

# Pupil Premium Strategy Statement

## Rainbow Forge Primary Academy

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	46.69%
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
Statement authorised by	Roberta Reilly
Pupil premium lead	Jamie Gawler
Governor / Trustee lead	Leanne Wall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,855

## Part A: Pupil premium strategy plan

### Statement of intent

At Rainbow Forge, we nurture: articulate, inquisitive, and curious learners who are happy, safe, and secure in a caring and inclusive environment. We believe every child should develop self-belief, courage and confidence, with opportunities to explore their interests and passions. We are committed to providing rich, meaningful experiences that build and develop essential life skills to enable them to become valued members of society. Our children are encouraged to love learning, embrace challenges, and grow into resilient individuals who can emotionally regulate themselves and build positive, respectful relationships.

At Rainbow Forge Primary Academy, we are committed to ensuring that all pupils, regardless of their background or circumstances, have access to a high-quality education that enables them to thrive academically, socially and emotionally. Our pupil premium strategy is designed to address the specific barriers faced by our disadvantaged pupils and to close the attainment gap between them and their non-disadvantaged peers, both within our school and nationally.

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.

#### Our core principles are:

- **High-quality teaching first:** We believe that excellent teaching is the most powerful tool for improving outcomes for disadvantaged pupils. We invest in professional development to ensure all staff can deliver outstanding lessons that meet the needs of every child.
- **Early identification and targeted support:** We identify barriers to learning early and provide timely, evidence-based interventions that address both academic and non-academic needs.
- **High expectations for all:** We maintain ambitious expectations for all pupils, including those who are disadvantaged. We do not accept that disadvantage should limit a child's potential.
- **Whole-child approach:** We recognise that academic progress cannot be separated from pupils' wider development, wellbeing and sense of belonging. Our strategy addresses barriers across all areas of school life.
- **Evidence-informed practice:** All interventions and approaches are selected based on robust educational research, particularly drawing on the Education Endowment Foundation's evidence base and the DfE's menu of approaches.

#### Our key priorities are:

1. To close the gap between disadvantaged and non-disadvantaged pupils' outcomes through high-quality teaching and targeted academic support
2. To develop an oracy curriculum that raises outcomes, particularly for disadvantaged pupils
3. To increase participation in extra-curricular activities among disadvantaged pupils by removing practical and emotional barriers
4. To improve attendance rates for disadvantaged pupils so they can fully access their education and achieve their potential and close the gap between pupil premium and non-pupil premium pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Language and communication skills:</b> A significant proportion of our disadvantaged pupils enter school with below age-related expectations in language and communication. This impacts their ability to access the curriculum, articulate their learning, and develop strong literacy skills.
2	<b>Limited cultural capital and experiences:</b> Many of our disadvantaged pupils have had fewer opportunities to access enriching experiences outside school, such as visits to museums, theatres, or participation in clubs and activities. This limits their knowledge of the world and can impact their engagement and aspiration.
3	<b>Vocabulary gap:</b> Our disadvantaged pupils often have a narrower range of vocabulary than their peers, particularly academic ('tier 2') and subject-specific ('tier 3') vocabulary. This limits their ability to access learning across the curriculum and express their understanding effectively.
4	<b>Attendance and punctuality:</b> Attendance data shows that disadvantaged pupils have lower overall attendance rates (90.7%) compared to non-disadvantaged pupils (93.6% %). Persistent absence is also higher among disadvantaged pupils (30% vs 18.45% %). This results in lost learning time and impacts on academic progress and social integration.
5	<b>Social, emotional and mental health needs:</b> Observations, behaviour logs and discussions with pupils and families indicate that a higher proportion of our disadvantaged pupils experience challenges with emotional regulation, self-confidence and resilience. This can impact their readiness to learn and their ability to form positive relationships.

## 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 close the gap between disadvantaged and non-disadvantaged pupils' outcomes.	<ul style="list-style-type: none"> <li>The progress of disadvantaged pupils is in line with the progress of non-disadvantaged pupils nationally</li> <li>Any gaps between the attainment of the school's disadvantaged pupils and the attainment of non-disadvantaged pupils nationally are closing</li> <li>By 2027, 65% of disadvantaged pupils achieve the expected standard in reading, writing and maths at KS2 (compared to 74% currently)</li> <li>Disadvantaged pupils make at least expected progress from their individual starting points across all subjects</li> <li>The gap in attainment between disadvantaged and non-disadvantaged pupils within our school narrows</li> </ul>
To develop an oracy curriculum that raises outcomes, particularly for disadvantaged pupils.	<ul style="list-style-type: none"> <li>An oracy progression map is in place outlining expectations for each year group</li> <li>100% of teaching staff have completed oracy training</li> <li>Schemes of work across all subjects include planned oracy activities</li> <li>All disadvantaged pupils who struggle with oracy are identified and have support plans in place</li> <li>Disadvantaged pupils demonstrate measurable improvement in: audibility, correct grammar usage, appropriate tone, willingness to speak in class, turn-taking, and ability to explain concepts</li> <li>Lesson observations show teachers consistently modelling high-quality dialogue, pre-teaching vocabulary, and providing feedback on oracy</li> <li>Disadvantaged pupils' vocabulary range increases measurably (tracked through baseline and end-of-year assessments)</li> <li>The average impact of oracy interventions shows 6 months' additional progress for disadvantaged pupils</li> </ul>
To increase participation in extra-curricular activities among disadvantaged pupils by removing practical and emotional barriers, thereby enriching their school experience and fostering a sense of belonging.	<ul style="list-style-type: none"> <li>The participation rate of disadvantaged pupils in extra-curricular activities matches or exceeds that of non-disadvantaged pupils, with a gap of less than 10%</li> <li>At least 65% of disadvantaged pupils participate in at least one extra-curricular activity throughout the year</li> <li>No disadvantaged pupil misses an opportunity due to cost or practical barriers</li> <li>All disadvantaged pupils report feeling welcome and included in activities (measured through pupil voice)</li> <li>Disadvantaged pupils report increased confidence and a stronger sense of belonging to the school community</li> <li>A diverse range of activities is available catering to different interests (academic, creative, physical, social)</li> </ul>
To develop our Personal Development offer to ensure it supports the academy in developing cultural capital for all its pupils	<ul style="list-style-type: none"> <li>Disadvantaged pupils are consistently well prepared for the next stage in their education</li> <li>Increased engagement in learning and positive attitudes to school</li> <li>100% of children leave each phase with the experiences outlined in the 'Rainbow Rucksack'</li> </ul>

To develop strong executive function skills and a growth mindset, enabling children to approach learning with resilience, persistence and self-regulation.	<ul style="list-style-type: none"> <li>• 100% of staff understand what is meant by 'Growth Mind-set' and actively promote this culture within their classroom environment.</li> <li>• 95% of children are able to recognise the emotions they are feeling and have strategies they use to overcome difficulties.</li> <li>• 100% of staff understand what is meant by Executive Functioning skills and can apply the theory to support children to overcome barriers and difficulties within their learning- developing resilience.</li> <li>• 95% of children are able to utilise Executive Functioning strategies to support their learning and understanding- evidenced within their learning behaviours and achievements.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Overall attendance for disadvantaged pupils improves from 90.7% to at least 93%</li> <li>• Persistent absence among disadvantaged pupils reduces from 30% to 20%</li> <li>• The attendance gap between disadvantaged and non-disadvantaged pupils narrows.</li> <li>• Punctuality improves, with late arrivals for disadvantaged pupils reducing.</li> </ul>
To close the attainment gap in writing between disadvantaged pupils and their non-disadvantaged peers by	<ul style="list-style-type: none"> <li>• A high-quality, coherent writing curriculum is in place that ensures all pupils, particularly those eligible for pupil premium, develop as confident, skilled writers who can write effectively across a range of genres and purposes.</li> </ul>

## 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: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Investment in high-quality CPD for all teaching staff, focusing on:</b> <ul style="list-style-type: none"> <li>• Responsive teaching strategies Effective questioning Formative assessment</li> <li>• Adaptations for disadvantaged pupils</li> <li>• Teachers modelling their own thinking to demonstrate metacognitive strategies</li> <li>• Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and</li> </ul>	<p>Research consistently shows that the quality of teaching is the most important school-based factor in improving outcomes for disadvantaged pupils.</p> <p>The EEF found that high-quality teaching can have a high impact on pupil outcomes for a low cost, with oracy interventions showing an average impact of 6 months' additional progress.</p> <p>The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/educat">https://educationendowmentfoundation.org.uk/educat</a></p>	1,3

<p>plan how to overcome current difficulties.</p> <ul style="list-style-type: none"> <li>• Providing enough challenge for learners to develop effective strategies</li> </ul>	<p><a href="#">ion-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function">https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</a></p>	
<p><b>Whole-school oracy approach:</b></p> <ul style="list-style-type: none"> <li>• Training for all staff on teaching oracy</li> <li>• Development of oracy progression map</li> <li>• Embedding oracy across the curriculum</li> <li>• Modelling high-quality dialogue</li> </ul>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</p> <p>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</p> <p>The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,3
<p><b>Whole class teaching of writing.</b></p> <ul style="list-style-type: none"> <li>• New writing curriculum embedded across school</li> <li>• CPD on shape coding, the writing sequence, adaptations within lessons.</li> <li>• Progression of dictated sentences</li> </ul>	<p>High quality whole class approach that teaches writing composition strategies through modelling and supported practice. Develops pupils' transcription and sentence construction skills through extensive practice and uses targeted teaching and support by accurately assessing pupil needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1,2,3
<p><b>Investment in high-quality teaching resources and materials:</b></p> <ul style="list-style-type: none"> <li>• Quality texts for English and across the curriculum</li> <li>• Concrete resources for maths</li> <li>• Subject-specific resources</li> </ul>	<p>Teaching resources and materials given to pupils enable them to achieve the aims of the curriculum.</p> <p><a href="https://assets.publishing.service.gov.uk/media/690b26c69456634d9795fde0/Schools_inspection_toolkit.pdf">https://assets.publishing.service.gov.uk/media/690b26c69456634d9795fde0/Schools_inspection_toolkit.pdf</a></p>	1, 2, 3,
<p><b>Staff CPD on explicit teaching of metacognitive strategies including:</b></p> <ul style="list-style-type: none"> <li>• Teachers modelling their own thinking to demonstrate metacognitive strategies</li> <li>• Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties</li> </ul>	<p>The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	1, 3,

<ul style="list-style-type: none"> <li>Providing enough challenge for learners to develop effective strategies</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <a href="#">EEF   Self-Regulation and Executive Function</a>	
<p><b>Embed the Zones of Regulation (ZOR) programmes of study across the academy:</b></p> <ul style="list-style-type: none"> <li>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	5

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

Budgeted cost: £46,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small group phonics interventions for disadvantaged pupils who are not on track to meet expectations:</b></p> <ul style="list-style-type: none"> <li>Daily keep-up sessions</li> <li>Delivered by trained TAs</li> <li>Closely monitored by class teachers and phonics lead</li> </ul>	<p>EEF evidence shows that phonics has a strong evidence base, particularly for disadvantaged pupils, with an average impact of +5 months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2
<p><b>Targeted oracy interventions:</b></p> <ul style="list-style-type: none"> <li>Small group sessions for pupils with identified oracy difficulties</li> <li>Differentiated based on individual needs (e.g., vocabulary development, confidence, audibility)</li> <li>Led by trained staff</li> </ul>	<p>Interventions need to be suited to the pupil. If the pupil's oracy challenges involve processing and relaying information, or are academic, the teacher should lead on interventions. If the pupil's difficulties aren't academic, then a TA can carry out interventions, provided they have training. Group interventions can support multiple pupils with similar oracy difficulties.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,3

<p><b>Pre-teaching of vocabulary and key concepts:</b></p> <ul style="list-style-type: none"> <li>• Small group sessions before lessons</li> <li>• Focus on tier 2 and tier 3 vocabulary</li> <li>• Boosts confidence and engagement</li> </ul>	<p>Small group interventions to introduce more challenging topics in advance of lessons. This will boost self-esteem and help pupils quickly engage with the topic</p>	<p>1,3</p>
<p><b>Targeted maths interventions:</b></p> <ul style="list-style-type: none"> <li>• Small group support for pupils below age-related expectations</li> <li>• Focus on number fluency and problem-solving</li> <li>• Use of concrete resources</li> </ul>	<p>EEF evidence shows that small group tuition has an average impact of +4 months' progress. Mastery learning approaches have an average impact of +5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	
<p><b>Training for teaching assistants:</b></p> <ul style="list-style-type: none"> <li>• Subject-specific knowledge development</li> <li>• Effective intervention delivery</li> <li>• Formative assessment and feedback</li> </ul>	<p>Provide TAs with training to improve their subject specific knowledge and their ability to do marking or give feedback. TAs who can identify and remedy gaps.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>1, 3,</p>
<p><b>Small group reading interventions for disadvantaged pupils who are not on track and GDS:</b></p> <ul style="list-style-type: none"> <li>• 3x weekly Reading Plus Interventions Y2 – 6.</li> <li>• Closely monitored by class teachers/SLT</li> </ul>	<p>Personalised approach to reading. Children develop the skills and stamina required for extended reading with good comprehension, they are presented with personalized scaffolding to build independent reading skills. Lessons are automatically customised to ensure appropriate content level, accurate reading rate, give opportunities to reread text and are interspersed with questions. Students who demonstrate mastery are progressed to increasingly higher</p>	<p>1,3</p>



	levels of practice and instructional rigour. <a href="https://www.readingplus.com/solutions/intervention/">https://www.readingplus.com/solutions/intervention/</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54, 155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embedding principles of good practice for attendance:</b> <ul style="list-style-type: none"> <li>• Dedicated attendance officer</li> <li>• Early intervention for emerging attendance concerns</li> <li>• Home visits where appropriate</li> <li>• Incentives and rewards</li> <li>• Support for families facing barriers</li> </ul>	<p>DfE guidance emphasises that good attendance is crucial for academic progress. Schools should have clear procedures and work with families to address barriers.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/Working_together_to_improve_school_attendance_-_GOV.UK.pdf">Working together to improve school attendance - GOV.UK</a></p>	4
<b>Subsidised breakfast club provision:</b> <ul style="list-style-type: none"> <li>• Free places for disadvantaged pupils</li> <li>• Nutritious breakfast</li> <li>• Calm start to the day</li> <li>• Homework support available</li> </ul>	<p>EEF evidence shows that breakfast clubs can have a positive impact on attendance and punctuality, with an average impact of +2 months' progress on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	4, 5
<b>Diverse range of extra-curricular activities:</b> <ul style="list-style-type: none"> <li>• Sports clubs</li> <li>• Arts and music</li> <li>• Academic clubs</li> </ul>	<p>All pupils, especially disadvantaged pupils, should benefit from high-quality personal development opportunities. All pupils should have equal access to and participate in interesting and relevant extra-curricular activities. Ofsted State-Funded School Inspection Toolkit</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-schooltime">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-schooltime</a></p>	2,3
<b>Whole-School Emotional Wellbeing Programme:</b> <ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• Healthy Minds Champions</li> </ul>	<p>The Education Endowment Foundation (EEF) provides evidence that social and emotional learning interventions have a moderate impact on academic outcomes (approximately +4 months' progress).</p>	5

<ul style="list-style-type: none"> <li>• 1-1 work with Educational Mental Health Practitioner</li> <li>• Use of motion to monitor interventions</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://zonesofregulation.com/research/">https://zonesofregulation.com/research/</a></p> <p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p>	
<p><b>Promoting parental engagement through:</b></p> <ul style="list-style-type: none"> <li>• creating a welcoming environment for all families</li> <li>• workshops delivered through family hubs around parenting and SEND</li> <li>• workshops in school where families work with children around a specific area of learning e.g. handwriting, maths</li> <li>• events in school e.g. Christmas/summer fayre</li> <li>• Creation of 'Friends of Rainbow' group to support events in school</li> </ul>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Early Years Boromi play library</p> <p>Boromi is an award-winning community of non-profit Play Libraries on a shared mission to empower every parent to support and nurture the early development of their child through powerful, purposeful play together at home, where it matters most.</p> <p><a href="https://www.boromi.co.uk/boromi">https://www.boromi.co.uk/boromi</a></p>	<p>1,2, 3, 4, 5</p>

**Total budgeted cost: £184,855**

## Part B: Review of the previous academic year 2024-25

### Outcomes for disadvantaged pupils

During the 2024-25 academic year, attainment data shows that disadvantaged pupils across Rainbow Forge Primary Academy achieved varying levels of success, with some notable strengths alongside significant areas requiring improvement. While progress rates were generally strong across most year groups, attainment gaps between pupil premium and non-pupil premium pupils remained a concern, particularly in writing and in upper Key Stage 2.

The data shows some promising areas of pupil premium performance when compared to National:

- Year 2 and Year 4 demonstrate strong reading outcomes, with PP pupils achieving 78% and 75% respectively - exceeding national averages for PP pupils (54% and 62%).
- Reading exceeds national PP expectations in Y1 - 59% vs 54% NA.
- Maths exceeds PP expectations in Y2 – 61% vs 56% NA.
- Y3 pupil premium pupils achieved 64% in reading (vs 62% NA) and has successfully narrowed the PP/non-PP reading gap to just -8%, significantly better than the national gap of -17%.
- In Year 4 performance is increasing closer to national PP expectations - 54% in writing (vs 58% NA), 54% in maths (vs 59% NA), and 42% combined (vs 46% NA).

Year 1
<b>Attainment:</b> <ul style="list-style-type: none"><li>• <b>Reading:</b> 59% of PP pupils achieved expected standard compared to 80% non-PP</li><li>• <b>Writing:</b> 24% of PP pupils achieved expected standard compared to 68% non-PP</li><li>• <b>Maths:</b> 53% of PP pupils achieved expected standard compared to 72% non-PP</li><li>• <b>Combined:</b> 24% of PP pupils achieved expected standard compared to 75% non-PP</li></ul> <b>Progress:</b> <ul style="list-style-type: none"><li>• Progress rates were strong: 100% in reading and combined, 94% in writing and maths.</li></ul>
<b>Impact of Pupil Premium Spending:</b> <ul style="list-style-type: none"><li>• Targeted phonics interventions supported reading progress</li><li>• Small group teaching enabled focused support for disadvantaged pupils</li><li>• However, writing interventions need to be strengthened to accelerate progress</li></ul>

Year 2
<b>Attainment:</b> <ul style="list-style-type: none"><li>• <b>Reading:</b> 78% of PP pupils achieved expected standard compared to 79% non-PP</li><li>• <b>Writing:</b> 32% of PP pupils achieved expected standard compared to 57% non-PP</li><li>• <b>Maths:</b> 61% of PP pupils achieved expected standard compared to 64% non-PP</li><li>• <b>Combined:</b> 33% of PP pupils achieved expected standard compared to 54% non-PP</li></ul> <b>Progress:</b> <p>Progress rates were good: 94% in reading, 89% in writing, 83% in maths, and 78% in combined.</p>
<b>Impact of Pupil Premium Spending:</b> <ul style="list-style-type: none"><li>• Reading interventions and guided reading sessions successfully narrowed the gap</li><li>• Additional teaching assistant support enabled targeted small group work</li><li>• Writing remains a priority requiring enhanced intervention strategies</li></ul>

Year 3
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<p><b>Attainment:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> 64% of PP pupils achieved expected standard compared to 71% non-PP</li> <li>• <b>Writing:</b> 41% of PP pupils achieved expected standard compared to 71% non-PP</li> <li>• <b>Maths:</b> 45% of PP pupils achieved expected standard compared to 64% non-PP</li> <li>• <b>Combined:</b> 36% of PP pupils achieved expected standard compared to 64% non-PP</li> <li>• <b>GPVS:</b> 52% of PP pupils achieved expected standard compared to 71% non-PP</li> </ul> <p><b>Progress:</b></p> <p>Progress was relatively strong: 75% in reading, 83% in writing, 75% in maths, and 85% in combined</p> <p><b>Impact of Pupil Premium Spending:</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension strategies supported narrowing of the reading gap</li> <li>• Inclusion support enabled SEND pupils eligible for PP to make good progress</li> <li>• Writing interventions need to be intensified to accelerate progress</li> </ul>
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<b>Year 4</b>
<p><b>Attainment:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> 75% of PP pupils achieved expected standard compared to 85% non-PP</li> <li>• <b>Writing:</b> 54% of PP pupils achieved expected standard compared to 63% non-PP</li> <li>• <b>Maths:</b> 54% of PP pupils achieved expected standard compared to 70% non-PP</li> <li>• <b>Combined:</b> 42% of PP pupils achieved expected standard compared to 59% non-PP</li> <li>• <b>GPVS:</b> 62% of PP pupils achieved expected standard compared to 78% non-PP</li> </ul> <p><b>Progress:</b></p> <p>Progress was excellent: 100% in reading, 95% in writing and maths, and 95% in combined.</p> <p><b>Impact of Pupil Premium Spending:</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching combined with targeted interventions resulted in outstanding progress rates</li> <li>• Pre-teaching and same-day interventions supported disadvantaged pupils to access learning</li> <li>• Greater depth opportunities enabled PP pupils to achieve at higher standards</li> <li>• This year group demonstrates the positive impact of sustained, well-targeted support</li> </ul>

<b>Year 5</b>
<p><b>Attainment:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> 38% of PP pupils achieved expected standard compared to 80% non-PP</li> <li>• <b>Writing:</b> 25% of PP pupils achieved expected standard compared to 65% non-PP</li> <li>• <b>Maths:</b> 50% of PP pupils achieved expected standard compared to 70% non-PP</li> <li>• <b>Combined:</b> 25% of PP pupils achieved expected standard compared to 65% non-PP</li> <li>• <b>GPVS:</b> 44% of PP pupils achieved expected standard compared to 60% non-PP</li> </ul> <p><b>Progress:</b></p> <p>Progress ranged from 79% in reading and writing to 93% in maths.</p> <p><b>Impact of Pupil Premium Spending:</b></p> <ul style="list-style-type: none"> <li>• Despite interventions, significant gaps remain, particularly in reading and writing</li> <li>• Maths interventions showed more impact with a smaller gap of -20%</li> <li>• This cohort requires intensive, sustained support throughout Year 6 to prepare for end of Key Stage 2 assessments</li> <li>• A review of intervention strategies is needed to ensure maximum impact</li> </ul>

<b>Year 6</b>
<p><b>Attainment:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> 47% of PP pupils achieved expected standard compared to 74% non-PP</li> <li>• <b>Writing:</b> 47% of PP pupils achieved expected standard compared to 79% non-PP</li> </ul>

- **Maths:** 21% of PP pupils achieved expected standard compared to 68% non-PP
- **Combined:** 21% of PP pupils achieved expected standard compared to 68% non-PP
- **GPVS:** 32% of PP pupils achieved expected standard compared to 68% non-PP

**Progress:**

Progress was strong in reading (94%) and maths (94%), but weaker in writing (39%) and combined (50%).

**Impact of Pupil Premium Spending:**

- Maths gap of -47% represents the most significant area of underperformance
- Writing progress at only 39% indicates interventions were not sufficiently effective
- Additional booster sessions and tutoring supported some pupils but impact was inconsistent
- Attendance and engagement barriers affected some disadvantaged pupils' ability to benefit from interventions

**Whole School Analysis**

**Smallest Gaps (Most Successful):**

- Year 2 Reading: -1%
- Year 2 Maths: -3%
- Year 3 Reading: -8%

**Largest Gaps (Requiring Urgent Action):**

- Year 6 Maths: -47%
- Year 6 Combined: -47%
- Year 1 Writing: -44%
- Year 5 Reading: -42%
- Year 5 Writing: -40%

**Progress Summary:**

Progress rates were generally strong across the school, with Year 4 achieving 100% progress in reading and Year 1 achieving 100% progress in reading and combined. However, Year 6 writing progress at 39% and Year 6 combined progress at 50% indicate significant barriers to learning for disadvantaged pupils in upper Key Stage 2.

**Greater Depth:**

Greater depth attainment for pupil premium pupils was low across most year groups, with concerns in writing where several year groups showed 0% GDS attainment. However, Year 4 showed PP pupils attaining broadly in line or above for all groups for GDS, demonstrating that with the right support, disadvantaged pupils can achieve at higher standards.

**Impact of Pupil Premium Spending 2024-25**

**Effective Strategies:**

- Targeted phonics and reading Interventions: particularly effective in KS1
- Quality first teaching: Year 4's success demonstrates the impact of excellent classroom practice
- Small Group Interventions: Enabled focused support for specific gaps
- Additional teaching assistant support: facilitated pre-teaching and same-day interventions
- SEND Support: enabled disadvantaged pupils with SEND to make progress

**Strategies Requiring Review:**

- Writing interventions: need to be more intensive and systematic across the school
- Upper KS2 Support: current provision insufficient to close gaps before end of KS2