

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

School name	St Botolph's C of E Primary School
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Dates on which it will be reviewed	December 2026 and July 2027
Academic Year	2025-26
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	30.8% (131 pupils)
Statement authorised by	Amy Chitty
Pupil premium lead	Marc Dockrell
Governor / Trust lead	Ethos and Welfare Committee/Adrian Oldershaw (DoE)

Funding overview

Detail	2025-26
Pupil premium funding allocation this academic year	£188,404
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,000
Total budget for this academic year	£193,404

Part A: Pupil premium strategy plan

Statement of intent

At St Botolph's C of E Primary School, our vision is to empower every child to thrive, discover their unique talents, and make informed choices about how they live, both for their own benefit and that of the wider community. Inspired by Jesus' promise of "life in all its fullness" and guided by our Christian values of respect, resilience, and responsibility, we are committed to fostering a strong sense of belonging and providing a curriculum that broadens horizons and expands opportunities for all.

We firmly believe that every child is entitled to access a broad and balanced curriculum that supports them in achieving their full potential. This includes becoming confident individuals who are prepared for a fulfilling life and a successful transition into adulthood. Addressing barriers to learning is central to our Pupil Premium strategy, as we recognise the varied challenges faced by our pupils. By tailoring support and making reasonable adjustments, we ensure that the needs of all children are met, whether they require additional help or opportunities for greater depth and challenge.

Our goal is for disadvantaged pupils to progress at a rate comparable to their non-disadvantaged peers, narrowing the attainment gap through quality-first teaching and inclusive opportunities. Learning experiences are designed to be accessible to every pupil, with additional quality interventions led by skilled professionals for those requiring further support. We are dedicated to ensuring that all children can collaborate with their peers and benefit from enriching educational experiences.

We also prioritise extracurricular activities and enrichment opportunities to inspire ambition and broaden the horizons of disadvantaged children and their families. By working closely with parents, we aim to raise expectations and engagement in their child's learning, positively impacting academic achievement and mental well-being.

Recognising the importance of addressing non-academic barriers to attainment, we provide pastoral support for pupils and their families, focusing on health, well-being, and attendance. By working collaboratively with families, we strive to increase attendance among disadvantaged pupils, ensuring they can fully access our rich learning opportunities. Our holistic approach aims to diminish the gap between disadvantaged pupils and their peers, enabling every child to experience the fullness of our educational offer.

Guided by EEF evidence that high-quality talk improves cognition, vocabulary, reading, and long-term attainment, our oracy approach prioritises high-quality teaching, carefully structured interventions, and wider speaking opportunities. This is underpinned by consistent whole-school expectations and routines, explicit vocabulary and speaking instruction, ongoing professional development for staff, targeted support for pupils with speech, language and communication delays, and enrichment or leadership experiences that allow disadvantaged pupils to practise oracy in meaningful, real-world contexts.

Our provision includes but is not limited to:

- 1:1 and group support tailored to individual needs
- Additional resources, such as reading books and learning materials
- Enrichment opportunities that promote cultural and social growth
- Free access to extracurricular activities in areas such as the arts, sports, music, and life skills
- Free access to childcare and educational visits
- Quality-first teaching that accelerates progress and ensures high standards for all pupils

At St Botolph's, every child is valued and respected, and our curriculum reflects our commitment to expanding opportunities and widening horizons. By nurturing respect, resilience, and responsibility, we aspire to prepare all children for a life of purpose, hope, and success, rooted in the teachings of Jesus and our shared vision.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality The poor attendance habits seen post-pandemic have remained particularly among hard-to-reach families who require intensive support. A lack of value placed on regular attendance by some families, coupled with limited parental engagement, continues to impact pupil outcomes.
2	Wellbeing and Emotional Support Low levels of emotional and physical wellbeing among disadvantaged pupils affect their ability to engage fully in school life. Many face significant challenges, including increasing financial strain and family mental health issues. These challenges highlight the need for targeted emotional and wellbeing support to enable them to thrive academically and socially.
3	Experiences and Enrichment Opportunities Many disadvantaged pupils lack access to activities and experiences beyond their immediate community. This limits their ability to draw upon real-world contexts in learning and reduces engagement in extracurricular opportunities. Financial barriers also prevent participation in enrichment activities, further widening the opportunity gap amongst disadvantaged pupils and their peers.
4	Speech and Language Development Our disadvantaged pupils often require targeted and intensive support to meet early literacy milestones, such as the Year 1 Phonics Standards (67.8% in 2025, whilst NA was 79.9%). Limited vocabulary and reduced exposure to rich reading experiences present significant barriers in the classroom, contributing to attainment gaps between disadvantaged and non-disadvantaged pupils.
6	Academic Support Disadvantaged pupils often face gaps in their learning, requiring targeted interventions to consolidate knowledge and make connections across the curriculum. A limited vocabulary, often stemming from reduced reading experiences and less meaningful adult interaction, compounds these challenges and creates significant barriers to learning, particularly in reading. Focused, high-quality interventions are crucial to close these attainment gaps.

7	<p>Oracy Development</p> <p>Disadvantaged pupils enter school with underdeveloped speech, language and communication skills and more limited exposure to language-rich interactions and cultural experiences, which can lead to weaker vocabulary, oral and written expression, reduced phonological awareness and early reading comprehension. This is often compounded by low confidence or anxiety around speaking and fewer opportunities to practise formal talk or leadership, alongside variable staff expertise in consistently delivering high-quality, structured classroom talk and oracy routines.</p>
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Intended outcomes

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

Intended outcome	Success criteria
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To reduce persistent absence, for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 4%, and attendance for disadvantaged children in line with non-disadvantaged.</p> <p>Persistent absence for all children is below the national average (currently 15.2%) with disadvantaged PA being line with that of non-disadvantaged pupils.</p> <p>Launch a seasonal Attendance Newsletter to highlight points to celebrate, key reminders and expectations.</p>
<p>To achieve and sustain improved Social, Emotional and Mental Health for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Greater recognition of SEMH as a SEND in our school and therefore as a result, increased levels of support for pupils experiencing SEMH issues demonstrated by these pupils having more access to in school and external support e.g. school nurse</p> <p>Reduce the number of pupils adversely affected by poor levels of SEMH demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. Sustained increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To provide financial support for families in receipt of funding providing equality.</p>	<p>All pupils experience a range of workshops and visits enriching their curriculum experiences.</p> <p>Increased and sustained, positive attendance at extra-curricular activities, educational visits and pupil welfare evident by:</p>

	<ul style="list-style-type: none"> • monitoring of attendance logs for extra-curricular activities, pupil participation in educational visits • pupil surveys will show inclusive outcomes for children.
Disadvantaged pupils develop stronger spoken language, vocabulary and early communication foundations that support reading and writing.	Formative assessment (e.g., oracy/vocabulary rubrics, EYFS/KS1 language tracking) shows clear improvement in vocabulary breadth, sentence construction, and communication skills, with fewer pupils requiring SLCN support at transition points. Disadvantaged pupils demonstrate stronger outcomes in early reading/phonics and reading comprehension across key stages.
Target Disadvantaged pupils participate confidently in high-quality classroom talk and benefit from consistent oracy teaching and wider speaking opportunities.	Lesson observation/learning walks and pupil voice show disadvantaged pupils contributing more frequently and confidently in structured talk, discussion and dialogic teaching routines. High and sustained participation of disadvantaged pupils in enrichment and leadership oracy opportunities (e.g., debates, performances, presentations, clubs), alongside improved sense of belonging and cultural capital.
To improve maths, reading and writing attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils.	<p>Pupil Premium data for KS2 maths, reading and writing data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.</p> <p>Combined outcomes for all pupils, particularly disadvantaged pupils will increase indicating a greater number of pupils being 'secondary ready'.</p> <p>Greater number of pupils achieving the greater Depth Standard in all subjects (reading, writing, maths and combined)</p>

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: £96,702

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching for all pupils	EEF tiered approach states that high - quality teaching is the most important lever schools have to improve outcomes for their pupils. 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. EEF - High-quality teaching	5
Continue to develop and embed Kagan Cooperative Learning structures that enable all children to participate.	'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year'. EEF - Collaborative learning approaches 'Kagan Structures produce revolutionary positive results. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues' Kagan Online	4 & 5
Use of Maths Mastery Approach to teaching Maths	Key findings from the EEF study on Mastery learning suggest that mastery approaches have consistently positive impacts, with effects being higher for primary school pupils and in mathematics. On average, pupils make an additional 5 months progress over the course of a year when being taught using mastery learning approaches. EEF – Mastery Learning	5
Improving language and communication skills – Employment of a trained Speech Therapist and use of Speech Link	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. EEF – Oral language interventions	4
Continued training and resources for phonics scheme - Little Wandle	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds EEF – Phonics	4 & 5

Continue to embed Rosenshine's Principles of Instruction and Trust Principles (supported by work of Tom Sherrington).	Research shows that embedding the Principles of Instruction such as modelling, questioning daily and weekly recap, spaced learning and creating schemata have a profound and prolonged impact on sustained knowledge storage and retrieval.	5
Continue to embed an integrated approach to the teaching of Phonics and reading through high quality CPD and resources available. Continue to utilise Accelerated Reader and associated reading comprehension strategies.	EEF Toolkit shows that Phonics strategies give an impact of +5 months. EEF – Phonics EEF Toolkit shows that effective comprehension can have an impact of +6 months. EEF - Reading Comprehension Strategies	4 & 5
Implement a Trust-wide Oracy Framework with clear progression, shared talk protocols, and consistent classroom routines.	EEF evidence shows that high-quality, structured classroom talk and explicit vocabulary teaching can add around six months' progress for disadvantaged pupils, and that embedding these routines through consistent frameworks and instructional coaching is an effective way to improve practice and pupil outcomes at scale.	4 & 7
Use of expert consultants to support in improving Teaching & Learning across the school.	Specific, quality professional development for staff to support high-quality teaching across the school for all pupils. EEF - Effective professional Development EEF - High-quality teaching	5

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

Budgeted cost: £64,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG HLTA to support pupils to raise progress	1:1 and small group work provides targeted support based on the individuals needs. The EEF supports 1:1 and small group interventions from a TA as a key to success. On average, an additional	5

	4 months' progress is made, particularly in Reading, when pupils receive targeted interventions from a TA <i>EEF – Teaching Assistant Interventions</i>	
Engagement with EEF affiliated consultant	Through the PPG Best Practice team (cross-Trust), access to training and feedback from an EEF affiliated consultant to support and develop strategies for supporting Disadvantaged pupils A	All
After school sports clubs in small groups to improve motor skills and social skills	There is a small positive impact of physical activity on academic attainment (+1 month). While this focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance. <i>EEF – Physical Activity</i>	2&3
Free access to breakfast and after school club to promote social skills	The EEF funded project (Magic Breakfast) that supported schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Although an impact on attainment was not seen for Key Stage 2 pupils, schools that provided a Breakfast Club also saw an improvement in pupil behaviour and attendance. Breakfast Club is also considered to effectively prepare pupils for learning. (<i>Magic Breakfast report – EEF</i>)	2,3&4
Interventions teacher to work with Year 6 pupils	Small group tuition (1 teacher: 2-5 pupils) enables the teacher to focus exclusively on a small number of learners to ensure effective progress targeted specifically to the pupils' needs. The EEF supports this collaborative approach to small group learning suggesting that this approach can provide an additional 5 months progress. <i>EEF – Collaborative learning approaches</i>	5
School trips, year group enrichment opportunity and school journey (Year 6)	The EEF suggests that 'outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork'. In addition, the EEF states that outdoor learning 'can also provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. <i>EEF - Outdoor Adventure Learning</i>	2&3
Additional enrichment opportunities e.g Young Voices	The EEF states that enriching education has intrinsic benefits. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning is on average an additional three months' progress. There is intrinsic value in teaching pupils creative and performance skills	2&3

	and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits include a more positive attitude to learning and increased well-being. EEF - Arts Participation	
PPG lending library	Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment Children who have books of their own enjoy reading more and read more frequently (DfE Research Evidence in Reading for Pleasure, Clark and Poulton 2011).	4&5
Literacy Gold subscription	Provides independent, personalised interventions at a suitable pace to meet each pupil's specific learning needs in both Reading, writing and Maths. Spaced repetition of new concepts provides multiple opportunities for retrieval. Instructional routines and illustration support all pupils including EAL pupils. After three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age. Literacy Gold	4&5
PiXL therapies to provide small group tuition for those children that have fallen behind to catch up and target gaps from question level analysis. Teaching Assistants effectively deployed to deliver high quality interventions and support with daily practice in phonics, reading, recall spelling and times tables.	EEF toolkit suggests that Targeted TA interventions have moderate impact for moderate cost (+4 months) This is further enhanced by the use of specialist TAs in key year groups. EEF - Teaching Assistant Interventions	4&5

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

Budgeted cost: £32,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to support families to promote and raise attendance in school	Dedicated staff member with which parents can liaise. Staff member to provide the support they need and build strong relationships so parents feel they can trust the school and will be listened to. These improved relationships will ensure parents are more willing to engage with the school.	1

	Parental engagement has a positive impact on average of 4 months' additional progress. EEF – parental engagement	
Pastoral support (Assistant SENCo and recruitment of a pastoral TA) to support pupils and their families	Parental engagement is the involvement of parents in supporting their children's academic learning. 'Parental engagement has a large and positive impact on children's learning' - DfE publication - Review of best practice in parental engagement: Practitioner's summary	1&2
Parent workshops to engage parents in their child's learning and support them to develop their own skills	The Review of best practice in parental engagement: Practitioner's summary states that 'approaches and programmes aimed at developing parent academic skills have a large and positive impact on children's learning.' DfE publication - Review of best practice in parental engagement: Practitioner's summary	2&3
Dog therapy for vulnerable pupils	Research into the effects of human – animal interactions have proven numerous benefits for social attention, social behaviour, interpersonal interactions, and mood (National Institute of Health, Psychosocial and Psychophysiological Effects of Human-Animal Interactions: The Possible Role of Oxytocin, 2019) In addition, a visiting therapy dog promotes greater self-esteem and focused interaction with other students. It has also been proven that therapy dog activities stimulate memory and problem-solving skills.	2
Use of staff councillor to promote emotional wellbeing with staff and in turn enhance classroom experience for pupils	The delivery of resilience counselling can significantly reduce symptoms of anxiety and depression, support participants to develop coping and resilience strategies (to help deal with stress and worries), develop emotional and social skills and therefore supporting the positive engagement with learning. The EEF suggests that Social and emotional learning approaches may have a positive impact, of up to 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	2&5
Redesign of school website and increased Seesaw and social media presence to engage parents with their child's current learning	The Review of best practice in parental engagement: Practitioner's summary states that 'general approaches which encourage parents to support their children with their learning e.g., reading and homework' and involvement of parents in their children's learning activities have a large and positive impact on children's learning' DfE publication - Review of best practice in parental engagement: Practitioner's summary	2&3

Total budgeted cost: £193,404

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 2024-2025 Academic Year.

December 2025 update

Last year's Pupil Premium (PP) strategy was designed to reduce disadvantage gaps by removing barriers to learning, attendance and wellbeing, and by providing tightly targeted academic support. The impact on pupils eligible for FSM/PP is evident across phonics, Reading, Maths and wider engagement measures. Where gaps remain, they point clearly to the priorities built into our 2025/26 plan.

Key Stage 1 outcomes – Phonics trends

Phonics results show strong catch-up for FSM pupils over time, especially through Year 2.

- Year 1 Phonics (32+): overall attainment rose slightly (65.0% → 67.8%), but FSM outcomes dipped in Year 1 in 2025 (50.0%) compared to 2024 (56.3%), suggesting early decoding barriers persist for some disadvantaged pupils and reflects the more challenging intakes.
- Year 2 retake and attainment: FSM pupils who did not meet the threshold in Year 1 made clear recovery by Year 2, coming close to whole-cohort performance by 2025. This reflects effective PP-funded targeted rehearsal, small-group tutoring and precision teaching.

Impact:

PP phonics activity prevented long-term disadvantage in reading by securing strong Year 2 outcomes. However, we need to sharpen the Year 1 pathway further in 2025/26 through earlier identification, greater home-reading engagement, and rapid-response intervention.

Key Stage 2 outcomes – Reading (attainment and progress)

PP investment in reading (fluency/comprehension interventions, structured whole-class teaching, and small-group/1:1 tutoring) continued to have strong impact for FSM/disadvantaged pupils.

Expected standard (attainment)

- 2024/25 disadvantaged Reading EXS: 70%, compared with 63% nationally for disadvantaged.
- The disadvantaged gap vs national non-disadvantaged was -11% showing that the attainment gap is narrowing.
- Over three years, disadvantaged Reading remains strong overall: 75% vs 62% nationally (above, sig+), with a smaller long-term gap of -5%.

Progress

- Multi-year averages show disadvantaged Reading progress above national.

- In the latest year, disadvantaged Reading progress remains above national, indicating sustained catch-up rather than a one-year spike.

Impact:

FSM pupils are outperforming national disadvantaged peers and making stronger-than-expected progress. The 2025/26 priority is to retain this model while increasing the proportion of FSM pupils reaching the higher standard.

Key Stage 2 outcomes – Combined (attainment)

RWM outcomes for our disadvantaged pupils was 7% higher than the LA. (50% compared to 42%).

Key Stage 2 outcomes – Writing (attainment)

Writing outcomes for our disadvantaged pupils was 13% higher than the LA. (64% compared to 56%). 9% of our disadvantaged pupils attained GDS compared to 6% in the LA.

Key Stage 2 outcomes – Maths (attainment and progress)

PP funding supported maths through targeted fluency catch-up, tutoring, pre-teach/re-teach and scaffolded reasoning.

Expected standard (attainment)

- 2024/25 disadvantaged Maths EXS: 52%, compared with 61% nationally for disadvantaged (broadly in line).
- The disadvantaged gap vs national non-disadvantaged was -28%
- Over three years, disadvantaged Maths is 60% vs 60% nationally (close to average), but the long-term gap versus non-disadvantaged is 20%

Progress

- The latest year places disadvantaged Maths progress close to national, indicating progress has stabilised but is not consistently accelerated.

Impact:

PP maths activity is preventing disadvantage from becoming entrenched, and multi-year progress indicates real benefit from tutoring and fluency work. However, the attainment gap remains wide, and the latest-year progress plateau shows a subset of FSM pupils still are not catching up quickly enough. Maths therefore remains a key refinement priority for 2025/26, particularly around earlier number fluency and reasoning support throughout.

Attendance and Persistent Absence – Impact on FSM pupils

PP pastoral and family-support strands focused on improving engagement and removing attendance barriers. The data shows a clear positive impact, especially on FSM persistent absence.

Attendance

- Whole-school attendance remained strong and above national for three consecutive years, holding at 95.7% in 2023/24 and 2024/25 (national 94.5% and 94.9%).
- FSM attendance improved year-on-year: 93.0% (2022/23) → 93.4% (2023/24) → 93.9% (2024/25) and stayed above national FSM rates.

Impact:

FSM attendance is rising steadily, reflecting effective PP-funded pastoral work, attendance tracking and family engagement. The FSM-to-whole-school gap remains but is small and narrowing.

Persistent absence (PA)

- Whole-school PA reduced and stayed below national: 11.5% (2023/24) and 12.1% (2024/25) vs national 14.6% and 14.3%.
- FSM PA reduced sharply: 29.9% (2022/23) → 23.8% (2023/24) → 16.2% (2024/25) and is now well below national FSM PA (16.2% vs 24.4%).

Impact:

This represents a high-impact PP success, reducing FSM PA by 13.7pp over two years and narrowing the FSM PA gap dramatically. Attendance engagement work is clearly mitigating disadvantage-related absence.

Suspensions – Impact on FSM pupils

PP behaviour and wellbeing support (restorative practice, SEMH/dog mentoring, emotional regulation) had kept suspensions low historically, but 2023/24 saw a significant spike, disproportionately affecting FSM pupils.

1+ suspensions

- Whole school: 2.14% (2023/24) vs national 0.99% – significantly above.
- FSM: 5.04% (2023/24) vs national FSM 2.33% – significantly above, rising from 0.93% (2022/23).

2+ suspensions

- Whole school: 1.19% (2023/24) vs 0.47% national – significantly above.
- FSM: 2.52% (2023/24) vs 1.16% national FSM – above national.

Impact:

The spike indicates that behavioural and SEMH complexity increased within this cohort, with FSM pupils over-represented relative to peers and national levels. While PP systems remain appropriate, 2025/26 must intensify earlier identification, therapeutic support and personalised intervention to prevent repeat suspensions for disadvantaged pupils.

Overall impact summary

Across 2024/25, PP funding had clear, measurable impact for FSM pupils:

- Strong phonics catch-up by Year 2, preventing long-term reading disadvantage.
- Reading outcomes above national disadvantaged, with progress also above national, showing sustained PP impact.
- Maths attainment in line with national disadvantaged and multi-year progress above national, but with a continued gap needing sharper intervention.
- Attendance strong and improving for FSM, with persistent absence reduced dramatically, now below national FSM rates.
- Suspensions rising sharply in 2023/24, particularly for FSM pupils, identifying a clear wellbeing/behaviour priority.

In summary, PP activity is most effective where intervention is early, sustained and high-dosage (Reading, PA reduction). The remaining gaps and challenges (Year 1 phonics, Maths gap, suspensions) are precisely the areas targeted in the 2025/26 PP plan to ensure even stronger equity of outcomes.

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
PiXL	PiXL
Seesaw	Seesaw
Times Table Rockstars	Maths Circle Ltd
Doodle Maths	Doodle Learning
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
FFT Aspire	The Fischer Family Trust
Accelerated Reader	Renaissance
Maths Mastery	Ark Curriculum Plus
EdShed (The Literacy Shed, Literacy Shed Plus, Spelling Shed and MathShed)	Education Shed Ltd
Twinkl Ultimate	Twinkl
Literacy Gold	Engaging Eyes Ltd
Boost Insights	Hachette Learning