

# Pupil premium strategy statement 2024-25

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	Rushden Primary Academy
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	10.09%
Academic year/years that our current pupil premium strategy plan covers	2023, 2024,2025
Date this statement was re-published	September 2024
Date on which it will be reviewed	January 2025, July 2025
Statement authorised by	V Godbold
Pupil premium lead	L Edwards
Governor / Trustee lead	V Godbold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62160
Recovery premium funding allocation this academic year	£ NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring premium	£NA
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62160

# Part A: Pupil premium strategy plan

## Statement of intent

At Rushden Primary Academy, we strive to ensure achievement for all; overcoming barriers to learning for disadvantaged pupils is at the heart of our Pupil Premium Strategy. When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We have identified the barriers of disadvantaged children for the period of this strategy plan, these are:

- Learning gaps caused by school closures and national lockdowns due to the COVID pandemic
- Speech and language development in EYFS and KS1
- High levels of low attainment in children with PP and SEND
- Low attainment for PP in core subjects
- Low attainment in all 3 core areas (combined) at KS2
- Low attendance and persistent absence from school, as well as poor punctuality

To ensure our strategies are effective, we will:

- Use diagnostic assessments to identify gaps in learning and set targeted interventions
- Use formative and summative assessment to identify accurate starting points and appropriate scaffolding is in place for PP and SEND children
- Ensure teaching and learning opportunities are accessible and providing challenge to all pupils
- Work closely with families to provide support for attendance and other wider barriers to learning

### Demography and School Context

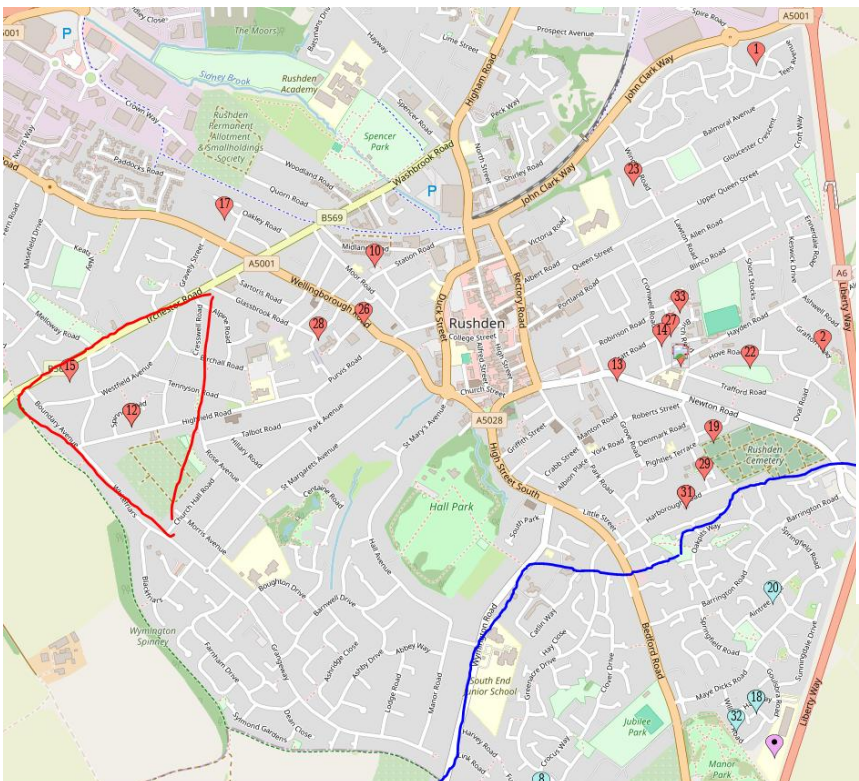
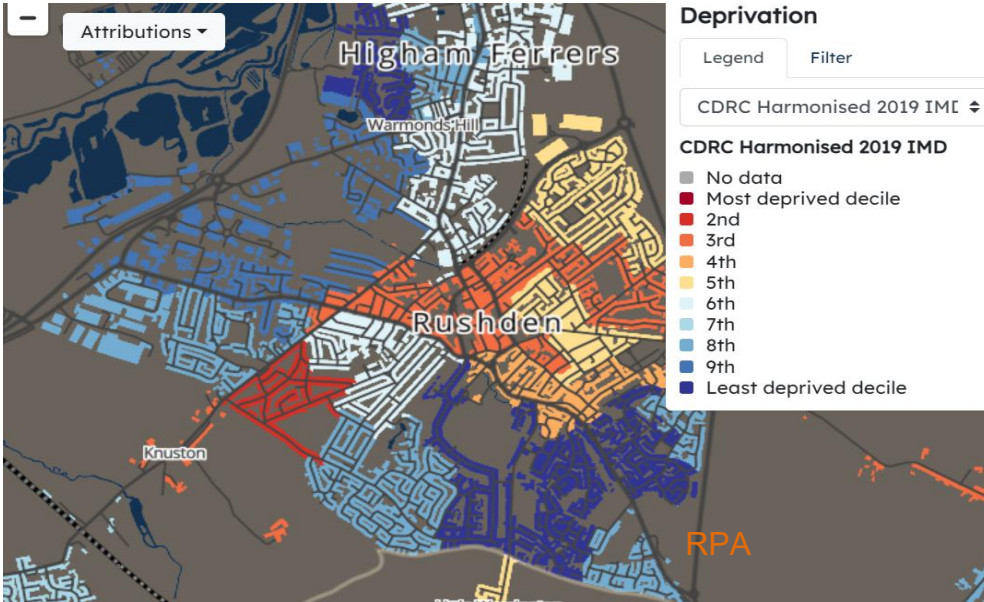
Rushden Primary Academy is a two-form entry community school located in Rushden, Northamptonshire. The school opened in September 2015 with Early Years and mixed KS1 cohort and is now, in September 2024, two-form entry throughout Early Years to Year 6. Most year groups have spaces, which has a significant impact on funding. A low birth rate nationally has impacted pupil numbers this year. Current pupil numbers are shown in the table below. Numbers of disadvantaged pupils are higher in KS2.

	Year Groups									Absence Rate
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan		
Reception	47	32	15	1	13	2	0	1	1.5%	
Year 1	53	31	22	8	20	5	2	2	0.9%	
Year 2	48	30	18	6	14	1	7	0	3.5%	
Year 3	62	33	29	6	27	7	7	1	2.8%	
Year 4	51	21	30	6	22	7	8	1	4.4%	
Year 5	57	27	30	6	20	10	4	3	2.2%	
Year 6	59	28	31	8	23	9	5	0	4.2%	

## Deprivation Index

The Indices of Deprivation map below has not been updated since 2019. Although the school is located within the 20% least deprived areas, the school pupils are spread more widely, sometimes coming from the surrounding areas that are in the 10% or 20% most deprived. Please see the maps below – Pins indicated in orange fall in some of the highest ranked deprived areas.

Whilst our school sits in a neighbourhood that is ranked 27,429,407 out of 32,844, which is among the 20% least deprived in the country, 39 out of 42 of our disadvantaged pupils live in areas surrounding the school which are classed as being in the 1<sup>st</sup> – 5<sup>th</sup> decile.



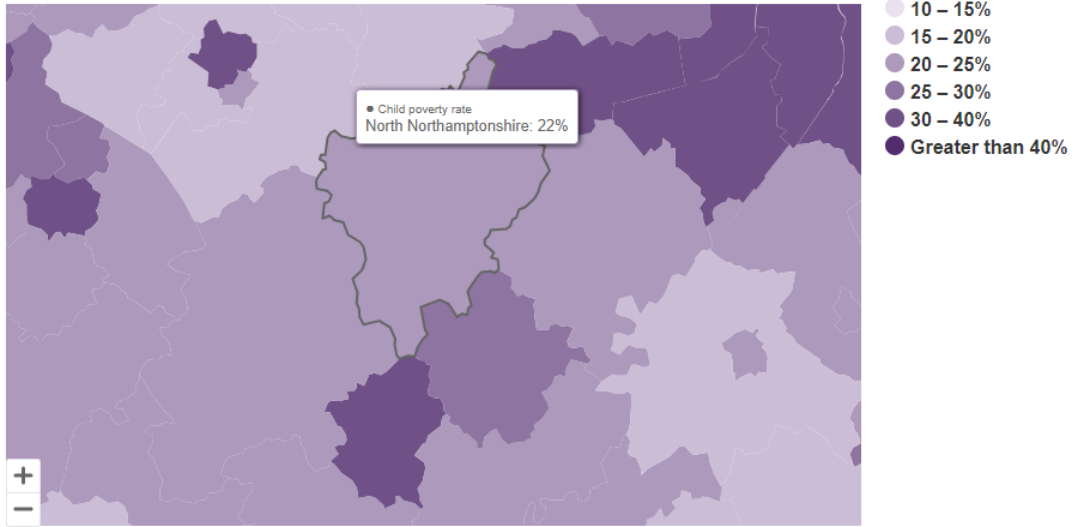
Pink Pin - RPA

Orange Pins = 1<sup>st</sup> – 5<sup>th</sup> decile  
(most deprived)

Blue Pins = 9<sup>th</sup> & 10<sup>th</sup> decile  
(least deprived)

The Joseph Rowntree Foundation indicates that 22% of children in North Northants are living in poverty.

**Child poverty rate estimates by local authority, 2020–21**



**Other key statistics:**

2024 - 2025 Academic Year (September)

For this data, a disadvantaged filter has been used which includes PPG, Ever 6, LAC, and PP+.

55% of children are male and 45% are female. Of the 55% which are male, 22% also have SEND. Of the 45% which are female, 16% also have SEND.

In total, amongst our disadvantaged children, we have 19% of children who are Disadvantaged and SEND. This group continue to track below all other groups.

**Disadvantaged Pupils Entry 2024**

Pupils who are disadvantaged

		2024-2025			
		Entry			
		Reading		Writing	Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	All Pupils	42	45%	57%	38%
	EAL	4	25%	50%	25%
	Not EAL	38	47%	58%	39%
	Boys	23	43%	57%	39%
	Girls	19	47%	58%	37%
	Pupils with SEND	8	13%	13%	25%
	Pupils without SEND	34	53%	68%	41%

This year’s strategy will focus on raising attendance and the combined level (R,W,M) for all pupil groups as attainment is low in all 3 core subjects.

## EYFS GLD 2024

### EYFS 23-24

Pupils (from 2023-2024) in Reception

		YR								
		Summer 2								
		EYFSP								
		All Pupils	Disadvantaged	Not Disadvantaged	All Pupils		Disadvantaged		Not Disadvantaged	
		# pupils	# pupils	# pupils	# of pupils Expected or higher	% of pupils Expected or higher	# of pupils Expected or higher	% of pupils Expected or higher	# of pupils Expected or higher	% of pupils Expected or higher
EYFS GLD	All Pupils	55	5	50	41	75%	3	60%	38	76%

The table below represents the disadvantaged pupils in EYFS in 2023-24. Attendance continues to be a priority for 2024-25, especially in the EYFS, where attendance is consistently in the lowest in the school for both disadvantaged and non-disadvantaged.

Gender	2023/24 Attendance	2023/24 Sum2 EYFS GLD EYFSP
Male	78.4%	Not GLD
Male	100.0%	GLD
Male	87.6%	Not GLD
Male	85.3%	GLD
Female	97.9%	GLD

Pupils (from 2023-2024) in Year 1

		2023-2024	
		Summer 2	
		Reading	
		# pupils	% of pupils Expected or higher
Phonics Score	All Pupils	50	84%
	Disadvantaged	2	0%
	Not Disadvantaged	48	88%
	Pupil Premium	1	0%
	Not Pupil Premium	49	86%

### Phonics – Y1 2023

Both Y1 dis pupils are boys and did not meet GLD in EYFS. 1 has SEN and is EAL and was disapplied from assessments. Attendance is good for both boys.

## KS1 performance data 2023-4

Pupils (from 2023-2024) in Year 2

		2023-2024					
		Summer 2					
		Reading	Writing	Maths	Reading/Writing/Maths		
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	
Main Assessment	Year 2	All Pupils	61	69%	69%	77%	67%
		Disadvantaged	6	50%	50%	83%	50%
		Not Disadvantaged	55	71%	71%	76%	69%

There were 6 dis pupils in Y2. 3 girls, 1 with SEN, and 3 boys, 1 with SEN. Disadvantaged pupils in Year 2 achieved better than the whole cohort.

Pupils (from 2023-2024) in Year 2, who are disadvantaged

			2023-2024			
			Summer 2			
			Reading	Writing	Maths	Reading/Writing/Maths
			# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	Year 2	All Pupils	6	50%	50%	83%
		Boys	3	67%	67%	100%
		Girls	3	33%	33%	67%

### KS2 performance data 2023

Pupils (from 2022-2023) in Year 6

			2022-2023					
			Summer 2					
			All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
			# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	SAT Scaled Score	All Pupils	58	8	50	72%	75%	72%
		Boys	33	5	28	70%	80%	68%
		Girls	25	3	22	76%	67%	77%
Writing	SAT Scaled Score	All Pupils	58	8	50	83%	50%	88%
		Boys	33	5	28	79%	60%	82%
		Girls	25	3	22	88%	33%	95%
Maths	SAT Scaled Score	All Pupils	58	8	50	74%	38%	80%
		Boys	33	5	28	79%	40%	86%
		Girls	25	3	22	68%	33%	73%
Reading/Writing/Maths	SAT Scaled Score/Main Assessment	All Pupils	58	8	50	64%	38%	68%
		Boys	33	5	28	61%	40%	64%
		Girls	25	3	22	68%	33%	73%

Pupils (from 2023-2024) in Year 6

			2023-2024					
			Summer 2					
			All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
			# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	Reading		60	13	47	77%	62% ↓	81%
	Writing		60	13	47	80%	69% ↓	83%
	Maths		60	13	47	77%	77% ↔	77%
	Reading/Writing/Maths		60	13	47	67%	46% ↓	72%

### Headline Report

Pupils (from 2023-2024) in Year 6

			2023-2024					
			Summer 2					
			All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
			# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	Reading	Boys	28	5	23	75%	20%	87%
		Girls	32	8	24	78%	88%	75%
	Writing	Boys	28	5	23	75%	40%	83%
		Girls	32	8	24	84%	88%	83%
	Maths	Boys	28	5	23	79%	80%	78%
		Girls	32	8	24	75%	75%	75%
Reading/Writing/Maths		Boys	28	5	23	68%	20%	78%
		Girls	32	8	24	66%	63%	67%

In year 6, (2023-24 cohort) there were 13 dis pupils. 8 girls, 1 with SEN, and 5 boys.

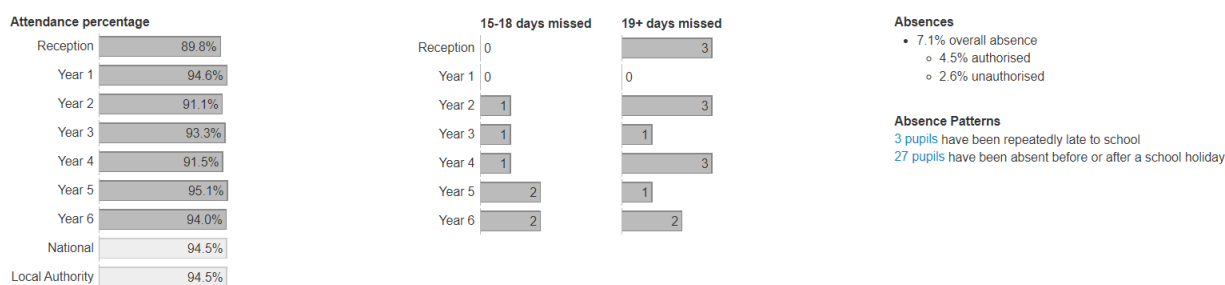
In contrast to the previous academic year, the Y6 girls achieved higher in R,W, and combined. Boys continued to outperform girls in maths. This is not representative of the academy cohort when in year data is analysed.

Pupils (from 2023-2024) in Years 1–6, who are disadvantaged

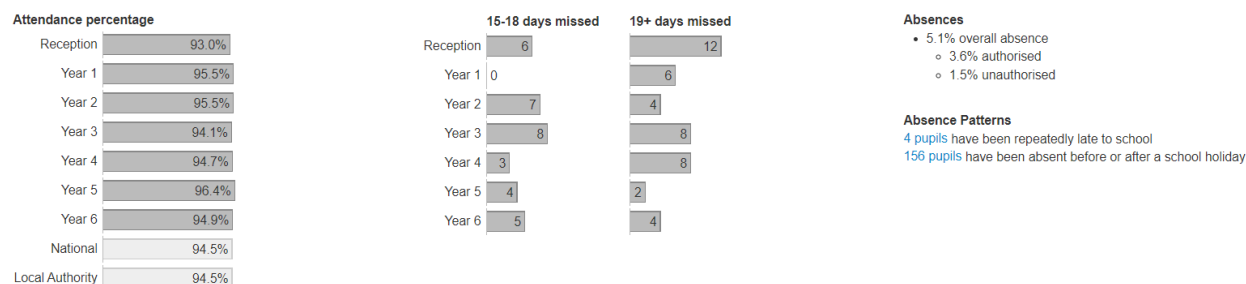
			2023-2024				
			Summer 2				
			Reading	Writing	Maths	Reading/Writing/Maths	
			# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	
Main Assessment	Year 1	All Pupils	2	0%	0%	0%	0%
	Year 2	All Pupils	6	50%	50%	83%	50%
		Boys	3	67%	67%	100%	67%
		<b>Girls</b>	3	<u>33%</u>	<u>33%</u>	<u>67%</u>	<u>33%</u>
	Year 3	All Pupils	6	67%	67%	50%	50%
		Boys	4	100%	100%	75%	75%
		<b>Girls</b>	2	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>
	Year 4	All Pupils	10	60%	60%	40%	40%
		<b>Boys</b>	4	<u>25%</u>	<u>25%</u>	<u>25%</u>	<u>25%</u>
		Girls	6	83%	83%	50%	50%
	Year 5	All Pupils	9	67%	89%	44%	44%
		Boys	4	75%	100%	<u>50%</u>	<u>50%</u>
		Girls	5	60%	80%	<u>40%</u>	<u>40%</u>
	Year 6	All Pupils	13	62%	69%	77%	46%
		Boys	5	<u>20%</u>	<u>40%</u>	80%	<u>20%</u>
		Girls	8	88%	88%	75%	63%

Due to low pupil numbers and impact on data, PP children will have personalised, targeted intervention to close gaps in the appropriate subjects.

Summary of 51 Pupils ((from 2023-2024) who are disadvantaged)



Summary of 392 Pupils (All (from 2023-2024))



## Pupil Feedback

In 2023-24, less disadvantaged pupils accessed the wider opportunities offered at the school than non-disadvantaged. In 2024-25, a significant part of the strategy will be to raise pupil engagement in extra-curricular sports clubs and music lessons. Disadvantaged pupils places will be subsidised and their allocation will be prioritised.

A study funded by the Nuffield Foundation, conducted by conducted by NatCen Social Research, conducted a study to research the impact on wider engagement and attainment. It states: ‘Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.’

## Challenges

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

Challenge number	Detail of challenge
1	Baseline in EYFS is significantly lower since 2019. Disadvantaged pupils are presenting with underdeveloped oracy and social skills. EYFS attendance data was less than in Y1-6. Research has found that disadvantaged pupils have been the worst affected by partial school closures, and the attainment gap has grown due to lockdowns. <a href="#">EEF research evidence</a> .
2	Analysis of disadvantaged pupils’ data and discussions with teachers shows that PPG and SEND children require additional support and intervention – gaps are widest for these pupils although gains are being made and these pupils are now making the fastest progress.
3	Analysis of disadvantaged pupils’ data and discussions with teachers shows that there is no concrete trend for PPG and gender. Both girls and boys track lower than non-ppg, depending on the year group or class.
4	Analysis of disadvantaged children’s attendance shows that some families need additional support to secure and sustain punctuality and attendance. In most cases, where PPG attendance is low, attainment is also low.
5	Engagement with extra-curricular clubs is lower across the school with disadvantaged children. <a href="#">The value of after school clubs for disadvantaged children</a>

## 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.

	<b>Intended outcome</b>	<b>Success criteria</b>
1	To reduce the difference in progress and attainment for pupils who are disadvantaged compared to non-disadvantaged pupils through quality first teaching.	PIXL analysis will show over the course of the year there is a reduction in learning gaps between disadvantaged and non-disadvantaged pupils.
2	To improve the attainment of children who are both PPG and SEND.	Suitable assessment analysis is used to focus interventions for children with PPG and SEND to meet their specific needs. SENDCo co-ordinates specific support for teachers and teaching assistants to provide suitable resources and intervention for identified children. SENDCo monitors and quality assures provision for pupils. Target early intervention into the EYFS and KS1 to prevent gaps from opening.
3	To improve the attainment of key PPG groups across core subjects	PiXL QLA analysis used to target pupils for quality interventions. PiXL analysis over the course of the year shows a reduction in learning gaps. Interventions planned to provide quality first teaching to raise attainment and improve progress in maths and writing for PPG key groups.
4	To improve attendance and punctuality rates for PPG children.	Engagement with support by the Attendance Lead. Update to Attendance policy and procedure. Swift response to those children who are absent or regularly late. To offer free access to breakfast and afterschool club to support good attendance for targeted families. 5-10% increase in pupil attendance from previous year.
5	To raise engagement with extra-curricular activities	Engagement increases due to parental engagement, subsidised access to paid clubs and prioritised access for disadvantaged pupils.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Hold teacher conferencing/audits to understand pupil need</i>	This will ensure that PPG lead and teaching staff know what strategies are needed to improve PPG attainment and progress. PPG leader, together with senior leaders, to monitor and evaluate the provision of QFT and the effective application of CPD to ensure teachers' provision is meeting PPG pupils' needs. Where needed, PPG leader, together with senior leaders, provide coaching support to teachers where needed.	1,2,3
<i>Quality first teaching</i>	CPD will be provided throughout the academic year to ensure all children, including PPG pupils receive QFT to ensure accelerated progress and improved attainment.	1,2,3
<i>Speech and Language support</i>	EYFS and KS1 speech and language intervention & staff to deliver	1,2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted, high-quality intervention</i>	Learning mentor will have a focus on nurture and behaviour of PPG children as well as providing disadvantaged children with additional interventions to support their learning.	1,2,3,4,5
<i>Ready to learn</i>	Dedicated staff to provide meet and greets, sensory circuits and morning nurture for PPG children at risk of becoming persistent absent/late	4

<i>Parent Support</i>	Attendance Lead to monitor attendance and make parent contact for early intervention	4
<i>Plan appropriate interventions to meet needs of PPG pupils</i>	Teachers to be fully aware of the need of pupils within their class and prepare suitable interventions and deliver QFT as needed to meet the need of the PPG pupils.	1,2,3
<i>Engagement with online platforms</i>	IPads & laptops provided on long-term loan for home use to encourage engagement with home learning	1,2,3,4

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

Budgeted cost: £ 12,160

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Improve attendance figures of PPG pupils</i>	<p>Swift action is taken for those children whose attendance is a concern. Letters sent and 'first day response' phone calls made by Attendance Lead if any further support is needed.</p> <p>PPG children who are identified as being regularly late or repeatedly absent will be invited to attend breakfast club for free.</p> <p>Meetings held with parents/carers to support them so there is improved attendance.</p>	4
<i>Offer breakfast club to PPG pupils where appropriate</i>	PPG children who are identified as being regularly late or repeatedly absent will be invited to attend breakfast club for free.	4,5
<i>Payment for PPG children enrichment trips inc. Year 6 residential</i>	<p>All PPG pupils are allocated £100 to spend on trips, uniform and items from the School Book Fair (Max £20).</p> <p>Full or part funding at Principal's discretion for trips, visits, clubs and support in purchasing additional resources as required.</p>	5

<i>Health &amp; wellbeing</i>	Targeted sports club access for PPG children PPG lunchtime provision	5
<i>Music lessons</i>	Supplemented music lessons for PPG children	5

**Total budgeted cost: £ 62,160**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

	Intended outcome	Impact																																																																																																																																																
1	To reduce the difference in progress and attainment for pupils who are disadvantaged compared to non-disadvantaged pupils through quality first teaching.	<p><b>Gaps are closing</b></p> <p><b>Disadvantaged Tracking</b> Pupils (from 2024-2025) who are disadvantaged</p> <table border="1"> <thead> <tr> <th colspan="5">2023-2024</th> <th colspan="5">2024-2025</th> </tr> <tr> <th colspan="5">Summer 2</th> <th colspan="5">Summer 2</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading/Writing/Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading/Writing/Maths</th> </tr> <tr> <th>Main Assessment</th> <th># pupils</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>4</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 1</td> <td>5</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>60%</td> <td>60%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Year 2</td> <td>6</td> <td>33%</td> <td>17%</td> <td>33%</td> <td>67%</td> <td>17%</td> <td>17%</td> <td>67%</td> </tr> <tr> <td>Year 3</td> <td>8</td> <td>50%</td> <td>50%</td> <td>75%</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>8</td> <td>50%</td> <td>50%</td> <td>38%</td> <td>50%</td> <td>38%</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Year 5</td> <td>11</td> <td>45%</td> <td>45%</td> <td>27%</td> <td>55%</td> <td>55%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>Year 6</td> <td>10</td> <td>70%</td> <td>80%</td> <td>50%</td> <td>70%</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> </tbody> </table> <p>Gaps are closing for Dis pupils. BY Y6, dis pupils perform as well as non-dis.</p> <p><b>Disadvantaged Tracking - dis v non</b> Pupils (from 2024-2025) in Year 6</p> <table border="1"> <thead> <tr> <th colspan="6">2024-2025</th> </tr> <tr> <th colspan="6">Summer 2</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading/Writing/Maths</th> </tr> <tr> <th>Main Assessment</th> <th># pupils</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>All Pupils</td> <td>57</td> <td>75%</td> <td>84%</td> <td>81%</td> <td>63%</td> </tr> <tr> <td></td> <td>Disadvantaged</td> <td>10</td> <td>70%</td> <td>90%</td> <td>80%</td> <td>60%</td> </tr> <tr> <td></td> <td>Not Disadvantaged</td> <td>47</td> <td>77%</td> <td>83%</td> <td>81%</td> <td>64%</td> </tr> </tbody> </table>	2023-2024					2024-2025					Summer 2					Summer 2						Reading	Writing	Maths	Reading/Writing/Maths	Reading	Writing	Maths	Reading/Writing/Maths	Main Assessment	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	Reception	4	0%	0%	0%	0%	0%	0%	0%	Year 1	5	0%	0%	0%	60%	60%	20%	60%	Year 2	6	33%	17%	33%	67%	17%	17%	67%	Year 3	8	50%	50%	75%	50%	50%	50%	50%	Year 4	8	50%	50%	38%	50%	38%	38%	50%	Year 5	11	45%	45%	27%	55%	55%	55%	55%	Year 6	10	70%	80%	50%	70%	80%	80%	80%	2024-2025						Summer 2							Reading	Writing	Maths	Reading/Writing/Maths	Main Assessment	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	Year 6	All Pupils	57	75%	84%	81%	63%		Disadvantaged	10	70%	90%	80%	60%		Not Disadvantaged	47	77%	83%	81%	64%
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2	To improve the attainment of children who are both PPG and SEND.	<p><b>Disadvantaged Tracking - Dis &amp; SEND</b> Pupils (from 2024-2025) who are disadvantaged, with SEN Support or EHC Plan</p> <table border="1"> <thead> <tr> <th colspan="5">2023-2024</th> <th colspan="5">2024-2025</th> </tr> <tr> <th colspan="5">Summer 2</th> <th colspan="5">Summer 2</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading/Writing/Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading/Writing/Maths</th> </tr> <tr> <th>Main Assessment</th> <th># pupils</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>1</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 2</td> <td>2</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 3</td> <td>2</td> <td>0%</td> <td>0%</td> <td>50%</td> <td>0%</td> <td>0%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Year 4</td> <td>1</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 5</td> <td>5</td> <td>20%</td> <td>20%</td> <td>0%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>0%</td> </tr> </tbody> </table> <p>Child specific – children are making good progress on EHCP targets.</p>	2023-2024					2024-2025					Summer 2					Summer 2						Reading	Writing	Maths	Reading/Writing/Maths	Reading	Writing	Maths	Reading/Writing/Maths	Main Assessment	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	Reception	1	0%	0%	0%	0%	0%	0%	0%	Year 2	2	0%	0%	0%	0%	0%	0%	0%	Year 3	2	0%	0%	50%	0%	0%	50%	0%	Year 4	1	0%	0%	0%	0%	0%	0%	0%	Year 5	5	20%	20%	0%	20%	20%	20%	0%																																																													
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3	To improve the attainment of key PPG groups across core subjects	<p>Targeted interventions have helped to close gaps. Gender gaps are closing, but sustained work is needed in this area.</p>																																																																																																																																																
4	To improve attendance and punctuality rates for PPG children.	<p>Target not met. Attendance remains lower than non-pp. New families to the school have had an impact. Term-time holidays and Lates continue to be a factor. Further work needed to ensure all PP children attend every day and on time.</p> <p>Attendance percentage</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>92.4%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>95.2%</td> </tr> <tr> <td>National</td> <td>94.8%</td> </tr> <tr> <td>Local Authority</td> <td>94.8%</td> </tr> </table> <p>15-18 days missed</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>3</td> </tr> <tr> <td>Not Disadvantaged</td> <td>22</td> </tr> </table> <p>19+ days missed</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>17</td> </tr> <tr> <td>Not Disadvantaged</td> <td>26</td> </tr> </table> <p>Absences</p> <ul style="list-style-type: none"> <li>5.2% overall absence</li> <li>3.7% authorised</li> <li>1.5% unauthorised</li> <li>13.1% persistent absence</li> <li>3 pupils unauthorised absent for 10+ days</li> </ul> <p>Absence Patterns</p> <ul style="list-style-type: none"> <li>16 pupils have been repeatedly late or absent on the same day</li> <li>180 pupils have been absent before or after a school holiday</li> </ul> <p>DfE penalty notice consideration threshold (10+ unauthorised absences in 10 rolling school weeks)</p> <ul style="list-style-type: none"> <li>59 pupils previously met the threshold between 04/09/2024 and 19/07/2025</li> </ul>	Disadvantaged	92.4%	Not Disadvantaged	95.2%	National	94.8%	Local Authority	94.8%	Disadvantaged	3	Not Disadvantaged	22	Disadvantaged	17	Not Disadvantaged	26																																																																																																																																
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5	To raise engagement with extra-curricular activities	<p>Engagement increases due to parental engagement, subsidised access to paid clubs and prioritised access for disadvantaged pupils.</p> <p>Uptake for this has been strong. All children access their Pupil Passport to engage with extra-curricular clubs.</p>
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## 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
IDL	IDL
Accelerated Reader	Renaissance
Atom	
Little Wandle	

## Service pupil premium funding (optional)