

Pupil premium strategy statement – Edale Rise Primary and Nursery School

This statement details our school's use of pupil premium (and recovery 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	248
Proportion (%) of pupil premium eligible pupils	49.5% (122)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Sharp (Chair of Governors)
Pupil premium lead	Dean-Michael Crosby (Headteacher)
Governor / Trustee lead	Andrew Sharp (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 153,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£ 153,015

Part A: Pupil premium strategy plan

Statement of intent

Edale Rise's Pupil Premium Strategy is in-line with our whole school development plan and Take Care ethos. Edale's strategy prioritises approaches shown to improve wellbeing, involvement, belonging, attendance and attainment. These approaches are based in current research and are adapted to meet the needs of children at Edale. Our assessments show that if children have good attendance and are regulated, then they are able to thrive.

High-quality teaching, partnered with a knowledge-rich curriculum across all subjects, sits at the centre of our strategy. Through assessments, observations and discussions with staff, children and parents, we have identified specific areas where our disadvantaged children require the most support. Developing these areas both in terms of curriculum design and teaching approaches will close the attainment gap between disadvantaged and non-disadvantaged children and will also benefit the non-disadvantaged children in school.

Our strategy will be responsive to common challenges and individual needs, rooted in on-going formative and summative assessment. The approaches we have adopted complement each other to help children excel. Our strategy aims to:

- Improve attendance and punctuality so that all children access the full curriculum offer
- Improve wellbeing, involvement and belonging for all children so that children are engaged and regulated in school
- Continue to invest in the school's curriculum offer, ensuring it is broad, rich, and sequenced and resourced effectively
- Develop Quality-first Teaching through quality CPD and instructional coaching so that every learning opportunity is maximised
- Further develop staff knowledge in adaptative teaching approaches to ensure all children access the curriculum, especially those with SEND or who are New-to-English
- Ensure that our systems for inducting and supporting New-to-English children are robust and embedded so that these learners can thrive
- Further develop the teaching of early language acquisition in the Early Years to ensure this gap is reduced quickly and efficiently

Implicit throughout our strategy is that all these actions will benefit all children and that the attainment and wellbeing gap between disadvantaged and non-disadvantaged will close.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Significant improvements have been made with attendance of disadvantaged children at Edale. However, attendance of disadvantaged children is still lower than non-disadvantaged peers and disadvantaged children are still more likely to be persistent absentees than their non-disadvantaged peers. This impacts wellbeing and attainment.</p>
2	<p>Wellbeing, Involvement and Belonging</p> <p>Significant improvements have been made in closing the wellbeing gap between disadvantaged and non-disadvantaged children. This is the result of a strategic investment in terms of strategy. Leaders' assessments show that this investment must be maintained to ensure this improvement is sustained and all children are able to thrive.</p>
3	<p>Communication & Language</p> <p>Disadvantaged children, on average, have lower communication and language skills than their non-disadvantaged peers and this is apparent from Nursery through to KS2. For example, on entry to Nursery in 2025-2026, 47% of non-disadvantaged were assessed as on track for expected compared to 33% of disadvantaged children.</p>
4	<p>Knowledge & Vocabulary</p> <p>Our disadvantaged children possess a knowledge and vocabulary gap when compared to their peers from less disadvantaged positions. This gap impacts children's ability to access all areas of the curriculum, especially reading and writing.</p>
5	<p>Phonics</p> <p>Disadvantaged children have greater difficulty with phonics than their peers and fewer pass the phonics screening check in Y1. This negatively impacts their development as readers. In 2024-2025, 31% of disadvantaged children passed the screening check in Y1, compared to 57% of non-disadvantaged children.</p>
6	<p>Reading Fluency</p> <p>Disadvantaged children in KS2, on average, have lower levels of reading fluency than their non-disadvantaged peers. This impacts access to the whole curriculum and attainment in KS2.</p>
7	<p>Transcriptional Fluency</p> <p>Disadvantaged children in EYFS and KS1, on average, have lower levels of transcriptional fluency than their non-disadvantaged peers. This impacts attitudes to writing and confidence in accessing the wider writing curriculum</p>
8	<p>Maths Fluency</p> <p>Disadvantaged children enter F1 and F2 with lower mathematical fluency than their non-disadvantaged peers; there is also a gap still present in the Y4 MTC. This impacts access to the whole maths curriculum and attainment in KS2.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> • closing the attendance gap of disadvantaged and non-disadvantaged children • the percentage of disadvantaged children who are persistently absent being in-line with their non-disadvantaged peers
To achieve and sustain improved wellbeing, involvement and belonging for all pupils in school, particularly our disadvantaged children	Sustained high levels of wellbeing, involvement and belonging by 2027/28 demonstrated by: <ul style="list-style-type: none"> • Leuven 'Wellbeing and Involvement' assessments and PSSM 'Belonging' assessments of disadvantaged children being in-line with non-disadvantaged children • Participation in enrichment activities of disadvantaged children is in-line or above that of non-disadvantaged children
To improve and sustain a quality first teaching model, underpinned by staff knowledge and confidence in the fundamental principles of effective teaching, including adaptive teaching practices	<ul style="list-style-type: none"> • Leaders' assessments, corroborated by external quality assurance processes, will evidence consistent implementation of the fundamental principles of effective teaching, including adaptive teaching practices
To achieve and sustain improved reading, writing and maths attainment among disadvantaged children	<ul style="list-style-type: none"> • The proportion of disadvantaged children securing the expected standard in the core subjects across KS2 will be in-line with non-disadvantaged children
To achieve and sustain improved oral language skills and vocabulary among disadvantaged children	Closing the disadvantage gap in improved oral and language skills and vocabulary as measured by narrowing the gap in: <ul style="list-style-type: none"> • F1 entry to summer in 'Communication & Language' and 'Literacy' • F2 outcomes in Listening, Attention and Understanding and Speaking • Writing attainment in KS1 and KS2
To achieve and sustain improved phonics outcomes among disadvantaged children	<ul style="list-style-type: none"> • Closing the disadvantaged gap in phonics outcomes as measured by the Y1 phonics screening assessment and Y2 phonics re-sit

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: £51,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further refine, improve and embed the use of the 'Edale Rise Teaching and Learning Principles' and the 'Edale Rise Adaptations for Inclusion'</p> <p>CPD for T&L Leaders in effective coaching practices</p> <p>CPD for staff to deepen their understanding of high-quality, evidence informed teaching and learning principles</p> <p>Teacher release time to work with T&L leaders to develop understanding of the teaching and learning principles</p> <p>Release time for Edale's Teacher PODS. A peer-to-peer support programmed in developing T&L</p>	<p>There is a strong evidence base to show that high quality teaching is the most important lever schools have to improve outcomes for their pupils. There is a significant evidence base to show that, when partnered with a knowledge-rich curriculum, an approach to teaching and learning that utilises Rosenshine's Principles of Instruction can have a significant impact on pupil outcomes.</p> <p>High Quality Teaching Maximising Learning EEF</p> <p>Impact of Adaptive Teaching EEF</p> <p>Rosenshine, B (2012) Principles of Instruction</p> <p>Impact of Coaching Effective Professional Development EEF</p> <p>Impact of Peer Observation & Support Professional Development</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Embedding dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion high significant impact on children's attainment across the curriculum</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>

Continue to develop and embed sustained shared thinking in EYFS and in KS1 continuous provision		
<p>Improve and embed the knowledge-rich curriculum across school.</p> <p>Release time for curriculum leaders to monitor the impact and develop all subjects</p> <p>Knowledge-rich schemes to be purchased in subjects requiring further development</p> <p>Staff CPD on implementing a knowledge-rich curriculum</p>	<p>A knowledge-rich curriculum, implemented effectively, improves background knowledge of all children and reduces the knowledge gap. A significant amount of research shows that those from a disadvantaged background have “the most to gain from a knowledge-rich curriculum and the most to lose from its absence” (Hirsch 2016)</p> <p>Hirsch, ED (2016) Why Knowledge Matters: Rescuing our Children from Failed Educational Theories</p>	1, 2, 3, 4, 6, 7
<p>Improve and embed the ‘Sounds Write’ phonics schemes across EYFS – Y3</p> <p>Release time for Phonics Lead to monitor and develop phonics provision, working alongside class teachers</p>	<p>Sounds Write is a DfE approved phonics scheme. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5, 6, 7
<p>Further develop and embed the teaching of transcriptional fluency from EYFS to Y6</p> <p>Develop and embed the use of ‘Sounds and Syllables’ spelling scheme in KS2</p> <p>Develop and embed the school’s handwriting curriculum from EYFS to KS2</p>	<p>There is strong evidence to support the explicit teaching of transcriptional fluency across school. It is essential to secure this foundational knowledge for all children before embarking on more extended prose.</p> <p>Impact of Explicit Teaching of Transcription DfE Writing Framework</p>	7

<p>Further improve and embed the teaching of reading in-line with the DfE and EEF guidance.</p> <p>CPD for all teachers, especially newly appointed, teaching reading fluency and comprehension strategies both as whole class and group / 1:1 interventions</p> <p>Release time for reading leaders to monitor impact and develop the reading curriculum</p> <p>Release time for teachers to work in coaching/mentoring sessions with reading leaders</p>	<p>There is a strong evidence base supporting the explicit teaching of reading fluency as a whole class, group and a 1:1 strategy. Research shows developing fluency has a strong impact on disadvantaged children (Herts, 2018)</p> <p>Edale will continue to refine and embed its research-informed reading curriculum & approach</p> <p>Reading Fluency Disadvantaged Herts for Learning</p> <p>EEF Guidance Report Improving Literacy in Key Stage 1 EEF</p> <p>EEF Guidance Report Improving Literacy in Key Stage 2 EEF</p>	6
<p>Develop and embed maths teaching and curriculum planning, with a clear focus on securing fluency in the foundational skills from Nursery to Y6</p> <p>Continued subscription to Power Maths, and other digital services that promote fluency</p> <p>Leader release time to develop maths across school</p>	<p>A significant amount of research demonstrates the importance of a well-sequenced curriculum designed with the mastery principles embedded. Curriculums that are fully resourced ensure that teachers can focus time and effort on adapting teachers to meet the needs of all learners.</p> <p>EEF Guidance Report Improving Mathematics in KS1 EEF</p> <p>EEF Guidance Report Improving Mathematics in KS2 EEF</p>	8
<p>Purchase of standardised diagnostic assessments in KS1 and KS2.</p> <p>CPD for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	6, 7, 8

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

Budgeted cost: £42,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing communication and language interventions in EYFS (Neli Preschool in F1 and Talk Boost in F2)</p>	<p>Oral language interventions have been shown to have a positive on attainment</p> <p>Oral Language Intervention EEF</p>	<p>1, 2, 3, 4</p>
<p>Introduce and embed the use of Flash Academy to assess newly arrived New-to-English learners, including providing teachers with clear advice in how best to support and develop leaders</p>	<p>Trials show that over 45% of EAL pupils learning with 'Flash Academy' progress by one or more proficiency grade over a 12-month period, compared with the national average of 18%.</p> <p>Flash Academy Impact Report</p>	<p>1, 2, 3</p>
<p>Provide release time for Phonics Leads to assess and track progress of individual children and facilitate interventions</p> <p>Provide CPD for staff to ensure greater capacity in delivering Sounds Write phonics interventions across KS1 and KS2</p>	<p>Same day specific interventions focussing in precision teaching and closing gaps rapidly have been shown to be highly effective in reducing the attainment gap for disadvantaged learners</p> <p>Small Group Tuition EEF</p> <p>Providing Equity through Pre-teaching Trundley et al 2017</p>	<p>5, 6, 7</p>
<p>Embedding pre and post teaching sessions across school in reading, writing and maths, especially for those who are New-to-English</p>	<p>Interventions targeted at specific knowledge gaps have been shown to be a highly effective method to support lower attaining pupils, both one-to-one and in small groups</p> <p>1:1 Tuition EEF</p> <p>Small Group Tuition EEF</p> <p>Providing Equity through Pre-teaching Trundley et al 2017</p>	<p>5, 6, 7, 8, 2</p>

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

Budgeted cost: £58,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise all enrichment activities to ensure that no child is unable to access the school's enrichment offer</p> <p>Track the engagement with our enrichment offer to ensure vulnerable groups are at least equally represented</p>	<p>There is clear evidence showing a positive correlation between access to a quality enrichment offer, wellbeing, attendance and academic attainment.</p> <p>Arts Participation & Core Academic Achievement EEF</p> <p>Out of School Activities & Wellbeing UCL</p> <p>Enrichment, wellbeing, attendance and attainment Centre for Young Lives</p>	<p>1, 2</p>
<p>Embed the work of the Attendance Team including the employment of a part-time Attendance Officer. This team will continue to build a holistic understanding of individual pupils, diagnose specific needs and provide targeted intervention.</p> <p>Continued regular engagement with the Education Welfare Officers for support</p>	<p>Evidence shows that interventions that are tailored to individuals and individual families, underpinned by a holistic understanding of needs, lead to stronger improvements in attendance than generic strategies.</p> <p>Holistic Understanding & Targeted Intervention Supporting School Attendance EEF</p>	<p>1, 2</p>
<p>Continued investment in release time for Lead DSL and Deputy DSL Roles to ensure any safeguarding concerns are addressed promptly and comprehensively, ensuring children's wider needs are met and positive wellbeing promoted</p>	<p>Research shows that disadvantaged pupils are more likely to be experiencing greater socio-emotional, safeguarding and attendance challenges. Where robust support is in place children are able to thrive and the wellbeing gap can be closed.</p> <p>Pupil Premium & Wellbeing Childhood Trust Report</p> <p>Maslow's Hierarchy of Needs & Education Brooks-and-Kirk</p>	<p>1, 2, 6, 7, 8</p>

<p>Part-time Family and Community Co-ordinator in school supporting vulnerable families with housing, finance, benefits, transport and refugee paperwork</p>	<p>Research shows that children’s wider foundational needs need to be met before they can engage positively with the academic challenges of school. At Edale, children thrive if they attend well and are regulated</p> <p>Maslow’s Hierarchy of Needs & Education Brooks-and-Kirk</p> <p>Family Liaison Officers Impact EEF</p>	<p>1, 2</p>
<p>Full time Learning Mentor to support children who require regular 1:1 sessions or small groups sessions to explore emotional and behaviour strategies such as ‘Zones of Regulation’</p> <p>Continue to invest in ELSA interventions led by an ELSA trained individual to support children with Emotional Literacy as a preventative intervention</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Social and Emotional Learning EEF</p> <p>Zone of Regulation Research Summary</p> <p>Impact of ELSA on Wellbeing and Resilience ELSA</p>	<p>1, 2, 3</p>

Total budgeted cost: £153,015

Part B: Review of the previous academic year (2022-2025)

Outcomes for disadvantaged pupils

Demographic Commentary								
	2022-2023		2023-2024		2024-2025		2025-26	
Disadvantaged	44%		47%		50%		51%	
New to English	8%		15%		29%		29%	
SEND	20%		17%		15%		16%	
EHCP	0.4%		4%		4%		2%	
	<i>Non-PP</i>	<i>PP</i>	<i>Non-PP</i>	<i>PP</i>	<i>Non-PP</i>	<i>PP</i>	<i>Non-PP</i>	<i>PP</i>
New to English	7%	9%	13%	17%	26%	32%	27%	33%
SEND	15%	28%	11%	24%	13%	18%	12%	19%

The demographic at Edale Rise has changed during this three-year strategy. The proportion of children in receipt of pupil premium has risen by 7%. Children arriving from overseas with limited or no English (N2E) has risen by 21%. SEND has remained relatively stable; however, the level of need within this cohort has risen dramatically as demonstrated in the increase in the number of children with EHCPs across the school.

It is essential to consider this change in context when analysing the impact this strategy has had on disadvantaged children. This is because both SEND and N2E are disproportionately represented within the cohort of children in receipt of pupil premium.

Attendance

	2022-2023	2023-2024	2024-2025	3 Year +/-
All	92.5	92.2	93.6	+1.1
Disadvantaged	91.6	89.7	91.5 (*92.6)	-0.1 (*+1.0)
Non-Disadvantaged	94.7	94.4	95.7	+1.0
Gap	-3.7	-4.7	-4.2 (* -3.1)	-0.5 (*+0.5)
Persistent Absences (All)	27.1	23.3	18.9	+7.3
Persistent Absences (Disadvantaged)	34.9	29.9	31.5	+3.4
Persistent Absences (Non-Disadvantaged)	15.2	17.9	6.6	+8.6
Gap	+19.7	+12.0	+24.9	-5.2

* Starred figures represent a control of four extreme attendance cases within the disadvantaged population

Attendance for all has improved over 3 years by 1.1%. This is above the national average in terms of improvement (0.8%). Disadvantaged attendance has improved from 2023-24 by 1.8%. The gap between disadvantaged and non-disadvantaged has improved by 0.5% since 2023-24, but there has been little movement since 2022-23. However, in 2024-2025, overall attendance for disadvantaged children is significantly impacted by four extreme cases. If these are controlled for, disadvantaged

attendance improves to 92.6%, which would show a 1.0% improvement over the three years. It would also show that the gap between disadvantaged and non- disadvantaged had decreased by 0.5% Persistent absence rates for disadvantaged children have improved by 3.4% over the three years; however, the attendance gap between disadvantaged and non- disadvantaged has widened. This analysis shows that there is still significant work to be done to improve the attendance of disadvantaged children.

Action for Future Strategies: continue to invest in resources which enable targeted attendance interventions, personalised support and early intervention. Continue to invest in the pastoral support offered to our most vulnerable families to mitigate the impact of safeguarding, housing, transport and financial concerns impacting attendance

Phonics

	2022-2023	2023-2024	2024-2025
<i>Disadvantaged</i>	75	75	31
<i>Non-Disadvantaged</i>	79	56	57

2024-2025	(-SEND)	(-N2E)	(-N2E & SEND)
<i>Disadvantaged</i>	50 (10 children)	33 (9 children)	75 (4 children)
<i>Non-Disadvantaged</i>	54 (13 children)	100 (6 children)	100 (5 children)

Analysis shows that SEND and New-to-English are significantly over-represented in the Y1 cohort, especially the disadvantaged cohort. Once these are controlled for, the gap between the groups reduces. Closer analysis shows that attendance is a key factor affecting children’s progress in phonics and should be considered in strategies moving forward.

Action for Future Strategies: ensure attendance in EYFS – KS1 is a key focus so that children establish good attitudes to attendance as soon as possible

Wellbeing & Involvement

	2022-2023	2023-2024	2024-2025
Disadvantaged	76/82	76/77	87/78
Non-Disadvantaged	86/83	93/86	87/80
Gap	-10 / -1	-17 / -9	0 / -2

There has been a positive impact on wellbeing and involvement for disadvantaged children: the gap between the groups has now reduced almost entirely. School leaders attribute this to the ongoing commitment of all the staff, sustained and rigorous leadership focus on safeguarding, SEND and attendance, the ELSA and Learning Mentor interventions and work the school completes with New-to-English and Refugee families, involving the Family and Community Coordinator.

Y6 exit surveys and pupil voice across school continue to show no obvious distinction in children’s perceived happiness in school, sense of safety or enjoyment of the curriculum/enrichment offer. However, disadvantaged children are more likely to raise concerns about issues outside of school. This is especially true of older children feeling safe in their local community.

Participation in enrichment / after school clubs of disadvantaged children is in-line or above that of non-disadvantaged children

Action for Future Strategies: continue focus and investment in pastoral roles including Lead DSL, Attendance Officer, Learning Mentor and Family and Community Coordinator to ensure children and families are supported to allow children to thrive.

KS2 Attainment – Reading EXS+

	2022-2023	2023-2024	2024-2025
Disadvantaged	39	29	70
Non-Disadvantaged	82	62	81

The percentage of children in receipt of pupil premium passing the reading paper has risen by 31% since 2023. There is still an 11% gap between disadvantaged and non-disadvantaged. Closer analysis shows that disadvantaged children, on average, have lower reading fluency rates than their non-disadvantaged peers which results in less cognitive bandwidth to comprehend challenging texts.

Action for Future Strategies: ensure reading fluency interventions are targeted from Y3 and maintain consistency. Ensure an investment in Sounds Write training for KS2 staff to deliver phonics interventions remains a priority. Ensure foundational knowledge in reading and early language acquisition is prioritised in EYFS and KS1. Ensure New-to-English learners are supported to make rapid progress in vocabulary acquisition.

KS2 Attainment – Writing EXS+

	2022-2023	2023-2024	2024-2025
Disadvantaged	62	57	70
Non-Disadvantaged	82	63	81

The percentage of children in receipt of pupil premium achieving EXS+ in writing has risen by 8% since 2023. There is still an 11% gap between disadvantaged and non-disadvantaged.

Action for Future Strategies: maintain an investment in writing CPD and curriculum development. Ensure a focus is placed on establishing foundational knowledge of transcription in EYFS & KS1 to allow KS2 to focus on composition. Ensure that teachers are confident in providing adaptations across the curriculum in writing tasks to allow all to access.

KS2 Attainment – Maths EXS+

	2022-2023	2023-2024	2024-2025
Disadvantaged	69	36	62
Non-Disadvantaged	88	56	81

The percentage of children in receipt of pupil premium achieving EXS+ in maths has dropped by 7% since 2023, but has risen by 30% since 2024. There is still an 19% gap between disadvantaged and non-disadvantaged in maths attainment. When analysed alongside leaders' monitoring and discussion with class teachers, the key issues are attendance, emotional regulation and some further work to be completed on mental fluency.

Those children who did not achieve the expected standard in maths were more likely to have poor attendance and punctuality which meant they were not always present for retrieval / assessment for learning activities. Children who did not reach EXS+ were also more likely to be dysregulated in the first morning sessions.

Action for Future Strategies: maintain an investment in monitoring and improving attendance throughout KS2, involving families at the earliest sign of declining attendance. Continue to invest in the role of Learning Mentor to ensure resources are available to support children to regulate, especially for first morning sessions. Invest CPD and leadership time in developing mental fluency and arithmetic from nursery to Y6.

Reading, Writing and Maths Performance: Y1-Y5 (Summer Term 2025)

Y1-Y5	Non-PP		PP		Non-PP (53) (-N2E & SEND)		PP (35) (-N2E & SEND)	
	<i>EXS+</i>	<i>GDS</i>	<i>EXS+</i>	<i>GDS</i>	<i>EXS+</i>	<i>GDS</i>	<i>EXS+</i>	<i>GDS</i>
Reading	72	25	66	19	75	28	80	14
Writing	67	12	54	5	77	7	83	6
Maths	76	18	72	16	78	21	91	20
Combined	62	7	46	4	70	9	69	3

If we control for SEND and N2E in both the disadvantaged and non-disadvantaged cohorts, children in receipt of pupil premium out-perform non-disadvantaged children in EXS for every subject. This is strongest in maths, then reading with writing having the smallest gap

Action for Future Strategies: invest in CPD for staff in adapting teaching for the needs of New-to-English and SEND children, especially in writing, to support them in making accelerated progress.