

# Pupil Premium Strategy Statement Sutterton Fourfields CE Primary School



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

**It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.**

## School overview

Detail	Data
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	25.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year with a clear evaluation of the impact of the strategies used in the previous academic year</b> ).	2025/2026 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed ( <b>this should be a working document and therefore should be reviewed at least termly</b> ).	April 2026
Statement authorised by	Claire Collett
Pupil premium lead	Claire Collett
Governor / Trustee lead	Laura Lowe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,949
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£63,949

## Part A: Pupil premium strategy plan

### Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This is underpinned by our school vision:

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing, and challenging.

We use pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

**Our ultimate objectives for our pupil premium funding are to remove barriers to learning created by poverty, family circumstance and background and narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. This is achieved by ensuring disadvantaged pupils make or exceed nationally expected progressed rates and the attainment gap between disadvantaged and no-disadvantaged is diminished. We also want to ensure we use the pupil premium funding to support our children's health and wellbeing and to ensure all disadvantaged children have access to enrichment**

opportunities and cultural capital. We will provide a holistic model of learning for our reception children through the Forest School model.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate the need to improve fluency skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>At the end of 2025, 92% of non-disadvantaged pupils achieved 'Word Reading' at the end of EYFS compared to 50% of disadvantaged pupils and 92% of non-disadvantaged pupils achieved a Good Level of Development compared to 50% of disadvantaged pupils.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>At the end of KS1 in 2025, 66% of non-disadvantaged achieved the expected standard in reading and 13% achieved greater depth compared to 67% of disadvantaged pupils achieving the expected standard and 0% at greater depth.</p>

	At the end of KS2 in 2025, 84% of non-disadvantaged achieved the expected standard in reading and 48% achieved greater depth compared to 78% of disadvantaged pupils achieving the expected standard and 22% at greater depth.
3	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>At the end of 2025, 83% of non-disadvantaged pupils achieved 'Writing' at the end of EYFS compared to 50% of disadvantaged pupils.</p> <p>At the end of KS1 in 2025, 60% of non-disadvantaged pupils achieved the expected standard in writing and 20% achieved greater depth compared to 50% of disadvantaged pupils achieving the expected standard and 0% at greater depth.</p> <p>At the end of KS2 in 2025, 84% of non-disadvantaged achieved the expected standard in writing and 17% achieved greater depth compared to 67% of disadvantaged pupils achieving the expected standard and 17% at greater depth.</p>
4	<p>Our assessments (including ELSA tracker), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Seven pupils require additional support through 1:1, 2:1 and small group interventions.</p>
5	Our attendance data for 2024 – 2025 indicates that overall attendance was 95.9% for non-disadvantaged and the attendance for disadvantaged pupils was 92.3% resulting in attendance being 3.6% lower for disadvantaged pupils.
6	<p>To ensure all our disadvantaged pupils have rich and varied experiences and to increase the opportunities for cultural capital.</p> <p>Baseline measures for wellbeing, cultural capital exposure, and enrichment uptake will be made more explicit using structured tools (Boxhal, ELSA, surveys and enrichment audits) to enable clearer tracking and evaluation of progress.</p>

## 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
Improved fluency skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved fluency among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice</li> <li>• ELSA tracking</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• A defined baseline and end-of-year score using a consistent wellbeing measure (e.g., Boxall/ELSA scale or pupil wellbeing survey).</li> <li>• Participation records will show year-on-year improvement in disadvantaged pupils' engagement in enrichment, educational visits, and after-school clubs, with baseline and comparison data recorded termly.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained attendance in line/ and or above with national average for 2025/2026 demonstrated by:</p> <p>Attendance for disadvantaged pupils will increase and will be broadly in line with the national and school average of 96%.</p> <p>Persistent absence will decrease and will be either in line with or below the national percentage.</p>
For disadvantaged pupils to experience and enjoy a wide range of enrichment activities and cultural capital opportunities.	<p>A significant proportion of disadvantaged pupils attend extra curricular provision.</p> <p>Subsidies for all disadvantaged pupils for trips, residential music tuition and visits.</p>

## Activity in this academic year

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

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

Budgeted cost: £33,550

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1, 2, 3	<p>YARC standardised diagnostic assessments.</p> <p>Continued training and support for staff to ensure assessments are interpreted and administered correctly.</p> <p>Termly evaluation will include: progress data and analysis of assessment information to determine the effectiveness of the intervention and identify required adjustments.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a>  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>End of Spring term:</b>            Regular staff training ensures the assessments are used accurately and consistently. Termly reviews — including progress discussions and data analysis — help keep the intervention effective and responsive to pupils' needs.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>
1, 2, 3	<p>Sustaining dual coding and retrieval strategies across the school curriculum including the Teaching and Learning Toolkit. These can support pupils to articulate key ideas, consolidate</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p><b>End of Spring term:</b>            Dual coding is firmly embedded in everyday practice, with visual and verbal information routinely combined to enhance clarity, strengthen memory, and deepen</p>

	understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a> <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	pupils' understanding. Widgit symbols are also used consistently in displays and in pupils' books to reinforce meaning and further support learning. <b>Summer term:</b>  <b>Autumn term 2026:</b>
1, 2, 3	To review the teaching of reading comprehension. To implement a new reading spine so that key age-related texts support comprehension, fluency and writing.  Monitoring will include baseline fluency scores, mid-point checks and end-point progress measures to quantify impact on decoding, fluency, and comprehension.	Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	<b>End of Spring term:</b> The review of reading comprehension teaching, together with the implementation of the new reading spine, ensures pupils engage with high-quality, age-appropriate texts that strengthen comprehension, fluency and writing. Termly evaluations — including progress meetings and assessment analysis — are used to monitor the impact of these developments and inform any necessary adjustments. <b>Summer term:</b>  <b>Autumn term 2026:</b>
1, 2, 3	A new revised writing curriculum. To provide training for staff based on the recommendations and	A strong Trust-led writing curriculum will enable English leaders to ensure our curriculum improves outcomes particularly for disadvantaged pupils.	<b>End of Spring term:</b> The revised writing curriculum, supported by targeted staff training, ensures the Trust's

	implement the recommendations.		<p>recommended approaches are embedded consistently across teaching. Termly evaluations — including progress meetings and assessment analysis — are used to monitor the impact of these changes and inform any necessary adjustments.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>
4	<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p><b>End of Spring term:</b></p> <p>The SENDCos across both schools has strengthened provision through staff training and targeted support, ensuring IEPs are more robust — particularly where SEL present barriers to learning, including for pupils who are also pupil premium. This aligns with the aim of improving the quality of social and emotional learning, with SEL approaches embedded in daily practice, reinforced through ongoing professional development, and supported by targeted SEL interventions delivered by trained support staff.</p> <p><b>Summer term:</b></p>

			<b>Autumn term 2026:</b>
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £27,994

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1, 2, 3	One to one and small group tuition for pupils receiving fluency tuition using the YARC reading fluency package.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	<b>End of Spring term:</b> One-to-one and small-group tuition using the YARC reading fluency package provides targeted support to accelerate pupils’ reading fluency. All interventions follow clear entry and exit criteria so that progress can be measured accurately on Insight. Termly data reviews are used to evaluate the impact of each intervention and to guide decisions about adapting or discontinuing support based on pupil need. <b>Summer term:</b>  <b>Autumn term 2026:</b>

<p>1, 2, 3</p>	<p>Additional phonics fluency sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the Trust's school improvement priorities.</p> <p>All targeted interventions will include clear entry and exit criteria, ensuring progress can be measured effectively on Insight. Data will be reviewed termly and interventions adapted or discontinued based on impact and identified pupil need.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p><b>End of Spring term:</b></p> <p>Phonics outcomes are strong, with 82% of pupils already meeting the Year 1 threshold. Additional phonics fluency sessions will provide targeted support for disadvantaged pupils who need further consolidation. Termly data reviews will rigorously evaluate the impact of this provision, ensuring support is precisely matched to pupil need and continues to drive improved outcomes.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>
<p>1, 2, 3, 4</p>	<p>Retrieval strategies and adaptive teaching exposes the pupil to words and ideas to be used in learning.</p> <p>The application of the Teaching and Learning Toolkit helps to address any misconceptions and allows opportunities to recap on prior vocabulary allowing disadvantaged pupils to improve writing outcomes.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers</p>	<p><b>End of Spring term:</b></p> <p>Staff training on retrieval has taken place across the autumn and spring terms, with further development of adaptive strategies continuing. Significant improvements are already evident in the practice of support staff, strengthened through LAAT-led and school-led TA training delivered this academic year. Further work is required in LKS2 to ensure these approaches are</p>

		<p>to learning and increase their access to the curriculum.</p> <p><a href="#">Writing programmes   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>embedded consistently and have maximum impact.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>
1, 2, 3, 4	<p>To provide additional interventions to support with reading comprehension including daily readers and phonics interventions.</p> <p>All targeted interventions will include clear entry and exit criteria, ensuring progress can be measured effectively on Insight. Data will be reviewed termly and interventions adapted or discontinued based on impact and identified pupil need.</p>	<p>Interventions and small group tuition to support with reading fluency for disadvantaged</p> <p><a href="#">Reading Fluency Resource 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p><b>End of Spring term:</b></p> <p>Across all year groups, 75% of pupils are working at or above the expected standard in reading, with a further 12% working towards. Additional interventions — including daily readers and targeted phonics support — will be implemented to strengthen reading comprehension for those who need it. Monitoring will include baseline fluency scores, midpoint checks and end-point progress measures to evaluate impact on decoding, fluency and comprehension, ensuring support remains responsive, effective and focused on accelerating progress.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>

1, 2, 3	<p>Interventions ensure the pupils can achieve the following milestones:</p> <ul style="list-style-type: none"> <li>transcription (spelling and handwriting)</li> <li>composition (articulating ideas and structuring them in speech and writing)</li> </ul>	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and some studies found that learning was improved by as much as six months.</p> <p><a href="#">EEF-KS2-Lit-Vignettes.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Early literacy approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>End of Spring term:</b></p> <p>Composition has strengthened through the Trust's new writing sequence, with the use of hook days significantly enhancing pupil engagement and idea generation. Current development is now focused on improving transcription, with English leaders working collaboratively across the Trust to refine and embed this aspect of writing more effectively.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,404

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
4	Therapeutic support for pupils with emotional, behavioural, mental and	Behaviour and SEMH interventions have an impact through increasing the time that pupils have for learning. This	<p><b>End of Spring term:</b></p> <p>Therapeutic support for pupils with emotional, behavioural, mental and social needs is</p>

	<p>social needs through targeted interventions driven by the SENDCo. The intention being to bring about sustainable changes with individual pupils and contribute to the improvement of behaviour and wellbeing as part of the whole school strategy.</p>	<p>might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>delivered through targeted interventions led by the SENDCo. Behaviour support plans are in place for pupils who require more individualised and intensive support, ensuring strategies are clearly defined and consistently implemented. The intention is to bring about sustainable, positive change for individual pupils while contributing to improved behaviour and wellbeing as part of the whole-school strategy. Notably, zero exclusions have taken place this academic year.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>
5	<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new Trust procedures.</p> <p>In addition to whole-school attendance systems an attendance tracker will be implemented for</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>End of Spring term:</b></p> <p>Attendance is closely tracked, with targeted families engaging in attendance panel meetings until improvements are secure and sustained. Families were also provided with a detailed attendance report at the end of Term 4 to reinforce expectations and share individual progress.</p> <p>A dedicated tracker is used to monitor disadvantaged pupils whose attendance drops below 93%. Current attendance for pupil premium pupils stands at 90.6%, which remains a concern and additional work is planned for the summer term to address this. The system draws on early alerts from Insight and BromCom and prompts timely actions such as parent meetings, letters generated</p>

	<p>disadvantaged pupils falling below 93%. This will include early-trigger alerts, parent meetings, home–school letters using BromCom information, and access to Breakfast Club where appropriate. Attendance will be reviewed weekly by the Attendance Champion and monitored termly by SLT.</p>		<p>through BromCom, and access to Breakfast Club where appropriate.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>
<p>6</p>	<p>Extracurricular clubs provided by the school to be free of charge. Provide curriculum ‘hooks’ and experiences for our disadvantaged children through funded themed days in school.</p> <p>Any externally provided programme will be evaluated annually for effectiveness, value for money, and impact on disadvantaged pupils. Continuation will depend on demonstrable progress aligned with the</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>End of Spring term:</b></p> <p>A high proportion of extracurricular clubs are offered free of charge, ensuring equitable access for all pupils. Participation from pupil premium pupils is strong across the programme, with representation frequently exceeding the whole-school PP rate of 25.2%. For example, 38% of attendees in Art and Crafts are pupil premium, 40% in Gardening Club, 38% in Lego Club and 43% in KS2 Multi-Sports. In addition, curriculum ‘hooks’ and themed experience days are fully funded to broaden cultural capital and strengthen engagement for disadvantaged pupils, ensuring they benefit from enriching opportunities both within and beyond the classroom.</p>

	intended outcomes of the strategy.		<p><b>Spring term school clubs offered each week:</b></p> <p>Percentage of school who are PP: 25.2%</p> <table border="1"> <thead> <tr> <th>Clubs</th> <th>Number of Children</th> <th>Number of PP</th> <th>Percentage of PP</th> </tr> </thead> <tbody> <tr> <td>Art and Crafts</td> <td>26</td> <td>10</td> <td>38%</td> </tr> <tr> <td>Lunchtime Chess Club</td> <td>15</td> <td>3</td> <td>20%</td> </tr> <tr> <td>KS2 Computer Club</td> <td>23</td> <td>6</td> <td>26%</td> </tr> <tr> <td>Football Club</td> <td>20</td> <td>5</td> <td>25%</td> </tr> <tr> <td>Lunchtime Gardening Club</td> <td>5</td> <td>2</td> <td>40%</td> </tr> <tr> <td>Lego Club</td> <td>8</td> <td>3</td> <td>38%</td> </tr> <tr> <td>KS2 Multi Sports</td> <td>30</td> <td>13</td> <td>43%</td> </tr> <tr> <td>KS1 Multi Sports</td> <td>12</td> <td>3</td> <td>25%</td> </tr> <tr> <td>KS2 Rugby Club</td> <td>13</td> <td>4</td> <td>31%</td> </tr> <tr> <td>Young Voices</td> <td>29</td> <td>7</td> <td>24%</td> </tr> </tbody> </table> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>	Clubs	Number of Children	Number of PP	Percentage of PP	Art and Crafts	26	10	38%	Lunchtime Chess Club	15	3	20%	KS2 Computer Club	23	6	26%	Football Club	20	5	25%	Lunchtime Gardening Club	5	2	40%	Lego Club	8	3	38%	KS2 Multi Sports	30	13	43%	KS1 Multi Sports	12	3	25%	KS2 Rugby Club	13	4	31%	Young Voices	29	7	24%
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All	Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	<p><b>End of Spring term:</b></p> <p>A small proportion of funding is reserved to enable the school to respond swiftly to emerging needs that cannot be fully anticipated in advance. This flexible allocation ensures timely support for disadvantaged pupils and allows the school to address challenges as they arise throughout the year. So far this year, this has included providing spare PE kits, additional resources for Growing Acorns, and securing further support through the Love in Action fund.</p> <p><b>Summer term:</b></p> <p><b>Autumn term 2026:</b></p>																																												

**Total budgeted cost: £ 63,949**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following:

#### Attendance percentage

Disadvantaged	92.3%
Not Disadvantaged	95.9%
National	94.8%
Local Authority	95.0%

Overall attendance for non-disadvantaged is above national and the local authority. However, there is a 3.6% difference for disadvantaged pupils. In the school.

#### EYFS



Overall outcomes in EYFS for disadvantaged are below those for non-disadvantaged resulting in a 33% difference in GLD (2 pupils).

The school performs above national overall for all pupils.

### Early Years Foundation Stage

2024-2025

#### Statistic

% of pupils achieving a Good Level of Development

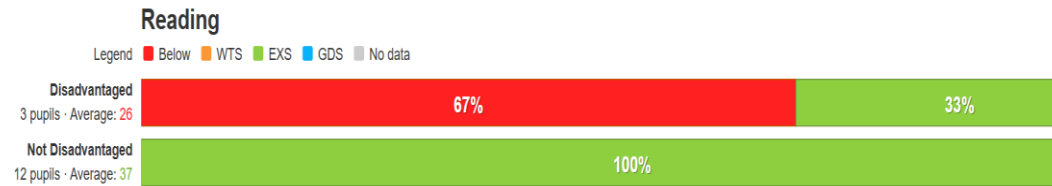
% of pupils at the expected level across all early learning goals

Average number of early learning goals at the expected level per pupil

Cohort	School	National
16	75% ●	~ 69%
16	75% ●	~ 67%
16	14.6 ●	~ 14.2

## Year 1 Phonics

Attainment Overview for Pupils (from 2024-2025) in Year 1 - 2024-2025 Summer - Phonics Score



## Year 2 Phonics

Attainment Overview for Pupils (from 2024-2025) in Year 2 - 2024-2025 Summer - Phonics Score By Y2



Overall outcomes in phonics in Year 1 show a 67% difference for disadvantaged pupils (2 pupils).

In Year 2, disadvantaged pupils perform above non-disadvantaged.

The school performs above national overall for all pupils.

## Phonics Screening Check

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	-	75%	50% <span style="color: orange;">■</span>	79%	100% <span style="color: green;">●</span>	80%	15	87% <span style="color: green;">●</span>	80%
% of pupils passing check by end of Year 2	-	87%	-	89%	100% <span style="color: green;">●</span>	89%	21	90% <span style="color: green;">●</span>	89%

## KS1

Attainment Overview for Pupils (from 2024-2025) in Year 2 - 2024-2025 Summer - Main Assessment

Print

### Reading

Legend ■ Below ■ WTS ■ EXS ■ GDS ■ No data



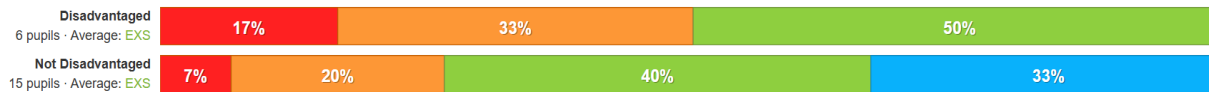
### Writing

Legend ■ Below ■ WTS ■ EXS ■ GDS ■ No data



### Maths

Legend ■ Below ■ WTS ■ EXS ■ GDS ■ No data



Overall outcomes at the end of KS1 show a difference at greater depth across all three subjects. Disadvantaged pupils perform better than non-disadvantaged in writing at the expected standard.

Overall, the school performed below the national average at the expected standard.

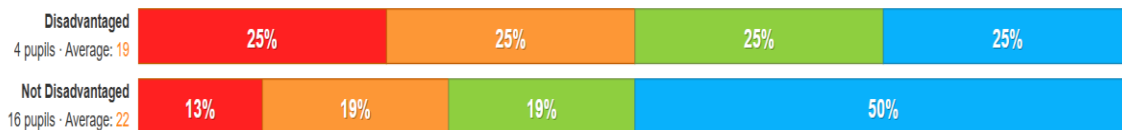
### Key Stage 1

Subject	Statistic	2024-2025		
		Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	21	52% <span style="color: orange;">●</span>	~ 59%
Reading, Writing & Maths combined	% of pupils working at greater depth	21	10% <span style="color: green;">●</span>	~ 6%
Reading	% of pupils achieving the expected standard	22	68% <span style="color: orange;">●</span>	~ 72%
Reading	% of pupils working at greater depth	22	9% <span style="color: orange;">●</span>	~ 19%
Writing	% of pupils achieving the expected standard	21	57% <span style="color: orange;">●</span>	~ 64%
Writing	% of pupils working at greater depth	21	14% <span style="color: green;">●</span>	~ 9%
Maths	% of pupils achieving the expected standard	22	68% <span style="color: orange;">●</span>	~ 73%
Maths	% of pupils working at greater depth	22	23% <span style="color: green;">●</span>	~ 17%
Science	% of pupils achieving the expected standard	22	73% <span style="color: orange;">●</span>	~ 83%

### Year 4 MTC

#### Maths - MTC

Legend ■ Below ■ WTS ■ EXS ■ GDS ■ No data



Overall outcomes in the multiplication check in Year 4 show a 19% difference for disadvantaged pupils and non-disadvantaged with two disadvantaged pupils working below the expected standard.

The school performs above national overall for all pupils.

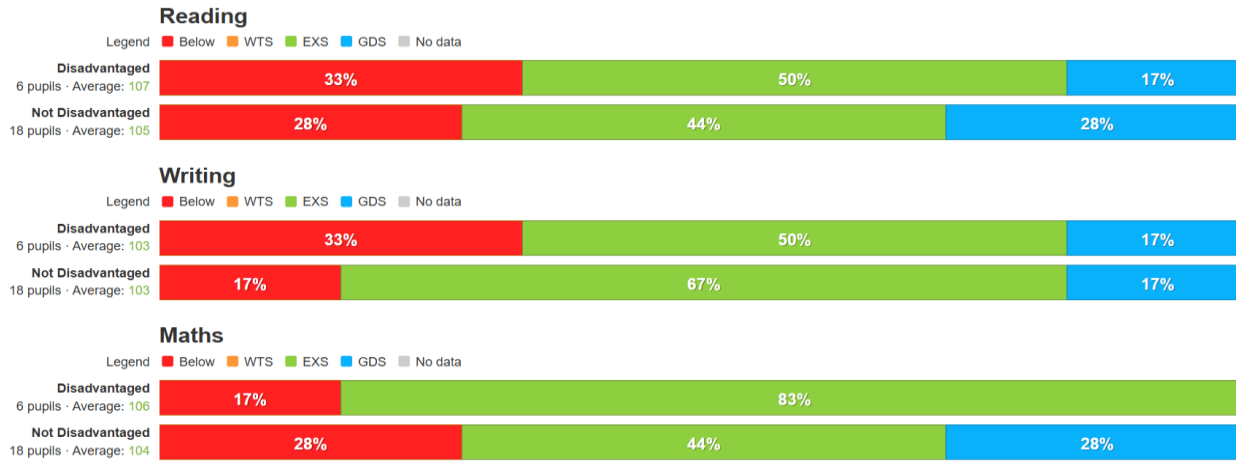
### Multiplication Tables Check (MTC)

Statistic	2024-2025		
	Cohort	School	National
% of pupils scoring full marks (25/25)	20	45% <span style="color: green;">●</span>	~ 38%
Average score (out of 25)	20	21.6 <span style="color: green;">●</span>	~ 21.0

# KS2

Attainment Overview for Pupils (from 2024-2025) in Year 6 - 2024-2025 Summer - SAT Scaled Score

Print



Overall outcomes at the end of KS2 are variable with disadvantaged pupils performing above non-disadvantaged at the expected standard in reading and maths.

The school performs in-line with national overall for all pupils.

Subject	Statistic	School		National		School		National		Cohort	School		National	
		Value	Target	Value	Target	Value	Target	Value	Target		Value	Target	Value	Target
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	59%	-	60%	53%	61%	24	63%	62%	24	63%	62%	
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	7%	-	8%	7%	8%	24	8%	8%	24	8%	8%	
Reading	% of pupils achieving the expected standard	-	74%	-	73%	67%	74%	24	71%	75%	24	71%	75%	
Reading	% of pupils achieving the higher standard	-	28%	-	29%	13%	29%	24	25%	33%	24	25%	33%	
Reading	Average scaled score	-	105.0	-	105.0	-	105.0	23	105.3	106.0	23	105.3	106.0	
Writing	% of pupils achieving the expected standard	-	69%	-	71%	73%	72%	24	79%	72%	24	79%	72%	
Writing	% of pupils working at greater depth	-	13%	-	13%	13%	13%	24	17%	13%	24	17%	13%	
Maths	% of pupils achieving the expected standard	-	71%	-	73%	80%	73%	24	75%	74%	24	75%	74%	
Maths	% of pupils achieving the higher standard	-	22%	-	24%	17%	24%	24	21%	26%	24	21%	26%	
Maths	Average scaled score	-	104.0	-	104.0	-	104.0	23	104.6	105.0	23	104.6	105.0	
GPS	% of pupils achieving the expected standard	-	72%	-	72%	80%	72%	24	71%	73%	24	71%	73%	
GPS	% of pupils achieving the higher standard	-	28%	-	30%	17%	32%	24	21%	30%	24	21%	30%	
GPS	Average scaled score	-	105.0	-	105.0	-	105.0	23	104.9	105.0	23	104.9	105.0	
Science	% of pupils achieving the expected standard	-	79%	-	80%	-	81%	24	88%	82%	24	88%	82%	

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils *partially met* expectations based against all pupils nationally. However, at present, we are on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our phonics scheme and the teaching of maths to be particularly effective.

We have a revised reading spine and apply the James Durran approach to guided reading. A phonics audit was conducted which was highly positive. Our focus this year is on a new writing format.

Forest School sessions for all EYFS children have positively contributed to outcomes positive and learning behaviours and the PSED outcomes for all pupils is high. Resulting in GLD being above the national average.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
Sumdog	Sumdog
CPOMS	CPOMS Systems Limited

Accelerated Reader	Renaissance
Little Wandle	Little Wandle Letters and Sounds
PIRA/PUMA	Hodder Education
Tapestry	Tapestry
Music Express	Collins
White Rose Maths	White Rose Education
Classroom Secrets	Classroom Secrets
Nessy: Literacy support for dyslexia	Nessy
ELSA	Elsa Network Org
Widgets	Widget Online

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<p>We provide a variety of means of support including nurture groups through Growing Acorns.</p> <p>If required, the school can offer Teams calls to help children connect with parents on detachment to share achievements and day to day school life.</p>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p>Year 2: 100% expected in reading and writing with greater depth in maths</p> <p>Year 4: 100% expected in reading, writing and maths</p>

## Further information

Area	Challenge
Teaching	<p>Regular monitoring of the quality of teaching and learning by the Head of School and the Executive Headteacher using the Teaching and Learning Toolkit.</p> <p>Ongoing coaching and CPD activities for teaching staff.</p> <p>Leadership monitoring activities in line with the areas of focus in the school development plan and the school's monitoring cycle shared in the staff meeting agenda.</p> <p>CPD provided by the Trust including the Blueprint for Excellence and Aspirant Leaders Programme for 2025 – 2026.</p> <p>Quality of teaching is a regular item on SLT agendas.</p> <p>Data tracking and gaps analysis to ensure impact and identify gaps in learning using Insight.</p> <p>PP progress and outcomes reported to governors.</p> <p>CPD records</p> <p>Analysis of data / tracking.</p> <p>SLT Leadership and Monitoring records.</p>
Targeted support	<p>Regular monitoring of interventions by subject leaders, the Head of School, the Executive Headteacher and Governors to ensure quality provision.</p> <p>End of term (x3) tracking and gaps analysis to ensure impact of interventions and identify gaps in learning / next steps.</p> <p>Pupil Progress Meeting led by the Head of School and the class teacher to identify pupils who are not making expected progress and to identify interventions.</p> <p>Boxall profiles/ELSA tracker to assess impact of pastoral interventions / provision for individual pupils (SENCo).</p>

	Impact of interventions is a regular item on SLT agendas.
Wider strategies	<p>Attendance data and analysis, focusing on disadvantaged pupils.</p> <p>Ongoing behaviour and safeguarding analysis to identify numbers of incidents and pupils requiring further support (SENCo).</p> <p>Sensory room to provide support for pupils.</p> <p>Energy Wall, Talk Therapy, Drawing Therapy</p> <p>Forest School</p> <p>Growing Acorns Nurture provision</p>