

## Pupil Premium Strategy Statement-St Mary's Catholic Primary School and Nursery

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

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

### School overview

| Detail   | Data                  |
|--|-----------------------|
| Number of pupils in school including nursery   | 557                   |
| Proportion (%) of pupil premium eligible pupils  | 19%                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2025 – 2027-2028 |
| Date this statement was published  | November 2025         |
| Date on which it will be reviewed  | November 2026         |
| Statement authorised by  | Mrs C Wright          |
| Pupil premium lead   | Mrs N Messenger       |
| Governor / Trustee lead  | Mrs C Lightowler      |

### Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £152, 285 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br><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> | £152, 285 |

## Part A: Pupil premium strategy plan

### Statement of intent

#### **St Mary's Catholic Primary School & Nursery Mission:**

#### **"Working Together Through Faith and Education"**

It is our intention to provide the best possible education for every individual pupil. We have high aspirations and expectations for all our pupils. We aim to ensure that teaching and learning opportunities meet the needs of all pupils, including appropriate provision for vulnerable groups and socially disadvantaged pupils. We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil Premium funding is allocated following a needs analysis which identifies priority individuals.

To ensure effectiveness we will:

- ensure all disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

St Mary's Catholic Primary School & Nursery is a diverse, Catholic Primary school in Crewe. The context of our school continues to change with a least 43% of pupils with English as additional language (EAL) and a number of significant and complex SEND pupils. The inward mobility of further EAL pupils, the increase of pupils on Educational Health Care Plans with complex SEND needs is significantly increasing low attainment overall at EYFS and outcomes both at KS1 and KS2. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are in care and those who are young carers.

When making decisions about using Pupil Premium funding we consider the context of our school and subsequent challenges we face. Strategies implemented at St Mary's are based on the Education Endowment Foundation (EEF) guide to a 'tiered approach' of quality first teaching, targeted academic support and wider strategies. All pupils in receipt of Pupil Premium funding at St Mary's have an individual Pupil Premium Map outlining targeted support linked to costed provision codes and case study information. High quality teaching is at the heart of our school approach for all our pupils, regardless of their needs and we are part of the RADY approach, in Raising Attainment for Disadvantaged Youngsters. We aim to weave a Golden thread throughout school which raises expectations for our Pupil Premium children and promotes equity for all our children.

Our plan is also integral to wider school plans for wider strategies. These strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. We pride ourselves on the varied range of essential wider support and interventions we offer our pupils to meet their individual needs.

## Challenges

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

| Challenge number               | Detail of challenge - <i>updated Autumn 2025</i>  |                  |              |                  |                                |        |        |                    |        |        |                    |        |       |
|--------------------------------|---|------------------|--------------|------------------|--------------------------------|--------|--------|--------------------|--------|--------|--------------------|--------|-------|
| 1                              | St Mary’s Catholic Primary School is located in an area of high deprivation with a complex social and cultural context. Our assessments, observations and discussions with pupils identified <b>social and emotional issues</b> for some disadvantaged pupils. 7% of our PP children are Young Carers and we have multiple children living in care homes. Various families are involved with Social Services. We are also noticing that children are entering Reception not always ready for school, with many children still in nappies and requiring support with toileting.  |                  |              |                  |                                |        |        |                    |        |        |                    |        |       |
| 2                              | Our context shows that we have an increasing number of children with <b>Special Educational Needs</b> . In 2025, 28% (30 pupils) of our PP children have a SEND need, with 6 pupils having an Education and Health Care Plan. This number is continuing to increase over time.  |                  |              |                  |                                |        |        |                    |        |        |                    |        |       |
| 3                              | <p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils by around 3-4 %</p> <table><tr><td></td><td>PP recipient</td><td>Not PP recipient</td></tr><tr><td>Sep ’24 – July ’25 – full year</td><td>90.28%</td><td>94.74%</td></tr><tr><td>Sept ’24 – Oct ’24</td><td>92.19%</td><td>95.67%</td></tr><tr><td>Sept ’25 – Oct ’25</td><td>93.64%</td><td>96.4%</td></tr></table>   |                  | PP recipient | Not PP recipient | Sep ’24 – July ’25 – full year | 90.28% | 94.74% | Sept ’24 – Oct ’24 | 92.19% | 95.67% | Sept ’25 – Oct ’25 | 93.64% | 96.4% |
|                                | PP recipient  | Not PP recipient |              |                  |                                |        |        |                    |        |        |                    |        |       |
| Sep ’24 – July ’25 – full year | 90.28%  | 94.74%           |              |                  |                                |        |        |                    |        |        |                    |        |       |
| Sept ’24 – Oct ’24             | 92.19%  | 95.67%           |              |                  |                                |        |        |                    |        |        |                    |        |       |
| Sept ’25 – Oct ’25             | 93.64%  | 96.4%            |              |                  |                                |        |        |                    |        |        |                    |        |       |
| 4                              | <p>The proportion of pupils <b>whose first language is not English</b> adds further challenge of the expectation to reach Age Related Expectations across core subjects. Assessments, observations, and discussions with pupils suggest EAL and/or disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.</p> <p>Our current data suggests there are approximately 21% PP children who are also EAL.</p> <p>In 2024-2025 56% of EAL pupils met the standard in Reading at the End of KS2. 53% met the standard in Writing and 57% met the standard in Maths.</p> |                  |              |                  |                                |        |        |                    |        |        |                    |        |       |
| 5                              | <p>Assessments, and observations suggest disadvantaged pupils generally have greater difficulties with <b>reading</b> than their peers.</p> <p><i>On entry to Reception over the last 3 years, Baseline Reception data has shown that 100% of our disadvantaged pupils arrive below age related expectations compared to 60% of non-disadvantaged pupils. The gap reduces through Key Stage 2 for some children.</i></p> <p><i>Outcomes for PP children at End of KS2 were 61% achieving Age Related Expectations in Reading in 2024-2025.</i></p>  |                  |              |                  |                                |        |        |                    |        |        |                    |        |       |

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| 6 | <p>Assessments, and observations suggest disadvantaged pupils generally have greater difficulties with <b>writing</b> than their peers.</p> <p><i>On entry to Reception over the last 3 years, Baseline Reception data has shown that 100% of our disadvantaged pupils arrive below age related expectations compared to 74% of non-disadvantaged pupils. The gap reduces through Key Stage 2 for some children.</i></p> <p><i>Outcomes for PP children at End of KS2 were 51% achieving Age Related Expectations in writing in 2024-2025.</i></p> |
| 7 | <p>Assessments, and observations suggest disadvantaged pupils generally have greater difficulties with <b>maths</b> than their peers.</p> <p><i>On entry to Reception over the last 3 years, Baseline Reception data has shown that 100% of our disadvantaged pupils arrive below age related expectations compared to 47% of non-disadvantaged pupils. The gap reduces through Key Stage 2 for some children.</i></p> <p><i>Outcomes for PP children at End of KS2 were 43% achieving Age Related Expectations in 2024-2025.</i></p>              |
| 8 | <p>Our assessments and observations indicate that pupils have very low starting point on entry- with under developed <b>oral language skills and communication</b>. This is evident from our Nursery data and Baseline Reception data and is more prevalent among our disadvantaged pupils than their peers.</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  |
|---|---|
| 1. To achieve and sustain improved wellbeing for disadvantaged pupils, developing their social skills and emotional resilience.         | <p>Sustained high levels of wellbeing by 2027-2028 demonstrated by</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, parent and teacher observations(surveys).</li> <li>• Increase in participation of enrichment activities</li> <li>• Greater emotional resilience and participation in class as observed by teaching staff.</li> </ul> |
| 2. Improved support and Inclusion for our SEND disadvantaged pupils so that they can flourish and grow, achieving their full potential. | Assessments and observations indicate improved attainment and engagement with our SEND pupils. This is evidenced when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.  |
| 3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                    | Sustained high attendance by 2027-2028 demonstrated by the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced to within 2-3 %.   |
| 4. Improved attainment for EAL disadvantaged pupils across the core subjects at the end of Key Stage 2.                                 | KS2 outcomes in Reading, Writing and Maths in 2027-2028 to exceed 65%, in achieving the expected standards for EAL pupils.  |
| 5. Improved Reading attainment among disadvantaged pupils at the End of Key Stage 2.  | KS2 reading outcomes in 2027-2028 show that more than 65% of PP children met the expected standard.   |
| 6. Improved Writing attainment among disadvantaged pupils at the End of Key Stage 2.  | KS2 writing outcomes in 2027-2028 show that more than 60% of PP children met the expected standard.   |
| 7. Improved Maths attainment among disadvantaged pupils at the End of Key Stage 2.  | KS2 Maths outcomes in 2027-2028 show that more than 60% of PP children met the expected standard.   |
| 8. Improved oral language and use of vocabulary among disadvantaged pupils.   | Assessments and observations indicate improved significantly improved oral language among disadvantaged pupils.   |

This is evidenced when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.

## 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 -includes SEND teacher and learning Mentor

Budgeted cost: £ 113,277.62

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase and ongoing upkeep of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle Letters and Sounds sessions to target disadvantaged pupils who require further phonic support.</p>   | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p> | 2,4,5,6,8                     |
| <p>Purchase of <u>Accelerated Reader scheme</u>, which is an online tool for tracking and assessing individuals for reading comprehension.</p> <p>The purchase and organisation of all reading books across Key Stage 2 and into Key Stage 1 has also taken place.</p> <p>The constant upkeep of buying new books to sustain the library.</p> <p>Staff training and parent workshops to inform about Accelerated Reader, in order to support the children with the programme.</p> <p>Half termly celebration assemblies to promote the love of reading and to reward and celebrate successes.</p> | <p>According to an independent “study by the <b>Education Endowment Foundation (EEF)</b> and Durham University, Accelerated Reader produces “particularly positive effects.”</p>  | 1,2,4,5,6,8                   |

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| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>St Mary's is part of the Maths Hub. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Ongoing purchase of <u>Power Maths scheme and White Rose.</u></p> <p>Use of Number Sense across school ( KS1 and yr. 3-4) to improve and develop fluency and recall with number.</p> <p>Planning consolidation work into timetables, following analysis of end of term data, to ensure gaps in learning are addressed with additional teaching.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u><a href="#">Improving Mathematics in Key Stages 2 and 3</a></u></p> <p>Focus on arithmetic and number fluency through 'Number Sense' consistent approach across KS1 and KS2.</p> <p>EEF guidance suggests good practice:</p> <ul style="list-style-type: none"> <li>• Uses assessment to build upon pupils' existing knowledge and understanding</li> <li>• Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know.</li> <li>• This should inform the planning of future lessons and the focus of targeted support.</li> <li>• Effective feedback will be an important element of teachers' response to assessment.</li> <li>• Feedback should be specific and clear, encourage and support further effort, and be given sparingly.</li> <li>• Teachers not only have to address misconceptions but also understand why pupils may persist with errors.</li> <li>• Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise.</li> </ul> | 2,7 |
| <p>Improve the quality of social and emotional (SEL) learning.</p>   | <p>Effective interventions are planned and implemented across the school.</p>   | 1   |

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|--|---|------------|
| <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>  | <p>At St Mary's we recognise EEF Social and Emotional learning can improve outcomes at school and in later life</p> <p>Support and provision in place and referenced in individual PP maps. Interventions include:</p> <p>ELSA support- 1:1 or small group support to identify areas of need and support the development of emotional literacy.</p> <p>Virtual School project- 1:1 support for children with a Social Worker to support emotional wellbeing.</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p> |            |
| <p>Introduce the <u>Cheshire East Inclusion Strategy in school</u> which is guided by 4 core principles:</p> <ol style="list-style-type: none"> <li>1) Inclusion is built from universal support up</li> <li>2) Inclusion is a culture led from the top</li> <li>3) Inclusion is a community collaboration</li> <li>4) Inclusion is measurable</li> </ol> <p>Inclusion means that ALL staff support the learning, wellbeing and safety needs of all our children so that they belong, achieve and thrive.</p> <p>Staff CPD to ensure that we have a graduated approach to inclusion across school. The aim is to strengthen the pathway to education for priority groups.</p> <p>SEND teacher employed to oversee a Resource based provision for our pupils with specialist provision agreed (but awaiting specialist school places)</p> | <p>Success with this means that there will be consistent early intervention for learners struggling to access mainstream; support for inclusive whole school approaches and expanded and responsive specialist and alternative provision.</p> <p>All teaching staff to adapt their lessons to include all their children, so that their needs can be met and that they can thrive and achieve success.</p>  | <p>2,4</p> |

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

Budgeted cost: £ 30,340.42

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <b>Little Wandle Phonics catch up /keep up sessions</b> with fully trained teaching assistants | <p>EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.</p> <p>Lower phonological awareness can be contributed to by being exposed to fewer words spoken or books read in the home learning environment; or having fewer opportunities to engage in formal or informal learning opportunities outside of school. Schools should consider how to support reading in the home learning environment for all pupils.</p> <p>Studies of intensive support involving teaching assistants show similar overall impact compared to those involving teachers.</p> <p>Emily Yeomans, co-Chief Executive at the EEF said: 'Teaching assistants play a vital role in our education system.</p> <p>'Ensuring TAs are deployed strategically is crucial to making sure they have the biggest impact on learning, supporting teachers and ultimately helping pupils to reach their potential at school.</p> <p>'Put simply, TAs are an invaluable part of our school workforce.</p> <p><i>See document: <b>EEF updates guidance for effective teaching assistant deployment in 2025</b></i></p> | 2,4,5,6                       |
| <b>Reading Fluency groups</b> with teaching assistants and teachers                            | The EEF evidence shows that teaching assistants can support pupils effectively through structured interventions. However,  | 1,2,4,5                       |

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|---|---|---------|
| -targeted reading groups, evidence based from assessments, using the Clever Cat scheme to ensure reading fluency and comprehension improves                   | these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.   |         |
| <b>Maths interventions with teaching assistants.</b><br>This may include<br>-Same Day intervention ( SDI)<br>-pre or post teaching<br>-targeted class support | EEF studies states: Use structured interventions to provide additional support.<br>-Selection should be guided by pupil assessment.<br>-Interventions should start early, be evidence based and be carefully planned.<br>-Interventions should include explicit and systematic instruction.<br>-Support pupils to understand how interventions are connected to whole class instruction.<br>-Interventions should motivate pupils- not bore them or cause them to be anxious.<br>Avoid 'intervention fatigue'- they do not always need to be time consuming or intensive to be effective. | 1,2,4,7 |
| Speech and Language intervention with individual pupils   | The EEF guidance on Effective use of teaching assistants' states: Deploy teaching assistants to deliver well-chosen, evidence based, structured interventions where appropriate.  | 1,2,8   |

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

Budgeted cost: £ 15,295.62

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Attendance:</b></p> <p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>  | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Regularly monitor and follow up poor attendance</p> <p>Letters sent home to parents</p> <p>Meetings arrange to discuss attendance and support families</p> <p>Attendance and Children out of school meetings take place</p>                                  | 3                             |
| <p><b>Positive Wellbeing and Mental health of our disadvantaged pupils:</b></p> <ul style="list-style-type: none"> <li>-Full time dedicated Family support/learning mentor for the school</li> <li>EYFS once a week spent in dedicated Forest school area to promote and develop independence and emotional resilience</li> <li>-Newly developed outdoor areas in early years promote greater physical activity as well as encouraging child- initiated play that build confidence.</li> <li>-Engagement with NHS mental health support team who consult on individual children</li> <li>-Monthly Vulnerable pupil monitoring by Senior Leadership team and Laura Murray ( Family support/learning mentor)</li> <li>-Daily breakfast club- with toasted bagels</li> <li>-Specific dietary needs met for individuals</li> <li>-Meet and greet in quieter spaces of the school at start of school and end of day</li> <li>-Time out spaces with designated sensory rooms set up</li> <li>-family support with food parcels</li> <li>-</li> </ul> | <p><b>EEF guidance on Supporting children's mental health and wellbeing in the Early years states:</b> Focusing on relationships and interactions can positively impact many mental health and wellbeing outcomes, including social skills and attachments.</p> <p>Evidence shows that outdoor learning in nature can improve social skills and resilience when compared to traditional indoor activities.</p> | 1,2, 8                        |

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| <p><b>Targeted in school support- and referrals for support include:</b></p> <ul style="list-style-type: none"> <li>• Emotional Literacy checklists</li> <li>• ELSA ( Emotional Literacy Support Assistant) sessions</li> <li>• Younger Mind counselling</li> <li>• Young Carers</li> <li>• CAMHS</li> <li>• Pets as Therapy</li> </ul> <p><b>Funded activities include:</b></p> <ul style="list-style-type: none"> <li>• SMART club HAF (Holiday Activity Fun) programme- (Financial support and donations)- enables children to attend the holiday club for free</li> <li>• Year 4 and year 6 Residential visits part funded</li> <li>• School trips part funded</li> <li>• Year 6 Leavers hoodies and Leavers Ball fully funded</li> </ul> <p>-Household support fund- used with families to help with the cost of energy bills and food.</p> <p>-Uniform swap shop- regular access to cheap and free school uniform from preloved bank collected in school</p> <p>-Sal's shoes- referrals made</p> <p>-Food bank referrals made</p> |  |              |
| <p><b>Counselling:</b></p> <p>St Mary's continue to work alongside Mind counsellor Anna Murray, and the Mental Health Support Team, to assess children's needs and ensure that they are receiving the support they need.</p> <p>Sessions are held in school 1-1.</p> <p>-Young Carers hub- Workers meet with children in school monthly to complete work as well as being offered sessions out of school.</p>   | <p>EEF guidance states that programmes that promote emotional skills can have a positive impact on some mental health and wellbeing outcomes.</p> <p>Programmes were more effective with regular and sustained delivery.</p> <p><b>Document:</b> <i>Supporting children's mental health and wellbeing in the early years</i></p> | <p>1,2,3</p> |
| <p><b>Music Tuition:</b></p> <p>Year 6 Pupil premium children are fully funded to have individual or small group music tuition on an instrument. This currently includes: clarinet, trumpet,</p>  | <p>The EEF says that there is intrinsic value in teaching pupils' creative performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>  |              |

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| trombone, Cornet, Euphonium, Guitar,<br>Recorder, Piano |  |  |
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**Total budgeted cost: £ 158,913.66**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Performance in 2025

##### Overall Data:

| END OF KEY STAGE 2 SATs Results 2025 |             |                                 |                |         |
|--------------------------------------|-------------|---------------------------------|----------------|---------|
|                                      | Reading     | Spelling, Punctuation & Grammar | Mathematics    | Writing |
| Has achieved National Standard       | 57 %        | 56 %                            | 53 %           | 58 %    |
| National average                     | 75 %        | 73 %                            | 74 %           | 72 %    |
| Children exceeding National Standard | 18 %        | 26 %                            | 10 %           | -       |
| Combined (Reading Writing and Maths) | School- 47% |                                 | National- 62 % |         |

|         | % Pupil Premium children achieving expected levels and above in End of KS2 SATS | % Non-Pupil Premium children achieving expected levels and above in End of KS2 SATS |
|---------|---|---|
| Reading | 60%   | 63%   |
| Writing | 52%   | 55%   |
| Maths   | 48%   | 58%   |

### **Internal End of Summer Term Data 2025**

Internal data at the end of the summer term 2025 shows the gaps between PP and non-PP pupils are reducing as pupils progress through school, with some pupils achieving Above in Reading towards the upper end of Key Stage 2. The introduction of Accelerated Reader in Key Stage 2 is beginning to have an impact on pupils' engagement and love of reading. Disadvantaged pupils are becoming more engaged with reading and are making significant progress with their reading. Reading fluency groups are also ensuring pupils are faster at reading and can access the SATS reading papers more effectively. The hard work in delivering Phonics in Key Stage 1 shows that pupils are becoming more confident fluent readers as they move into Year 3.

Many pupils continue to find writing challenging. The percentage achieving the expected standard is lower than reading. Generally, disadvantaged pupils close the gaps as they progress through the school towards Year 6. The school has purchased and invested in a new writing and spelling scheme in September 2025 called Ready Steady Write/spell in order to help improve and develop pupils' writing outcomes.

Disadvantaged learners continue to have significant gaps in Maths but this does reduce in Key Stage 2. Pupils have work adapted to meet their needs so that they can be successful at whatever ability level they are. As a school, we are working hard to add in consolidation sessions in order to close any gaps in learning as this will benefit all pupils including disadvantaged learners.

External SATS data shows that the gap in Reading and Writing is only 3% between disadvantaged and non-disadvantaged pupils. However in Maths the gap is 10%. It is this area that we are continuing to work on.

### **Outcomes of strategy**

This strategy statement has been thoroughly updated in November 2025. It is hoped with the new English scheme and greater focus on writing and spelling, together with a wider role out of Accelerated Reader books in Year 2, that we are on track to meet the targets set. We will continue to work on improving Maths outcomes, with realistic targets set for 2027-2028.

## **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.*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
|                  |                 |
|                  |                 |

**Service pupil premium funding (optional)**

|  |
|--|
| <i>For schools that receive this funding, you may wish to provide the following information:</i>   |
| <b>How our service pupil premium allocation was spent last academic year</b>   |
| All service pupils also have an individual Pupil Premium Map with specific support and interventions mapped out as all other Pupil premium children. |
| <b>The impact of that spending on service pupil premium eligible pupils</b>  |
|  |