

Pupil premium strategy statement –St Columb Major Academy 2025

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	32.5% (98 pupils)
Academic year/years that our current pupil premium	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Marie Taylor
Pupil premium lead	Marie Taylor
Governor / Trustee lead	Charlie Roose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150,835

Part A: Pupil premium strategy plan

Statement of intent

At St Columb Major Academy our aim is for all pupils to succeed and celebrate this. Our intent is for the teaching and learning to support all children to reach their full potential, regardless of socio-economic background. Our pupil premium strategy plan outlines how we aim to support children's communication and language development and social and emotional well-being to enable children to learn more and remember more, aspiring to achieve and determined to succeed. Furthermore, our strategy highlights how we plan for children to meet age related expectations across reading, writing and maths through a tiered approach. We focus on teaching, targeted academic support and wider strategies with an aim to support our children and the community, enriching cultural capital experiences and developing career aspirations, making learning real.

As a school we strive for all children to have enriched learning opportunities across a broad and balanced curriculum. As a result of high-quality teaching, we aim for our children to know more and remember more, altering long-term memory. We intend all pupils, irrespective of their background or the challenges they face, to make excellent progress and achieve high attainment across all subject areas at each stage and age. The focus of our pupil premium strategy is to support pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, which we know are multi-faceted, such as those who have a social worker, child in care and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved, with excellent progress.

Our approach will be adapted to common challenges and individual needs, informed by our assessments both summative and formative. The approaches we have adopted ensure children thrive to reach their full potential and develop aspirations for their future lives.

To ensure they are effective we will:

- Ensure all children are experiencing high-quality teaching across the curriculum.
- Ensure all pupils, including pupil premium, are challenged and supported holistically within the school including widen of their life experiences.
- Ensure all children are given rich opportunities to develop early language and

communication skills through the use of a systematic phonics programme, identified by the DfE, alongside high-quality teaching.

- Build key skills for writing, with clear understanding of punctuation and grammar. It will be planned for discussed, developed and built upon.
- Develop mental arithmetic and recall to build mathematical confidence and in turn a deeper understanding of using and applying mathematical strategies.
- Work together with pupils and families to increase attendance and decrease persistent absence / lates.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Development Based on entry data, at least half of our children enter the setting working below age related expectations for communication and language. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress. Education recovery in early years providers: spring 2022 - GOV.UK (www.gov.uk) Oracy Development throughout the school. Oracy skills are vital to success in school and in life. And yet, for many of our children, especially those growing up in poverty, opportunities to develop these vital skills are missed. We recognise that children need to develop their ability to articulate ideas, develop understanding and engage with others through spoken language.
2	Reading development Pupils' phonics development is not always in line with their peers in Year 1. Progress stalls when pupils meet set 2 and set 3 sounds and word reading is not speedy enough to develop fluency. We aim to continually review and develop our phonics teaching, including the monitoring of new interventions to ensure we are in-line or above national age-related expectations for phonics. Following on from this we are now focussing on supporting pupils to continue to develop their fluency and comprehension when reading beyond synthetic phonics as they move through the rich reading curriculum which is now in place post-phonics pupils from Y2-Y6. For pupils whose decoding and fluency is a barrier to accessing the books read in whole class teaching, additional strategies are being used in addition to whole class teaching to support these pupils.
3	Writing development, with a specific focus on key skills. Our data shows that attainment in writing needs accelerating in all year groups to ensure all children meet age related expectations and beyond.

	To support recovery, vocabulary and feedback strategies will be used to support high-quality wave one teaching and to close the gap. The T4W verbalisation of texts is a key focus to support oracy skills, widen vocabulary and develop understanding of grammar and sentence structures. This is supported by focussed and targeted learning objectives for writing which aim to fill any gaps identified by ongoing teacher assessment, with particular focus on the transcription skills of spelling and handwriting. Clear progressions are implemented for handwriting, spelling and grammar with focused teaching planned in. The DFE writing framework audit tools will support which areas will be targeted.
4	Social Emotional Mental Health We recognise that pupils' social, emotional and mental health (SEMH) needs and lack of aspiration for their future can sometimes act as a barrier to learning. As a school, we are committed to supporting pupils with effective strategies that not only improve academic attainment and motivation but also promote wellbeing and resilience. Our aim is to create a nurturing environment where every pupil can develop the strong emotional foundations needed to thrive, achieve their potential, and maintain positive mental health. By prioritising early support, emotional literacy, and a culture of care, we seek to prevent mental health difficulties from developing and to ensure that all pupils feel safe, valued, and supported. We also believe in empowering pupils to develop positive aspirations for their futures. Through encouragement, guidance, and opportunities to explore their interests and talents, we help pupils to set meaningful goals and understand the steps they can take to achieve them. By building confidence, self-belief, and ambition, we aim to equip every child with the skills and mindset needed to succeed both in school and beyond.
5	Attendance Our attendance data has been an improving picture for all pupils, however, there is still a gap between persistent absence figures and minutes lost despite the support currently provided for this group of children. https://www.gov.uk/government/publications/securing-good-attendanceand-tackling-persistent-absence/securing-good-attendance-andtackling-persistent-absence

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
Improved oral language skills and vocabulary Children will be able to communicate verbally and non-verbally confidently. Children will be able to express their wants and needs in an appropriate way. Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion.	Sustained attainment from 2027/2028 demonstrated this year and future years by: *Children leaving EYFS will meet age-related expectations for Communication and Language. Outcomes for children across the whole of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills. * At the end of Reception, the percentage of children at the expected level for Personal, Social and Emotional Development, communicating and managing emotions well, will be in line with the national average or higher. *There will be improved outcomes for all children who will be able to participate in language rich discussions and transfer these skills beyond the school context.
Improved phonics decoding skills and reading skills for pupils at the end of KS1. Improved key reading skills and attainment for pupils at the end of KS2.	Sustained progress and attainment from 2027/28 demonstrated this year and future years by: *the percentage of pupils attaining the expected standard at Y1 and Y2 will be in line with or exceed national averages for the PSC. - the percentage of pupils attaining the expected and greater depth standards at KS2, will be in line with, or exceed, national averages for reading. - data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
Improved key writing skills and attainment for pupils at the end of KS2.	Sustained progress and attainment from 2027/28 demonstrated this year and future years by: *for all pupils to correctly form their letters when handwriting at the end of KS1 & for all pupils to have a fluent joined handwriting style by the end of KS2. *for pupils to use their phonics knowledge to segment words to spell correctly and age-appropriately & to spell all the Y1/2 CEWs. *for all KS2 pupils to spell correctly using their knowledge of letter patterns, spelling rules and morphology & to robustly identify any spelling errors when editing.

	*for pupils to understand how to compose sentences, paragraphs and whole texts and how the grammar features contribute to this. • the percentage of pupils attaining the expected and greater depth standards at KS2, will be in line with, or exceed, national average for writing. • data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
To sustain high levels of wellbeing for all pupils in our school. To raise aspirations for all pupils improving their sense of belonging.	Whole school TIS approach sustained to support children's emotional resilience. Trusted Adults throughout the school who are established to effectively support learning and monitor wellbeing in every classroom. Trauma Informed School/Forest School sessions prioritised for pupils to enable them to cope with stress and adversity whilst managing their emotional reactions. Individualised planned interventions in place ensuring pupils can reach their full potential, including mental health professional sessions. TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities. Sustained PSHE curriculum offer across the school. Visitors and role models are regularly welcomed through-out the school year. Use of "aspiration days" or "career weeks" to inspire pupils about their future roles/jobs Link learning to the real world to enable children to see beyond their locality. Expose pupils to new experiences- visits to museums, nature reserves, and workplaces to spark curiosity and imagination. Use pupil leadership roles such as school council, eco teams, play leaders, etc., to build confidence and responsibility.
To achieve and sustain improved attendance for all pupils. To reduce the number of minutes lost for all pupils.	Sustained high attendance from 2027/28 demonstrated by: • the overall absence rate for all pupils, and pupil groups, being no more than national averages. • the percentage of all pupils who are persistently absent being below national averages, with support in place to reduce this for all pupils.

	• the percentage of all pupils who are persistently late being below national averages, with support in place to reduce this for all pupils. • attendance data comparisons between disadvantaged pupils and their non-disadvantaged peers show the same progress and high attainment.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for support staff.	The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-quality-teaching EEF blog: 'Five-a-day' to improve SEND outcomes EEF https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf The writing framework	All
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Improving Social and Emotional Learning in Primary Schools EEF	4

professional development and training for staff.		
Continue to purchase class sets of books for Post-Phonics Reading curriculum in light of new mixed-age classes. Purchase new RWI books and resources to support pupils across the school.	The reading of whole books over extracts 'Extracts removed from context lose so much and severely limit the scope of the learning. To me," Ed explains, "studying an extract without reading the book is like studying the heart without looking at the whole body.' Ruth Merton. https://cdn.literacytrust.org.uk/media/documents/Reading_trends_2022 - Final.pdf The reading framework	2
Continue to upskill all staff with Oracy strategies to support curriculum development	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF Oracy Across the Curriculum: The Evidence - Voice 21	1,2,3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI 1:1 tutoring EYFS & KS1	Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. EEF recommends Using one-to-one and small group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy. One to one tuition EEF	2
Reading – targeted individual support	Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.' Reading comprehension strategies EEF The reading framework	2

Writing Y6 – Targeted intervention and additional support	Literacy Pirates’ criteria is specific and for pupils who were below expectation in Reading and/or Writing but were working within KS2 expectations. The aim is for pupils to work collaboratively and share ideas, practise and develop editing skills before publishing a final piece of writing. This has the intention of building confidence and self-esteem, so pupils begin to see themselves as writers. This programme will be for up to 10 pupils each term, who have a weekly online session for 2 hrs after school each week for 10 weeks. Regular feedback from Literacy Pirates and shout outs ensure that successes can be celebrated back at school. Improving Literacy in Key Stage 2 EEF Literacy Pirates – Literacy, confidence and perseverance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3
Speech & Language Link – targeted speech and language	All EYFS pupils are assessed in their first half term at school. From this, interventions are targeted to individual pupils’ needs. Aims and Values - Speech and Language Link Communication and language approaches EEF	

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the school minibus to pick up pupils in the mornings.	Improving attendance percentages since introduction of the minibus pick-ups with reduced lost minutes of learning. Working together to improve school attendance (applies from 19 August 2024)	5
PSA supports and facilitates a range of services to support families.	Parent Support Adviser Pilot Evaluation: (PDF) Parent Support Advisors: A key link in integrated Child and Family Services	4, 5
Forest School – small group sessions	The benefits of Forest School Plymouth Marjon University	4

	There is a long-held belief among many educationalists that nature is good for children, but more recently robust research has evidenced the outcomes. Analysis of hundreds of outdoor studies show that experiences in nature improve academic learning, personal development and environmental stewardship. The evidence further suggests that this boost in learning is achieved through providing a more supportive context	
Breakfast Club & After School Club Provision	Parent feedback is that this provision has helped with school engagement and wellbeing. Provides an opportunity for pupils and staff to eat breakfast, in a stimulating environment. It has a positive effect on pupils' concentration and performance throughout the day. It engages pupils in making healthier choices about their diet by providing them with encouragement and knowledge. Breakfast clubs found to boost primary pupils' reading writing... EEF	4, 5

Total budgeted cost: £190, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National Assessments:

EYFS - % Achieving GLD (Number of Pupils / Total)			
	All Pupils	FSM	SEN
School	70.6% (24 / 34)	50% (5 / 10)	50% (2 / 4)
Trust	73.2%	57.4%	26.2%
National 23/24	67.7%	51.5%	19.7%

Phonics Y1 - % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	74.4% (32 / 43)	46.2% (6 / 13)	23.1% (3 / 13)
Trust	90.5%	84.4%	64.8%
National 23/24	80%	68%	44%

Key Stage 1 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	70.8% (34 / 48)	52.6% (10 / 19)	0% (0 / 7)
Trust	75.4%	57.4%	35.7%
Writing			
School	60.4% (29 / 48)	36.8% (7 / 19)	0% (0 / 7)
Trust	66.9%	47.3%	20.7%
Maths			
School	79.2% (38 / 48)	73.7% (14 / 19)	42.9% (3 / 7)
Trust	78%	65.5%	45.7%

Phonics Y2 - Cumulative % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	97.9% (47 / 48)	94.7% (18 / 19)	100% (7 / 7)
Trust	95.2%	89.9%	78.6%
National 23/24	89%	82%	61%

Year 4 MTC – Average Score			
	All Pupils	Disadvantaged	SEN
School	20.7	19.8	18.6
Trust	22.1	20.8	18.4
National 23/24	20.6	18.3	15.9

Key Stage 2 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	83.9% (47 / 56)	73.7% (14 / 19)	45.5% (5 / 11)
Trust	78.8%	67.4%	59.4%
National 24/25	75%	63%	42%
Writing			
School	80.4% (45 / 56)	73.7% (14 / 19)	45.5% (5 / 11)
Trust	79.2%	64.7%	45.5%
National 24/25	72%	59%	32%
GPS			
School	71.4% (40 / 56)	52.6% (10 / 19)	36.4% (4 / 11)
Trust	77.1%	63.6%	52.1%
National 24/25	73%	60%	36%
Maths			
School	82.1% (46 / 56)	68.4% (13 / 19)	54.5% (6 / 11)
Trust	77.8%	61.5%	53.3%
National 24/25	74%	61%	40%
RWM Combined			
School	76.8% (43 / 56)	68.4% (13 / 19)	45.5% (5 / 11)
Trust	66.1%	49.7%	37.6%
National 24/25	62%	47%	24%

Our internal summative assessment outcomes show gaps between Pupil Premium outcomes and those of the year group cohort.

Summative Data: Summer Term 2025 <i>% achieving expected</i>			
Year Group	Reading	Writing	Maths
Y1	cohort = 51% PP = 27%	cohort = 41% PP = 18%	cohort = 56% PP = 36%
Y2	cohort = 67% PP = 60%	cohort = 54% PP = 35%	cohort = 76% PP = 70%
Y3	cohort = 70% PP = 58%	cohort = 52% PP = 42%	cohort = 68% PP = 67%
Y4	cohort = 65% PP = 58%	cohort = 27% PP = 25%	cohort = 51% PP = 42%

Y5	cohort = 76% PP = 72%	cohort = 50% PP = 39%	cohort = 61% PP = 44%
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*Our robust and shared attendance strategy has been fully implemented, and this has positively impacted pupils' attendance. For our pupil premium children their attendance at school has improved and persistent absence has reduced. The school has an improved positive relationship with parents in regard to attendance. The school minibuss has continued to be used to collect pupils before school. This has significantly improved attendance percentages and reduced minutes loss of learning.

*Oracy CPD delivered to staff – this has increased staff confidence and understanding. Staff planning for asking and answering questions has improved pupils' oracy skills.

*We have been securing our broad and balanced curriculum. We have reviewed sequences and progression resulting in the curriculum being engaging and ensuring that gaps in learning are addressed. This means that pupils are more confident in all curriculum subjects as they are able to keep up with learning as it is scaffolded by the adapted learning. Staff CPD in assessment check points and hinge questions have supported their assessment and planning in the moment, enabling teachers to plan effectively for pupils' specific needs, ensuring pupils have a solid understanding before moving on.

*We have embedded the gradual release of responsibility supporting our pupils to feel more empowered and supported with their learning resulting in them feeling and experience more success and independence due to the scaffolded approach.

*We have strengthened our reading for pleasure ethos by continuing to have daily reading by class teachers, informal book talks and reading assemblies. Regular pupil conferencing has strengthened the pupil voice and subsequent interest in books. We are ensuring all children have access to high quality books, oral storytelling and develop a love of reading.

*Additional, targeted phonic teaching sessions have been delivered throughout EYFS and KS1. This has resulted in 18 out of 19 PP pupils (94%) achieving and passing the screening check by the end of KS1 enabling them to successfully access the ongoing reading curriculum.

*Edgen is well embedded in school culture now and is used to analyse behaviour/safeguarding trends in individual, year group and key stages. Staff act quickly on concerns, and the safeguarding team liaises with other agencies regularly. As a result of this analysis, we have made over 38 referrals to support vulnerable families and pupils. We have also requested for 10 families to receive foodbank vouchers on a regular basis. DSL meetings are robust and ensure that all pupils continue to be safe in school.

*Rocksteady: Some pupils have been subsidised to attend Rocksteady sessions each week. Pupils have really gained in confidence, and their self-esteem has improved. For some pupils, this helped support their engagement with all areas of the curriculum.

*Educational visits and clubs:

- Children were excited about to try new opportunities and learn about places in the UK e.g. London trip for Year 6, Bath for Y3 & Y4 and local opportunities for Y5.
- All PP children in year 6 have participated in a sports festival.
- Residential have provided pupils opportunities to try new sports and activities like surfing and have given them opportunities for experiences such as visiting theatres, museums, the Houses of Parliament, and the Historic Palaces of the Tower of London and Hampton Court.
- An improved uptake for after-school clubs following targeted places organised by the admin team.

*This has raised the self-esteem and cultural capital of disadvantaged pupils by giving them new experiences.

Intended Outcomes marking end of strategy 2023-2025	How successful against the intended outcome.
To sustain high levels of wellbeing for all pupils in our school.	Whole school TIS approach has been used to support children's emotional resilience. Trusted Adults throughout the school are established to effectively support learning and monitor wellbeing in every classroom. Individualised planned interventions such as forest school, Rock Steady Music and play therapy has supported pupils to reach their full Potential. The Mental health lead professional has provided targeted interventions for individuals and whole class which has improved children's awareness, knowledge and strategies to support their wellbeing. TA support has supported pupils with SEMH or SEND needs to attend enrichment opportunities which has boosted their confidence and sense of belonging in their community.
Improved oral language skills and vocabulary Children will be able to communicate verbally and non-verbally confidently. Children will be able to express their wants and needs in an appropriate way. Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion.	In the 2024-2025 reception cohort 8 children received Speechlink intervention following assessment. 6/8 no longer needed intervention at the end of reception. For the previous year 2023-24 3/6 no longer needed intervention at the end of reception. There is a clear improvement in communication and understanding of language across the last 3 years. There is a continued achievements with children leaving EYFS will meet age-related expectations for Communication and Language. (2024/2025 All pupils 97.1 LAU/Spk 97.1) At the end of Reception, the percentage of children at the expected level for Personal, Social and Emotional Development, communicating and managing emotions well, will be in line with the national average or higher. (Self regulation 94.1%, Managing Self

Improved key writing skills and attainment for pupils at the end of KS2.	97.1%, Building Relationships 94.1% for all pupils) Sustained progress and attainment from 2025 demonstrated this year and future years by: *the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing. (KS2 EXS+ = 73.7% for PP /Nat PP = 59%) *data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment. (KS2 EXS+: Cohort = 80.4% / PP = 73.7%) PP Writing achievement at KS2 is above National but there is still a gap between PP and cohort percentages – however, this is getting significantly closer.
Improved key reading skills and attainment for pupils at the end of KS2	Sustained progress and attainment from 2025 demonstrated this year and future years by: *the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing. (KS2 EXS+ = 73.7% for PP / Nat = 63%) *data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment. (KS2 EXS+: Cohort = 83.9% / PP = 73.7%) PP Reading achievement at KS2 is above National but there is still a gap between PP and cohort percentages – however, this is getting significantly closer.
To achieve and sustain improved attendance for all pupils.	Sustained high attendance from 2025 demonstrated by: • the overall absence rate for all pupils, and pupil groups, being no more than national averages. Attendance 24/25 whole school - 95.08% this

is above National 94.8%

- the percentage of all pupils who are persistently absent being below national averages, with support in place to reduce this for all pupils.

School = 9.32% / National = 13.5%

- attendance data comparisons between disadvantaged pupils and their non-disadvantaged peers show the same progress and high attainment.

Cohort = 95.08% / PP = 93.15%

In all areas, the school attendance percentages are above compared to National. However, PP percentage attendance is below that of the cohort, although the gap here is closing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWI School Portal	Ruth Miskin Training
Times Table Rock Stars	Maths Circle Ltd
Atom Learning	Atom Learning

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

Funding was used to provide:

Music Tuition

Access to high quality first teaching/CPD for teachers.

Pastoral support/emotionally available adults to pupils from trained colleagues as a Trauma Informed School.

The impact of that spending on service pupil premium eligible pupils

Service children were fully included in all provision and benefitted from any additional tutoring and intervention to support accelerating their progress.

Pupils were provided with support at the time of need. A clear impact is how well our teachers know their children leading to quick intervention to support children.