Pupil premium strategy statement – Kingswood Primary Academy

This statement details our schools 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	Kingswood Primary Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	111/211 53%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Kerry Langley
Pupil premium lead	Kerry Langley
Governor / Trustee lead	Charlotte Krzanicki

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,789
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,789

Part A: Pupil premium strategy plan

Statement of intent

At Kingswood Primary Academy (KPA), there is a high proportion of disadvantaged pupils, the percentage of pupils at the academy eligible for Pupil Premium funding is double the national average. This figure reflects the level of deprivation across the community.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Quality first teaching is the foundation of our approach, ensuring research-based practice promotes pupils' learning and engagement. This has been proven to have the greatest impact on the progress of our pupils. By providing a cohesive and aspirational curriculum which encompasses the development of academic, character and further opportunities, we strive to ensure that our disadvantaged pupils can achieve in-line with their non-disadvantaged peers. The shared vision is to ensure that all disadvantaged pupils achieve their full potential, regardless of their background and situation.

The strategy aims to provide:

- Broad life experiences for all children
- Emotional support and wellbeing for children and their families
- Opportunities for vocabulary acquisition
- Quality first teaching for all
- Targeted group interventions

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve their full potential, become independent, curious and successful learners. Through our carefully sequenced, knowledge-rich curriculum, children are supported to know more, remember more and apply their learning with confidence. We make learning engaging by offering an exciting and stimulating curriculum enriched with trips, experiences and opportunities that bring learning to life.

We actively ensure Pupil Premium children's involvement in clubs and teams. This ensures our disadvantaged pupil, are given the opportunities to discover lifelong interests and talents. Through our School Council, Junior Leadership Team, Attendance Ambassadors and Playground Buddies within our school, Pupil Premium children are given the chance to take on leadership roles across school, thereby accelerating their self-confidence, collaboration and problem-solving skills as they support in driving school improvements. The skills they develop through this level of responsibility, will be lifelong and transferable in and out of their school life.

Targeted use of in-class interventions and use of teacher assessment is integral in supporting our pupils to achieve their full potential. Pupils who are not on track are quickly identified and supported to make accelerated progress. Teachers are able to identify gaps in children's learning through the use of formative assessment and summative assessment (such as PIXL) which informs planning and teaching. The use of external intervention programmes such Speech and Language Link, Nessy and Little Wandle (phonics) ensure well sequenced and high-quality interventions can be delivered by our staff to guarantee significant impact.

Engaging and motivating parents is a further element of our intent. We are aware that many families within our school community have had adverse experiences in their own education and therefore find engaging with school for their child challenging. Through an effective pastoral team, regular opportunities for parents to engage in curriculum events, adult learning workshops and the utilisation of external agency support through non-threatening support groups, we aim to break down non-engagement and create a supportive school community for both disadvantaged children and families. Our strategy is responsive to the needs of our pupils. We will review the use of reasonable adjustments to mitigate the effects of as many barriers to learning as possible. Our practice will be reviewed in-line with emerging priorities, always implemented with evidence-based decisions.

Challenges

This details the key challenges to achievement that the academy has identified among its disadvantaged pupils.

Challenge number	Detail of challenge
1	**Communication and language**: Initial baseline assessments and ongoing interactions have revealed that pupils' speaking skills are below expected standards, with limited vocabulary knowledge also evident. This issue disproportionately affects disadvantaged pupils and has a noticeable impact on their learning. This can slow progress in the early years and in subsequent key stages.
2	**Phonics**: From assessments, baselines, and discussions, we have found that phonics and early reading skills are lower for disadvantaged pupils who are not retaining the phonic knowledge; this impedes their early reading skills. Due to weaker communication and language skills on entry, many children are required to make larger gains in their early reading skills.
3	**Emotional regulation**: Many disadvantaged pupils struggle to manage their emotions well and can lack the support they require to overcome emotional challenges and regulate behaviours.

4	**Limited wider opportunities**: The cost-of-living crisis has impacted significantly on the school community, particularly disadvantaged pupils and their hard-working families. The school location and pupil base deprivation is in the top 10% nationally. From discussions, we have found that opportunities for wider life experiences and cultural capital are lower for disadvantaged pupils. Such experiences are crucial to build aspiration and ambition, and to boost motivation and resilience. Some disadvantaged pupils have limited access to a range of opportunities and experiences, compared with their non-disadvantaged peers.
5	**Core attainment gap**: Although narrowing, the gap in attainment between PP and non-PP nationally at the end of KS2 is too wide. Internal assessments also indicate that broadly speaking core attainment among disadvantaged pupils is below that of non-disadvantaged pupils across the school, particularly in reading, writing and maths.
6	**Attendance**: Attendance for pupil premium children is just above national average (estimated to be 89=90%) with the school being 91.6% and without reduced timetables 92.6%. Persistent absence at KPA is in line with national averages is in line with national averages 2025-26 school 17.9% (without reduced timetables), National Average 19.0% and LA 17.8%.

Intended outcomes

This explains the outcomes the academy is aiming for **by the end of the current strategy plan**, and how achievement in these areas will be measured.

Intended outcome:	**Success criteria:** *See part B for Outcomes in 2026.*
Improved communication and language skills – including increased receptive and expressive vocabulary – among disadvantaged pupils.	Attainment in both communication and language ELGs (listening, attention and understanding, and speaking) to continue rise to at least in line with non-disadvantaged pupils for disadvantaged pupils. The percentage of disadvantaged pupils achieving GLD to be at least 72.3% (national average for 2026). Successful completion of Language Link programmes for children identified 86 (blue)or below. Teaching and learning characterised by high quality talk, with a clear focus on vocabulary development in all lessons.

Disadvantaged pupils secure the early reading skills that they need by the end of Year 1, attaining at least as well as other pupils nationally in phonics.	The percentage of disadvantaged pupils passing the phonics screening check in Year 1 to rise to at least 70% 2027.
Higher reading, writing and mathematics outcomes for disadvantaged pupils at the end of KS2.	The gap between disadvantaged and non-disadvantaged pupils outcomes at the end of KS2 are widening (R27%, W42%, M42%). Continue to close this gap to R17%, W22%, M21% to improve outcomes for disadvantaged pupils at the end of KS2.
Improved writing and maths attainment across the school for disadvantaged pupils.	The gap between the attainment of disadvantaged pupils and non-disadvantaged pupils is R16%, M19%. Continue to close this gap to R8% and M9% with the percentage of disadvantaged pupils achieving RWM combined rising to at least 40%.
Improved wellbeing for all pupils in the academy, particularly disadvantaged pupils.	Sustained high levels of well-being demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • increased participation in enrichment for disadvantaged pupils • ELSA practice meets the complex SEMH needs of our most vulnerable pupils • FSW involvement to support families • improved attendance, supported by early intervention from the attendance manager, SLT and FSW • all adults working in classrooms to demonstrate secure, detailed knowledge of children's SEMH needs and employ strategies to support these • supportive links formed with outreach teams.
Disadvantaged pupils access a wide range of enrichment activities to develop their talents and interests and broaden their horizons.	Broad enrichment opportunities and experiences demonstrated by: • a wide range of after school clubs to be offered, providing opportunities to develop sport, creativity, and academic progress • school trips to be planned throughout the year, with payment support offered through pupil premium vouchers where

	appropriate to ensure that all children are able to attend • at least 80% of disadvantaged children one or more after school club throughout the academic year.
Reduce absence further for disadvantaged children, particularly those with persistent absence.	High percentages of attendance demonstrated by: • closing the in-school attendance gap between disadvantaged pupils and their non-disadvantaged peers, 2025-26 gap currently 2% • Closing the in-school absence gap between disadvantaged pupils and their non-disadvantaged peers, 2025-26 75% of PA are disadvantaged pupils close to 50%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching 'The 9 Principles of High-Quality Inclusive Teaching at GAT' CPD for all staff to develop the consistency and effectiveness of pedagogy across the curriculum. The key focus area from 'The 9 Principles' in 2025/26 will principle 7 Feedback with particular focus on identifying and closing gaps where basic errors are being made and ensuring fundamental skills are secured and built upon.	'The 9 Principles of High-Quality Inclusive Teaching at GAT' are research-based and evidence-informed approaches based on cognitive science, aligned to the features of effective teaching set out in the Ofsted inspection toolkit Teacher Feedback to Improve Pupil Learning | EEF	1, 2, 3, 5
Continue to strengthen the teaching of writing through high	Evidence suggests. The improving quality of teaching has the greatest potential impact on	1,2,5

quality professional development, coaching and curriculum refinement, ensuring consistency in writing expectations, modelling and feedback across all year groups.	disadvantaged pupils. Consistent approaches to modelling, scaffolding, feedback and vocabulary development supports pupils in becoming successful writers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	
Phonics Ongoing phonics CPD (Little Wandle) to ensure that all children receive strong phonics teaching in the early years and Year 1. The focus of phonics CPD in 2026/27 will be on the effectiveness of 'keep up' and 'catch up' sessions for pupils falling behind. CPD will also extend to parents, with workshops to introduce the scheme and provide resources to support early reading at home.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2, 5
Maths Further strengthen mathematics outcomes through high-quality mastery teaching, PiXL therapies, diagnostic assessment and curriculum refinement, with an increased focus on securing rapid recall of times tables and robust tracking of MTC attainment to identify and address gaps swiftly.	The impact of mastery learning approaches, diagnostic assessment and responsive teaching can improve attainment in mathematics, particularly for disadvantaged pupils. Mastery learning | EEF (educationendowmentfoundation.org.uk)	5
PiXL All class teachers provided with supporting resources to address gaps in pupils' knowledge by funding access to PiXL diagnostic tool and interventions.	PiXL supports academic excellence, providing teachers with a wealth of classroom strategies and resources and opportunities to collaborate with other teachers, school leaders and specialists at regular conferences to share ideas and support. Use of PIXL therapies show significant impact. Schools using PiXL strategies as part of their Pupil Premium spending plan report that eligible pupils make good or greater progress than their peers in some areas.	5

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

Budgeted cost: £58,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs Teaching assistants to support pupil progress, deliver quality interventions and targeted support in lessons. For example: Bottom 20% of readers including PP to experience daily keep up/ catch up session with specific, well-trained TA.	Making Best Use of Teaching Assistants | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF blog: The Five-a-day approach: How the EEF can support | EEF 1. High-quality teaching | EEF	1, 2, 5
Speech Links A TA, trained in delivering Speech Links, to work with PP children who are developmentally behind their peers in terms of speech.	Making Best Use of Teaching Assistants | EEF Infant Language Link - trial | EEF	1
Revision SATs revision guides to be provided free of charge to support children in preparing for their end of KS2 assessments.	Supporting Revision and the 'Seven-step Model' | EEF	5
TTRS and Times Tables.com Times Tables Rockstars to be used as a resource to support children in developing secure number facts. This resource will be used in class and in an after-school club, which will be targeted towards PP children who are at risk of falling behind in maths.	EEF publishes guidance to help teachers boost primary and… | EEF	5
Phonics Phonics interventions, following the Little Wandle teaching scheme, to be delivered in Years 1, 2 and 3 by well-trained TAs. These interventions will be targeted towards PP children who are at	Phonics | EEF	1,2, 5

risk of falling behind in Year 1, who need to retake their phonics screening in Year 2 or who did not pass their phonics screening in Year 3.		
ELSA support A trained Emotional Literacy Support Assistant will provide emotional wellbeing and social interventions for disadvantaged pupils who require support in these areas. The ELSA will continue to receive CPD.	Improving Social and Emotional Learning in Primary Schools | EEF	3
Specialist support Disadvantaged pupils with benefit from the support of external specialists as required, e.g., educational psychologist, Blossom Speech and Language support and Blossom Occupational Therapy.	On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Evidence shows occupational therapy (OT) significantly benefits children by improving motor skills (fine/gross), sensory processing, self-care, social skills, school performance, and executive functions like planning and self-regulation, boosting independence, confidence, and overall participation in daily life.	1, 3, 5

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

Budgeted cost: £42,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium ticket Disadvantaged families will be provided with a pupil premium voucher, worth £75. This can be used to aid the funding of uniform, school trips and enrichment activities to ensure that all children have the opportunity to participate.	The EEF Guide to the Pupil Premium | EEF	3, 4,6

Family Support Worker The academy's family support worker will provide support to vulnerable families. Support may include welfare calls, advice, and support in referring to various external services. The family support worker will lead n Family Help Conversations (FHC previously EHA). The FSW will attend CPD and meetings to stay informed of the local safeguarding picture. The family support worker will organise and identify parents in need of support for their own skills and education.	The DFE Working Together To Improve School Attendance, identifies regular monitoring, early intervention and strong family engagement as key factors in improving attendance and reducing persistent absence. Working with Parents to Support Children's Learning | EEF	3,4,6
Attendance Swift action is taken for those children whose attendance is a concern. Letters sent and 'first day response' phone calls made by Attendance Officer to identify if any further support is needed. Disadvantaged pupils who are identified as being regularly late or repeatedly absent will be supported through our Attendance Lead. Attendance will be regularly celebrated, and the importance of good attendance reinforced with the children and parents. Celebrations will take the form of weekly whole-class trophies, termly certificates, raffles, class rewards and an end of year party.	Supporting attendance | EEF	6
After school clubs A wide range of after school clubs will be offered, covering a range of areas including sports, arts and creativity, performance and academic progress. These will be provided by school adults and external providers, such as sports coaches.	Physical activity | EEF Arts participation | EEF	4, 6

Total budgeted cost: £160,789

Part B: Review of outcomes in 2025-26 academic year

Outcomes for disadvantaged pupils

Review of 2025/2026 intended outcomes:				
2025/2026 Intended Outcome	**Key Evidence and Data**	**Evaluation**	**How Well Was It Met?**	**2026/27 Priorities**
Improved communication and language skills – including increased receptive and expressive vocabulary – among disadvantaged pupils.	Infant language links language development programme carried out in Reception and Year 1. Outcomes for pupils in EYFS are good in relation to their starting points. The percentage of disadvantaged pupils achieving an age expected level in Listening, attention and understanding has risen form 54% in 2024 to 75% in 2026. In Speaking this has risen from 62% in 2024 to 75% in 2026. <u>Infant Language Link Intervention:</u> **Reception 1**/3 33% children (previously identified in Aut 1) passed the threshold in Summer 2. The other two children	Vocabulary development has supported and improved pupils with poor vocabulary upon entry. Nessy Intervention (dyslexia and related literacy difficulties) proving successful on the whole. Where little or no progress has been made statutory assessments and further advice has been taken. Oracy remains a barrier for some pupils particularly EAL and those with lower starting points.	Partially Met	Continue explicit vocabulary teaching, Infant Language Links and also start Junior Language Links in KS2.

	have other diagnosed SEND barriers also inhibiting them. **Year 1** 6/6 100% (previously identified in Aut 1) passed the threshold in Summer 2. **Year 2** 2/4 50% previously identified in Spring 1) passed the threshold in Summer 2. <u>Nessy Intervention Progress of Pupil Premium children:</u> **Year 6** Reading 4/4 100% Spelling 2/4 50% **Year 5** Reading 6/7 86% Spelling 7/7 100% **Year 4** Reading 7/7 100% Spelling 7/7 100% **Year 3** Reading 0/4 0% Spelling 3/4 75%			
Disadvantaged pupils secure the early reading skills that they need by the end of Year 1, attaining at least as well as other pupils nationally in phonics.	Phonics data drop to 64%. The gap in Y1 Reading outcomes PP V non PP has reduced from 9% to 7%.	Phonics data in Year 1 this year was lower than anticipated. Phonics action plan now in place to ensure assessments are precision intervention.	Not met	Phonics remains a high priority for school improvement particularly through regular tracking, precise provisions and catch up interventions.

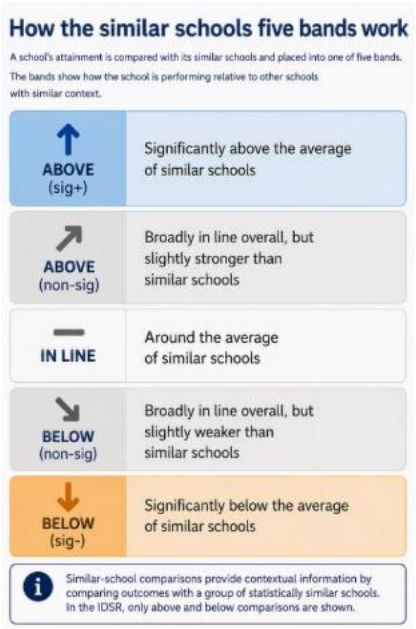
Higher reading, writing and mathematics outcomes for disadvantaged pupils at the end of KS2.	Outcomes for disadvantaged: Reading 2025 Non-PP 64% PP 50% 2026 Non- PP 59% PP 44% Writing 2025 Non PP 64% PP 56% 2026 Non PP 69% PP 50% Maths 2025 Non PP 57% PP 38% 2026 Non PP 69% PP 50% Combined 2025 Non PP 50% PP 38% 2026 Non PP 55% PP 38%	Although the end of KS2 data showed improvements in attainment this was not the case for disadvantaged pupils where gaps have widened slightly more with combined staying static.	Not met	Outcomes for disadvantaged pupils at KS2 remain a priority with focus on securing age related expectations across RWM across the whole school.
Improved wellbeing for all pupils in the academy, particularly disadvantaged pupils.	Increased number of pupils sharing that they feel safe in school on pupil surveys. Increased number of pupils sharing that they feel they belong. Increased percentage saying they have a trusted adult.	While pupil voice indicates that most children feel safe and have a strong sense of belonging at school, we recognise that a significant number experience social and emotional difficulties, which may be linked to adverse childhood experiences or trauma. To strengthen our support, staff will	Partially met	To develop staff understanding of trauma, attachment and adversity and embed trauma-informed, regulation-aware practice across the academy. This will improve pupils' emotional regulation, engagement in learning, attendance,

		develop their understanding of trauma and its impact through Trauma Informed Schools UK (TISUK) training.		behaviour and sense of belonging, particularly for disadvantaged, vulnerable and SEND pupils. Achieve and Thrive document also to be used.
Disadvantaged pupils access a wide range of enrichment activities to develop their talents and interests and broaden their horizons.	100% of pupils participate in class trips. Club participation: PP 78% Non PP 75% Residential: attendance PP 71% Non PP 82%	Pupils benefitting from enrichment opportunities. Positive feedback from residential pupil voice 'best trip ever', 'I did so much better than I thought, I was actually really brave at trying new activities – even the high ones'.	Met	Further work on broadening aspirations from a careers point of view with upper KS2.
To reduce absence further for all groups of pupils, including for disadvantaged children, so that attendance for all groups returns to pre-pandemic levels.	Attendance broadly in line with National 2025-26 percentage yearly attendance School 94.2% (without reduced timetables) National 94.7% LA 94.5% PP Pupils 92.6% (without reduced timetables) National average estimated 89-90%	Attendance is an improving picture. Still work to do with number of Persistently absent PP children (last year 74% of PA were PP)	Partially Met	Attendance tracking Work with families FHS and parent attendance contracts where needed. Embed adaptions to attendance policy and processes.

Pupil premium strategy outcomes

Although improving attainment across all areas remains a priority, particularly in reading, the school's outcomes are broadly in line with those of similar schools, as evidenced by IDSR data.

	Versus national average				Versus similar school average			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)			
Reading expected standard	Below (non-sig)	Below (non-sig)	Below (non-sig)	Below (sig-)	Below (non-sig)	Below (non-sig)	Below (non-sig)	Below (non-sig)
Writing expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)				
Maths expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)		Below (non-sig)		
EGPS expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)	Below (non-sig)		Below (non-sig)	Below (non-sig)	



This details the impact that our pupil premium activity had on pupil outcomes in the 2025-26 year.

End of Reception GLD

GLD	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
23-24	66%	68%	75%	72%	54%	51.5%	-21%
24-25	60%	68%	58%		64%	67.7%	+6% No gap
25-26	69%	72.3%	67%	76%	75%	54%	+8% No gap

2025-26 GLD was higher than the previous year however, lower than national. Last year there was no gap between PP and non-PP children.

Next steps:
Introduction of Infant Language Links (part of the Speech Links Programme) to identify children early and provide a programme to develop language skills is supporting those with low baseline. High focus on gross motor, fine motor and writing provision in the classroom.

Year 1 Phonic Screening

Y1 Phonics	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
23-24	74%	80%	75%	NA	74%	68%	-1% almost in line
24-25	71%	80%	76%	NA	62%	67%	-14%
25-26	64%	82%	71%	85%	57%	68%	-14%

The gap between PP and non-PP children has not improved and outcomes last year were much lower than predicted. Phonics remains a priority for the academy now being led by the assistant principal.

Year 2 Phonic Screening

Y2 Phonics	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
23-24	79%	89%	88%	NA	67%	NA	-21%
24-25	81%	92%	89%	94%	77%	84%	-12%
25-26	81%	93%	81%	95%	80%	85%	-1%

The gap between PP and non PP has significantly closed. Targets to ensure that these children continue to receive phonics interventions continues past year 3.

End of Key Stage 2

Reading	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
23-24	53%	74%	60%	80%	50%	62%	-10%
24-25	64%	75%	83%	81%	50%	63%	-33%
25-26	62%	74%	77%	79%	50%	58%	-27%

In 2025-26 outcomes for non-PP pupils were broadly in line with national, Pupil premium pupils outcomes were just under that of national average for pupil premium pupils. The gap

between PP and non- PP pupils is beginning to close but is still a significant gap. This along with outcomes for all means that reading remains a focus for the academy.

Next Steps

Closer focus on using PIXL data to identify gaps and particular question types. CPD for all adults working with children on questioning to deepen the children's understanding of texts. Extra reading sessions for children who are not at expected.

Writing	**Academy All**	**National All**	**Academy Non PP**	**National Non PP**	**Academy PP**	**National PP**	**Academy PP vs Non PP gap**
23-24	63%	72%	60%	78%	65%	58%	+5% no gap PP outperforming non-PP
24-25	64%	72%	75%	78%	56%	59%	-19%
25-26	69%	76%	92%	83%	50%	61%	-42%

Outcomes of non PP pupils is higher than national averages for non-PP pupils. The gap between PP and non-PP has increased. Although overall attainment in writing is slowly increasing towards national, it remains a focus especially for PP pupils.

Next Steps:
Writing focused CPD – lesson structure with a high focus on vocabulary and feedback and marking to challenge children and raise attainment. Class achievement plans will identify barriers for disadvantaged pupils and ways that those pupils will be supported. Pupil progress meetings will focus closely on PP children.

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Maths	**Academy All**	**National All**	**Academy Non PP**	**National Non PP**	**Academy PP**	**National PP**	**Academy PP vs Non PP gap**
23-24	60%	73%	50%	79%	65%	59%	+15% PP outperforming non-PP
24-25	57%	73%	83%	80%	38%	61%	-45%
25-26	69%	75%	92%	80%	50%	57%	-42%

Overall attainment in Maths this year has improved, although still behind national average. Outcomes for pupil premium pupils are close to national average however, outcomes for non-

PP pupils is higher than national average for Non-PP, meaning that the gap between PP and non PP is still significant.

Next Steps:
Use of PIXL gap analysis to identify 20/20/20 groups to swiftly address gaps in learning. Most vulnerable learners are taught by the most qualified using frequent formative assessments throughout the lesson. Same day interventions to address misconceptions and to determine next steps for the teacher. Year 6 booster groups for maths before and after school. Whole school focus on times tables.

RWM	**Academy All**	**National All**	**Academy Non PP**	**National Non PP**	**Academy PP**	**National PP**	**Academy PP vs Non PP gap**
23-24	43%	61%	50%	68%	40%	43%	-10%
24-25	54%	62%	67%	69%	38%	43%	-29%
25-26	55%	65%	77%	69%	38%	43%	-39%

End of Key Stage 1

Reading	**Academy All**	**National All**	**Academy Non PP**	**Academy PP**	**Academy PP vs Non PP gap**
23-24	69%	71%	83%	36%	-47%
24-25	65%	71%	89%	54%	-35%
25-26	58%	70%	63%	54%	-9%

Reading attainment has slightly decreased this year compared to last year. Although the gap between PP and non PP has decreased the attainment of non-PP pupils has also decreased which has impacted on the gap.

Next steps:
Reading remains a focus for PP children. Access to high quality texts which are matched to secure phonic knowledge is supporting this. Children who do not read regularly at home are picked up in school. Children who have phonic gaps are picked up through catch up and keep up groups.

Writing	Academy All	National All	Academy Non PP	Academy PP	Academy PP vs Non PP gap
23-24	57%	63%	71%	36%	-35%
24-25	61%	64%	89%	50%	-39%
25-26	61%	63%	63%	60%	-3%

Writing attainment is close to that of national with only a 3% gap between Pupil Premium and non-PP.

Next steps:
Writing focused CPD – lesson structure with a high focus on vocabulary, success criteria and editing. Adaptive teaching through the use of colourful semantics for example. Modelling by adults in lessons for pupils to fully understand writing processes such as planning, drafting, editing and writing at length. Feedback and marking to challenge children and raise attainment.

Maths	Academy All	National All	Academy Non PP	Academy PP	Academy PP vs Non PP gap
23-24	72%	72%	80%	60%	-20%
24-25	61%	73%	89%	50%	-39%
25-26	61%	71%	75%	46%	-29%

Attainment for non-PP pupils is higher than that of national average. The gap between PP and non-PP pupils has decreased since last year although the gap is still significant.

Next steps:
Use of PIXL gap analysis to identify 20/20/20 groups to swiftly address gaps in learning. Most vulnerable learners are taught by the most qualified using frequent formative assessments throughout the lesson. Same day interventions to address misconceptions and to determine next steps for the teacher.

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
Little Wandle Phonics	Little Wandle
White Rose Maths	White Rose
Ed Shed Spelling	Literacy Shed
Grammarsaurus	Grammarsaurus
Widgit	Widget Online
Times Table Rockstars	Maths Circle
Speech Links	GL Assessments
Testbase	Testbase