

Pupil premium strategy statement – Lily Lane Primary 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	585
Proportion (%) of pupil premium eligible pupils	67%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs H Lewis
Pupil premium lead	Mrs M Leak
Governor / Trustee lead	Michele Eaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£554,490
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is governed by five underpinning principles which seek to address the varied and diverse needs of our disadvantaged learners and seeks to:

- use an evidenced based approach to understand the effectiveness of a range of approaches available
- improve teaching quality across the school and introduce programmes and practices that will benefit all pupils and develop the leadership skills that will monitor to improve the quality of teaching and learning across the school.
- identify a core number of priorities which will effectively address the learning and attainment gap that has widened, for our disadvantaged learners and improve attainment in Reading, Writing, Maths and Science.
- build the social and cultural capital of our disadvantaged pupils
- engage with parents through specific initiatives, to secure their support and involvement in the school community and their child's learning.

With the pupil premium funding, we aim to enable all disadvantaged pupils to attend school regularly, physically and mentally prepared to access their learning. We aim to eradicate any barriers to effective learning and ultimately, to ensure that there is no educational attainment or progress gap between disadvantaged pupils and their peers.

High quality, wave 1 teaching is integral to our approach to addressing educational inequalities. We know that strategies that will support disadvantaged pupils will also benefit non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge				
1	Narrowing the attainment gap in reading, writing and maths.				
	24/25	Pupil Premium (387 pupils)		Non-Pupil Premium (217 pupils)	
		Working below	Working at+	Working below	Working at+
	Reading	38%	29%	36%	43%
	Writing	45%	26%	41%	38%
	Maths	38%	35%	31%	51%
	*rest of the percentage is for children with no data				
	25/26	Pupil Premium (389 pupils)		Non-Pupil Premium (196 pupils)	
		Working below	Working at+	Working below	Working at+
	Reading	61%	39%	47%	52%
	Writing	68%	32%	55%	44%
	Maths	57%	42%	40%	59%

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	School 196 pupils 9.7% 12.2% 50.5% 26.5% 0.5% 92.6% pupil premium School 389 pupils 26.2% 21.9% 33.9% 17.7% 0.3%
5	Poor parental engagement The same range of home issues as above and the lack of prioritising the importance of education for some of our families as well as having many families with additional vulnerabilities has subsequently distanced the relationship between home and school.
6	SEND Some of our disadvantaged pupils have fewer effective adult role models (aspirations, expectations, resilience and reading/writing at home). Many of our disadvantaged pupils experience additional vulnerability/ACEs (transience/mobility, social care involvement, relationships etc). This has been further heightened through the cost-of-living crisis, with a number of families experiencing significant financial hardship.

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 narrow the attainment gap in reading, writing and maths	By July 2027, KS1 and KS2 reading, writing and maths outcomes show that the attainment gap has been narrowed between disadvantaged and non-disadvantaged pupils. We are aspiring for all children to achieve national targets by July 2027.
To narrow the attainment gap in percentage of children achieving greater depth	By July 2027, KS1 and KS2 reading, writing and maths outcomes show that the attainment gap for greater depth has been narrowed between disadvantaged and non-disadvantaged pupils. We are aspiring for all children to achieve national targets by July 2027.
To improve oral language and communication skills for disadvantaged pupils.	All pupils who require additional support with their communication and language will be identified shortly after arrival in the school. Provision will improve pupils' communication and language – this will be measured using the relevant intervention tool.
To improve the attendance and punctuality of identified pupils.	By July 2027, the attendance gap between disadvantaged and non-disadvantaged pupils will be less than 1%. The percentage of persistently absent pupils will be in line with national averages

	and the gap between disadvantaged and non-disadvantaged persistent absence will have reduced to 5% or below.
To improve parental engagement with a positive impact upon pupils learning and attendance.	By July 2027 the attendance at parental workshops and events will have increased.
To remove wider barriers for disadvantaged and vulnerable pupils.	Early identification of children with SEND will have increased, the number of children on the SEND register will be an accurate representation of the school, children with SEND will have their needs catered for and will make expected progress. Clear understanding of children's wider barriers to learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £166,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Little Wandle SSP throughout school. Train staff on the delivery of this.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF (https://educationendowmentfoundation.org.uk/)	1, 2, 3
Train all Teachers and TAs in cognitive science and metacognitive approaches to teaching and learning. Provide release time for curriculum teams to refine their use of a seven-part teaching structure.	Developing staff understanding of metacognitive principles will better support children's retention of key information. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Cognitive Science Evidence Review – EEF Metacognition Guidance Report – EEF EEF Teaching and Learning Toolkit:  EEF EYFS Toolkit:  Dunlosky, J. (2013) – <i>Strengthening The Student Toolbox</i>	1, 2, 3

	Ebbinghaus, H. (1885/1913) – <i>Memory: A contribution to experimental psychology</i> Karpicke, J. D. and Roediger, H. L. (2008) – <i>The critical importance of retrieval for learning</i> Weinstein, Y. et al (2018) – <i>Teaching The Science of Learning</i> Westby and Badger (2018) – <i>Retrieval Practice In Primary Science Lessons</i>	
Develop Teachers and TAs understanding of formative assessment processes and how best to deliver, “in the moment feedback” which maximises pupil self-efficacy.	Focus to be on development of “in the moment feedback” and supporting children’s self-efficacy. Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	1, 2
CPD for TAs in effective scaffolding	https://educationendowmentfoundation.org.uk/ Making Best Use of Teaching Assistants Guidance Report – EEF	
Coaching implemented and provided for ECTs and experienced teachers to further develop teaching practises through the use of Steplab	Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence (2018) Matthew A. Kraft; David Blazar; Dylan Hogan EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
AHT (out of class) with a focus on EYFS and improving the teaching and learning and provision provided. - Appointment of AHT EYFS lead (CLIC lead practitioner) - Review curriculum, teaching and provision in EYFS to accelerate progress early for disadvantaged learners • Coaching for EYFS lead • Environment audit focused upon provision for disadvantaged learners	EEF EYFS Toolkit: Communication and language approaches Very high impact for very low cost based on moderate evidence. £££££ ⌚⌚⌚⌚⌚ +7 Early numeracy approaches Very high impact for very low cost based on limited evidence. £££££ ⌚⌚⌚⌚⌚ +7 Physical development approaches High impact for very low cost based on very limited evidence. £££££ ⌚⌚⌚⌚⌚ +5 Parental engagement High impact for low cost based on extensive evidence. £££££ ⌚⌚⌚⌚⌚ +5 Early literacy approaches Moderate impact for very low cost based on extensive evidence. £££££ ⌚⌚⌚⌚⌚ +4 Self-regulation strategies Moderate impact for very low cost based on very limited evidence. £££££ ⌚⌚⌚⌚⌚ +3 Play-based learning Moderate impact for very low cost based on very limited evidence. £££££ ⌚⌚⌚⌚⌚ +4	1, 2, 3, 6

PE (PE Passport) Science – using more scientific language and working scientifically RE – SACRE		
ECT 2 CLIC Network (in addition to Appropriate Body offer - Bright Futures ECF programme) Half a day each half term	Early Career Framework	
Implement a behaviour policy, which supports pupils who have experienced ACEs: - Engagement with stakeholders - Child friendly and translated versions of the policy created and shared - Zones of Regulation CPD for all staff - Teacher development coaching for targeted staff (Steplab) - SENDCO/DSL to access ELKLAN SEMH training programme in 2025-26	EEF Improving Behaviour in Schools guidance report Young Minds ACEs	
English Hub support work to develop the teaching of English across the school and attainment and progress in English.	Phonics - EEF Teaching and Learning Toolkit: Phonics High impact for very low cost based on very extensive evidence                         	

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND AHT (out of class) full time focusing on coaching for teachers offering targeted support for children with additional needs	Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence (2018) Matthew A. Kraft; David Blazar; Dylan Hogan EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	5, 6
1 SEND teachers (RL) teaching in alternative provision class	SEND in Mainstream Schools Guidance Report	1, 2, 3, 6
2 x 0.6 Assistant SENDCO focusing on coaching for teachers offering targeted support for children with additional needs	Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence (2018)Matthew A. Kraft; David Blazar; Dylan Hogan EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	5, 6
Music therapy once per week delivering music therapy to small groups and individual children.	SEND in Mainstream Schools Guidance Report Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Harmonise project		
Wellcomm intervention delivered to pupils in Nursery and Reception who are working below the age related expectation with spoken language.	EEF Teaching and Learning Toolkit: Reading comprehension strategies Very high impact for very low cost based on extensive evidence Oral language interventions Very high impact for very low cost based on extensive evidence Feedback Very high impact for very low cost based on extensive evidence One to one tuition High impact for moderate cost based on moderate evidence Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence Small group tuition Moderate impact for low cost based on moderate evidence Individualised instruction Moderate impact for very low cost based on limited evidence 	1, 2, 3
Position of Pupil Premium Champion to promote and develop this work to increase proficiency and impact.	EEF and Centre for Public Impact: Pupil Premium decisions are most successful when individualised to each school's own set of circumstances. An effective champion successfully advocates and champions the needs of Pupil Premium pupils and works to remove	1, 2, 3, 4, 5

	barriers to learning across the school community.																					
Staff are trained in a range of quality interventions to support the needs of learners and fill gaps in learning. Little rays of sunshine SALT targeted interventions - trained by SALT therapists for specific children Lego therapy ELKLAN SEMH training	EEF and Centre for Public Impact: High quality teaching in the classroom, one- to-one or in small groups is crucial as evidence shows that the quality of teaching provision impacts significantly on disadvantaged children. Providing a range of quality interventions delivered by well trained staff consistently improves progress by 7 months.	1, 2, 3, 6																				
A range of interventions and support are provided across the school to meet the needs of learners and to fill gaps in learning. These are provided in an effective way, impacting on progress and outcomes.	EEF: targeted academic support that links classroom teaching with one-to- one or small group interventions consistently shows a positive impact on academic progress. Frequently demonstrating 7 months progress EEF Teaching and Learning Toolkit: <table><tr><td>Feedback Very high impact for very low cost based on extensive evidence</td><td>£ £ £ £ £ £</td><td>🔒 🔒 🔒 🔒 🔒 🔒</td><td>+6</td></tr><tr><td>One to one tuition High impact for moderate cost based on moderate evidence</td><td>£ £ £ £ £ £</td><td>🔒 🔒 🔒 🔒 🔒 🔒</td><td>+5</td></tr><tr><td>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</td><td>£ £ £ £ £ £</td><td>🔒 🔒 🔒 🔒 🔒 🔒</td><td>+4</td></tr><tr><td>Small group tuition Moderate impact for low cost based on moderate evidence</td><td>£ £ £ £ £ £</td><td>🔒 🔒 🔒 🔒 🔒 🔒</td><td>+4</td></tr><tr><td>Individualised instruction Moderate impact for very low cost based on limited evidence</td><td>£ £ £ £ £ £</td><td>🔒 🔒 🔒 🔒 🔒 🔒</td><td>+4</td></tr></table>	Feedback Very high impact for very low cost based on extensive evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+6	One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+5	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	Individualised instruction Moderate impact for very low cost based on limited evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	1, 2, 3, 6
Feedback Very high impact for very low cost based on extensive evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+6																			
One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+5																			
Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4																			
Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4																			
Individualised instruction Moderate impact for very low cost based on limited evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4																			
Provide Speech and Language assessment and support through a Speech and Language Specialist. and associated support staff. Teachers provide individual programs provided by the specialist.	RCSLT: Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential. SALT provides personalised strategies to support a child's individual needs, alongside an effective training, support and feedback loop for the staff delivering the programmes in school. Together these ensure a child can fully engage with their education.	3, 6																				
High quality resources provided and used to effectively engage pupils and support learning and well-being.	Good quality resources support children get the very most out of their learning opportunities through concrete and visual experiences to impact on the ability to retain and build on knowledge and skills.	1, 2, 6																				

TA3 dedicated to supporting EAL learners by implementing small group/1:1 language intervention, completing baseline assessments and first language assessments.	https://d2tic4wvo1iusb.cloud-front.net/production/documents/guidance/EAL_Systematic_review.pdf?v=1787567281	
Full time teacher leading interventions for children in EYFS/KS1 to run phonics and reading interventions	One to one tuition Moderate impact for moderate cost based on moderate evidence. Small group tuition Moderate impact for low cost based on moderate evidence.	1, 2, 3, 6

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

Budgeted cost: £246,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x Educational Psychologists being used to provide advice for vulnerable learners	EPS: The Educational Psychologist supports the school and families if children are experiencing barriers to their learning. The psychologist works with teachers, parents, our speech and language therapists and social workers to help find ways forward.	5, 6
Place2Be support - School counsellor 1 day per week working 1 to 1 with children who are experiencing mental health difficulties.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Family Support Worker and Inclusion Officer to support and robustly challenge low attendance of pupils.	2023-2024 academic year full time attendance support officer to promote attendance, address absences and ensure that pupils do not miss out on education and learning. A whole-school approach is taken because we recognise that regular unauthorised absence can be a complex matter where families often need support for a range of home issues. DFE Attendance	4
Breakfast Club places free/subsidised	EEF and DfE: Such initiatives effectively reduce hunger, improve concentration and behaviour, and help pupils to develop social skills. Evidence has shown a moderate gain of 2 months in academic attainment. Magic Breakfast	1, 2, 4
Subsidised and free visits/visitors/experiences that is covered by the proportion of funding	EEF: Pupils who participate in outdoor adventure learning demonstrate an additional 4 months progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence, perseverance and resilience.	1, 2
Free After School Clubs	Nuffield Foundation: After-school clubs can improve the academic performance and social skills of children from disadvantaged	1, 2, 4

	backgrounds. Taking part in activities after the formal school day could play a role in closing the attainment gap by up to 1.7 higher point score in Year 6 SATS.	
1-1 art Therapy sessions for pupils in acute circumstances in their home backgrounds. Art therapy – 0.4fte	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 6
PE tracksuits provided for all children across school to promote inclusivity and pride	EEF Creating an inclusive environment is the most important thing a school can do. An inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning, both in the classroom and beyond. It is our job to prepare pupils to flourish and feel truly included in society.	4, 5
An AHT (0.8fte) out of class with a focus on safeguarding, LAC and attendance	DFE Attendance Social and Emotional Learning Guidance Report - EEF	6
Learning support behaviour mentor role focusing on supporting children with barriers to learning.		6
SALT SLA to improve oral language and communication skills for disadvantaged pupils.	Communication and Languages Approach	3
Working towards the leading parent partnership award		5
Dedicated meetings for parents to meet new teacher and find out about child's new class and year group		4, 5
SEND parent coffee mornings held each half term		4, 5, 6

Total budgeted cost: £652,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data below is a mixture of internal data and data published for school accountability measures from the academic year 2025/26.

Reading						Writing						Maths				
Nursery																
Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS
32	0	28	0	21	0	34	0	32	0	26	0	40	0	47	0	53
25 - 26 Analysis						25 - 26 Analysis						25 - 26 Analysis				
Expected Standard: decreased from 32% to 21%						Expected Standard: decreased from 28% to 26%						Expected Standard: Increased from 34% to 26%				

Reading						Writing						Maths				
Reception																
Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS
22	0	18	0	49	0	20	0	16	0	53	0	41	0	29	0	57
25 - 26 Analysis						25 - 26 Analysis						25 - 26 Analysis				
Expected Standard: decreased from 55% to 49%						Expected Standard: decreased from 57% to 53%						Expected Standard: decreased from 60% to 53%				

Reading						Writing						Maths				
Year 1																
Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS
26	3	15	3	27	10	31	2	23	0	25	5	31	0	35	0	40
25 - 26 Analysis						25 - 26 Analysis						25 - 26 Analysis				
Expected Standard: Increased from 16.3% to 27% Greater Depth: Increased from 1.2% to 10%						Expected Standard: Increased from 22.1% to 25% Greater Depth: Increased from 0% to 5%						Expected Standard: Increased from 33.7% to 40% Greater Depth: Decreased from 3.5% to 0%				

Reading						Writing						Maths				
Year 2																
Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS
23	1	32	0	32	4	27	0	31	0	21	1	34	0	34	0	32
25 - 26 Analysis						25 - 26 Analysis						25 - 26 Analysis				
Expected Standard: Decreased from 40% to 32% Greater Depth: Decreased from 10% to 4%						Expected Standard: decreased from 27.1% to 21%						Expected Standard: decreased from 56.7% to 32% Greater Depth: decreased from 11.7% to 0%				

						Greater Depth: Decreased slightly from 1.2% to 1%											
Reading						Writing						Maths					
Year 3																	
Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	
26	13	31	13	36	20	25	0	34	0	38	5	43	13	46	10	39	
25 - 26 Analysis						25- 26 Analysis						25 - 26 Analysis					
Expected Standard: Increased from 31.8% to 36%						Expected Standard: Increased from 27.1% to 38%						Expected Standard: Increased from 36.5% to 39%					
Greater Depth: Increased from 5.9% to 20%						Greater Depth: Increased from 1.2% to 5%						Greater Depth: Increased from 2.4% to 16%					
Reading						Writing						Maths					
Year 4																	
Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	
24	6	30	14	35	13	28	2	28	14	36	8	31	5	29	16	35	
25 - 26 Analysis						25 - 26 Analysis						25 - 26 Analysis					
Expected Standard: decreased from 59.8% to 35%						Expected Standard: decreased from 45.9% to 36%						Expected Standard: decreased from 49.4% to 35%					
Greater Depth: decreased from 18.4% to 13%						Greater Depth: Increased from 3.4% to 8%						Greater Depth: Decreased from 16.1% to 12%					
Reading						Writing						Maths					
Year 5																	
Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	
31	18	42	19	49	12	35	6	38	9	41	8	35	16	38	18	39	
25 - 26 Analysis						25 - 26 Analysis						25 - 26 Analysis					
Expected Standard: Increased from 41.1% to 49%						Expected Standard: Increased from 20% to 41%						Expected Standard: Decreased from 46.7% to 39%					
Greater Depth: Increased from 7.8% to 12%						Greater Depth: Increased from 0% to 8%						Greater Depth: Increased from 6.7% to 19%					
Reading						Writing						Maths					
Year 6																	
Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	Sum 25 GDS	Autumn 24 EXS	Autumn 24 GDS	Spring 25 EXS	Spring 25 GDS	Sum 25 EXS	
33	11	40	9	47	18	31	3	45	2	51	12	30	9	38	6	48	
25 - 26 Analysis						25 - 26 Analysis						25 - 26 Analysis					
Expected Standard: decreased from 65.6% to 47%						Expected Standard: Decreased from 60% to 51%						Expected Standard: Decreased from 63.3% to 48%					
Greater Depth: Increased from 16.7% to 18%						Greater Depth: Increased from 4.4% to 12%						Greater Depth: Decreased from 14.4% to 13%					

Activities completed in the previous academic year:

Activity
Additional Teacher working in Year 6 (2024-2025) Additional Teacher working in Year 6 in the lead up to SATs (2024-2025) AHT x2 working in Year 6 (25/26) Setting for English and Maths (25/26)
Additional teachers employed to support teaching and learning: - Music teacher 0.8fte - Reading Recovery teacher 1.0fte - PE teacher 0.6fte days a week - Sports coaches 1.0fte - One Education music peripatetic teachers 0.2fte - Music teacher 0.5fte days a week - Drama teacher total of 13 sessions across the year - SEND support teacher 1 day a week 27 sessions across the year (March – July) - EAL TA3
Educational Psychologist - 2 EPs in school to support identification of need and ongoing assessments
Breakfast Club places free/subsidised
Subsidised and free visits/visitors/experiences that is covered by the proportion of funding
Free After School Clubs
1-1 art or counselling therapy sessions for pupils in acute circumstances in their home backgrounds.
Art therapy – 0.4fte
Counsellor – 0.4fte
Music therapy – 0.2fte
Maths No Problem Scheme workbooks and textbooks purchased
The Inclusion Officer worked effectively on attendance and punctuality.
Tracksuits purchased and provided for all children for PE days.
Safeguarding AHT 0.8FTE out of class
SENDCO AHT FT out of class
2 X 0.6FTE Assistant SENDCOs out of class focussing on SEND support and Complex needs
EYFS AHT out of class
Teaching and Learning lead AHT out of class
0.6 TLR teacher out of class supporting 6 ECTS
Full time Learning behaviour mentor support out of class
Family support officer