

# Pupil premium strategy statement 2026-27 CBPS

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail                                                                                                          | Data                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| School name                                                                                                     | Cropwell Bishop                                                                                          |
| Number of pupils in school                                                                                      | 184                                                                                                      |
| Proportion (%) of pupil premium eligible pupils                                                                 | 31 Targeted and expanded<br>20 Funded<br>(Targeted/ever 6)<br>(Funding for 28 children form 2025 census) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2027                                                                                                |
| Date this statement was published                                                                               | Sept 26                                                                                                  |
| Date on which it will be reviewed                                                                               | Sept 27                                                                                                  |
| Statement authorised by                                                                                         | Jeremy Lee<br>Head teacher                                                                               |
| Pupil premium lead                                                                                              | Jeremy Lee<br>PP Lead                                                                                    |
| Governor / Trustee lead                                                                                         | Alex Beech                                                                                               |

## Funding overview

| Detail                                                                                 | Amount                     |
|----------------------------------------------------------------------------------------|----------------------------|
| Pupil premium funding allocation this academic year                                    | £48475.83<br>(2025 census) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                         |
| <b>Total budget for this academic year</b>                                             | <b>£48475</b>              |

|                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
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# Part A: Pupil premium strategy plan

## Statement of intent

### Overarching aims:

At Cropwell Bishop Primary School, we strongly believe that the highest possible standards can only be achieved by having the highest expectations for all pupils, irrespective of background or the challenges they face. The focus of our Pupil Premium strategy is to support disadvantaged pupils to make progress in line with their peers and ensure their attainment, in all subject areas, is no different to that of non-disadvantaged pupils. The 'Pupil Premium', along with all forms of school funding are carefully managed to enable us to offer personalised support for children in a variety of ways.

**Quality First Teaching:** Quality First Teaching for all pupils is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This includes developing a positive learning culture, establishing strong 'Habits of discussion', 'Habits of attention' and 'No opt-out' strategies.

**Targeted Academic Support:** Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure disadvantaged pupils are challenged in the work that they are set, act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

**Wider strategies:** Our approach is to provide disadvantaged pupils with the opportunities and encouragement to take up a wide range of enrichment activities to enable them to develop cultural capital, life experiences and social skills that are no different to those of other pupils. Our aim is that their attendance is in line with that of non-disadvantaged pupils and all pupils nationally.

The approaches we have selected, aim to support our DP, other vulnerable pupils and pupils who currently have or have previously had a social worker, to make expected progress in line with their non-disadvantaged peers.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p><b>Attendance:</b></p> <p>Low attendance- Records are showing the attendance for DP remains below the non-DP peers.</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, and national all pupils (SDP 91.5% non DP 96.8% N all 95.5%)</p> <p>The percentage of disadvantaged pupils have been 'persistently absent' remains higher than that of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting dis-advantaged pupils' progress.</p>   |
| 2                | <p><b>Attainment/Progress Language/Phonics/Reading:</b></p> <p>Through assessments, observations and discussions with pupils it is evident that DP generally have limited language, (both including experiences of the world and with books) compared to non-DP. It is also evident that DP show greater difficulties with phonics than their peers. This negatively impacts their development as readers. Evidence has shown DP reading attainment has dropped slightly. Also, limited language and vocabulary for disadvantaged pupils (DP) (both including experiences of the world and with books) compared to non-DP.</p> |
| 3                | <p><b>Attainment/Progress Writing</b></p> <p>Many children's writing attainment has been adversely affected by school closures for most pupils. This is particularly true of disadvantaged pupils (particularly LKS2 pupils, whom many missed huge periods of teaching in KS1). This is evident through independent writing tasks and teacher judgements.</p>                                                                                                                                                                                                                                                                  |
| 4                | <p><b>Attainment/Progress Maths:</b></p> <p>Limited early maths experiences affect attainment in KS1 and later their progress in KS2. This is evident through internal assessments, which indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged.</p> <p>This has resulted in significant knowledge gaps (exasperated by school closures) leading to pupils falling further behind age related expectations</p>                                                                                                                                                                          |
| 5                | <p><b>Extra Curricular/ Enrichment:</b></p> <p>Through observations and discussions with pupils it is evident that some DP have limited social interaction and opportunities to join in with extra-curricular and enrichment activities (often linked to cost). Also, School's location does not easily provide enrichment opportunities, (poor public transport links).</p>                                                                                                                                                                                                                                                   |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome                                                                                                                              | Success criteria                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance improves to be typical to national for all pupils.<br>To achieve and sustain improved attendance for our disadvantaged pupils.     | PP attendance is above national PP attainment. And in line with national for all pupils.<br>Sustained high attendance from PP is typical to national for all children.                                                                                                                                                                                                         |
| Children make at least expected progress in <b>maths</b> . Increased number achieving ARE and HS at end of key stages                         | The number of pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil.<br>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.                                                                                          |
| Children make at least expected progress in <b>writing</b> . Increased number achieving ARE and HS at end of key stages.                      | The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.<br>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.<br>Children will use their phonics knowledge from FS/KS1 to support with writing. |
| Children make at least expected progress in <b>reading/phonics</b> . Increased number achieving ARE and HS at end of key stages               | The number of PP pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil.<br>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.<br>100% PP children will pass the phonics screening test in KS1.                      |
| Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as Non-Pupil Premium children. | Every Pupil Premium child will attend an extra-curricular activity.                                                                                                                                                                                                                                                                                                            |

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|  | Pupil Premium children will have access to the same curriculum enrichment activities as their peers. |
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## 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: £29,031

| Activity                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Read Write Inc' phonics approach embedded and consistent across FS/KS1.                                                                                                                                            | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><u>Phonics   EEF</u><br><u>(educationendowmentfoundation.org.uk)</u>                                                                                                                 | 2, 3,4                        |
| Additional phonics interventions targeted at DP who require further phonics support.                                                                                                                               | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><u>Phonics   EEF</u><br><u>(educationendowmentfoundation.org.uk)</u>                                                                                                                 | 2,3,4                         |
| Enhancement of our maths teaching and curriculum planning in line with the DfE and EEF guidance.<br>CPD from the Maths Hub                                                                                         | The DfE non-statutory guidance has been produced to help schools make effective use of the NC to develop primary pupils' mastery of mathematics. <u>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</u><br><br>EEF guidance is based on a range of evidence (for KS2)<br><u>KS2 KS3 Maths Guidance 2017.pdf</u><br><u>(educationendowmentfoundation.org.uk)</u> | 4                             |
| Improve the quality of social and emotional learning.<br><br>Develop a new wellbeing timetable to spread throughout the academic year, enabling children to develop strategies to take care of themselves. Develop | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life- ensuring our primary children are 'secondary ready' (e.g. improved academic performance, attitudes to learning, behaviour and relationships with peers).<br><u>EEF Social and Emotional Learning.pdf</u><br><u>(educationendowmentfoundation.org.uk)</u>                 | 5                             |

|                               |  |  |
|-------------------------------|--|--|
| the role of a wellbeing lead. |  |  |
|-------------------------------|--|--|

## Targeted academic support (for example, one-to-one/ small group support structured interventions)

Budgeted cost: £9,736

| Activity                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1:1 and small group tuition/ interventions/support. A significant number of children receiving the tuition will be DP, including those who are high attainers. | Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.<br><a href="#">Small group tuition   EEF</a><br>( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )<br><br><a href="#">One to one tuition   EEF</a><br>( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) | 2,3,4,                        |
| Additional phonics interventions targeted at DP who require further phonics support.                                                                           | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><a href="#">Phonics   EEF</a><br>( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )                                                                                                     | 2,3,4                         |
| Small group/ 1:1 Tuition to close gaps in reading, writing and maths.<br><br>Small focused groups during foundation subjects.                                  | Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.<br><a href="#">Small group tuition   EEF</a><br>( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )<br><br><a href="#">One to one tuition   EEF</a><br>( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) | 2, 3,4                        |

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

Budgeted cost: £9,708

| Activity                                                              | Evidence that supports this approach                                                                               | Challenge number(s) addressed |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Use of ELSA to support targeted interventions to develop self-esteem, | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with | 6                             |

|                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| relationships, social skills, resilience and meet emotional needs of the children.<br>Develop role further by offering CPD for another member of staff as the need grows. | others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.<br><u>Social and emotional learning   EEF</u><br><u>(educationendowmentfoundation.org.uk)</u>                                                                 |   |
| Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities. Children actively encouraged to participate.    | Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. Sport participation and outdoor adventure increases engagement, attainment and self-confidence.<br><u>Physical activity   EEF</u><br><u>(educationendowmentfoundation.org.uk)</u> | 6 |

**Total budgeted cost: £48475**

## Part B: Review of outcomes 2025-26

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2025 to 2026** academic year.

| Aim                                                                                                                                                                                                                                        | Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |     |                          |                          |                               |                           |                    |                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|--------------------------|--------------------------|-------------------------------|---------------------------|--------------------|----------------------|
| <p>Attendance improves to be typical to national for all pupils.</p> <p>To achieve and sustain improved attendance for our disadvantaged pupils.</p> <p>PP persistent</p> <p><b>Positive progress being made towards this outcome.</b></p> | <p><b>PP attendance</b> is broadly in line with national PP attendance but remains below national all.</p> <p><b>PP S 91%</b> (95% excluding exceptional circumstances)</p> <p><b>PP N 92%</b></p> <p><b>S for all pupils 95.3%</b></p> <p><b>N for all pupils 94.7%</b></p> <p><b>Persistent absence</b> for PP children remains slightly above PP national and remains a focus for our strategy.</p> <p>Monitoring, Letters and meetings with all children have taken place. (Exceptional circumstances impact)</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Attendance remains a high priority for next year to bring PP children further in-line with their none PP peers.</li> <li>Although progress is being made Persistent Absence remains a key area of focus</li> <li>Continue to ensure policies and actions regarding PA are followed up and external agencies are also informed where required.</li> </ul> |     |     |                          |                          |                               |                           |                    |                      |
| <p>Children make at least expected progress in <b>maths</b>. Increased number achieving ARE and HS at end of key stages</p> <p><b>Progress being made towards this outcome</b></p>                                                         | <p>The number of PP pupils in the end of KS1 data is 1, With this small number it is difficult to show a definitive result</p> <table> <tr> <th>KS1</th><th>KS2</th></tr> <tr> <td><b>2024-25 50% (1/2)</b></td><td><b>2024-25 50% (4/8)</b></td></tr> <tr> <td><b>EXS 2025-26 100% (1/1)</b></td><td><b>2025-26 70% (7/10)</b></td></tr> <tr> <td><b>HS 0% (0/1)</b></td><td><b>HS 20% (2/10)</b></td></tr> </table> <p>Overall, there has been a positive uplift at EXS+ in maths across <b>KS2</b> PP children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | KS1 | KS2 | <b>2024-25 50% (1/2)</b> | <b>2024-25 50% (4/8)</b> | <b>EXS 2025-26 100% (1/1)</b> | <b>2025-26 70% (7/10)</b> | <b>HS 0% (0/1)</b> | <b>HS 20% (2/10)</b> |
| KS1                                                                                                                                                                                                                                        | KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |     |                          |                          |                               |                           |                    |                      |
| <b>2024-25 50% (1/2)</b>                                                                                                                                                                                                                   | <b>2024-25 50% (4/8)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |     |                          |                          |                               |                           |                    |                      |
| <b>EXS 2025-26 100% (1/1)</b>                                                                                                                                                                                                              | <b>2025-26 70% (7/10)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |     |                          |                          |                               |                           |                    |                      |
| <b>HS 0% (0/1)</b>                                                                                                                                                                                                                         | <b>HS 20% (2/10)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |     |                          |                          |                               |                           |                    |                      |

**Across KS1** (Y1 and Y2 =4 children)

EXS+ HS

2/4 0/4

50% 0%

**End of KS1 Action:**

*Children moving from Y1 to Y2 to Year 3 to be monitored in order to uplift further in Y3. Convert EXS child to HS.*

**Across LKS2** (Y3 and Y4 =12 children)

EXS+ HS

6/12 2/12

50% 17%

**Across UKS2** (Y5 and Y6 =17 children)

EXS+ HS

9/12 2/12

75% 17%

**KS2 Action:**

To increase PP attainment at EXS and HS (LKS2) and look to target those on the borderline top WTS to meet EXS when in Y6.

**End of KS2-**

70% (7/10) achieved EXS+. This is above National 62%  
HS S 20% (2/10) N 15%

**Whole School**

**National PP**

**National All**

EXS+ HS

EXS+ HS

EXS+ HS

17/28 4/28

61% 14.2%

62% 15%

74% 26%

**Progress Summary all**

*81.5% Typical+ PP children made expected or better progress this year.*

**Action:**

*Although school is tracking above N PP EXS, HS is broadly typical, overall school PP remain just below N All.*

|                                                                                                                                                                                       | <b>Overall Maths is a priority on our SIP.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------|---------------------------|-------------------------|---------------------------|-------------------|----------------------|------|----|-----|-----|-----|----|------|----|------|------|-------|-----|------|----|------|------|-----|------|
| <p>Children make at least expected progress in <b>writing</b>. Increased number achieving ARE and HS at end of key stages.</p> <p><b>Positive being made towards this outcome</b></p> | <p>The number of PP pupils in the end of KS1 data is 1, With this small number it is difficult to show a definitive result</p> <table> <tr> <th><b>KS1</b></th><th><b>KS2</b></th></tr> <tr> <td><b>2024-25 50% (1/2)</b></td><td><b>2024-25 75%% (6/8)</b></td></tr> <tr> <td><b>2025-26 0% (0/1)</b></td><td><b>2025-26 70% (7/10)</b></td></tr> <tr> <td><b>HS 0%(0/1)</b></td><td><b>HS 10% (1/10)</b></td></tr> </table> <p><i>Writing end of KS1 shows PP children attaining below National EXS+ (60%) and HS (8%) However only 1 PP children at end of KS1</i></p> <p><b>Across KS1</b> (Y1 and Y2 =4 children)</p> <table> <tr> <td>EXS+</td><td>HS</td></tr> <tr> <td>1/4</td><td>0/4</td></tr> <tr> <td>25%</td><td>0%</td></tr> </table> <p><b>KS1 Action:</b><br/> <i>Children moving from Y1 to Y2 to Year 3 to be monitored in order to uplift at least 1 child at EXS in Y3. Convert EXS child to HS.</i></p> <p><b>Across LKS2</b> (Y3 and Y4 =12 children)</p> <table> <tr> <td>EXS+</td><td>HS</td></tr> <tr> <td>8/12</td><td>2/12</td></tr> <tr> <td>66.6%</td><td>17%</td></tr> </table> <p><b>Across UKS2</b> (Y5 and Y6 = (12 children)</p> <table> <tr> <td>EXS+</td><td>HS</td></tr> <tr> <td>9/12</td><td>1/12</td></tr> <tr> <td>75%</td><td>8.3%</td></tr> </table> <p><b>KS2 Action:</b><br/>         To maintain PP progress at EXS and increase by at least 1 child HS (LKS2).</p> <p><b>End of KS2-</b><br/>         70% (7/10) achieved EXS+. This is above National PP 60%<br/>         HS S 10% (1/10) N 8%</p> | <b>KS1</b> | <b>KS2</b> | <b>2024-25 50% (1/2)</b> | <b>2024-25 75%% (6/8)</b> | <b>2025-26 0% (0/1)</b> | <b>2025-26 70% (7/10)</b> | <b>HS 0%(0/1)</b> | <b>HS 10% (1/10)</b> | EXS+ | HS | 1/4 | 0/4 | 25% | 0% | EXS+ | HS | 8/12 | 2/12 | 66.6% | 17% | EXS+ | HS | 9/12 | 1/12 | 75% | 8.3% |
| <b>KS1</b>                                                                                                                                                                            | <b>KS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| <b>2024-25 50% (1/2)</b>                                                                                                                                                              | <b>2024-25 75%% (6/8)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| <b>2025-26 0% (0/1)</b>                                                                                                                                                               | <b>2025-26 70% (7/10)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| <b>HS 0%(0/1)</b>                                                                                                                                                                     | <b>HS 10% (1/10)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| EXS+                                                                                                                                                                                  | HS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| 1/4                                                                                                                                                                                   | 0/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| 25%                                                                                                                                                                                   | 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| EXS+                                                                                                                                                                                  | HS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| 8/12                                                                                                                                                                                  | 2/12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| 66.6%                                                                                                                                                                                 | 17%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| EXS+                                                                                                                                                                                  | HS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| 9/12                                                                                                                                                                                  | 1/12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |
| 75%                                                                                                                                                                                   | 8.3%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |            |                          |                           |                         |                           |                   |                      |      |    |     |     |     |    |      |    |      |      |       |     |      |    |      |      |     |      |

|                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|--------------------------|----------------------------|-------------------------|---------------------------|--------------------|----------------------|-------------|-----------|-------------|-----------|-----|-----|-------------|-----------|
|                                                                                                                                                                                                   | <p><b>Whole School</b></p> <table> <tr> <td><i>EXS+</i></td><td><i>HS</i></td></tr> <tr> <td>21/28</td><td>3/28</td></tr> <tr> <td>75%</td><td>11 %</td></tr> </table> <p><b>National PP</b></p> <table> <tr> <td><i>EXS+</i></td><td><i>HS</i></td></tr> <tr> <td>60%</td><td>8%</td></tr> </table> <p><b>National All</b></p> <table> <tr> <td><i>EXS+</i></td><td><i>HS</i></td></tr> <tr> <td>73%</td><td>13%</td></tr> </table> <p><b>Progress Summary all</b><br/> 96% Typical+ PP children made expected or better progress this year.</p> <p><b>Action:</b><br/> School PP is tracking above N PP at EXS and just below at HS, broadly typical to National All. To maintain and build on.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>EXS+</i> | <i>HS</i>  | 21/28                    | 3/28                       | 75%                     | 11 %                      | <i>EXS+</i>        | <i>HS</i>            | 60%         | 8%        | <i>EXS+</i> | <i>HS</i> | 73% | 13% |             |           |
| <i>EXS+</i>                                                                                                                                                                                       | <i>HS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| 21/28                                                                                                                                                                                             | 3/28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| 75%                                                                                                                                                                                               | 11 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| <i>EXS+</i>                                                                                                                                                                                       | <i>HS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| 60%                                                                                                                                                                                               | 8%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| <i>EXS+</i>                                                                                                                                                                                       | <i>HS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| 73%                                                                                                                                                                                               | 13%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| <p>Children make at least expected progress in <b>reading/phonics</b>. Increased number achieving ARE and HS at end of key stages</p> <p><b>Good progress being made towards this outcome</b></p> | <p>The number of PP pupils in the end of KS1 data is 1, With this small number it is difficult to show a definitive result</p> <table> <tr> <td><b>KS1</b></td><td><b>KS2</b></td></tr> <tr> <td><b>2024-25 50% (1/2)</b></td><td><b>2024-25 87.5% (7/8)</b></td></tr> <tr> <td><b>2025-26 0% (0/1)</b></td><td><b>2025-26 80% (8/10)</b></td></tr> <tr> <td><b>HS 0% (0/1)</b></td><td><b>HS 40% (4/10)</b></td></tr> </table> <p><b>Across KS1 (Y1 and Y2 =4 children)</b></p> <table> <tr> <td><i>EXS+</i></td><td><i>HS</i></td></tr> <tr> <td>1/4</td><td>0/4</td></tr> <tr> <td>25%</td><td>0%</td></tr> </table> <p>National PP = 53%<br/> National All = 68%</p> <p><b>2026 Phonics screening test in KS1.</b><br/> <b>Y1</b> PP = 3 children 33% (1/3) achieved required pass. 1 child who didn't meet the pass mark was close and with further targeting will meet threshold in year 2.</p> <p><b>Y2</b> PP =1 child 100% (1/1) achieved the required pass mark<br/> 2/4 ch 50% <b>Y1 and 2 combined</b> (small cohort)</p> <p><b>KS1 Action:</b><br/> Children moving from Y1 to Y2 to Year 3 to be monitored-targeted to increase %</p> <p><b>Across LKS2 (Y3 and Y4 =12 children)</b></p> <table> <tr> <td><i>EXS+</i></td><td><i>HS</i></td></tr> </table> | <b>KS1</b>  | <b>KS2</b> | <b>2024-25 50% (1/2)</b> | <b>2024-25 87.5% (7/8)</b> | <b>2025-26 0% (0/1)</b> | <b>2025-26 80% (8/10)</b> | <b>HS 0% (0/1)</b> | <b>HS 40% (4/10)</b> | <i>EXS+</i> | <i>HS</i> | 1/4         | 0/4       | 25% | 0%  | <i>EXS+</i> | <i>HS</i> |
| <b>KS1</b>                                                                                                                                                                                        | <b>KS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| <b>2024-25 50% (1/2)</b>                                                                                                                                                                          | <b>2024-25 87.5% (7/8)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| <b>2025-26 0% (0/1)</b>                                                                                                                                                                           | <b>2025-26 80% (8/10)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| <b>HS 0% (0/1)</b>                                                                                                                                                                                | <b>HS 40% (4/10)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| <i>EXS+</i>                                                                                                                                                                                       | <i>HS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| 1/4                                                                                                                                                                                               | 0/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| 25%                                                                                                                                                                                               | 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |
| <i>EXS+</i>                                                                                                                                                                                       | <i>HS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |                          |                            |                         |                           |                    |                      |             |           |             |           |     |     |             |           |

|                                                                                                           | <div>9/12    2/12</div> <div>75%    17%</div> <div>Across UKS2 (Y5 and Y6 =12 children)</div> <div>EXS+        HS</div> <div>10/12        2/12</div> <div>83.3%       17%</div> <div>KS2 Action:</div> <div>To target borderline WTS to uplift to EXS and borderline EXS to uplift to HS in Y6</div> <div>End of KS2-</div> <div>80% (8/10) achieved EXS+. This is above National PP 63%</div> <div>HS S 40% (4/10) N PP 21%</div> <div><table><tr><th colspan="2">Whole School</th><th colspan="2">National PP</th><th colspan="2">National All</th></tr><tr><th>EXS+</th><th>HS</th><th>EXS+</th><th>HS</th><th>EXS+</th><th>HS</th></tr><tr><td>20/28</td><td>6/28</td><td></td><td></td><td></td><td></td></tr><tr><td>71.4%</td><td>21.4%</td><td>63%</td><td>21%</td><td>75%</td><td>33%</td></tr></table></div> <div>Progress Summary all</div> <div>96.3% Typical+ PP children made expected or better progress this year</div> <div>Action:</div> <div>School is tracking above N PP at EXS, HS, is below. Overall school PP is tracking above N at EXS+ however, HS is typical N PP and below N All.</div> <div>HS Reading overall is a priority on our SIP linked to HS.</div> | Whole School |     | National PP  |     | National All |  | EXS+ | HS | EXS+ | HS | EXS+ | HS | 20/28 | 6/28 |  |  |  |  | 71.4% | 21.4% | 63% | 21% | 75% | 33% |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|--------------|-----|--------------|--|------|----|------|----|------|----|-------|------|--|--|--|--|-------|-------|-----|-----|-----|-----|
| Whole School                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | National PP  |     | National All |     |              |  |      |    |      |    |      |    |       |      |  |  |  |  |       |       |     |     |     |     |
| EXS+                                                                                                      | HS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXS+         | HS  | EXS+         | HS  |              |  |      |    |      |    |      |    |       |      |  |  |  |  |       |       |     |     |     |     |
| 20/28                                                                                                     | 6/28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |              |     |              |     |              |  |      |    |      |    |      |    |       |      |  |  |  |  |       |       |     |     |     |     |
| 71.4%                                                                                                     | 21.4%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 63%          | 21% | 75%          | 33% |              |  |      |    |      |    |      |    |       |      |  |  |  |  |       |       |     |     |     |     |
| PP will develop social skills and be given the same extra-curricular opportunities as their non-PP peers. | <div>DPs will attend after-school clubs, residentials, enrichment and well-being activities to further develop their social interaction and life skills.</div> <div>PP children have had access to funding for trips, music tuition, after school and lunch clubs.</div> <div>DP pupils have all been offered funded access to an after-school club, music tuition and support with education visits through our standard offer. The intake on this has increased since the previous year.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              |     |              |     |              |  |      |    |      |    |      |    |       |      |  |  |  |  |       |       |     |     |     |     |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Support towards funding for school visits and Year 5/6 residential have continued to be offered through our standard offer.</p> <p>Requests for support with all the above is monitored throughout the year and PP children can access any of the above at any time in the year</p> <p>Impact:</p> <p>Further monitoring in the form of an online form parents can complete informing them of the offer school can make for PP children, will be implemented to ensure uptake can be increased where it can be.</p> <p><i>This form is accessed via a link to Microsoft forms, uptake has been positive, however it could be further improved with greater uptake from parents.</i></p> |
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This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure                                                                     | Details |
|-----------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year? |         |

|                                                                                |  |
|--------------------------------------------------------------------------------|--|
| What was the impact of that spending on service pupil premium eligible pupils? |  |
|--------------------------------------------------------------------------------|--|

**Further information (optional)**