non-academic barriers significantly impact disadvantaged pupils' learning and outcomes. Research shows that disadvantaged pupils are disproportionately likely to have experienced adverse childhood experiences (ACEs) and trauma, which can manifest as challenging behaviour and affect their ability to engage with learning. The EEF's evidence on social and emotional learning (SEL) shows an average impact of +4 months' additional progress when effectively implemented, with approaches that support self-regulation and emotional understanding particularly beneficial for disadvantaged pupils. Our investment in whole-school CPD on trauma-informed practice aligns with the DfE menu's focus on 'professional development to support implementation of approaches'	

	under high-quality teaching, ensuring all staff understand how trauma affects learning and behaviour. The EEF emphasises that consistent, school-wide approaches to behaviour management are more effective than isolated interventions, and that staff need training to respond appropriately to pupils' social and emotional needs. By equipping all staff with trauma-informed strategies and effective behaviour management approaches, we are creating a supportive environment where disadvantaged pupils feel safe, understood and able to learn, addressing the underlying barriers that prevent them from achieving their potential.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all subsequent interventions are tracked, costed and reviewed	The DfE's guidance on using the pupil premium requires schools to specify monitoring and evaluation measures when planning their strategy so they have clear outcomes to assess. When evaluating impact, schools should measure success based on outcomes for eligible pupils, use a robust and transparent evaluation framework and report outcomes against this, and make evaluation an ongoing process, as strategies that have been effective in one year might not continue to be effective. Schools should not use data that doesn't measure pupil outcomes or base evaluations on the reactions of those delivering the activity. The EEF's implementation guidance emphasises that effective monitoring and evaluation are essential components of successful interventions, with schools needing to track both the fidelity of implementation and the impact on pupil outcomes. Tracking costs ensures accountability and value for money, allowing schools to identify which interventions provide the best return on investment for disadvantaged pupils and enabling informed decisions about continuing, adapting or discontinuing specific approaches. The EEF's 'Putting Evidence to Work' guidance highlights that schools should systematically review the effectiveness of their approaches and be prepared to adapt or discontinue interventions that are not delivering the intended outcomes. By ensuring all interventions are tracked, costed and reviewed, we are meeting our statutory obligations under the pupil premium conditions of grant, demonstrating accountability for public funding, and creating a continuous improvement cycle that ensures resources are directed towards the most effective strategies for closing attainment gaps for our disadvantaged pupils.	1,2,3
Ensure targeted interventions are in place for children who have fallen behind due to disadvantage.	The DfE's 'menu of approaches' explicitly includes targeted academic support as a key tier of pupil premium spending, encompassing '1-to-1 and small group tuition', 'targeted interventions to support language development, literacy and numeracy', and 'targeted interventions and resources to meet the specific needs of disadvantaged pupils with special educational needs and disabilities (SEND)'. The EEF Toolkit shows that small group tuition has a strong	1,2,3

	evidence base, with an average impact of +4 months' additional progress, and is particularly effective when targeted at pupils' specific needs and delivered in addition to, rather than instead of, high-quality teaching. Research demonstrates that disadvantaged pupils who fall behind require additional, targeted support to catch up with their peers, as gaps in learning compound over time without intervention. The EEF's 'Making Best Use of Teaching Assistants' guidance report emphasises that structured interventions, carefully matched to identified pupil needs and delivered by trained staff, are effective in accelerating progress for pupils who have fallen behind. The DfE's 5-step approach to using pupil premium funding requires schools to identify the challenges facing disadvantaged pupils and focus on approaches that best address these challenges, using evidence to guide intervention choices. By ensuring targeted interventions are in place for children who have fallen behind due to disadvantage, we are directly addressing identified learning gaps with evidence-based approaches, providing the additional support these pupils need to catch up and achieve their potential.	
Deputy head, teachers and HLTAs to deliver targeted interventions to identified pupils.	The DfE's 'menu of approaches' includes 'teaching assistant deployment and interventions, e.g. by supporting high-quality provision within the classroom or delivering structured interventions' under the targeted academic support tier, recognising the importance of appropriately deployed staff in delivering effective interventions. The EEF Toolkit shows that small group tuition delivered by teachers or trained support staff has a strong evidence base, with an average impact of +4 months' additional progress when interventions are well-structured and targeted at specific learning needs. The EEF's 'Making Best Use of Teaching Assistants' guidance report emphasises that interventions are most effective when delivered by appropriately trained staff, with clear structures and regular monitoring of pupil progress. Research shows that deploying senior leaders and teachers to deliver interventions for identified pupils can be particularly effective, as their pedagogical expertise and understanding of the curriculum enables them to address learning gaps precisely and connect intervention content to classroom learning. Our approach of using deputy head, teachers and HLTAs to deliver targeted interventions ensures that disadvantaged pupils who have fallen behind receive high-quality, expert support from staff with strong subject knowledge and teaching skills. This strategic deployment of staff expertise aligns with the EEF's evidence that the quality and training of those delivering interventions is a critical factor in their effectiveness, maximising the impact of our pupil premium spending on closing attainment gaps.	1,2,3
KS2 English leader to deliver targeted reading and writing interventions.	See Above.	1,2,3

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

Budgeted cost: £5460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and ad-hoc pastoral support via the learning mentor for pupils	The DfE's 'menu of approaches' includes 'supporting pupils' social, emotional and behavioural needs' under the wider strategies tier, recognising that non-academic	4,5

who are experiencing trauma, loss or turbulence	barriers significantly impact disadvantaged pupils' ability to engage with learning and achieve positive outcomes. Research shows that disadvantaged pupils are disproportionately likely to experience trauma, loss and family turbulence, which can manifest as poor attendance, disengagement from learning, and challenging behaviour. The EEF's evidence on social and emotional learning shows an average impact of +4 months' additional progress when effectively implemented, with targeted support for pupils experiencing specific challenges being particularly beneficial. The EEF emphasises that addressing pupils' social and emotional needs is essential for removing barriers to learning, and that trained staff who can provide consistent, responsive pastoral support play a crucial role in helping vulnerable pupils remain engaged with education. Our deployment of a learning mentor to provide both targeted and ad-hoc pastoral support ensures that disadvantaged pupils experiencing trauma, loss or turbulence receive timely, appropriate support tailored to their individual circumstances. This approach aligns with the DfE's requirement to identify and address non-academic challenges that negatively impact pupils' education, such as wellbeing, mental health and safeguarding concerns, ensuring that our most vulnerable disadvantaged pupils have the emotional support they need to access learning and achieve their potential.	
All children in school given the opportunity to enjoy and broad and balanced curriculum and a wide range of extra-curricular activities, regardless of parental ability to pay. This is achieved through school day activities, music lessons as well as subsidised or free activities, trips and residential (e.g. Lineham Farm, Y4 and Edale Y6). These are planned with the needs (academic, social, emotional, spiritual and physical) of the children in mind, particularly those for whom outside school experiences are limited.	The DfE's 'menu of approaches' includes 'extra-curricular activities, including sports, outdoor activities, arts, and developing wider life skills' under the wider strategies tier, recognising that enrichment experiences are essential for developing disadvantaged pupils' cultural capital, confidence and aspirations. Research shows that disadvantaged pupils often have limited access to experiences outside school compared to their more advantaged peers, which can impact their vocabulary development, general knowledge, and engagement with learning. The EEF's evidence on arts participation shows an average impact of +3 months' additional progress, while physical activity and sports participation support pupils' wellbeing, self-esteem and social skills. The EEF emphasises that a broad and balanced curriculum, enriched with meaningful experiences and opportunities, helps to close the 'experience gap' that disadvantaged pupils face and supports their academic, social and emotional development. Our approach of providing music lessons, subsidised or free trips and residential (such as Lineham Farm for Year 4 and Edale for Year 6), and a wide range of extra-curricular activities ensures that all disadvantaged pupils can access enrichment opportunities regardless of parental ability to pay. By planning these experiences with pupils' academic, social, emotional, spiritual and physical needs in mind, particularly for those with limited outside school experiences, we are building the cultural capital and life experiences that research shows are essential foundations for learning and for closing attainment gaps between disadvantaged pupils and their peers.	1,2,3,4
To provide a therapeutic intervention to support	The DfE's 'menu of approaches' includes 'supporting pupils' social, emotional and behavioural needs' under the wider strategies tier, recognising that addressing SEMH needs is	4

children's SEMH. This includes: Cluster Support, including therapeutic and family support. AIP therapeutic support.	essential for removing barriers to learning for disadvantaged pupils. The EEF's evidence on social and emotional learning shows an average impact of +4 months' additional progress, with targeted interventions for pupils with identified SEMH needs being particularly effective when delivered by trained professionals. Research demonstrates that disadvantaged pupils are more likely to experience mental health difficulties and adverse childhood experiences, which can significantly impact their ability to engage with learning and achieve positive outcomes. The EEF emphasises that therapeutic interventions, when carefully matched to pupils' specific needs and delivered by appropriately qualified practitioners, can support pupils' emotional regulation, resilience and readiness to learn. Our provision of therapeutic interventions through Cluster Support (including therapeutic and family support) and AIP therapeutic support ensures that disadvantaged pupils with SEMH needs receive specialist, evidence-based interventions that address the root causes of their difficulties. By including family support within this approach, we are addressing the wider context of pupils' lives, which research shows is critical for sustained improvements in children's wellbeing and outcomes. This multi-layered therapeutic approach aligns with the DfE's requirement to identify and address non-academic challenges such as wellbeing, mental health and safeguarding concerns, ensuring our most vulnerable disadvantaged pupils receive the specialist support they need to overcome barriers to learning and achieve their potential.	
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Total budgeted cost: £ 38,856.25

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Key Results - 2025-2026					
Assessment	Statistic	Cohort ▾	School Result ▾	National Comparison ▾	National Result ▾
KS2 Reading, Writing & Maths combined	% achieving the expected standard	6	33%	-	-
KS2 Reading, Writing & Maths combined	% achieving the higher standard	6	0%	-	-
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	1	0%	-	-
Phonics Screening Check	% passing in Year 1	2	100%	-	-
Early Years Foundation Stage	% achieving a Good Level of Development	2	100%	-	-

Early Years Foundation Stage									
Statistic	2022-2023		2023-2024		2024-2025		Cohort ▾	2025-2026	
	School ▾	National ▾	School ▾	National ▾	School ▾	National ▾		School ▾	National ▾
% achieving a Good Level of Development	33%	-	100%	-	33%	-	2	100%	-
% at the expected level across all early learning goals	33%	-	100%	-	33%	-	2	100%	-
Average number of early learning goals at the expected level per pupil	15.3	-	17.0	-	8.3	-	2	17.0	-

Phonics Screening Check									
Statistic	2022-2023		2023-2024		2024-2025		Cohort ▾	2025-2026	
	School ▾	National ▾	School ▾	National ▾	School ▾	National ▾		School ▾	National ▾
% passing in Year 1	-	66%	63%	68%	100%	67%	2	100%	-
% passing check by end of Year 2	100%	81%	-	82%	75%	81%	5	100%	-

Multiplication Tables Check (MTC)									
Statistic	2022-2023		2023-2024		2024-2025		Cohort ▾	2025-2026	
	School ▾	National ▾	School ▾	National ▾	School ▾	National ▾		School ▾	National ▾
% scoring full marks (25/25)		21%	33%	25%	33%	27%	1	0%	-
Average score (out of 25)		18.3	15.7	18.9	21.3	19.3	1	20.0	-

Key Stage 2										
Subject	Statistic	2022-2023		2023-2024		2024-2025		Cohort ▾	2025-2026	
		School ▾	National ▾	School ▾	National ▾	School ▾	National ▾		School ▾	National ▾
Reading, Writing & Maths combined	% achieving the expected standard	-	44%	50%	46%	100%	47%	6	33%	-
Reading, Writing & Maths combined	% achieving the higher standard	-	3%	0%	3%	0%	4%	6	0%	-
Reading	% achieving the expected standard	-	60%	50%	62%	100%	63%	6	33%	-
Reading	% achieving the higher standard	-	17%	0%	18%	100%	21%	6	0%	-
Reading	Average scaled score	-	102.0	97.5	103.0	110.0	103.0	5	94.8	-
Writing	% achieving the expected standard	-	58%	50%	58%	100%	59%	6	50%	-
Writing	% working at greater depth	-	7%	50%	6%	0%	7%	6	0%	-
Maths	% achieving the expected standard	-	59%	50%	59%	100%	61%	6	33%	-
Maths	% achieving the higher standard	-	13%	0%	13%	0%	15%	6	0%	-
Maths	Average scaled score	-	101.0	97.5	101.0	109.0	102.0	5	94.8	-
GPS	% achieving the expected standard	-	59%	50%	59%	100%	60%	6	33%	-
GPS	% achieving the higher standard	-	18%	50%	20%	0%	19%	6	0%	-
GPS	Average scaled score	-	102.0	101.0	102.0	106.0	103.0	5	94.8	-
Science	% achieving the expected standard	-	68%	50%	69%	100%	70%	6	67%	-

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech and language therapy and support	Interactions SLT
Reading, writing and spelling intervention programme	Nessy

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.