



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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.

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development.

## School overview

Detail	Data
School name	Halewood C of E Academy
Number of pupils in school	237 (Including Nursery) 211 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	12 pupils - 6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 <b>2025 – 2026</b> 2026 - 2027
Date this statement was published	Monday 29 <sup>th</sup> September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	D Catt (Headteacher)
Pupil premium lead	D Catt (Headteacher)
Governor / Trustee lead	Craig Welsby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,344.16
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 22.344.16

# Part A: Pupil premium strategy plan

## Statement of intent



### Vision

**Proverbs 22:6 – Train up a child in the way that they should go, and when they are old they shall not depart from it.**

*Guided by our Christian values of hope, friendship, perseverance, thankfulness, forgiveness, and responsibility, we empower every child to grow academically, emotionally and spiritually. Inspired by Jesus's example, we encourage our children and staff to be defined not by success or failure, but by the positive impact they have on others.*

*Through exemplary teaching and fostering a life-long love of learning, we equip our children with the confidence, resilience and resourcefulness to face life's challenges and make a meaningful difference in a diverse and ever-changing world.*

At Halewood C of E Primary School, we provide an outstanding education for ALL of our children, and strive for every child to make exceptional progress. Fundamental to this aim is ensuring that disadvantaged children are given every opportunity to make the same progress as those who are less disadvantaged. We use our Pupil Premium funding to ensure outstanding, sustainable provision for disadvantaged children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children 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 children 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 approach is bespoke to the individual needs of our children, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to give our children the best chances possible to excel. To ensure they are effective we will:

- Ensure that each child's individual needs and challenges are catered for.
- 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

## Principles

Our school vision drives our pupil premium strategy.

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We believe that quality first teaching has the biggest impact on pupil progress
- We ensure that teaching is of high quality and teachers receive expert coaching and continuous CPD
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- The overarching aim is to remove social injustice and remove any barriers to learning that occur as a result of social or economic deprivation.

The range of provision will include and will not be limited to:

- Improving opportunities for effective teacher development and CPD to improve the quality of teaching
- Accelerating progress through high quality teaching
- Embedding strong knowledge-based curriculums in all subject areas to impact on pupil knowledge retention
- Allocating appropriate staffing to one to one and small group tuition to address emerging gaps in knowledge, for example small group work with an experienced teacher focussed on overcoming gaps in learning; 1:1 class support and 1:1 intervention and early morning intervention groups.
- Additional teaching and learning opportunities provided through SLA teacher in MFL
- Additional learning support in all classes through the use of trained classroom assistants
- Transition support from primary to secondary and transition internally from EYFS to KS1
- Wider curriculum provision, which includes paying for activities, educational visits, visitors and experiences, music and performing arts opportunities - ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software, including maths and English intervention programmes and digital technology to facilitate this, including individual pupil iPads in KS1 and KS2.

- Pastoral support and wider behaviour strategies, including support during lunchtimes by providing activities to engage and promote our Christian values and thus enhance learning.

**This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.**

## Challenges

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

Challenge number	
1	Lower attainment on entry to EYFS in all areas which requires intensive support to enable pupils to cope with the high demands of the curriculum
2	Language and communication barriers and gaps in pupil vocabulary
3	Attendance and punctuality issues
4	Lower levels of resilience and self-efficacy have led to more social, emotional and mental health challenges impacting on positive attitudes and behaviour
5	Limited experiences outside of school of visiting places of interest and lack of exposure to knowledge, vocabulary and character development opportunities (lack of cultural capital as a result). This further exacerbates access to curriculum, literacy development and engagement with education
6	Social and emotional need - Our assessments (including pupil wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to changes in circumstances and ongoing challenges at home. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Social and economic difficulties faced by families, including housing, finance, family literacy, parental anxieties
8	High level of SEND amongst our pupil premium cohort

## 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
Improve quality of teaching across EYFS, KS1 and KS2	Learning walks, external QA and internal monitoring and evaluating will highlight strong and consistent teaching across school
Narrow attainment gaps that exist in reading, writing and maths	The gap in standardised scores in reading and maths for pupil premium will narrow to non-pupil premium children. The gap between PP and non PP for the amount of pupil who acheive ARE in writing will narrow across school.
Improved <b>phonics</b> attainment among disadvantaged pupils.	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average for all pupils.
Improved <b>reading, writing and maths</b> attainment among disadvantaged pupils at the end of KS1.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.
Improved <b>reading, writing and maths</b> attainment among disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.
To achieve and sustain <b>improved wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• Impact shown through wellbeing diagnostic tools (comparison against national and regional averages)</li> <li>• Increased engagement with extra-curricular school activities of disadvantaged pupils.</li> </ul>
To achieve and sustain improved <b>attendance</b> for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• Reduce the number of disadvantaged pupils who are persistently absent</li> </ul>

<p>Disadvantaged pupils have access to a wide range of experiences, including trips, visitors and extra-curricular clubs.</p>	<p>Wide range of trips carried out that are linked to the curriculum.</p> <p>Disadvantaged pupil attendance of extra-curricular is tracked and monitored.</p> <p>Increased percentage of disadvantaged children attending extra-curricular clubs</p>
---	--

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement coaching support package for RWI to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2</p>
<p>Further support the teaching of writing, particularly within small group interventions and supporting identified gaps in writing, including delivering a handwriting scheme to support high quality teaching of handwriting – letter join.</p> <p>We will fund teacher release time to embed key elements of guidance in school, to further support staff through in-house coaching and CPD.</p>	<p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p><a href="#">Improving Literacy in KS2</a></p> <p><a href="#">Improving Literacy in KS1</a></p>	<p>1 2</p>
<p>Improve quality of maths teaching through releasing our maths lead to attend Maths Hub training. Maths lead to deliver on-going whole staff coaching and training on maths mastery approach</p>	<p>'The difference between a very effective teacher and a poorly performing teacher is large. For example during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher...</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning' The Sutton Trust</p> <p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i> (EEF Guide to Pupil Premium)</p>	<p>1</p>

<p>Weekly staff CPD sessions around high quality teaching and the implementation of our teaching toolkit. Weekly instructional coaching by senior leaders, all of whom have had training on BASIC coaching and instructional coaching online training from Tom Sherrington.</p> <p>Weekly subject leader impact time – release time for subject leaders to monitor, evaluate and provide coaching and CPD to staff to improve teaching and learning.</p>	<p>'...professional development makes a significant difference to student attainment... the effect size of professional development was 0.09 with a 95 per cent confidence interval of 0.06 to 0.13... the effect of professional development appears to be equivalent to having a teacher in the classroom with over a decade's experience.' (Education Policy Institute and Ambition Institute)</p> <p>'Spending on improving teaching might include professional development, training and support for early career teachers... Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending' (EEF Pupil Premium Guide)</p>	<p>1 2 4 8</p>
<p>Improve quality of EYFS through release of EYFS lead and support from external EYFS specialist half termly. EYFS lead will spend time with consultant to review the curriculum intent and implementation and deliver the EYFS action plan. This will impact on the environment, routines, adult interactions, planned curriculum and curriculum delivery.</p>	<p>Investing in early years development is critical for reducing educational inequality and closing the attainment gap, particularly for disadvantaged pupils. Research shows that early intervention can have long-lasting benefits on academic outcomes, social skills, and overall well-being.</p> <p>Key evidence for the importance of early years development includes:</p> <p><b>Cognitive Development:</b> High-quality early education supports cognitive skills such as language, literacy, and numeracy. Studies have shown that children who attend well-structured early education programs tend to outperform their peers who did not receive such support, especially in disadvantaged groups.</p> <p><b>Social and Emotional Development:</b> Early years settings play a significant role in developing children's social and emotional skills, which are critical for their future success in school and beyond. These skills contribute to resilience, self-regulation, and positive peer interactions.</p> <p><b>Long-Term Benefits:</b> There is strong evidence that high-quality early years interventions can have long-term benefits, including higher academic achievement, improved employment outcomes, and reduced crime rates in adulthood.</p> <p><b>Reducing Attainment Gaps:</b> Children from disadvantaged backgrounds often start school behind their peers, and early years development is one of the most effective ways to address this gap. Quality early education has been proven to make a significant difference in narrowing this gap by the time children reach primary school.</p> <p><b>EEF Report on Early Years Development:</b>  <a href="http://www.eefoundation.org.uk/education-evidence/early-years">http://www.eefoundation.org.uk/education-evidence/early-years</a></p>	<p>1 2</p>

<p>Coaching support for all staff around specific SEND needs, including planning, delivery, targeting interventions, use of our teaching and learning toolkit</p> <p>SENCO additional leadership release time working with teaching and support staff to improve the quality of SEND provision in the classroom</p>	<p>The most effective professional development builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p><a href="#">Effective Professional Development</a></p> <p><a href="#">Special Educational Needs in Mainstream School</a></p>	<p>1 2 4 8</p>
---	--	----------------------------

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Speech and Language Wellcom Programme to screen all children on entry and bespoke programmes are put in place.</p>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. 'There is good evidence that attending early years provision can improve a wide range of child outcomes, from ensuring children's healthy cognitive, behavioural, social and physical development, to laying the foundations for future, longer-term developmental milestones'. (<i>Education Policy Institute 2018</i>)</p>	<p>1 2</p>
<p>Delivery of high quality small group and 1:1 TA targeted interventions and support around learning for specific children, including</p>	<p>Research on TAs 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1 2 3</p>

early morning interventions and pre-teach sessions.	<a href="#">Special Educational Needs in Mainstream School</a>	
TA in class support to facilitate class teacher to work closely with those children specifically targeted.	Evidence shows that pupils who struggle most, benefit from as much 1:1/small group work as possible from the class teacher. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1 2 8
<i>Investment in iPADS for every Disadvantaged child. Each child will have their own IPAD to support with learning in the classroom</i>	Investing in technology, such as iPads, can significantly enhance learning, particularly for disadvantaged pupils, by providing personalised, interactive, and engaging educational experiences. Technology helps bridge the digital divide, offering equitable access to learning resources and tools for pupils who may lack such opportunities at home. Key evidence supporting the use of technology in the classroom includes: <b>Enhanced Engagement:</b> Studies show that interactive technology, such as iPads, increases pupil engagement, particularly for low-attaining pupils. Interactive apps and educational software can make learning more enjoyable, encourage independent study, and support differentiated instruction. <b>Personalised Learning:</b> iPads allow for individualised learning experiences, where pupils can progress at their own pace. This is particularly beneficial for disadvantaged pupils, who may need additional support or have specific learning needs. Technology can be tailored to different learning styles and provide immediate feedback, helping pupils stay on track. <b>Improved Literacy and Numeracy:</b> Research from the Education Endowment Foundation (EEF) has demonstrated that using digital technology can lead to moderate learning gains in literacy and numeracy, especially when it complements traditional teaching methods. The effective use of iPads can boost pupils' foundational skills in reading and maths, giving them the tools to catch up with their peers. <b>Closing the Attainment Gap:</b> For disadvantaged pupils, access to technology like iPads can help level the playing field by providing additional learning opportunities both inside and outside of the classroom. This helps reduce the gap between them and their more advantaged peers, particularly when technology is used to support regular homework, research, and revision. <b>EEF Report on Using Technology to Improve Learning:</b> <a href="http://www.eef.org.uk/education-evidence/guidance-reports/digital">http://www.eef.org.uk/education-evidence/guidance-reports/digital</a>	1 2 3 7
Invest in Reading Plus programme to ensure systematic development of	Reading comprehension strategies, such as those embedded within ReadingPlus, have been shown to be highly effective in supporting pupils to make accelerated progress in reading, with an average impact of an additional six months' progress.	1

fluency and comprehension	Evidence indicates that ReadingPlus is particularly beneficial for disadvantaged pupils and those struggling with fluency, as it combines comprehension strategies, adaptive digital practice, and vocabulary development. Such digital interventions have been found to be cost-effective and impactful. (Education Endowment Foundation)	
---------------------------	--	--

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve social, emotional, and spiritual development through weekly forest school sessions for disadvantaged pupils.	<p>Forest school sessions will be implemented weekly for disadvantaged pupils, providing a nurturing environment to build resilience, collaboration, and reflection. These sessions offer opportunities for children to develop confidence, regulate emotions, and experience spiritual growth through connection with nature.</p> <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). Forest school approaches further enhance this by embedding wellbeing, outdoor exploration, and spiritual reflection into routine educational practice.</p> <p>(EEF Social and Emotional Learning, <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	4 6
<p>Learning Mentor employed 4 afternoons per week to remove barriers for specific children and ensure support is in place for all disadvantaged children.</p> <p>Signposting identified children and families to outside support</p>	<p>Through the support of a mentor, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult can provide a different source of support. Conversations between mentors and mentees may address but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief, particularly in relation to school-work; aspirations for future studies and career options.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	4 6 7 8

<p>agencies through regular inclusion afternoons and parent engagement meetings.</p>		
<p>Use of daily school wellbeing diagnostic tool to identify and understand pupils' wellbeing and emotional needs and provide responsive intervention.</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and wellbeing, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="#">EEF: Improving Social and Emotional Learning in Primary Schools</a></p>	<p>4 6 7</p>
<p>Parental engagement to support attendance.</p> <p>Attendance monitored daily/weekly/termly.</p> <p>Home/school liaison through Attendance Lead and Learning Mentor.</p> <p>Incentive approach to encourage attendance. Termly reward system</p> <p>Attendance officer to work with 'A Team' to improve attendance.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p> <p>Moderate impact for very low cost based on extensive evidence. Please follow the link for more information</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><a href="#">DFE: Improving School Attendance</a></p> <p><a href="#">EEF - Attendance Interventions</a></p>	<p>3 7</p>

<p>Specific After School Clubs, targeted at interests of Pupil Premium children.</p> <p>Access to curriculum opportunities. Club/trip attendance to be monitored.</p>	<p>'Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment....The overall impact of sports participation on academic achievement tends to be positive' (EEF: Sports Participation)</p> <p>'Poorer primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not...taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources'. (Nuffield Foundation 2016)</p> <p>'Children reported greater enjoyment ratings when taking part in entertainment and culture activities (6.4 out of 7) and sports and exercise activities (6.3) than for other outdoor activities' (ONS)</p>	<p>5</p>
<p>Educational experiences financial support to remove barriers to curriculum accessibility, for example trips and visits, visitors to school.</p>	<p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. The overall impact of sports participation on academic achievement tends to be positive' (EEF: Sports Participation)</p> <p>Disadvantaged primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not...taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources'. (Nuffield Foundation 2016)</p> <p>'Children reported greater enjoyment ratings when taking part in entertainment and culture activities (6.4 out of 7) and sports and exercise activities (6.3) than for other outdoor activities' (ONS)</p>	<p>7</p>

**Total budgeted cost: £26,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	3 year Target	Impact
Improved <b>phonics</b> attainment	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average.	Year 1 PSC 2025 – 84% (26/31) Year 2 PSC 2025 – 90% (27/30) Although 4 disadvantaged children did not pass at the end of Year 1, all showed significant progress from baseline and remain on track through RWI assessments. This represents an improvement on 2024 outcomes and shows the impact of targeted support. Phonics remains a focus to carry forward into the new PP plan.
Improved <b>reading</b> attainment for disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.	90% of all pupils achieved the expected standard in reading, significantly above national (74%). 40% achieved greater depth. Pupil Premium children broadly matched their peers in progress and attainment, with 100% achieving their end-of-year target grade. 2/3 pupil premium children (67%) achieved the expected standard in reading. This is in line with last year's figure for our school and above national average.
Improved <b>writing</b> attainment for disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.	87% achieved the expected standard in writing (above national 72%), with 17% achieving greater depth. Pupil Premium pupils achieved well, with progress evident in work scrutiny and pupil voice. 2/3 pupil premium children (67%) achieved the expected standard in writing. This is above national average. 3/3 pupil premium pupils

		achieved their target for end of year.
Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS2.	<p>An increased percentage of disadvantaged children are on track for their end of year target.</p> <p>An increased percentage of disadvantaged children reach the expected standard.</p>	83% achieved the expected standard in maths (above national 73%), with 27% at greater depth. Pupil Premium children achieved in line with peers, with 100% achieving their target grade and 2/3 pupils achieving the expected standard. This is above national average for pupil premium pupils. Targeted arithmetic interventions have contributed to strong outcomes.
To achieve and sustain <b>improved wellbeing</b>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• Impact Ed wellbeing diagnostic (comparison against national and regional averages)</li> </ul>	83% of pupil premium pupils (87% whole school) said they enjoy coming to school, that they feel safe. 100% of pupil premium pupils said the school supports their emotional and mental health. Pupil Premium children report strong relationships with staff and good support from Learning Mentor sessions. 100% of pupil premium pupils said learning mentor sessions had a positive impact on their wellbeing. Wellbeing outcomes remain high, though demand for Learning Mentor support is still high and continues to be a key strand of the PP plan.
To achieve and sustain improved <b>attendance</b>	<p>Sustained high attendance from demonstrated by:</p> <p>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p>	<p>Whole school attendance 2024/25 – 97.5% (above national 94.9%).</p> <p>PP attendance – 96.3% (above national FSM 92.4%).</p> <p>Attendance gap reduced significantly compared to last year (from 2.58% to 1.3%).</p> <p>Persistent absence reduced to 0% overall (national 12.5%).</p> <p>No PP children were classed as persistently absent. This represents a major strength and shows the impact of strengthened attendance systems and proactive family engagement with disadvantaged pupils.</p>

