

# Pupil premium strategy statement – Loscoe Church of England Primary School and Nursery

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	178
Proportion (%) of pupil premium eligible pupils	23% (44 children)
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</b> )	2024 -2027
Date this statement was published	15th December 2025
Date on which it will be reviewed	1st December 2026
Statement authorised by	W.Lynam (Headteacher)
Pupil premium lead	C. Saunders
Governor / Trustee lead	Cheryl Naylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62 036
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>	£62,036

## Part A: Pupil premium strategy plan

### Statement of intent

At Loscoe C of E Primary School and Nursery, At Loscoe CofE Primary School and Nursery, our vision—*“we may be small but together we can make a big difference”*—is firmly rooted in the biblical teaching, *“our faith can move mountains”* (Matthew 17:20). This vision underpins every aspect of our school’s values. Our staff understand that every action, however small, has the potential to positively influence the education and lives of the children we serve. We share a collective belief that, regardless of the challenges we encounter, every member of our community can overcome their own “mountain.”

Our Pupil Premium Strategy has been carefully designed to ensure that all pupils, irrespective of their background or the barriers they face, make excellent progress and are provided with the opportunity to achieve highly across all areas of the curriculum. We are committed to eliminating any attainment gap between disadvantaged pupils and their non-disadvantaged peers.

As a school, we recognise the crucial role of nurturing children’s social, emotional and mental health (SEMH) needs and are passionate about providing a calm, supportive learning environment in which all pupils feel safe, valued and able to thrive. Our intention is to create the conditions in which every child can succeed both academically and personally.

From an early age, many of our vulnerable pupils encounter a range of barriers that significantly affect their learning and overall progress. These challenges include limited language acquisition on entry to school, reduced parental engagement with their child’s education and home learning, and a recurring pattern of lower attainment in mathematics and reading fluency. In addition, pupils often experience unequal access to extracurricular opportunities, alongside social, emotional and mental health (SEMH) needs that further hinder their academic development.

Although we use academic data to highlight trends in underperformance, more importantly we also regularly listen to pupil voice and staff from all areas of the school continually work together to observe and communicate any concerns they have around a child’s wellbeing or welfare that may impact upon them being able to flourish. Bespoke packages of support can then be put in place to meet every child’s individual needs; for example, providing free access to breakfast club, may mean a child starts the day ready to learn rather than feeling hungry, access to CALM club to have that interaction with an adult to talk about how they feel and engage in a range of activities that calm them and regulate their emotions, thus making them feel safe and heard, breaking down potential barriers to them being able to thrive and creating an

environment that is conducive to them achieving their full potential at school.

As a school we recognise the first step in achieving good progress for all is through high quality first teaching. Every teacher regularly plans and adapts their teaching strategies to meet the needs within their current class, whilst benefiting all pupils, there is a particular focus on the areas in which disadvantaged children require the most support.

Some evidence-based interventions are used to accelerate progress and close gaps in attainment, however, the school also aims to adopt a 'keep up not catch up' approach. This is being made possible by allocating part of our pupil premium funding to invest in resources and extra staff to improve the quality of teaching in the areas of reading and mathematics across all key stages.

Preparation for the future and the opportunity to learn effective communication, social and life skills is also of prime importance for our children. By the time they leave Loscoe CofE Primary and Nursery school, we aim to ensure that every child is an effective communicator. We strive to achieve this with the use of targeted interventions to improve language acquisition (Talk Boost and Time to Talk) and through the provision of communication friendly spaces within all areas of our school environment.

Promoting a love of the curriculum and allowing all children equal access to a range of experiences is also incredibly important to us. To this end, we have designed the Loscoe Promise and enrichment plan. This sets out a wide ranging set of experiences we are committed to all children having during their time at Loscoe Primary School and Nursery.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Writing attainment across KS1 and KS2</b></p> <p>Writing remains the weakest area of achievement across the school, with disadvantaged children in the majority of year groups achieving less well than our non-disadvantaged peers. Writing outcomes has the most significant impact on the percentage of children achieving RWM combined at the end of KS1 and KS2. Loscoe is currently under the national average for RWM combined.</p> <p>At the end of KS2 50% of disadvantaged children met the required standard, compared to a national level of 59% and compared to 73% of our non disadvantaged children</p> <p>At the end of KS1 25% of disadvantaged children met the required standard compared to 88% our non disadvantaged</p>
2	<p><b>Parental engagement</b></p> <p>Parental engagement among families of disadvantaged pupils remains significantly lower than that of non-disadvantaged families. A parental questionnaire indicates that 57% of parents of disadvantaged pupils believe homework is not important, compared with 23% of parents of non-disadvantaged pupils. This is reflected in homework completion rates, with an average of 83% of non-disadvantaged pupils completing their weekly homework, compared with only 41% of disadvantaged pupils.</p>
3	<p><b>Attainment within Maths across all KS1 and KS2</b></p> <p>FFT attainment and progress data indicate a continued decline in mathematics outcomes for disadvantaged pupils since 2022. Across all year groups, the proportion of disadvantaged pupils working at age-related expectations (ARE) is consistently lower than that of their non-disadvantaged peers, with gaps of up to 50% in some cohorts (e.g., 33% compared with 60%). This pattern is also reflected in Year 4 Multiplication Tables Check (MTC) results: in 2024, disadvantaged pupils achieved a mean score of 12, compared with 16 for non-disadvantaged pupils. Pupil voice shows that 47% of disadvantaged children identified maths as an area of learning they found difficult as compared to only 12% of non-disadvantaged children.</p>
4	<p><b>Reading Fluency across KS1 and KS2</b></p> <p>Reading fluency - FFT attainment and progress data shows a continued decline for disadvantaged children in reading from 2022.</p> <p>Analysis of reading fluency scores for pupils not achieving age-related expectations (ARE) at the end of Key Stage 1 shows a substantial disparity between disadvantaged and non-disadvantaged children. Among this group, disadvantaged pupils recorded a mean fluency score of 31, compared with 45 for their non-disadvantaged peers.</p> <p>Pupil voice further highlights this gap in reading engagement. None of the disadvantaged pupils identified reading or books as one of their preferred activities, whereas 30% of non-disadvantaged pupils did so.</p>

5	<p><b>Less opportunities for disadvantaged children to attend extra curricular activities.</b></p> <p>Pupil voice identifies that disadvantaged children feel they have less opportunity to experience extra-curricular activities such as drama, dance, art and music.</p>
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## 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
Improve attainment in writing across KS1 and KS2 for disadvantaged children.	The percentage of disadvantaged children achieving the EXS + in each year group is equal to that of non disadvantaged children.
Increased parental engagement in home learning and home-school partnership.	<p>At least 50% of PP parents to attend specific school workshops held throughout the academic year that are related to the subject areas of Phonics, Reading, Maths and P.S.H.E.</p> <p>At least a 10% increase (within the first year) of disadvantaged children completing the required home learning related to each Key Stage</p> <p>At least a 10% increase of disadvantaged children consistently reading with an adult at home each week.</p>
The percentage of disadvantaged children achieving ARE in end of year assessments in Maths is comparable to non-disadvantaged children.	<p>Data from FFT to show that the percentage of disadvantaged children achieving ARE in end of year assessments is comparable to non-disadvantaged children.</p> <p>Pupil voice to illustrate a decrease in percentage of the number of disadvantaged children who deem Maths a subject in which they find difficult, as compared to non-disadvantaged children</p>
The mean score achieved in the Y4 MTC by disadvantaged children is the same as the mean score of non-disadvantaged children.	Upon completion of the MTC, FFT attainment and progress data to show an increase in mean score for disadvantaged children, making it comparable to non-disadvantaged children.
The percentage of disadvantaged children achieving ARE in reading at the end of KS2 is comparable to non-disadvantaged children.	End of key stage data shows that there is no difference in attainment between disadvantaged and non-disadvantaged children.

<p>The reading fluency scores in reading for disadvantaged children in KS2 is improved.</p>	<p>Reading fluency scores for disadvantaged children in KS2 is at least 90 words per minute (WPM) or better. ( Where a reading speed of 90 WPM is needed to integrate effective comprehension whilst reading)</p>
<p>For disadvantaged children to attend extracurricular Drama, Music, Art and Dance clubs that the school offers.</p>	<p>To observe an increased number of disadvantaged children places being utilised at extracurricular school clubs.</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: £ 35365

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<p>Follow the EEF's '7 recommendations of improving literacy in KS2.</p> <ol style="list-style-type: none"> <li>1. Expand EYFS Chatter Time throughout KS1 and introduce "Be a reporter" linked to the Picture News. Provide all disadvantaged children from year 2 upwards with a 'writer pack' include notebook, pencil, sharpener and rubber.</li> <li>2. Linked to outcome 6.</li> <li>3. Linked to outcome 6.</li> <li>4. Targeted support for disadvantaged children around the 5 steps of writing composition, linked to relevant community topics.</li> <li>5. Additional Teaching and Teaching assistant support, during daily dictation sessions. Handwriting and spelling focus addressed through the School development plan.</li> <li>6. Use of DDAT writing assessment grids and pupil friendly assessment grids to ensure disadvantaged children are aware of how to be reflective in order to improve on their own work. Source a diagnostic assessment tool for children who present with more</li> </ol>	<p><b>EEF's '7 recommendations of improving Literacy in KS2'</b></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1765353846">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1765353846</a></p>	<p>1</p>

<p>complex learning needs.</p> <p>7. Use of Colourful Semantics with disadvantaged children to assist with independence sentence building.</p> <p>Additional TA time to support writing composition and use of Colourful Semantics intervention £5000</p> <p>The provision of writer packs- £400</p> <p>Cost of 'Colour Semantics subscription'- £350</p> <p>Source diagnostic tool- £500</p>		
<p>Quality CPD linked to the White Rose Maths teaching materials for all staff - teachers and teaching assistants.</p> <p>£250 - White Rose CPD on demand package.</p> <p>£1000 - release time for staff to complete CPD activities.</p>	<p>EEF supports effective professional development as a method of improving teaching at all levels.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733752026">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733752026</a></p>	3
<p>Half day release time each week for the maths subject lead to work with teachers to model and coach and to monitor implementation and strategically direct the next steps.</p> <p>£5000</p>	<p>EEF states that peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	3
<p>Retention of reading teachers for one day a week to work with identified groups of pupils to improve fluency of reading.</p> <p>Reading teacher to deliver focussed CPD to all staff linked to improving teaching of reading to improve fluency.</p> <p>£17420</p>	<p>EEF states that 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 to learning and increase their access to the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF supports effective professional development as a method of improving teaching at all levels.</p>	4

	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733752026">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733752026</a>	
Employ parental early help worker from P4YP to work with parents with low parental engagement to strengthen relationships between home and school. £6995	Positive 4 Young People - School Pastoral Officer - to strengthen the link between home and school	2,3,4
Increase the opportunities for disadvantaged children to complete their homework independently:  Provide teacher support at breakfast and afterschool club to work with disadvantaged children to complete homework - 3 hours weekly (one after school club and one breakfast club) - cost of teacher at supply rate - £4000	EEF supports the utilisation of homework clubs in order for disadvantaged children to obtain support in an effective learning environment in order to complete such academic tasks. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>  EEF states that One to one tuition approaches can enable 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 or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2,3,4,5

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

Budgeted cost: £ 17165

Activity	Evidence that supports this approach	Challenge number(s) addressed
For Teachers to deliver targeted workshops to parents in the subject areas of Phonics, Reading, Maths and P.S.H.E in order to increase the awareness and also aid in the understanding and	EEF, 'Approaches that aim to increase general parental engagement, for example by encouraging parents to read with their children can have a moderate positive impact for all children. A number of studies have identified the positive impact of encouraging parents to talk with their children'  Furthermore, 'Approaches that focus on	1,2,3,4

<p>development of skills for parents with a view to supporting their child as successfully as they can.</p> <p>Cost of teachers to prepare and deliver workshops to parents: £5000</p>	<p>developing parents' own skills, for example by providing structured training, can have a moderate positive impact on learning'.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement?utm_source=/early-years/toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement?utm_source=/early-years/toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a></p>	
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<p>cost of training TA and delivery of the intervention: 3 sessions of 15 minutes per week over 9 weeks. £1580</p> <p>Delivery of the Time To Talk (Alison Schroder) language intervention with KS1 - £885</p> <p>Implementation of 'Active Maths' targeted at specific groups of children to increase confidence and participation in maths Learning.</p> <p>Intervention: £575</p>	<p>Active learning is about engagement. And when we engage with something we are trying to learn – for example, by talking it through, trying it out, or making and fixing mistakes. Through this, we are much more likely to grasp and understand it.</p> <p>In turn, that makes us feel more confident and that means we are more likely to succeed when we put the learning to the test. This is backed by research (specifically into mathematical achievement) that has produced several studies showing that <a href="#">'active learning has a direct effect on students' success and consequently their achievement'</a>. The American Mathematical Society (AMS) reports that 'active learning has a strong positive impact on a wide range of students' and that 'active learning does</p>	<p>1</p> <p>3</p> <p>1</p> <p>3</p>
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<p>Cost of TA to facilitate intervention £1000</p>		
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<p>Emile Lunchtime club A targeted group of pupils in Years 2–6 are provided with access to iPads during lunchtime sessions to support the development of their times-table fluency through structured practice using Emile.</p> <p>Cost of Midday Supervisor to run 1 hour club - 2 x 30mins per week over 38 weeks - £500</p>	<p>not harm, and <u><a href="#">may further benefit already high-achieving students</a></u>.</p> <p><u><a href="https://www.cambridge.org/gb/education/blog/2023/11/03/how-can-you-build-active-learning-into-your-mathematics-teaching/">https://www.cambridge.org/gb/education/blog/2023/11/03/how-can-you-build-active-learning-into-your-mathematics-teaching/</a></u></p>	
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<p>Purchase and deliver Little Wandle Fluency Intervention: Cost of Little Wandle Fluency Materials: £3000 Cost of TA to deliver: Fluency Reading Catch Up and Fluency Intervention to targeted groups of children in years 3 to 6:</p>	<p>EEF states that Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.</p> <p><u><a href="https://educationendowmentfoundation.org/">https://educationendowmentfoundation.org/</a></u></p>	<p>4</p>
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£1500	<a href="https://www.gov.uk/news/why-focus-on-reading-fluency">g.uk/news/why-focus-on-reading-fluency</a>	
<p>To improve the outcomes of disadvantaged children in the Y4 MTC test through regular tracking of outcomes with intervention targeted to improve recall of identified multiplication facts.</p> <p>TA : multiplication intervention £2000</p> <p>Purchase of MTC 'Emile' practice app for independent follow up practice both at home and school : £905</p>	<p><i>EEF</i>: Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>3</p> <p>2, 3</p>

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

Budgeted cost: £ 4170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For disadvantaged children to attend extracurricular Drama, Music, Art and Dance clubs that the school offers.</p> <p>Source and provide drama and dance after school clubs.</p> <p>Cost of funding 5 places per club for disadvantaged pupils at drama and dance clubs: £500</p> <p>Fund two Rock Steady Places for musical tuition: £690</p> <p>Fund 5 free places at school art club: 10 weeks at £4 per session per child £200.</p>	<p>According to EEF,  ‘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>From ‘Learning Through Drama in the Primary Years’ by David Farmer.</p> <p><i>‘Drama is a close ally in the development of literacy. Speaking and listening skills are enhanced through drama strategies, role-play and improvisation and by the exchange of opinions and negotiation that naturally occur in group activities. Drama provides the context to improve writing skills, to develop realistic dialogue and to extend vocabulary. Improvisation and storytelling develop children’s understanding of narrative structure with a consequent impact on speaking and writing skills’</i></p>	<p>1,5</p> <p>5</p> <p>5</p>
<p>Ensure disadvantaged pupils have equal access to extra curricular trips outside of school including residential trips.</p> <p>£2000 to fund disadvantaged places on extra curricular trips.</p> <p>£780 to fund 6 x times disadvantaged place (2025) on the school residential to Foundation Matters.</p>	<p><b>EEF State:</b>  <i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p><i>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	<p>5</p> <p>5</p> <p>5</p>

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**Total budgeted cost: £62,036**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Leaders 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. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local 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.

#### Targeted Interventions

Intended Outcome 1 Review: Language acquisition in EYFS- Targeted Intervention-  
**Good progress/Average progress/Minimal progress**

The implementation of Talk Boost in 2024 within EYFS has significantly enhanced children's confidence in speaking, particularly within smaller group settings. Previously quieter disadvantaged children are now participating more actively in whole-class discussions. EYFS continues to provide a vocabulary-rich environment, with children exploring six 'WOW' words each week, carefully linked to the topic. This approach supports vocabulary expansion and ensures children understand and use new words in the correct context, thereby maximising comprehension. Within the area of Communication and Language, 100% of PP children achieved GLD in 2025, reflecting the effectiveness of combining targeted interventions with a rich language environment. The progress of PP children has been particularly noteworthy, as only 25% were assessed as being on track during the initial baseline on entry to Reception, highlighting progress made in closing the attainment gap with their peers.

Intended Outcome 2 Review: The mean score achieved in the Y4 MTC by disadvantaged children is the same as the mean score of non-disadvantaged children-  
**Good Progress /Average progress/Minimal progress**

In 2025, 0% of PP (Pupil Premium) children achieved the benchmark score of 25 in the Year 4 Multiplication Tables Check (MTC), compared to 4% of non-PP children. The mean score for PP children was 15 marks, compared to 18 marks for non-PP pupils. While the difference in mean scores is not substantial, the data continues to indicate an attainment gap between disadvantaged pupils and their peers in the area of multiplication recall and fluency.

To address this gap in the academic year or 25/26, there will be a continued focus on developing rapid recall of multiplication facts across Key Stage 2. Targeted interventions, including daily fluency sessions and the use of engaging, structured practice resources, will be implemented to strengthen automaticity in times tables.

Staff will continue to monitor progress closely through formative assessments and data tracking to ensure that PP pupils make accelerated progress and the attainment gap is narrowed.

## **Teaching**

Intended Outcome 3 Review: The percentage of disadvantaged children achieving ARE in end-of-year assessments in Maths is comparable to non-disadvantaged children.

Good Progress /**Average progress**/Minimal progress

Across the school, data indicates that while Pupil Premium (PP) pupils generally achieve well in Maths, attainment remains inconsistent across year groups, with the attainment gap widening in upper Key Stage 2.

Analysis of attainment data indicates that Pupil Premium (PP) pupils make strong progress across Key Stage 1 and lower Key Stage 2, with outcomes broadly comparable to their non-PP peers. In Year 1, PP pupils outperform non-PP pupils (84% vs 75%), reflecting the positive impact of early intervention and a strong emphasis on developing foundational number skills. However, by Year 5, the gap widens (50% PP vs 67% non-PP), indicating a decline in attainment for disadvantaged pupils.

Intended Outcome 4: Have the reading fluency scores in reading for disadvantaged children in KS2 is improved

**Good Progress** /Average progress/Minimal progress

Based on the FFT data, reading fluency scores for disadvantaged pupils in Key Stage 2 show notable improvement compared to previous years. In Year 5, 100% of PP pupils achieved expected fluency, outperforming their non-PP peers (81%). This represents a significant increase from Year 4, where only 17% of PP pupils met expectations compared to 68% of non-PP pupils. Similarly, in Year 3, 78% of PP pupils reached expected fluency levels, narrowing the gap with non-PP pupils (88%). While progress is evident overall, attainment gaps remain in some year groups—for instance, in Year 2 (PP 50%, non-PP 82%)—which may be explained by the proportion of PP pupils with identified Special Educational Needs (SEN).

Next steps for the academic year 25/26 will focus on targeted intervention and continued support for SEN and disadvantaged pupils to sustain and build on these gains, ensuring consistent fluency progress across all year groups.

## **Wider Strategies**

Intended Outcome 5: For disadvantaged children to attend extracurricular Drama, Music, Art and Dance clubs that the school offers.

**Good Progress** /Average progress/Minimal progress

Analysis of the extracurricular club data shows that disadvantaged children's participation varies across activities, with some clubs demonstrating stronger engagement than others. The highest proportion of PP children is seen in the Worship Group (29%) and Coding Club (27%), closely followed by Basketball for Years 5 and 6 (27%) and the Student Ambassadors group (22%).

During the last academic year, the school has successfully increased pupil premium (PP) participation in extracurricular activities such as Dance, Art and Craft, and Drama clubs. Pupil voice feedback highlighted that many disadvantaged children have fewer opportunities to engage in these types of activities outside of school. As a result, a higher proportion of PP pupils have taken part in creative and expressive clubs, helping to build confidence, teamwork, and cultural capital. Moving forward, the school will continue to prioritise offering these clubs and aims to further enrich pupils' experiences by introducing performance opportunities for both Dance and Drama clubs. This will ensure that PP children not only participate but also gain valuable experiences that they might not otherwise access beyond the school environment.



