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	52.6% (129)
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 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Ian Forbes (Chair of Governors)
Pupil premium lead	Dean-Michael Crosby (Headteacher)
Governor / Trustee lead	Ian Forbes (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 167,916
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*	£ 167,916

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 quicky 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	**Attendance** 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.
2	**Wellbeing, Involvement and Belonging** 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.
3	**Communication & Language** 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.
4	**Knowledge & Vocabulary** 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.
5	**Phonics** 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.
6	**Reading Fluency** 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.
7	**Transcriptional Fluency** 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
8	**Maths Fluency** 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.

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: • 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: • 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	• 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	• 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: • F1 entry to summer in 'Communication & Language' and 'Literacy' • F2 outcomes in Listening, Attention and Understanding and Spealing • Writing attainment in KS1 and KS2
To achieve and sustain improved phonics outcomes among disadvantaged children	• 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: £57,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further refine, improve and embed the use of the 'Edale Rise Teaching and Learning Principles' and the 'Edale Rise Adaptations for Inclusion' CPD for T&L Leaders in effective coaching practices CPD for staff to deepen their understanding of high-quality, evidence informed teaching and learning principles Teacher release time to work with T&L leaders to develop understanding of the teaching and learning principles Release time for Edale's Teacher PODS. A peer-to-peer support programmed in developing T&L	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. High Quality Teaching I Maximising Learning I EEF Impact of Adaptive Teaching | EEF Rosenshine, B (2012) Principles of Instruction Impact of Coaching | Effective Professional Development | EEF Impact of Peer Observation & Support | Professional Development	1, 2, 3, 4, 5, 6, 7, 8
Embedding dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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 Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	2, 3

Continue to develop and embed sustained shared thinking in EYFS and in KS1 continuous provision		
Improve and embed the knowledge-rich curriculum across school. Release time for curriculum leaders to monitor the impact and develop all subjects Knowledge-rich schemes to be purchased in subjects requiring further development Staff CPD on implementing a knowledge-rich curriculum	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) Hirsch, ED (2016) Why Knowledge Matters: Rescuing our Children from Failed Educational Theories	1, 2, 3, 4, 6, 7
Improve and embed the 'Sounds Write' phonics schemes across EYFS – Y3 Release time for Phonics Lead to monitor and develop phonics provision, working alongside class teachers	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	5, 6, 7
Further develop and embed the teaching of transcriptional fluency from EYFS to Y6 Develop and embed the use of 'Sounds and Syllables' spelling scheme in KS2 Develop and embed the school's handwriting curriculum from EYFS to KS2	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. Impact of Explicit Teaching of Transcription | DfE Writing Framework	7

Further improve and embed the teaching of reading in-line with the DfE and EEF guidance. CPD for all teachers, especially newly appointed, teaching reading fluency and comprehension strategies both as whole class and group / 1:1 interventions Release time for reading leaders to monitor impact and develop the reading curriculum Release time for teachers to work in coaching/mentoring sessions with reading leaders	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) Edale will continue to refine and embed its research-informed reading curriculum & approach Reading Fluency I Disadvantaged I Herts for Learning EEF I Guidance Report I Improving Literacy in Key Stage 1 I EEF EEF I Guidance Report I Improving Literacy in Key Stage 2 I EEF	6
Develop and embed maths teaching and curriculum planning, with a clear focus on securing fluency in the foundational skills from Nursery to Y6 Continued subscription to Power Maths, and other digital services that promote fluency Leader release time to develop maths across school	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. EEF Guidance Report Improving Mathematics in KS1 | EEF EEF Guidance Report Improving Mathematics in KS2 | EEF	8
Purchase of standardised diagnostic assessments in KS1 and KS2. CPD for staff to ensure assessments are interpreted and administered correctly.	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	6, 7, 8

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

Budgeted cost: £46,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing communication and language interventions in EYFS (NELI)	Oral language interventions have been shown to have a positive on attainment Oral Language Intervention I EEF	1, 2, 3, 4
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	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%. Flash Academy | Impact Report	1, 2, 3
Provide release time for Phonics Leads to assess and track progress of individual children and facilitate interventions Provide CPD for staff to ensure greater capacity in delivering Sounds Write phonics interventions across KS1 and KS2	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 Small Group Tuition I EEF Providing Equity through Pre-teaching I Trundley et al 2017	5, 6, 7
Embedding pre and post teaching sessions across school in reading, writing and maths, especially for those who are New-to-English	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 1:1 Tuition I EEF Small Group Tuition I EEF Providing Equity through Pre-teaching I Trundley et al 2017	5, 6, 7, 8, 2

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

Budgeted cost: £64,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise all enrichment activities to ensure that no child is unable to access the school's enrichment offer Track the engagement with our enrichment offer to ensure vulnerable groups are at least equally represented	There is clear evidence showing a positive correlation between access to a quality enrichment offer, wellbeing, attendance and academic attainment. Arts Participation & Core Academic Achievement | EEF Out of School Activities & Wellbeing | UCL Enrichment, wellbeing, attendance and attainment | Centre for Young Lives	1, 2
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. Continued regular engagement with the Education Welfare Officers for support	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. Holistic Understanding & Targeted Intervention | Supporting School Attendance | EEF	1, 2
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	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. Pupil Premium & Wellbeing | Childhood Trust Report Maslow's Hierarchy of Needs & Education | Brooks-and-Kirk	1, 2, 6, 7, 8

Family and Community Co-ordinator in school supporting vulnerable families with housing, finance, benefits, transport and refugee paperwork	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 Maslow's Hierarchy of Needs & Education | Brooks-and-Kirk Family Liaison Officers Impact | EEF	1, 2
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' Continue to invest in ELSA interventions led by an ELSA trained individual to support children with Emotional Literacy as a preventative intervention	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life Social and Emotional Learning I EEF Zone of Regulation I Research Summary Impact of ELSA on Wellbeing and Resilience | ELSA	1, 2, 3

Total budgeted cost: £153,015

Part B: Review of the previous academic year (2025-2026)

Outcomes for disadvantaged pupils

Demographic Commentary

	2023-2024		2024-2025		2025-26		2026-27	
Disadvantaged	47%		50%		51%		51%	
New to English	15%		29%		29%		32%	
SEND	17%		15%		16%		20%	
EHCP	4%		4%		2%		3.5%	
	PP	*Non-PP*	*PP*	*Non-PP*	*PP*	*Non-PP*	*PP*	*Non-PP*
New to English	17%	13%	13%	26%	17%	26%	34%	31%
SEND	24%	11%	19%	13%	22%	17%	22%	17%
EHCP	5%	3%	6%	1%	5%	0%	5%	2%

Over the last four years, the proportion of disadvantaged pupils has increased from 47% to 51%, meaning disadvantaged pupils now make up the majority of the school population. Alongside this, the school has seen a substantial increase in pupils new to English, rising from 15% to 32%, and an increase in SEND from 17% to 20%. These trends indicate a growing level of need across the school population.

Within the disadvantaged cohort, levels of additional need remain consistently higher than among non-disadvantaged pupils. In 2026-27, disadvantaged pupils are more likely to have SEND (22% vs 17%) and slightly more likely to be new to English (34% vs 31%). Disadvantaged pupils are also more than twice as likely to have an EHCP (5% vs 2%).

These demographic changes suggest that barriers to achievement for disadvantaged pupils are increasingly linked to overlapping needs, particularly language acquisition and SEND. As a result, the pupil premium strategy should continue to prioritise early language development, high-quality adaptive teaching, targeted intervention, attendance, and inclusion, recognising that disadvantage is often compounded by additional vulnerabilities rather than existing in isolation.

Attendance

	2023-2024	2024-2025	2025-26	3 Year +/-
All	92.2	93.6	94.8	+2.6
Disadvantaged	89.7	91.5	93.4	+3.7
Non-Disadvantaged	94.4	95.7	96.2	+1.8
Gap	-4.7	-4.2	-2.8	+1.9
Persistent Absences (All)	23.3	18.9	13.7	+9.6
Persistent Absences (Disadvantaged)	29.9	31.5	20.7	+9.2
Persistent Absences (Non-Disadvantaged)	17.9	6.6	6.7	+11.2
Gap	-12.0	-24.9	-14.0	-2.0

Over the last three years, attendance for disadvantaged pupils has improved from 89.7% to 93.4%, a greater rate of improvement than that seen for non-disadvantaged pupils. As a result, the attendance gap has narrowed from 4.7 percentage points to 2.8 percentage points, demonstrating the positive impact of targeted attendance support and family engagement.

Persistent absence has also reduced significantly, falling from 29.9% to 20.7% for disadvantaged pupils and from 23.3% to 13.7% across the school overall. While disadvantaged pupils remain more likely to be persistently absent, the substantial reduction indicates that attendance strategies are helping more pupils access learning consistently.

Overall, three-year trends show clear and sustained improvement in attendance outcomes for disadvantaged pupils, increasing access to learning and reducing barriers to achievement. This demonstrates the impact of Attendance Officer and Family Community Coordinator expenditure. Attendance remains a priority, but the gap between disadvantaged pupils and their peers is continuing to close.

Action for 2026-27:

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

GLD & Early Language Acquisition

	2023-2024	**2024-2025**	**2025-2026**
All	67	67	68
Disadvantaged	38	67	61
Non-Disadvantaged	100	67	80
Gap	-62	0	-21

Demographics of F2 2025-2026

	EAL	**SEND**	**EHCP**	**N2E**
Disadvantaged	73	21	5	58
Non-Disadvantaged	80	10	0	70

GLD 2025 – 2026 with controls

2025-2026	**(-PAs)**	**(-SEND)**	**(-N2E)**	**(-N2E & SEND)**
Disadvantaged	75 (12 children)	71 (14 children)	43 (7 children)	50 (4 children)
Non-Disadvantaged	88 (8 children)	89 (9 children)	67 (3 children)	100 (2 children)

Over the last three years, GLD outcomes for disadvantaged children have improved significantly, rising from 38% to 61%, demonstrating the positive impact of the school's early years provision and targeted support strategies (NELI). Although disadvantaged pupils remained below their non-disadvantaged peers in 2025-26 (61% vs 80%), the gap is substantially smaller than in 2023-24.

The 2025-26 disadvantaged cohort had higher levels of SEND (21% vs 10%) and EHCPs (5% vs 0%), with both cohorts also containing high proportions of pupils who were EAL and new to English. Cohort analysis suggests that these additional needs are a significant contributor to the attainment gap. When pupils with SEND are removed, disadvantaged GLD increases to 71%, and when pupils with persistent absence are removed, outcomes increase to 75%.

Overall, the data indicates that disadvantaged children are achieving stronger outcomes than three years ago despite increasingly complex needs. Remaining gaps appear to be driven largely by SEND

and attendance-related factors, reinforcing the importance of continued investment in early language development, inclusion and attendance support.

Y1 Phonics Results 2024 - 2026

	2023-2024	2024-2025	2025-2026
Disadvantaged	75	31	53
Non-Disadvantaged	56	57	71
Gap	+19	-26	-18

Demographics of Y1 2025-2026

	EAL	SEND	EHCP	PA	N2E
Disadvantaged	80	13.3	0	26.7	47
Non-Disadvantaged	57	35.7	0	14.3	36

Y1 Phonics Results 2025 - 2026

2025-2026	(-EAL)	(-SEND)	(-N2E)	(-N2E & SEND)
Disadvantaged	67 (3 pupils)	54 (13 children)	63 (8 children)	63 (8 children)
Non-Disadvantaged	50 (6 pupils)	89 (9 children)	67 (9 children)	80 (5 children)

Over the last three years, phonics outcomes for disadvantaged pupils have fluctuated considerably, rising from 31% in 2024-25 to 53% in 2025-26 following a significant decline from 75% in 2023-24. Despite a 22 percentage point improvement in the most recent year, disadvantaged pupils remained 18 percentage points below their non-disadvantaged peers (53% vs 71%).

Cohort analysis suggests that lower outcomes were driven largely by additional vulnerability factors rather than disadvantage alone. The disadvantaged cohort contained high proportions of pupils who were new to English, EAL and persistently absent, all of which are known barriers to early reading acquisition. When pupils new to English are removed from the data, disadvantaged attainment increases from 53% to 63%, reducing the gap to just 4 percentage points (63% vs 67%). Similarly, when EAL pupils are removed, disadvantaged pupils outperform their peers. This highlights the need for continual investment in language acquisition interventions such as Flash Academy.
Overall, the evidence indicates that the attainment gap is strongly associated with language acquisition needs and attendance-related barriers rather than disadvantage in isolation. This demonstrates the importance of continued investment in early language development, intervention, NELI, phonics intervention and attendance support for disadvantaged pupils.

Action for 2026-27:

- Maintain key focus on attendance in EYFS – KS1
- Maintain investment in early language acquisition teaching and early reading interventions.

Involvement & Wellbeing (Involvement / Wellbeing)

	2023-2024	2024-2025	2025-2026
Disadvantaged	76/77	87/78	73/90
Non-Disadvantaged	93/86	87/80	83/90
Gap	-17 / -9	0 / -2	-10 / 0

Over the last three years, disadvantaged pupils' wellbeing has improved significantly, with the gap to non-disadvantaged pupils reducing from 9 percentage points in 2023-24 to zero in 2025-26, with both

groups achieving 90%. This suggests that the school's work to strengthen inclusion, belonging and positive relationships has had a sustained impact on pupil wellbeing.

Involvement has been more variable. The gap reduced from 17 percentage points in 2023-24 to zero in 2024-25 before widening to 10 percentage points in 2025-26 (73% vs 83%). While disadvantaged pupils report similarly positive experiences of school life and wellbeing as their peers, improving engagement in learning and classroom activity remains an important priority.

Action for 2026-27:

- Continue focus and investment in pastoral roles including Lead DSL, Attendance Officer, and Family and Community Coordinator to ensure children and families are supported to allow children to thrive.
- Further strengthen teacher's practice in removing barriers to learning in the classroom through professional development and monitoring.

KS2 Attainment – Reading EXS+

	2022-2023	2023-2024	2024-2025	2025-2026
Disadvantaged	39	29	70	80
Non-Disadvantaged	82	62	81	88
Gap	-43	-33	-11	-8

The percentage of children in receipt of pupil premium passing the reading paper has risen by 41% since 2023 to 80%. This is 17 above the national average for disadvantaged children. There is still an 8% gap between disadvantaged and non-disadvantaged at Edale. 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 2026-27:

- 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	2025-2026
Disadvantaged	62	57	70	80
Non-Disadvantaged	82	63	81	87
Gap	-20	-6	-11	-7

The percentage of children in receipt of pupil premium achieving EXS+ in writing has risen by 18% since 2023. There is still an 7% gap between disadvantaged and non-disadvantaged.

Action for 2026-27:

- 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 to allow children at any stage to overcome barriers to becoming effective writers.

KS2 Attainment – Maths EXS+

	2022-2023	2023-2024	2024-2025	2025-2026
Disadvantaged	69	36	62	90
Non-Disadvantaged	88	56	81	87

The percentage of children in receipt of pupil premium achieving EXS+ in maths has risen by 21% since 2023. In 2026, disadvantaged children outperformed non-disadvantaged in maths.
Assessments show that 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.

Action for 2026-27:

- Maintain an investment in monitoring and improving attendance throughout KS2, involving families at the earliest sign of declining attendance.
- Invest CPD and leadership time in developing mental fluency and arithmetic from nursery to Y6.

Achieving GDS

	2023-2024		**2024-2025**		**2025-2026**	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	0	31	8	38	30	38
Writing	0	0	8	31	20	25
Maths	7	13	15	31	10	31

Overall, the data demonstrates that the school's disadvantaged pupils are increasingly achieving the highest standards, particularly in reading and writing. The most recent cohort shows a marked improvement in disadvantaged GDS attainment compared with three years ago, alongside a narrowing of attainment gaps in both subjects. Mathematics remains an area for further development, with a continued focus needed on ensuring disadvantaged pupils are consistently challenged and supported to attain Greater Depth outcomes.

Action for 2026-27

- Increase the proportion of disadvantaged pupils achieving GDS in mathematics.
- Further develop challenge, reasoning and problem-solving opportunities for high-attaining disadvantaged pupils.
- Continue successful strategies that have improved disadvantaged reading and writing outcomes.

Reading Fluency – KS2

Progress in WCMP – KS2 (Percentage of Children reading at 110+ WCPM)

	Autumn 2025	Summer 2026	Improvement
All	43	59	+16
Disadvantaged	36	56	+20
Non-disadvantaged	48	61	+13
Gap	-12	-5	+7

- Reading fluency has improved significantly across KS2, with the proportion of pupils reading at 110+ words per minute increasing from 43% to 59% (+16 percentage points).
- Disadvantaged pupils made the strongest gains, improving from 36% to 56% (+20 points), compared with a +13 point improvement for non-disadvantaged pupils. As a result, the disadvantage gap narrowed from 12 points to 5 points.

Action 2026-27

- Continue to prioritise reading fluency interventions for all children not currently reading at 110+ WCPM