

Pupil premium strategy statement - Longshaw Primary Academy (2025-26)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2026/27 academic year) 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 | Longshaw Primary Academy |
| Number of pupils in school | 221 |
| Proportion (%) of pupil premium eligible pupils | 35% (78ch) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-27 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Jane Woods (Head Teacher) |
| Pupil premium lead | Jane Woods (Head Teacher) |
| Governor / Trustee lead | Christine Pryor |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £95,445 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £95,445 |

Part A: Pupil premium strategy plan

Statement of intent

Aim:

At Longshaw Primary Academy we recognise that disadvantaged children can face a wide range of barriers which may impact their learning. We use our Pupil Premium Grant funding therefore, to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the school.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Context:

- IDACI Decile 8: indicates that Longshaw is situated in a location with high levels of deprivation. It is in one of the most deprived 10% of areas in England (10 being the most deprived).
- 37.8% pupils are eligible for Pupil Premium funding in comparison to 25.7% nationally.

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will utilise pupil premium funding to minimise gaps and raise expectations for our most disadvantage learners:

- Set high expectations and ambitious targets for all pupils irrespective of their background.
- Provide all teachers with high quality CPD in order to provide high quality teaching & learning for all pupils.
- Ensure that teaching & learning opportunities meet the needs of all pupils.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group & 1:1 intervention where there is identified need.
- Adopt a whole school approach in which all members of staff are accountable for pupils' outcomes.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through gap analysis, specific intervention and support for individual pupils which will be reviewed at least termly.

Our approach is evidence informed, responsive to our school's context and rooted in high expectations for all. Ultimately, our intent is to create a nurturing, inclusive and aspirational learning environment where disadvantaged pupils feel supported, valued and empowered to succeed – both academically and personally.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | On entry baseline assessments for disadvantaged pupils show low starting points in most areas of the EYFS Framework, with lower communication and language skills, PSED and Literacy. GLD data (2025) demonstrates gaps between our disadvantaged and non-disadvantaged pupils especially in the Prime areas: Communication & Language and PSED, and specific areas: Literacy and Maths. |
| 2 | <p>Phonics: At the end of Year 1 (2025), although the number of pupils achieving the phonics screening threshold was above the national benchmark, there was a gap between disadvantaged and non-disadvantaged pupils' outcomes.</p> <p>Combined Reading, Writing & Maths: Whilst end-of-year whole school data (Years 1–6, Summer 2025) indicates that the attainment gap in combined Reading, Writing, and Maths between disadvantaged and non-disadvantaged pupils is narrowing in some year groups, there are still notable gaps in others e.g. Year 1 and Year 5.</p> <p>For some pupils, engagement within lessons are barriers that impact on their learning. To ensure the best in everyone, we must ensure that all pupils are fully engaged in their learning, with lessons adapted to the needs of individuals / groups.</p> |
| 3 | Attendance data shows that the gap between pupil premium and non-pupil premium pupils remains. In 2024/25, 20% of our pupil premium pupils were regarded as Persistently Absent (PA) as compared to 11% of non-pupil premium pupils. |
| 4 | Latest school data shows that SEMH and SALT are the largest areas of SEND need in school, impacting some of our disadvantaged pupils (including pupils with the highest SEND needs - EHCPs). This can impact pupil engagement in their learning and behaviour. |
| 5. | A number of our disadvantaged pupils have limited experiences and opportunities to broaden their cultural capital. We must therefore ensure equity in our curriculum and an extra-curricular offer that ensures that all pupils leave Longshaw having had the same opportunities, responsibilities and experiences as their peers and therefore cultural capital. |

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 |
|--|--|
| <p>Early Language & Literacy Development</p> <p>Develop oral language skills of our youngest pupils so that the language skills of disadvantaged pupils match (or become closer to) that of non-disadvantaged pupils.</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>The learning environment and adult modelling provides vocabulary rich opportunities to increase pupil exposure to a wider range of words.</p> <p>There is a continued upward trend of pupils in Reception achieving GLD from the previous year – the gap between pupil premium and non-pupil premium pupils is narrowed.</p> |
| <p>Curriculum</p> <p>Pupils will access a well sequenced and knowledge rich curriculum.</p> <p>Narrowing of gaps for disadvantaged pupils in Phonics and combined Reading, Writing and Maths.</p> | <p>Curriculum: the teaching of substantive and disciplinary knowledge within each subject is taught, whilst maintaining meaningful connections across subjects to ensure that all children know and remember more.</p> <p>Individual subject learning ensures that vertical concepts allow children to link knowledge from one lesson to the next whilst also integrating knowledge across subjects.</p> <p>Lessons are carefully sequenced and retrieval practices are embedded across all lessons to ensure learning is purposeful, knowledge is retained and easily utilised in further lessons and subject areas.</p> <p>Opportunities for collaborative learning takes place in all lessons. Pupils learn through consolidation and sharing of ideas which supports independence and application of knowledge and skills.</p> <p>Gaps in pupil attainment (pupil premium vs non pupil premium are narrowed from previous year (EYFS (GLD), Year 1 Phonics and combined Reading, Writing & Maths (Y1 - Y6).</p> <p>Where gaps are not narrowing, there is a clear focus on why with steps being taken to minimise and overcome these barriers.</p> |
| <p>Staff CPD</p> <p>To ensure a personalised approach to developing teaching practice further.</p> <p>Project 80+</p> | <p>Instructional coaching ensures high quality teaching and learning.</p> <p>Project 80+ resources ensure robustness to analysing pupil data and identifying interventions & support needed for groups / individuals. Teachers adapt planning to address gaps in learning.</p> <p>Resources support teachers in planning / preparation.</p> |

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| <p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>There is a robust attendance policy and systems in place – pupils at risk of reaching the level of PA are identified early and steps taken to improve attendance implemented.</p> <p>Improved attendance data of disadvantaged pupils as compared to national. Attendance of disadvantaged pupils will be in line with national averages.</p> <p>There is a reduction in persistent absenteeism for disadvantaged pupils (in-line with national averages).</p> |
| <p>SEMH</p> <p>Improve engagement and wellbeing indicators for our disadvantaged pupils</p> | <p>ELSA trained TA supports individual pupils in need of emotional support and regulation. As a result, individuals:</p> <ul style="list-style-type: none"> • are better able to manage positive & negative emotions, including their ability to self-regulate. • show increased resilience in challenging situations. • show increased self-esteem and confidence. • have better relationships with their friends and relationships with others. • develop their social and communication skills. • are better able to manage conflict. <p>ELSA room is a safe space for pupils to go to.</p> <p>Drawing Therapy provides a non-verbal outlet for pupils to express feelings they might find difficult to articulate and support emotional regulation.</p> <p>Lego Therapy – supports SEMH needs by fostering social interaction, emotional regulation and collaborative problem solving in a structured and engaging way. It helps build children's confidence, reduce anxiety and develop communication skills through role-based play, promoting a sense of belonging and emotional wellbeing.</p> <p>Zones of Regulation and Conscious Discipline supports pupils to recognise emotions, communicate their feelings and use a variety of tools to self-regulate.</p> <p>Pupil questionnaires are positive – pupils feel safe and enjoy coming to school.</p> |
| <p>SALT</p> <p>Support for pupils with Speech & Language</p> | <p>Pupils show improved communication skills – pupils demonstrate enhanced verbal and non-verbal communication abilities. Increased clarity and fluency in speech for individuals.</p> <p>Interventions show measurable improvement in vocabulary usage and sentence structure.</p> <p>Pupils show improved comprehension skills including understanding instructions and narratives.</p> |

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| | <p>Increased participation in class discussions and activities. Pupils show greater confidence in their ability to communicate.</p> <p>Positive feedback from parents re. Their child's progress and communication. Increased engagement and motivation in classroom activities and tasks.</p> |
| <p>Cultural Capital</p> <p>Extra curricular opportunities will support the educational experiences of all children, particularly those who are disadvantaged</p> | <p>Pupils have access to a range of extra-curricular activities to enhance their school experience by exposing them to a wider range of life skills.</p> <p>Access to these events will provide a greater opportunity for pupils social skills to develop.</p> <p>Pupils enjoy coming to school and engage in their learning.</p> <p>Disadvantaged pupils participate in a range of enrichment activities including extra-curricular activities, school trips and sporting events.</p> |

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: £53,346

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Remodelling of the EYFS</p> <p>Staff CPD delivered in-house (EYFS Lead) – to model and embed high quality adult/child interactions across the EYFS setting and enhance our language rich environments</p> <p>Share best practice – EYFS lead attends UL network meetings. UL lead visits.</p> | <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is imperative.</p> <p>EEF: The ShREC approach EEF: Communication & Language</p> | 1 |
| <p>Quality First Teaching - Rosenshine Principles – Based on:</p> <ul style="list-style-type: none"> Research in cognitive science Research on master teachers Research on cognitive supports <p>Project 80+ High Impact Strategies:</p> <ul style="list-style-type: none"> Dynamic Feedback Pre-teaching of vocabulary | <p>Our approach for improving outcomes for disadvantaged pupils is based upon three core principles. Firstly, we know our pupils well; secondly, we use evidence informed decision making; and finally, we know and reflect upon our impact.</p> <p>Central to knowing our pupils is the expectation that all of our children can succeed, therefore the focus is upon teachers having total clarity of the barriers faced by their pupils and the gaps in their learning.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve attainment, especially for disadvantaged pupils.</p> <p>Rosenshine Principles: EEF - The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative</p> | 2 |

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| | <p>groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Project 80+: High Impact Strategies:</p> <p>Dynamic Feedback:</p> <p>EEF: Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Pre-Teaching Vocabulary:</p> <p>Pre-teaching and discussing new words can support reading comprehension.</p> <p>Vocabulary in Action poster: A tool for teachers EEF</p> | |
| Scaffolding – Pathfinder resources | <p>EEF -</p> <p>Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use and trained to support pupils to use it effectively.</p> <p>EEF – Using Digital Technology to Improve Learning</p> <p>Technology will be used to:</p> <ul style="list-style-type: none"> - Enhance the quality of explanations and modelling through Looping and Cameo - Scaffolding - encouraging independence, confidence and engagement e.g. Immersive Reader <p>Immersive Reader research and case studies - Microsoft Educator Center Microsoft Learn</p> <p>DfE Assistive Technology Guidance</p> <p>Gov.uk - Assisted Technology</p> | |
| <p>Staff CPD:</p> <p>Instructional Coaching - to ensure a personalised approach to developing teaching practice further.</p> <p>ECT training - face to face training for school mentors and</p> | <p>Instructional Coaching</p> <p>Mentoring & coaching can be a source of support, particularly for early career teachers.</p> <p>As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers</p> | 2 |

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| <p>induction leads, alongside coaching, weekly online resources, and regular online coaching and support sessions</p> <p>Supporting the retention of teaching staff – through professional development such as NPQs</p> <p>Ensure that we recruit and retain the best teachers to teach our pupils through UL's 'More Pay, More Time, More Support.</p> | <p>can be improved, and they can be improved via effective professional development.</p> <p>Instructional coaching is not only theoretically promising as the only form of CPD that reliably affects student achievement (Kraft et al., 2018), but its impact is also visible in schools. (Steve Farndon - Ambition Institute)</p> <p>Instructional coaching combines granular goals, targeted feedback and rehearsal. This means that it contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to have an impact on classroom teaching and pupil attainment (Gregory et al. 2017).</p> <p>Supporting staff retention: Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</p> <p>United Learning: More pay, More time, more support</p> | |
| <p>Early Reading: School follows Ruth Miskin Read Write Inc phonics programme.</p> <p>Training package to upskill staff / support Phonics lead</p> | <p>A number of influential research studies (see Torgerson et al (2006)), attest to the effectiveness of systematic phonics programmes in early literacy teaching. A commitment to the use of systematic synthetic phonics in the teaching of early reading has long been a hallmark of educational policy in England (DfES 2010; Ofsted 2006, Rose 2006).</p> <p>Reading is a more important driver of social mobility than socio-economic status (OECD). Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers.</p> <p>Pupil impact: Improved phonics attainment, measured by the Phonics Screening Check. Improved reading attainment, measured by Key Stage 1 reading outcomes.</p> <p>School-level impacts:</p> <ul style="list-style-type: none"> • Teacher confidence in teaching phonics and early reading improves • Reading Leader has enhanced ability to lead literacy in school, including practices such as cycle of practice, coaching and feedback. | 2 |

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| | Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Formative Assessment Use of formative assessments to support gap analysis and next steps No More Marking PIRA SMARTGrade | Formative Assessment EEF's Teaching and Learning Toolkit shows that feedback interventions can have a very high impact on pupil outcomes, based on extensive evidence. In the evaluation , pupils in schools implementing EFA made the equivalent of two months' additional progress Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 1, 2 |

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

Budgeted cost: £13,905

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Early Language Development WellComm | <p>Delayed language skills can impact learning and future success. Early detection is crucial as often children mask their difficulties, particularly in KS2.</p> <p>Early identification & intervention: Research shows that early screening using WellComm in Reception allows teachers to tailor planning to individual language needs, leading to measurable progress.</p> <p>Communication & language approaches typically have a very high impact and increase children's learning by +7 months. EEF:</p> | 1 |
| Early Reading Additional phonics 1:1 sessions targeted at | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been | 2 |

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| <p>disadvantaged pupils who require further phonics support.</p> <p>RWI coaching & training to develop staff at all levels.</p> <p>RWI training package</p> <p>RWI 1:1 trained TA support</p> | <p>shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Speech & Language therapist</p> <p>Working with Individual pupils & staff to ensure that interventions are delivered effectively</p> | <p>Delayed listening and language or persistent language and communication difficulties has an impact on pupils learning especially their literacy and social communication.</p> <p>Evidence has shown that children with poor speech and language skills have confidence issues that last long after the language issue has cleared up, even into secondary and higher education.</p> <p>Independent studies have shown that poor language skills restrict a child's psycho-social development and can lead to mental health and behavioural problems.</p> | 2, 4 |
| <p>School Led Boosters</p> <p>School led tutoring before school for target disadvantaged children.</p> <p>Easter School led by teachers</p> | <p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' 1 2 disadvantaged children in addition to NTP.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://fft.org.uk/tutoring/</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2, 4 |

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| | National Tutoring Programme EEF (educationendowmentfoundation.org.uk) | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,194

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>SEMH</p> <p>ELSA provides support for pupils and includes: social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem & counselling skills such as solution focus and friendship.</p> <p>Drawing & Talking Lego Therapy</p> <p>BACME support Hawkswood Support</p> <p>CPOMS recording & monitoring</p> | <p>EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>ELSA Research findings cite a number of positive outcomes for pupils participating in the ELSA programme, and four consistent themes can be noted throughout the literature.</p> <p>Firstly, improvements in managing positive and negative emotions, including their regulation and expression, and increased resilience in challenging situations (e.g. Krause, Blackwell & Claridge, 2020; Mann, 2014).</p> <p>Secondly, increased self-concept, demonstrated through self-esteem and confidence, including self-efficacy in their competence (e.g. Barker, 2017; Edwards, 2016).</p> <p>Also, better quality and increased number of friendships and relationships with family members and teaching staff (e.g.</p> | 4 |

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| | <p>Balampanidou, 2020; Mann & Russell, 2011).</p> <p>Finally, more developed social and communication skills, such as conflict management (e.g. Ball, 2014; Wilding & Claridge, 2016).</p> <p>Drawing & Talking</p> <p>A therapeutic intervention for children, young people and adults, designed as a short-term, time limited, pro-active intervention intended to complement, rather than replace, the work of specialist mental health services.</p> <p>The Drawing and Talking therapeutic intervention allows individuals to discover and communicate emotions through a non-directed technique.</p> <p>Leo Therapy</p> <p>LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting.</p> <p>Playing with LEGO promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts.</p> <p>It can be used to target goals around social skills, language and motor skills. Using LEGO capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.</p> | |
| <p>Conscious Discipline</p> <p>Embed strong routines into the school day with staff CPD and practise, to ensure consistency of high expectations.</p> <p>Zones of Regulation & Kagen activities to foster a supportive, inclusive classroom environment where pupils feel safe,</p> | <p>Conscious Discipline is an evidence-based, trauma-informed approach to support pupils SEMH and behaviour by teaching self-regulation through connection rather than compliance.</p> <p>Conscious Discipline</p> <p>Research supporting Conscious Discipline</p> <p>The Zones of Regulation framework helps children develop self-awareness and emotional regulation by identifying their feelings and using strategies to return to a</p> | |

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| understood, and motivated to participate. | <p>calm, focused state—essential for learning readiness.</p> <p>Zones of Regulation</p> <p>Kagan activities promote structured collaboration, ensuring every pupil has a voice and a role, which builds social skills, reduces anxiety, and increases engagement.</p> <p>Kagan</p> | |
| <p>Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Includes BACME support.</p> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 2, 3, 4 |
| Contingency fund for acute issues | Based on our knowledge and previous experiences of our school, we have identified a need to set aside a small amount of funding to respond quickly to needs not yet identified. | |
| Provide a range of core experiences beyond the classroom. | Extra curricular activities boost children's confidence to interact socially with others; extend their social networks and provide them with new skills and abilities. | 5 |

Total budgeted cost: £95,445

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 2024 to 2025 academic year.

Key areas of impact:

PP analysis July 2025:

- Phonics: 89% (Above National – 79%)
 - KS2 – R: 73% W: 73% M: 81%

| Year | % per pupil | Reading | | Writing | | Maths | |
|------|-------------|---------|-----------|---------|-----------|-------|-----------|
| | | % gap | Pupil gap | % gap | Pupil gap | % gap | Pupil gap |
| 1 | 11% | 14% | 1.3 | 16% | 1.4 | 8% | 0.7 |
| 2 | 8% | -3% | 0.4 | -5% | 0.6 | -3% | 0.4 |
| 3 | 9% | -10% | 1.1 | 3% | 0.4 | 0% | 0.1 |
| 4 | 7% | -11% | 1.6 | -25% | 3.5 | -4% | 0.6 |
| 5 | 5% | 0% | 0.1 | 31% | 6.2 | 25% | 5.1 |
| 6 | 17% | 0% | 0.1 | -19% | 1.1 | 26% | 1.6 |

| Year | % per pupil | Combined | |
|------|-------------|----------|-----------|
| | | % gap | Pupil gap |
| 1 | 11% | 16% | 1.4 |
| 2 | 11% | -5% | 0.6 |
| 3 | 9% | -12% | 1.4 |
| 4 | 7% | -10% | 1.5 |
| 5 | 5% | 31% | 6.2 |
| 6 | 17% | 0% | 0.1 |

Highlighted indicates that PP pupils are performing better than Non-PP pupils.

Focus Area 1 – Early Language

- GLD: 79% (Above national 2024 – 68%)
- NELI intervention had a positive impact on developing pupil language in Reception. Pupils as a result were better able to access their learning in all areas

Focus Area 2: Pupil Attainment:

- KS1 phonics: 2024 / 25 KS1 phonics screening – 87% all Y1 pupils; 80% National average (2024). However, there remains a gap between PP and Non-PP pupils (78% vs 90%).
- The attainment data shown in the tables above highlights some positive improvements where our PP pupils have achieved better than our Non-PP pupils. However, that there remains an attainment gap in some year groups and subjects. We continue to focus on these areas to close these gaps through quality first teaching and high impact strategies.

Focus Area 3: Attendance:

- In 2024/25, 20% of our pupil premium pupils were regarded as Persistently Absent (PA) as compared to 11% of non-pupil premium pupils. We continue to work hard to close this gap, through monitoring and building positive relationships with our families.
- Overall attendance of PP pupils was 93.2% which is above the national average – 92.1%

Focus Area 4: SEND – SEMH / SALT:

- The behaviour of all our pupils is overall good. Pupils are polite, well mannered and enjoy coming to school. Behaviour of individuals is often directly linked to wider SEND needs; pupils will continue to receive support through our ELSA trained TA.
- Attendance remains the barrier for some of our disadvantaged pupils (see earlier information for specific data)

Focus Area 5: Cultural Capital:

- Audit shows that most pupils represented the school in wider activities such as after school clubs, trips and visits. However, a small number of pupils didn't. To address this, we have introduced more variety in lunchtime clubs (e.g. Introduction of Fencing club) and are providing personal invites, whilst exploring the barriers to engagement.
- Boosters had a positive impact on progress and outcomes of Y6 pupils.

Externally provided programmes

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

| Programme | Provider |
|-----------------------------|----------------|
| TTRockstars | Maths Circle |
| Conquer Maths | Conquer Maths |
| Speech & Language therapist | Waltham Forest |
| Educational Psychologist | Waltham Forest |
| PUMA / PIRA | Rising Stars |
| RWI Portal / Oxford Owl | Ruth Miskin |
| SATs Companion | SATs Companion |
| Shine Maths | Rising Stars |
| Oak Academy | Oak Academy |
| Bug Club | Pearson |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)