Pupil Premium Three-Year 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	Eastlands Primary School
Number of pupils in school	209 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	31 (15%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024 - 2027
Date this statement was published	16.10.26
Date on which it will be reviewed	16.10.27
Statement authorised by	Eastlands Governing Body
Pupil premium lead	Miss Lisa Doyle
Governor / Trustee lead	Mr Andrew Jones (Chair of Governors)
Linked reading	https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including post LAC funding)	£ 50,740.00
Pupil premium funding carried forward from previous years *(£0 if not applicable)*	£ 0
Total budget for this academic year 2025 2026	£ 50,740.00

Part A: Pupil premium strategy plan

Statement of intent

Strategy aims for disadvantaged pupils

Intended outcome	To narrow the gap between PP and Non-PP in core subjects
	Activity
Priority 1	Provide opportunities for greater development of Speaking & Listening, Personal, Social and Emotional skills in Reception – Year 6 through Quality First Teaching and regular oracy-based activities
Priority 2	Provide additional support for writing and maths in Years 1 to 6
Priority 3	Provision of high-quality teacher training in Phonics, Maths and Writing for accelerated progress in reading, writing and maths including a higher combined score at expected and greater depth.
Priority 4	Family support - including monitoring of attendance and punctuality and the offer of support through the Pastoral team in a timely way to families e.g. Early Support and signposting

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy levels restricting access to curriculum – impact of COVID
2	Parental engagement
3	Social and emotional difficulties
4	Low aspirations / expectations
5	Resources to support learning at home
6	Narrow life experiences outside of school
7	Special Educational Needs and Disabilities (SEND)

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

Priority 1: Provide opportunities for greater development of Speaking & Listening, Personal, Social and Emotional skills in Reception – Year 6 through Quality First Teaching and regular oracy-based activities and Flash academy for EAL/PP pupils Barriers Poor literacy levels restricting access to curriculum Writing attainment at GD	At Eastlands Primary School, we are committed to empowering and preparing our children for success in a changing world. Recognising the challenges faced by some of our disadvantaged children, particularly in literacy, we aim to implement strategies that address these barriers effectively. Below are evidence-based approaches tailored to our school's context and improvement priorities. **Tier 1 – High Quality Teaching** Implement Systematic Phonics Programmes: Utilise the RWI structured phonics instruction to enhance early reading skills, ensuring all children, including those with SEND, receive consistent and effective teaching. (educationendowmentfoundation.org.uk) Develop Comprehensive Knowledge Organisers: Create detailed knowledge organisers for STEM subjects and GPS to support retrieval practice, aiding in the retention and application of key concepts. Enhance Questioning Techniques: Train all staff in effective questioning strategies to promote deeper thinking and engagement, ensuring all children are challenged appropriately. Integrate Speaking and Listening Activities: Incorporate structured speaking and listening tasks into daily lessons to develop communication skills, fostering confidence and clarity in expression – oracy training and staff meeting time, time for monitoring and feedback for improvement For the EAL/PP EPS is investing in Flash academy, a programme which accelerates English language acquisition for EAL learners. Flash Academy provides structured, curriculum-aligned digital lessons that help pupils acquire vocabulary, grammar, and pronunciation more efficiently. For these learners, faster English proficiency helps the EAL/PP pupils access the wider curriculum, improving attainment and closing language-related learning gaps. Flash academy reduces barriers to learning for pupils with limited English and promotes independence, boosting confidence and engagement for disadvantaged learners. Flash Academy includes built-in assessment tools and progress analytics so that teachers can monitor pupil progress in real time. Utilise Formative Assessment: Regularly assess children's progress to inform teaching, allowing for timely interventions and support where needed – PiXL. Attend LA moderation and Local federation moderation to moderate the writing attainment and support gained from one-to-one meetings with professionals Writing lead to attend LA moderator training and return to enhance the support and better train colleagues at Eastlands during staff meetings and 1 x 1 cpoaching sessions. Gain a thorough knowledge of disadvantaged pupils' levels of attainment through employing PiXL QLA's and endpoint

	assessments / TAFs to determine areas to focus on targeted support strategies e.g. Nessy/ PiXL interventions. **Tier 2 - Targeted Academic Support** Implement Small Group Interventions: Provide focused support for children those eligible for Pupil Premium, using evidence-based programmes to address specific literacy needs – e.g. Nessy, Flash academy and PiXL interventions Offer School Reading Club: maintain our reading club to encourage a love for reading, providing additional practice and support. Provide Parental Engagement Workshops: Organise sessions to equip parents with strategies to support their children's literacy development at home, fostering a collaborative approach to learning – RWI sessions. Respond to emotional wellbeing through personalised interventions with the TA for pastoral/mental health to support behaviour attendance, wellbeing, mental health and safeguarding - pastoral support through learning mentor and Attendance team meetings. **Tier 3 - Wider Strategies** Foster a Reading Culture: Create a print-rich environment with diverse reading materials to inspire children to read for pleasure, supporting the development of a love for reading. Organise Community Literacy Events: Host events such as book fairs and storytelling sessions to engage the wider community in supporting children's literacy development. – Scholastic and Hunts. Provide Access to Digital Literacy Tools: Offer access to educational technology that supports literacy development, (Flash Academy, PiXL interventions/Nessy spelling support programme ensuring all children have equal opportunities to enhance their skills. Encourage Summer Reading Programmes: Implement initiatives to maintain and improve literacy skills during the summer months, preventing the 'summer slide' and ensuring continuous progress. – Rugby Library

Priority 2: Provide additional support for writing and maths in Years 1 to 6 **Barriers** Poor literacy levels restricting access to curriculum Social and emotional difficulties Low aspirations / expectations Resources to support learning at home Special Educational Needs and Disabilities (SEND)	**Tier 1 – High Quality Teaching** Implement a Systematic Synthetic Phonics Programme: Continue to use our DfE validated Read Write Inc phonics programme to strengthen early reading skills, particularly for disadvantaged children, extra one to one sessions for phonics with up-to-date trained TAs and teachers. Phonics approaches have a strong evidence base indicating a positive impact on pupils, especially from disadvantaged backgrounds. Enhance Teacher Subject Knowledge and Assessment Capabilities: Provide ongoing professional development to improve teachers' understanding of subject content and assessment methods, ensuring high-quality teaching for all children – regular staff meetings for writing and maths on a 6-week cycle and monitoring of lessons delivered in both English, Maths and Phonics. External advisors to quality assure through 6 visits a year monitoring. Develop a Whole School Retrieval Practice Strategy: Implement strategies that encourage children to recall and apply previously learned information, reinforcing their learning and improving retention. Enhance Questioning Techniques: Train teachers to use effective questioning methods that promote critical thinking and deeper understanding among children delivered during January teacher training day. Integrate Technology to Support Learning: Utilise educational technology tools that are inclusive and adaptive, offering features like tailored feedback and self-paced learning, to support diverse learning needs – Flash Academy, PiXL interventions, Phonics assessments RWI. Accelerated reader star reading testing and quizzing on books – monitor progress through the assessment platforms in these paid for programmes. **Tier 2 – Targeted Academic Support** Implement Small Group Interventions: Provide additional support through small group sessions focusing on English and maths skills to address specific learning gaps – QLA evidenced following analysed assessment spreadsheets from PiXL and AFL through general class practice. Offer One-to-One Tutoring: Engage in Flash Academy programmes for PP/EAL children that have shown promising results in improving pupil attainment, particularly for those falling behind. Provide Additional Phonics Sessions: Target disadvantaged children who require further phonics support. DHT (writing lead) AH (maths lead) to develop comprehensive suite of knowledge organisers: Create detailed knowledge organisers for Maths and GPS to support independent learning and revision. Promote and continue to implement Metacognition Strategies: Teach children to be aware of their own learning processes, enhancing their ability to plan, monitor, and

	evaluate their learning – thinking frames. EEF evidence of increasing attainment. **Tier 3 – Wider Strategies** Promote Parental Engagement: Encourage parents to engage with their children's learning journey, both in school and during commutes, fostering a supportive learning environment at home. - Maths, Reading and Phonics parents workshops. Organise Enrichment Activities: Offer extracurricular activities that broaden children's experiences and aspirations, such as clubs, trips, PE linked trips for PP children and workshops – PP funding to contribute 50% of the cost towards these activities, visits and residentials. Focus on Attendance Improvement: Address poor attendance by implementing strategies to encourage regular school attendance, as it is a significant barrier to disadvantaged pupils' progress – link to attendance strategy and policy. Provide Resources for Home Learning: Ensure that all children have access to resources that support learning at home, bridging the gap for those with limited access to educational materials - Flash Academy, Times Tables Rock Stars, Purple Mash.
Priority 3: Provision of high-quality teacher training in Phonics, maths and Literary for accelerated progress in reading, writing and maths & a combined score at expected and greater depth	**Tier 1 – High Quality Teaching** Implement Early Literacy Approaches: Introduce structured storytelling, group reading, and phonics activities to enhance early literacy skills, RWI phonics, TA support interventions. These approaches have been shown to increase children's learning by about four months. Develop Comprehensive Knowledge Organisers: Create detailed knowledge organisers for STEM subjects and GPS to support retrieval practice and deepen understanding. Enhance Questioning Techniques: Train staff in effective questioning strategies to promote critical thinking and active engagement during lessons. Provide Targeted Support for SEND/PP Children: Offer differentiated instruction and resources tailored to the needs of children with SEND to ensure inclusive learning

	environments, use Oak academy AI platform Aila to create resources. Integrate Technology to Support Learning: Utilise educational technology tools that are inclusive and adaptive, offering features like tailored feedback and self-paced learning, to support diverse learning needs – Flash Academy, PiXL interventions, Phonics assessments RWI. Accelerated reader star reading test. Utilise Technology to Support Literacy: Incorporate digital tools and platforms that facilitate interactive reading experiences, catering to diverse learning styles. **Tier 2 – Targeted Academic Support** Offer Family Learning Sessions: Organise workshops that equip parents with strategies to support their children's literacy at home, fostering a collaborative approach to learning. Provide Parental Engagement Workshops: Organise sessions to equip parents with strategies to support their children's literacy development at home, fostering a collaborative approach to learning – RWI sessions, Maths workshops, AR parent workshops – supporting your children's learning and reading. **Tier 3 – Wider Strategies** Promote Parental Engagement: Encourage parents to engage with their children's learning journey, both in school and during commutes, fostering a supportive learning environment at home. - Maths, Reading and Phonics parents workshops. Organise Community Literacy Events: Host reading fairs, book swaps, and storytelling sessions to engage families and the wider community in supporting literacy initiatives. Scholastic and Hunts of Rugby Provide Resources to Support Home Learning: Distribute age-appropriate reading materials and digital resources to encourage reading at home and in the community. Develop a School-Wide Literacy Plan: Create a comprehensive strategy that integrates writing in identified areas / subjects (e.g. international schools work), ensuring a cohesive approach to developing writing with PP children – interventions with a TA.

Priority 4: Increase parental engagement and Family support - including monitoring of attendance and punctuality and offer support in a timely way e.g. Early Support and signposting. Develop an agreed system in place for raising aspirations expectations for PP children so they have the resources to support learning at home and Increase the access by removing barriers to school experiences or trips which a PP child might not receive outside of school.	**Tier 1 – High Quality Teaching** Implement Culturally Responsive Teaching Practises: Incorporate teaching methods that acknowledge and respect the diverse cultural backgrounds of our pupils, fostering an inclusive environment that values each child's heritage – Flash Academy – developing English skills through EAL programme. Utilise Technology to Enhance Communication: Leverage digital platforms – new website - to facilitate regular and transparent communication between teachers and parents, ensuring that families are informed and involved in their child's learning journey. Provide Clear Expectations and Support: Clearly articulate academic expectations and offer guidance on how parents can support their child's learning at home, empowering families to actively participate in their child's education TLCs. Offer Flexible Meeting Times (TLCs): Schedule parent-teacher conferences and workshops at various times to accommodate different family schedules, ensuring that all parents can engage with educators. Recognise and Celebrate Parental Involvement: Acknowledge and appreciate the contributions of parents through regular recognition, fostering a positive and collaborative school community. **Tier 2 – Targeted Academic Support** Provide Homework Support Resources: Offer workshops and materials that equip parents with strategies to assist their children with homework, enhancing the effectiveness of home-based learning support. – RWI & Maths workshops Offer Personalised Support for Families: Provide tailored assistance to families facing specific challenges, such as language barriers or financial constraints, to ensure equitable access to educational opportunities. PP funding to contribute 50% of the cost towards these activities, visits and residentials. Organise Family Learning Workshops: Host sessions that educate parents on effective learning strategies and resources, enabling them to support their child's academic progress more effectively Facilitate Peer Support Networks: Encourage the formation of peer groups among parents to share experiences, resources, and strategies for supporting their children's education. FIS Warwickshire/Compass Health support. **Tier 3 – Wider Strategies** Provide Access to Enrichment Activities: Offer financial assistance or subsidies for extracurricular activities, ensuring that all children, regardless of their background, can participate in enriching experiences. Host Community Events and Workshops: Organise events that bring together families, educators, and community members to build a supportive network around our pupils.

	Develop a Family Resource Board/ area: Create a dedicated space within the school environment, where families can access information, support services, and resources to assist them in supporting their child's education. Pastoral support through mentor. Engage Local Businesses and Organisations: Collaborate with local entities to provide resources, sponsorships, or volunteer support for school events and activities, enriching the educational experience for all pupils e.g. Rugby Rotary club Offer families in need access to Early Support with our Pastoral/ ES lead. Pupil wellbeing improves because of interventions, so support offered – schools mental health champion. Track PP academic data and interventions through pupil progress meetings. Regular meeting between HT (reading lead) DHT (writing lead) AH (Maths lead) who are tracking the progress of children and meeting with staff for termly pupil progress meetings.

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: £ 44,219.80

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of evidence-based teaching schemes / programmes and associated training	The core premise of evidence-informed teaching is that decisions made by teachers and leaders to support children's learning should be informed by the best available evidence on 'what works' in education. By drawing on evidence, teachers' practice, and in turn, students' outcomes, can then be improved. These carefully selected strategies have impact over time. Sites such as EEF 1. Phonics – RWInc books, delivery, online support, consultant and time for monitoring and assessing children every 6 weeks. (high impact for low cost) 2. Reading Comprehension Accelerated Reader – (high impact for low cost) 3. Time to talk champion training and dissemination of strategies (very high impact for low cost) 4. PiXL assessments interventions and programmes + support for the assessment lead (high impact for low cost) 5. Flash academy EAL PP children + training for staff 6. Nessy spelling programme (very high impact for low cost) 7. Sonar – juniper assessment programme – tracking of children 8. Oral language interventions (very high impact for low cost) – weekly oracy assemblies and classroom practice in debating and everyday discussions. 9. Additional training on collaborative learning approaches (high impact low cost) 10. Meta cognition strategies (high impact low cost) 11. Development of Feedback (high impact low cost) 12. Parental Engagement – coffee mornings SEND/PP - social and emotional difficulties. (moderate impact for low cost)	1, 2, 3, 4, 5, 7
Staffing levels retained including targeted support	• Quality first teaching with DHT, class-based, to monitor targeted groups of PP children, monitor and track the PP groups/individuals progress (high impact for moderate cost) • Highly trained Teaching Assistants (costing for TA support and mental health leads x 2) – PiXL interventions (inc training time) /time to talk champion/ mental health lead / Origin Maths hub (TA support and attending training) (moderate impact for moderate cost) • 2x Mental Wellbeing lead & Wellbeing team training (moderate impact for moderate cost). • Retention of expertise through training and courses	1, 2, 3, 4, 5, 6, 7,
Monitor progress well	• Adapted and respond to inhouse data evidence collected through pupil progress documentation and meetings. • Evidence of termly assessment uploaded onto Sonar. • Use of PiXL assessments, QLA and analysis of data by staff to set up new interventions bespoke to PP children's need. (high impact for high cost)	1, 2, 4, 5, 6, 7.

	• Training on new Flash Academy EAL platform. Monitor the programme delivered to our EAL/PP children, results of assessments and progress made. • Assess RWI groups, where are the PP children, who needs to move into a new group. Extra support for phonics outside of the taught sessions, books to go home and read with parents. (high impact for low cost)	

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school - Behaviour strategies – THRIVE strategies for Social Emotional and Mental Health support (SEMH)	Social Emotional and mental support Self – Confidence & Resilience, Access to the curriculum, low aspirations / expectations, social and emotional difficulties, parental engagement, attendance, narrow life experiences outside of school, SEND. Immediate response to address data evidence Provision • Inclusion Team consisting of HT, Pastoral Lead x1, Learning Lead x1, SENCo to discuss how to meet identified need weekly • A Pastoral Manager and a Specialist Learning Mentor provide support for individual children across the school. Pastoral support manager is 'Thrive' trained and leading Early Support with parents. DSL and Early Support Network meetings and updates attended. (moderate impact for moderate cost).	2, 3, 4, 5, 6 & 7

Whole class teaching & interventions in core subjects	• One to one and targeted small group support for PP pupils - Deputy Head Teacher and Maths Lead to respond to data messages when tracking the PP children across school. (moderate impact for moderate cost) • Accelerated Readers Programme – a graded system to support strong progress in reading (including comprehension) and identify areas of support rapidly. (high impact for low cost) • TA delivery of Maths interventions through for example: PiXL assessments and QLA by Teacher and analysis for raising levels of attainment to age - related expectations and Times tables rock stars. • Meta cognition strategies – Maths Meetings, Children SEF, • Assessment strategies - Use of question level analysis to target in maths and GPS/Writing. • More able pupil provision through differentiated activities throughout the year as well as extra opportunities such as the Primary Maths Challenge and More Able Science Workshops when available. • Teaching Assistants to support learning in classes and in small group interventions (timetabled support) where resources allow. Prepare work that can support children from home. 1. Learning support - TA's are trained to deliver high impact interventions to raise attainment and achievement to pupils with identified learning needs	1,3, 4, 5, & 7

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

Budgeted cost: £2, 240.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual level - Early Support & Strengthening family's approach	Provision 1. Pastoral lead and learning Support manager who are both part of the EPS Inclusion team to monitor progress academically and socially 2. Early Support Lead to monitor progress of all Early support plans through school 3. New webpage developed to signpost resources for families – Website lead	2, 3, 4, 5, 6, 7
Enrichments opportunities	Provision 1. Rocksteady music bursary 1 per term.	1, 2, 3, 4, 6 7

	2. PP funding to contribute 50% of the cost towards trips / school based costed activities, visits and residentials. 3. Source funding support (bursaries and local organisations) for residential costs, travel costs on school trips etc. 4. Festival in the Park – Rugby School 5. Work with Rugby School – Drama programme	

Total budgeted cost: £ 56, 459.80

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 2025 to 2026 academic year.

Data sources used to evidence includes: -

1. *Assessment for learning - regular talking to children to ensure that they fully understand concepts (including live marking and feedback)*
- *Internal tracking – are children where they should be*
- *Baseline evidence – Previous key stage results to identify how to target support within school to help pupils make progress in key areas.*
- *Workbooks – Checking pupils work in books demonstrate a clear understanding and pride in personal expectation and evidence of impact of feedback.*

2. *Summative tests – e.g. RWInc, Accelerated Readers, PiXL, Maths test for evidence of what pupils know and where additional teaching is required.*
3. *KS2 SATS 2025*

Aim	Outcome

How we measure the impact of the Pupil Premium funding

Additional provision is monitored session by session by those staff providing support. Staff make adaptations as necessary.

The overall effectiveness and impact is evaluated regularly through our formal assessment and pupil progress meetings which targets PP children. We also discuss PP attainment and progress during staff and phase meetings and during our termly achievement team meetings.

In evaluating effectiveness, a range of evidence is used including:

· Attainment and progress outcomes;

· Feedback from staff, the child, parents and other professionals and agencies reports;

· Analysis of Book

· Pastoral team qualitative reports including anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The Governors overseeing assessment monitoring the use of Pupil Premium Funding and the provision it supports. We review the impact of our Pupil Premium spending termly including external review with our School Improvement Partner.

Our PP strategy is adapted according to specific group needs.

Assessment data is formally shared with Governors on a termly basis and our strategy reviewed and approved.

We track the progress of all of our pupils in school at pupil progress meetings termly with teachers, during assessment meetings with governors and as an SLT. We compare pupils according to different characteristics including those in receipt of Pupil Premium (PP).

A formal Pupil Premium Review by an external auditor takes place on an annual basis. The date for the next Pupil Premium Review is Spring term 2027.

Impact of Pupil Premium Funding 2025-26 (Teacher Assessment Data – Statutory Data for Year 6)

Year 1	Reading		Writing		Maths	
PP 4 chn	EXS+	GD	EXS+	GD	EXS+	GD
Aut 25	1/4	0	1/4	0	1/4	0
Sum 26	2/4	0	1/4	0	1/4	0
difference	25%	=	=	=	=	=

Phonics PP 75% passed the phonics screen Non PP 84% passed

Year 2	Reading		Writing		Maths	
PP 5 chn	EXS+	GD	EXS+	GD	EXS+	GD
Aut 25	3/5	1/5	3/5	0	3/5	1/5
Sum 26	3/5	1/5	3/5	0	3/5	1/5
difference	=	=	=	=	=	=

Year 3	Reading		Writing		Maths	
PP 8 chn	EXS+	GD	EXS+	GD	EXS+	GD
Aut 25	0	0	4/8	0	1/8	0
Sum 26	4/8	0	4/8	0	2/8	0
difference	50%	=	=	=	25%	=

Year 4 PP 8 chn	Reading		Writing		Maths	
	EXS+	GD	EXS+	GD	EXS+	GD
Aut 25	5/8	1/8	3/8	0	3/8	0
Sum 26	5/8	1/8	4/8	0	4/8	0
difference	=	=	12.5%	=	12.5%	=

Multiplication Times Tables Check 75% of the PP children had a score over 20/25 (no pass mark given)

Year 5 PP 4 chn	Reading		Writing		Maths	
	EXS+	GD	EXS+	GD	EXS+	GD
Aut 25	2/4	0	2/4	0	1/4	0
Sum 26	3/4	0	2/4	0	3/4	0
difference	25%	=	=	=	50%	=

Year 6 PP 3 chn	Reading		Writing		Maths	
	EXS+	GD	EXS+	GD	EXS+	GD
Aut 25	2/3	0	2/3	0	2/3	0
Sum 26	3/3	1/3	3/3	0	3/3	2/3
difference	33%	33%	33%	=	33%	66%

<table>
<tr><td rowspan="6">Other data – Attendance</td><td colspan="4">Number of PP children vary across each cohort quite significantly, so these data trends need to be the norm over a series of years.
Attendance data of PP children is tracked. Attendance for PP children is improving and the difference remains below 2%. National attendance figures for primary school aged children in 2024 2025 was 94%. Both PP and Non PP are above the national average.</td></tr>
<tr><td>School target 95.5%</td><td>PP</td><td>Non - PP</td><td>Difference</td></tr>
<tr><td>2025.2026</td><td>95.5%</td><td>96.2%</td><td>-0.7%</td></tr>
<tr><td>2024.2025</td><td>94.3%</td><td>95.9%</td><td>-1.6%</td></tr>
<tr><td>2023.2024</td><td>94.1%</td><td>95.2%</td><td>-1.1%</td></tr>
<tr><td>2022.2023</td><td>91.49%</td><td>94.07%</td><td>-2.58%</td></tr>
<tr><td>2021.2022</td><td>91.99%</td><td>94.30%</td><td>-2.31%</td></tr>
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PP Statement for Evaluation report

1. Disadvantaged pupils demonstrated improved attainment across reading, writing and mathematics during 2025-26, with the strongest gains evident in reading and mathematics in several year groups.
2. Year 6 disadvantaged pupils achieved particularly strong outcomes, with 100% attaining the expected standard in reading, writing and mathematics, alongside increases in greater depth attainment in reading and mathematics.
3. Attendance for disadvantaged pupils continued to improve, increasing to 95.5%, while the gap between disadvantaged and non-disadvantaged pupils reduced to 0.7%.
4. Outcomes remain variable due to the small number of disadvantaged pupils within some cohorts; however, the overall trend indicates that targeted support, quality first teaching and wider pastoral strategies are having a positive impact on attainment, progress and engagement.

Part B: Externally provided programme

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
Mathematics Mastery	Ark Curriculum Plus
Power of Reading	CLPE
Accelerated Reader	Renaissance learning
Grammarsaurus	