

Pupil premium strategy statement – Whingate Primary School 2024-2027

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

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

School overview

Detail	Data
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	38.51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	5 th December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Karen Loney and Claire Beswick
Pupil premium lead	Karen Loney and Claire Beswick
Governor	Ellis Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,990
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£262,990

Part A: Pupil premium strategy plan

Statement of intent

We value and nurture each individual pupil and aim to ensure all children reach their full potential. We have high expectations for all pupils in our school and believe that with great and effective engagement with parents/carers and a personalised approach to meet children's individual needs, every child can reach their potential both academically and socially.

At Whingate we want all of our children to leave as resilient, independent lifelong learners. When making decisions about how we use the Pupil Premium money we have looked carefully at the needs of all children but particularly our disadvantaged children. Taking into account the challenges that our children face and our school context, we know that the common barriers to learning include: poor language and communication skills, lack of confidence, more frequent behaviour issues, a lack of parental support and attendance and punctuality issues.

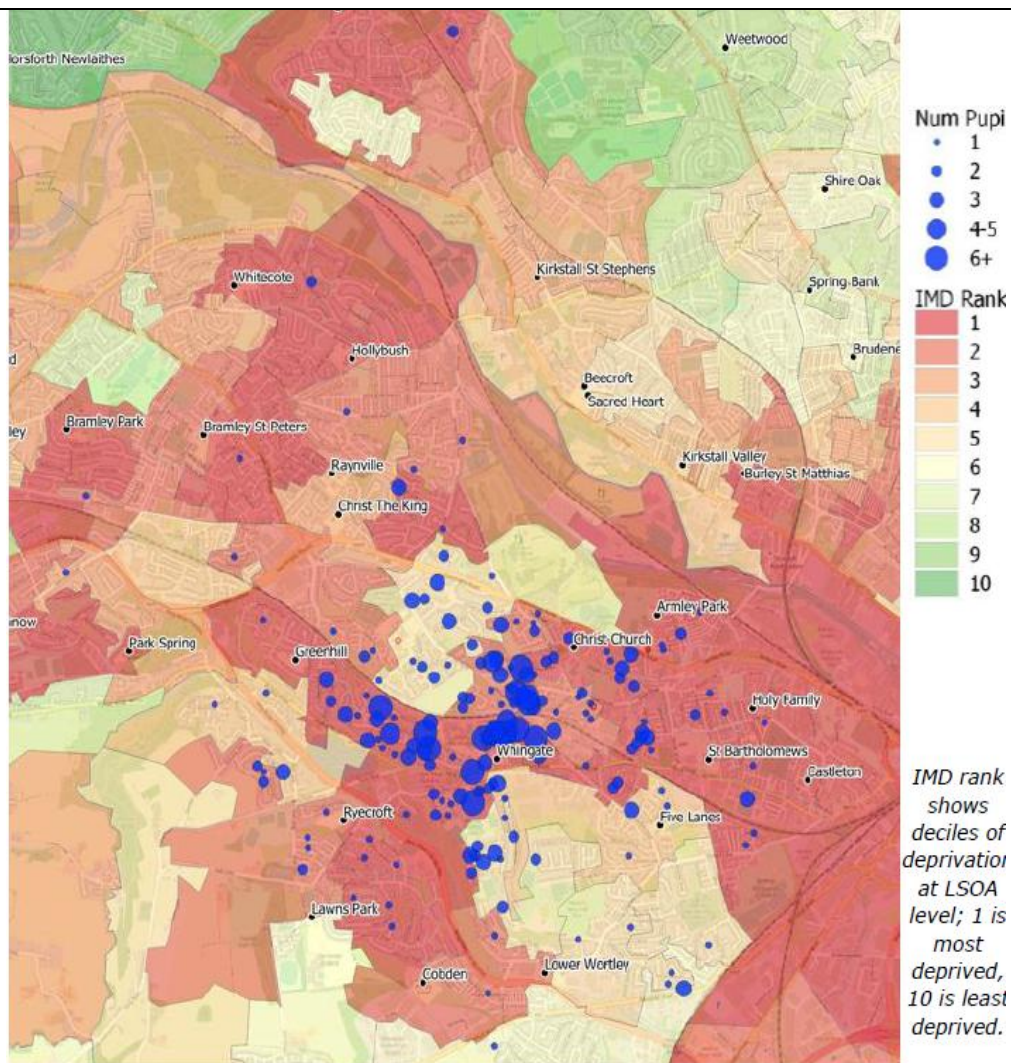
Demography and School Context.

Whingate Primary is a two-form entry community school located in Armley, an inner-city area in the west of Leeds.

The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school's pupils live. Although there are areas near to the school which have broadly average levels of deprivation, most of the school's pupils live in areas that are amongst the most deprived in the country.

A recent report produced for the school¹ showed that 61% of its pupils were living in an area classed as being one of the 10% most deprived areas in England (1st decile LSOAs), and 82% of its pupils were living in 1st or 2nd decile LSOAs.

¹ 'Beyond The School Gates: An analysis of demography, deprivation and social context for Whingate Primary School', Ian Stokes Education Ltd, October 2023.



Data sources: School MIS system, October 2023. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

- 88% of pupils live in areas that are in the 1st (most-deprived) decile for **Crime** deprivation and *all but 2* pupils live in areas that have above-average levels of Crime deprivation.
- 58% of pupils live in areas that are in the 1st (most-deprived) decile for **Living Environment** deprivation and *all but 2* pupils live in areas that have above-average levels of Living Environment deprivation.
- 52% of pupils live in areas that are in the 1st decile for **Health** deprivation and 86% live in areas that have above-average levels of this kind of deprivation.
- 37% of pupils live in areas that are in the 1st decile for **Education** deprivation and 83% live in areas that have above-average levels of this kind of deprivation.
- 48% of pupils live in areas that are in the 1st decile for **Income** deprivation
- 46% of pupils live in areas that are in the 1st decile for **Employment** deprivation.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order for them to reach Age Related Expectations at the end of Y6.
- To raise aspirations for socially disadvantaged children so they are able to reach their full potential and prosper in their chosen future career.
- To promote a desire to engage in school life and attend every day.

Key Principles:

To provide:

- High quality teaching and learning meets the needs of all children.
- Effective TA support in classes/year groups so all children can successfully access learning in English and maths lessons.
- Targeted small group intervention for children that supports progress and addresses gaps in learning.
- 1:1 support for identified academic and emotional needs.
- Speech and Language intervention, support, assessment and monitoring from specialists and TA's in school.
- Specialist learning software (Doodle Maths, TT Rockstars, Reading Plus, Lexia and Spelling Shed etc) to enhance, support and engage learning in school and at home.
- Expert tuition so that children have the opportunity to learn to play a musical instrument and to learn to play chess.
- Subsidised residentials, school visits and experiences, ensuring all pupils have first-hand experiences which enhance and engages them in their learning across the curriculum.
- A dedicated Family and Children's Support team to work with, monitor and support all children and families with barriers to coming to school ready to learn. For example supporting: attendance, punctuality, home routines, housing, food and bereavement and engaging with the Cluster to enhance support we are able to offer.
- Behaviour and nurture support so that children are ready to learn and therefore are able to make progress.
- High quality CPD for staff to develop their expertise in key priority areas.

Challenges

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

Challenge number	Detail of challenge
1	Weak and limited language and communication skills, especially in EYFS.
2	Progress and attainment in phonics, reading, writing and maths from Nursery-Y6.
3	Attendance and punctuality.
4	Challenging family circumstances and lack of parental support at home.
5	Emotional and wellbeing needs and linked behaviours.
6	Limited opportunities to experience things outside their immediate home and community.

Intended outcomes

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

Intended outcome	Success criteria
1. Improved speech, language and communication skills increased vocabulary and ability to access the whole curriculum.	Improved progress data relating to language and communication for children in EYFS and children accessing intervention across school.
2. Expected and better progress in reading, writing and maths.	Children achieve national average progress by the end of the year; gaps between PP and non-PP children are narrowed or closed - measured in end of KS2 teacher assessments. Children achieve national levels in Phonics by the end of year 1; gaps between PP and non-PP children are narrowed or closed - measured in end of Y1 phonics screening and Y2 re-tests.
3. To achieve and sustain improved attendance.	Decrease in persistent absences. To reach the school target of 96% attendance. To improve the attendance and punctuality of targeted families.
4. Increased family engagement and support.	Vulnerable families receive targeted support. All children receive breakfast. Increased opportunities to support and engage parents. Cluster support utilised.

5. To sustain support for children to improve children's wellbeing.	<p>Children are safe and happy in school and feel supported captured in pupil voice and pupil and parent surveys and monitoring in school.</p> <p>Additional support utilised to support children from school staff and from external agencies.</p> <p>Children to have the vocabulary to explain their feelings using the Zones of Regulation and know how to seek support.</p> <p>Cluster support utilised.</p> <p>Increase in the enrichment activities available to children.</p>
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Activity in this academic year

Teaching (CPD, recruitment and retention)

Budgeted cost: £126,957.80

Activity:	Evidence that supports this approach:	Challenge number:
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	2
<p>Speech and Language Therapists (3 days) to: analyse baseline assessments for all children from N-Y3; establish intervention groups; carry out 1:1 therapy and to support and direct TAs who carry out speech and language work across school. Plus associated resources and assessments and whole staff training.</p>	<p>EEF research shows that work towards removing communication and language barriers has a high impact.</p> <p>Children in Nursery and Reception are unlikely to have the breadth of vocabulary that reflects their age. EEF Communication and Language updated March 2024.</p> <p>Communication and language skills are very low on entry into Nursery and Reception. Intervention and early support impacts massively on progress in this area:</p>	1

<p>Maintenance of the RWINc scheme resources and support from RWINc mentor and training for all staff. (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p><i>-Portal and Development Days with RWINc and resources</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance using White Rose Maths, National Centre for Excellence and Mastering Number.</p> <p>Lead Teacher(s) to be released to attend training for Maths Mastery Readiness (Y5 of five year programme 'Teaching for Mastery') and to embed key elements of guidance in school. 3 days for two members of staff.</p>	<p>Maths Teaching for Mastery approach has been proven to increase the attainment and progress of all children.</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>
<p>Additional Teachers/Support:</p> <p><i>Y1 HLTA x4 mornings</i></p> <p><i>Y6 5 mornings</i></p>	<p>Additional teaching staff enables targeted support for all children to ensure good progress. Supply cover is needed less due to the additional staff and this ensures consistently good behaviour and QFT.</p>	<p>1 and 2</p>
<p>Staff CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up and disseminated during Staff meetings and INSET.</p> <p>Time for subject leaders to be released once a term to develop their CPD and subject development.</p> <p>Time for SLT to be released half-termly to develop teaching and learning in their phase.</p>	<p>1 and 2</p>

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

Budgeted cost: £33,424

Activity	Evidence that supports this approach	Challenge number:
Tutor Trust Tutoring in Maths in Y5 and Y6 10hrs a week.	<p>This intervention has proven to have an impact on children's confidence, progress and attainment historically at our school. KS2 2025 60% of KS2 children reached the expected standard in the SATs.</p> <p>Last year of the children in Year 6 who had been targeted using TT : 9/18-50% achieved ARE in SATs. 4 who did not were only 1 or 2 marks away. 0% passed the mocks in October of the same year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2
Afterschool Intervention led by experienced TAs and Teachers.	<p>Small groups of children to be targeted in reading, writing (including spelling and handwriting) or Maths to address learning gaps; improve pupil confidence and to enable review and consolidation of prior learning to enable children to make excellent progress. The EEF states that small group tuition can have an impact of up-to four months if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2
Ipads	To enable access to reading plus, doodle maths, Lexia, TT Rockstars and other online platforms.	
Doodle Maths Y2-Y6 intervention	All children from Y2-Y6 to access daily to cover missed learning, address gaps and consolidate their knowledge.	2

	<p>The programme completes a baseline and responds to children's accuracy. TAs will have built in time to address and review common errors for children. Previous usage indicates if children access this regularly for short periods of time that they can make excellent progress through the programme.</p> <p>Progress is expected to be 0.83 gains last year the following progress was made:</p> <table><tr><th>Year Group</th><th>Average Progress 2024-2025</th></tr><tr><td>6</td><td>0.68</td></tr><tr><td>5</td><td>1.23</td></tr><tr><td>4</td><td>1.37</td></tr><tr><td>3</td><td>1.24</td></tr><tr><td>Overall</td><td>1.13</td></tr></table>	Year Group	Average Progress 2024-2025	6	0.68	5	1.23	4	1.37	3	1.24	Overall	1.13													
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Times Table Rockstars app	<p>Children using the programme at home and in school improves their times table recall. Children enjoy using the programme and are motivated to use it the percentage of children achieving full marks on the Multiplication Tables Check in 2025 increased again for the third year and was the highest yet - this is attributed to the increased use of the programme in school and at home.</p> <table><tr><th></th><th>2025</th><th>2024</th><th>2023</th></tr><tr><td>National 25/25</td><td>38.5%</td><td>34%</td><td>29%</td></tr><tr><td>Whingate 25/25</td><td>31%</td><td>22%</td><td>18%</td></tr><tr><td colspan="4"></td></tr><tr><td>National APS</td><td>21.1</td><td>20.6</td><td>19.54</td></tr><tr><td>Whingate APS</td><td>19.83/20.52</td><td>19.61</td><td>20.2</td></tr></table>		2025	2024	2023	National 25/25	38.5%	34%	29%	Whingate 25/25	31%	22%	18%					National APS	21.1	20.6	19.54	Whingate APS	19.83/20.52	19.61	20.2	2
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Increased support for children with barriers to reading providing targeted access to Lexia from Y2-Y6 and to improve reading fluency providing access to Reading Plus from Y4-Y6.	<p>Reading Plus is an adaptive programme that improves fluency, comprehension, vocabulary, stamina, and motivation.</p> <p>Seventy percent of non-proficient students read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension, when the actual hurdle is reading inefficiency. As a result, these</p>	2																								

	<p>inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. Reading Plus not only assesses efficiency, but also measures and increases motivation and comprehension. Students are given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way.</p> <p>Lexia Reading program provides systematic, personalised learning in the five areas of reading instruction and targets gaps in skills, so children receive targeted support. Lexia support provides differentiated instruction for pupils of all abilities.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90, 465

Activity	Evidence that supports this approach	Challenge number:
Full time Safeguarding Lead and Family Support to enable early intervention and to support our most vulnerable families	<p>39% of the current school are classed as Pupil Premium. 24% of the school are identified by the school as vulnerable children and of this group 70% are PP children.</p> <p>29 children currently have a social worker; 8 children are on Child Protection plan; 4 children are on a Child in Need plan; 2 children are PLA/CLA child and 4 children are on Early Help plans. It is essential we have staff in place to support these children and families.</p>	4 and 5
Cluster contribution-targeted support for families and children including counselling, family support and attendance intervention.	<p>Targeted intervention has supported our families to improve attendance; improve routines at home and children's behaviour; improve their wellbeing with essential 1:1 counselling . Last year the following number families accessed:</p> <p>Counselling: 9</p> <p>Mindmate Support Team: 6</p>	4 and 5

	<p>Family Support: 6</p> <p>Silvercloud Support: 9</p> <p>Cygnet: 8</p> <p>Early Help: 4</p>	
<p>Attendance Champions to closely monitor all children's attendance. Children to be targeted and mentored who have poor attendance. Attendance Officers to work with families. Attendance rewards and incentives for children with high attendance, improved attendance and for being punctual.</p>	<p>Following Covid our attendance significantly reduced and has been improving year on year due to the close monitoring and intensive support we provide:</p> <p>2019-20: Whole School: 94% PP: 92.5%</p> <p>2020-21: Whole School: 91% PP: 86.5%</p> <p>2021-22: Whole School: 91.7% PP: 89.3%</p> <p>2022-23: Whole School: 91.7% PP: 86.44</p> <p>2023-24: Whole School: 93.4% PP: 89.38%</p> <p>2024-25: Whole School: 93.82% PP: 90.5%</p> <p>2020-21: PA: 23%</p> <p>2021-22: PA: 29.4%</p> <p>2022-23: PA: 28.3%</p> <p>2023-24: PA: 19.68%</p> <p>2024-25: PA: 17.48%</p> <p>By working with our families we improve children's attendance.</p>	3
Chess Tuition	Multiple studies have shown that chess playing does improve cognitive, memory, and math skills.	6
Music Tuition: Ukulele lessons in Y3 and optional subsidised by school private music lessons.	All children have access to Music Tuition as all children have the right to learn to play an instrument.	6
Breakfast Clubs plus Whole School Magic Breakfast Bagel scheme.	Breakfast is an essential meal, many children do not have breakfast due to food deprivation or morning routines, and children who are hungry find it harder to concentrate and therefore do not perform as well as those that do have breakfast.	2, 3, 4 and 5
Afterschool Clubs approx. 14 clubs on offer a term (additional to sports clubs funded through the Sports Premium) such as: Recorders, Singing, Dance, Art,	Some children from disadvantaged backgrounds do not have access to extra-curricular activities outside of school. The provision enables all children the	6

Times Time/Doodle Maths , Library, Cooking and chess. Clubs are free for PP children and subsidised for all children.	opportunity to attend and widen their experiences.	
Subsidised educational visits, residential and enhancement activities in school to enable children to have wide range of first hand experiences to develop their learning and widen their experiences and support their wellbeing.	Some children from disadvantaged backgrounds do not have the same opportunities to experience a wide range of activities and outdoor activities. The residential support the development of children's confidence and independence and therefore their wellbeing. Children will always list the residential as one of their favourite memories when they come to leaving Whingate. Lack of opportunities and first-hand experiences for vulnerable children hinders their access to learning in all curriculum areas. The school's broad and balanced curriculum ensures that all children have access to meaningful and engaging experiences despite their financial circumstances.	6
<p>Targeted intervention in Reception initially using Zones of Regulation and targeted intervention through the use of Explosive Student, Circle of Friends or Emotional Literacy.</p> <p>Behaviour Support Worker will support children with their behaviour to reduce disruption to learning and to identify triggers and emotional and social barriers and put in place appropriate action to support.</p> <p>Regular mentoring for targeted and/or vulnerable children.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-</p>	5

	strategies&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
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Total budgeted cost: £350, 846.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Year 2024-2025 Review

The impact over the year of the plan has seen great success of the strategies implemented. Attendance has improved year on year and is now close to national averages and the percentage of persistent absentees has reduced for all children and for children who are disadvantaged. The adoption of the synthetic phonics scheme RWInc has seen results in phonics increase significantly and results have consistently been inline and above national outcomes for all children and disadvantaged children. Outcomes at KS2 improved this year in reading, writing and combined with the gap to national closing. Children and families have received a high level of additional support from the school and targeted external agencies linked to their emotional wellbeing.

Performance of disadvantaged pupils in 2024-2025:

Attendance:

- Attendance rose and reduced the gap with national figures and persistent absentees significantly reduced:

All 2024-2025: 93.82% (94.8% national)

All 2023-2024: 93.4% (94.5% national)

All 2022-2023: 92%

PA 2024-2025: 17.48% (13.5% national)

PA 2023-2024: 19.68% (15.2% national)

PA 2022-2023: 28.2%

Disadvantaged children's attendance improved by 0.1% and PA reduced by 2.7% for this group.

Wellbeing:

- Breakfast club continues to be well-attended: 72 children attended of which 38% were pupil premium and the whole school receives breakfast when they arrive at school.
- Children and families continued to have a lot of support with their wellbeing from direct cluster work and school intervention (group and 1:1). The Zones of Regulation supported children across school in recognising and regulating their feelings and emotions. 42 families/children had direct work completed with external agencies through the cluster.

Speech and Language:

Last year (2024-2025) in Nursery, 88% of children entered Nursery working below 'Nursery beginning' for Communication and Language of this group 34% were disadvantaged children (12% at

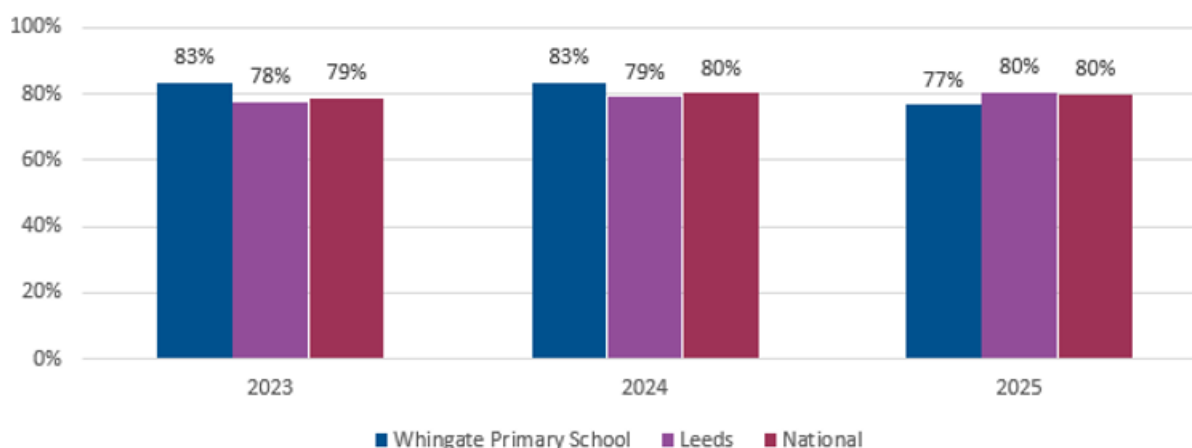
ARE -Nursery beginning-0% were disadvantaged children). Due to the intensive support provided, at the end of Nursery last year 42% were at ARE for Communication and Language and of this group 23% were disadvantaged children.

Last year (2024-2025) in Reception, 58% of children entered Reception below 'Reception beginning' for Communication and Language and 37% of this group were our disadvantaged children. Due to the intensive support provided and provision, at the end of Reception 67% of children were at ARE for Communication and Language of this group 20% were our disadvantaged children. (75% reached ARE for Language and Understanding and 70% reached ARE in speaking.)

	Listening, Attention & Understanding ARE	Speaking ARE
Reception Entry 2024	50% 8% Disadvantaged	48% 7% Disadvantaged
Reception Exit 2025	75% 18% Disadvantaged	70% 15% Disadvantaged

Y1 Phonics:

Y1 working at the expected standard



Source: Perspective Lite, July 2025

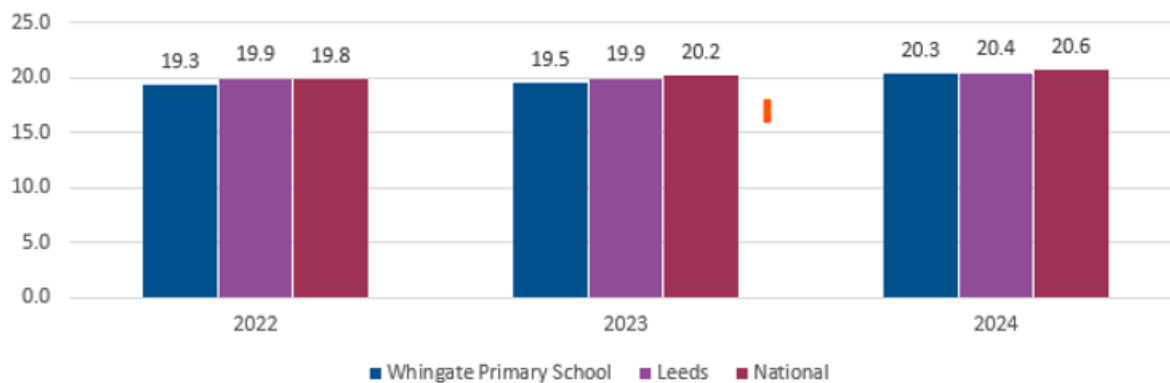
In both 2023 and 2024, attainment in the Phonics Screening Check (PSC) has been very impressive and above national; and although this year's 'working at' percentage has dropped by 5%pts to 77%, this result is still only 3%pts below the current Leeds and England figures. Moreover, considering the fact that fewer than half of the children in this cohort achieved GLD at the end of foundation stage, this level of attainment just one year later should almost certainly be seen as a creditable achievement.

There were 19 FSM eligible children (almost a third of the cohort) and as a group their attainment considerably higher than that of FSM children nationally. The non-FSM groups' 'working at' figure was noticeably lower than national, but that is essentially because 8 of the 12 SEN children in this cohort were in this group. 28 (90%) of the 31 non-SEN & non-FSM children achieved the standard.

MTC:

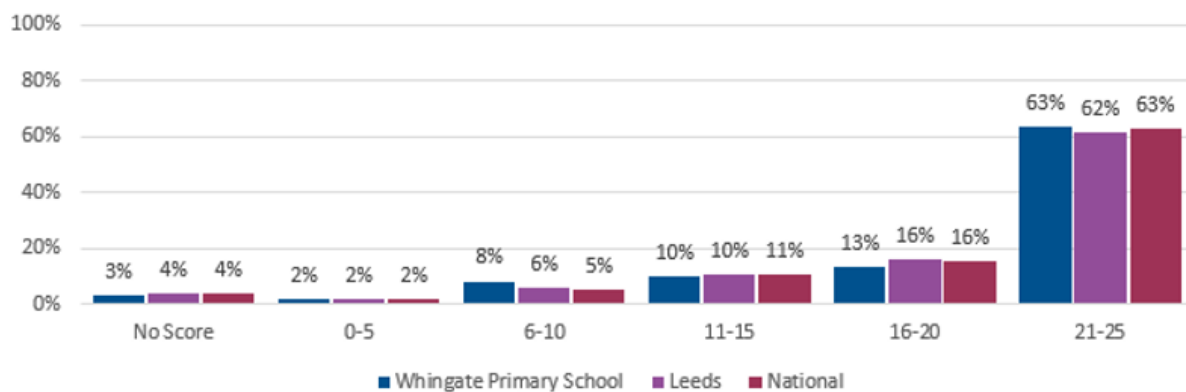
Please note we do not yet have detailed national comparisons to include in the below graphics.

Average Score - MTC



Source: Perspective Lite, June 2025

Score Breakdown- MTC 2024



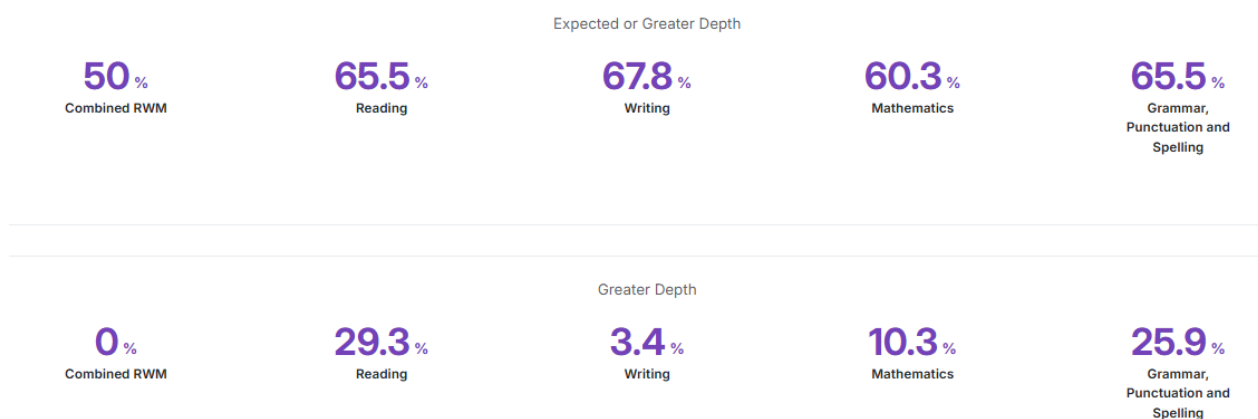
Source: Perspective Lite, June 2025

Attainment in the MTC has been on a rising trend at Whingate each year with the average score increasing from 19.3 in 2022 to 20.5 in 2025 (19.83 including absentees). The national and Leeds figures have also been rising, but the gap between school and national has narrowed over time. Although the average score and the percentage attaining full marks remains slightly below national, the percentage who achieved a score of 21 or higher (was 58% 2025) and previously was inline with national (no national comparison yet).

In 2024 28 children (just under half of the cohort) were identified as being eligible for FSM and their average score was below the equivalent national group. The average score for the non-FSM

group was above equivalent national figure. This provides more evidence that the overall attainment of this cohort was in line with national performance, it was just the fact that there was a much larger than average proportion of FSM children, which had a disproportionate effect on the cohort-level average score.

KS2:



Considerable improvements in attainment in combined, reading, and writing and the gap closing in comparison to national. Reading increased to 66% (increase of 11%) closing the gap by 10%; writing increased to 69% (increase of 7%) closing the gap by 7% and combined 50% (increase of 5%) closing the gap by 4%. Slight reduction in attainment in maths and also in GPS. In the absence of any progress measures this year, it is even more important than ever to note the context of this cohort, which had a very large proportion of dis-advantaged children (half of the year group) which is twice as large of a 'typical' school means There was also a very large proportion of children with SEN (almost a quarter), many of whom had exceptionally low attainment. One third of the disadvantaged children were also SEN.

2025	Sch Exp+ Disadvantaged	National Exp+ Disadvantaged	Difference Sch/National Disadvantaged	Sch Exp+ Not Disadvantaged	Exp National Not Disadvantaged	Difference Sch/National Not Disadvantaged
Reading	45%	63%	-18%	86%	81%	+5%
Writing	48%	60%	-12%	90%	78%	+12%
Maths	38%	61%	-23%	83%	80%	+3%
Combined	24%	47%	-23%	76%	69%	+7%

29 children (half of the cohort) were eligible for FSM, and as a group their attainment was very low, with only a quarter of them achieving the combined expected standard. 8 of the 14 children with SEN were eligible for FSM, so they account for some (but not all) of the low attainment of this group. Prior attainment of this group was exceptionally low and actually this group made huge progress from KS1 to KS2.

Internal Data:

- Internal tracking data indicates clearly that overall disadvantaged children are making similar and in many cases better progress than children not identified as disadvantaged.

2024-2025	FSM	Non-FSM
Y3 Reading	70.9%	75.8%
Y3 Writing	75%	87.9%
Y3 Maths	87.5%	90.1%
Y4 Reading	94.1%	88.2%
Y4 Writing	82.4%	82.4%
Y4 Maths	94.1%	77.1%
Y5 Reading	100%	92%
Y5 Writing	93.9%	100%
Y5 Maths	89.3%	88%
Y6 Reading	89.7%	81.8%
Y6 Writing	93.8%	84.8%
Y6 Maths	81.2%	84.9%

Externally provided programmes

Programme	Provider
Times tables	TT Rockstars
Maths fluency and application	Doodle Maths
Spelling	Spelling Shed
Ukulele tuition	Artforms LA
Chess tuition	Chess For Schools
Reading fluency	Reading Plus
Data analysis/SEF support	Ian Stokes
Reading support	Lexia
Number knowledge and recall	Mastery in Number