

# Pupil premium strategy statement – Saint Thomas More Catholic Primary School

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	267 33PP
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3 year Plan 2025-2028. This strategy statement cover Year 1 2025-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Clare Staines
Pupil premium lead	Clare Staines
Governor / Trustee lead	Iain Watson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,783.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,783.00

## Part A: Pupil premium strategy plan

### Statement of intent

- *The mission of The Holy Cross Catholic MAC, which we align with at Saint Thomas More is 'Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents.'*
- *Effective spend of pupil premium funding to effect excellent outcomes for our pupils is a whole school priority. With our drive to ensure high aspirations for all and to provide an outstanding education that enables pupils to reach their full potential academically and personally, we analyse data and draw on our close working relationships with pupils and families to identify and understand the barriers that our disadvantaged pupils face and offer effective, research-backed, value for money strategies to remove and overcome barriers. We recognise that prompt, early intervention is most effective in preventing gaps from growing.*
- *High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged underserved peers*
- *Whilst our disadvantaged pupils achieve better than disadvantaged pupils nationally at KS2 with 50% (6/12) disadvantaged pupils expected in reading, writing and maths compared to 45.1% nationally in 2025, our Phonics is lower with 33% (1/3) disadvantaged pupils passing the phonics screening compared to 66.8% nationally. Consequently, we are striving to close the gap with Phonics through the implementation of a new phonics scheme.*
- We combine our knowledge of the challenges affecting disadvantaged pupils in our school with the information available from the DfE in Using Pupil Premium: Guidance for School Leaders and the EEF Guide to Pupil Premium to inform our strategic planning to implement the three-tiered approach.
- We note that there is a clear overlap of pupils in receipt of PP funding who also have SEND and that a number of pupils receiving PP funding are high achievers: our PP strategy takes account of this. High quality teaching continues to form the foundation of our Pupil Premium strategy as this has been proven to have the greatest impact on closing the attainment gap.
- Additional targeted support is used to promote achievement where a need has been identified. Wider strategies are used to promote engagement, achievement and wellbeing based on the contextual knowledge and data analysis we hold on our children. Strategies are used with relevant research informing our choice

and in the knowledge that they are intended to support the needs of all pupils as well as those identified as disadvantaged.

- *Common barriers to learning for disadvantaged children at Saint Thomas More can include less support and engagement from home, early speech and language skills, lack of confidence and resilience, special educational needs including poor communication skills and acquisition of English, attendance and punctuality issues. In overcoming these, the Education Endowment Fund (EEF) toolkit will be referred to in order to use research based approaches and interventions in order to make maximum, cost effective impact. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Our ultimate objectives are to;*
- *Narrow the attainment gap between disadvantaged children and non-disadvantaged children taking consideration of those with SEND.*
- *Increase the % of pp children attaining age related expectations in reading, writing and maths and where possible increase those attaining greater depth.*
- *Support the health and well being of our pp children and their families resulting in increased engagement in school and all it has to offer.*
- *Improve attendance and punctuality of our disadvantaged pupils compared to non-disadvantaged. We aim to do this through*
- *Providing quality first teaching for all where all staff have high expectations particularly of our pp children.*
- *Providing effective feedback (both verbal and written) to children to move their learning on.*
- *Providing targeted teaching/ interventions based on regular diagnostic assessment by acting early at the point need is identified where possible.*
- *Supporting our vulnerable families, ensuring they receive appropriate emotional, social and well being support.*
- *Providing speech and language screening for all children in reception to early identify children struggling early on, provide intervention and minimise support future cost.*
- *Monitoring attendance closely and being responsive according to policy and solution focussed when attendance/ punctuality falls below expected 96%.*

## Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	There is a substantial difference between PP attainment and non-PP in all core areas. Despite the gap diminishing in some year groups this is still a concern. Our observations and discussions with pupils and families indicate that support from home for PP children in relation to non-PP children is far less in terms of reading, completing homework, accessing online learning and attending parent/ teacher meetings.
2	Our attendance data over the last year indicates that attendance among disadvantaged was 88.5% compared to National 92.1%. 29% of PP children were persistent absentees. This represents significant barrier to attainment and well being.
3	44% of PP are also on SEND register requiring additional support inc speech and language issues and so experience the challenges of double disadvantage. This is a 9% increase from last year. (19% of the SEND register are pp children). The highest level of need is communication and interaction which creates a barrier to learning and to wellbeing through social interaction challenges.
4	Over a three-year trend there have been increased ACES (Adverse Children hood Experiences). Our observations and discussions with pupils identify that this often means children are not able to access teaching and learning due to increased emotional/ well being issues. There is an increased number of PP children who are also CP and CIN. 100% of children with safeguarding support from agencies receive PP.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

## 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
Improvement of quality first teaching in all classes from Nur-KS2 especially with increase of ECTs on staff.	Improved data in reading, writing and maths reducing the gap between PP children and non-disadvantaged
Improved oracy for all pupils.	PP GLD and Phonics statistics need to be in line or above National
Reduce persistent absence among disadvantaged pupils at St Thomas More Coventry from 27.7% to below 20% by July 2026, while narrowing the gap to non-disadvantaged pupils by at least 10 percentage points. Implement targeted interventions such as parental engagement, attendance mentoring, and early identification of barriers to attendance.	Reduce persistent absence among disadvantaged from 27.7% to below 20% by July 2028. Narrow the gap to non-disadvantaged pupils by at least 10% points.

PP children with additional SEND issues are provided for, in a bespoke way combined with SEND budget to enhance children's access to the curriculum. Independent skills encouraged	Children are accessing teaching and learning in class and making progress. Learning intention and work is appropriate for these children. Adaptation CPD delivered and good practice shared.
Children with increased emotional and wellbeing needs will be supported effectively so they can engage positively with teaching and learning. The school will create a nurturing environment that reduces barriers caused by ACEs and promotes resilience, emotional regulation, and readiness to learn.	Positive Behaviour Indicators: Fewer behaviour incidents recorded for pupils with ACEs compared to baseline data. Enhanced Emotional Wellbeing: Pupil voice surveys and wellbeing assessments show improved emotional regulation and sense of safety in school. Academic Progress: Targeted pupils make expected or better progress in core subjects, closing gaps with peers.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide CPD on our Teaching and Learning Model to ensure that all teachers including ECTS are providing quality first teaching incorporating Rosenshein's 11 principles</i>	EEF states that great teaching is the most important lever schools have to improve outcomes for pupils. <a href="#">1. High-quality teaching   EEF</a>	1,3,5
Continue close links with Origin	The <b>Education Endowment Foundation (EEF)</b> provides strong evidence that collaboration with Maths Hubs and professional development networks is effective because it	1,3,5

Maths Hub- NCETM CPD and support. EYFS-Y5 involved in Mastering Number	supports <b>high-quality teaching</b> , which is the most significant factor in raising attainment. <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> <a href="#">Mastery learning   EEF</a>	
CPD- Phonics Training on New Phonics Programme- Anima phonics	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,3,5
Structured support programme for ECTs as part of Lawrence Sherrif Teaching School- Aspire Hub	EEF endorsed the Early Career Framework (ECF), which provides a <b>two-year entitlement to structured development and training</b> for ECTs. This framework ensures teachers develop foundational knowledge, classroom practice, and adaptive teaching strategies during the steep learning curve of their first years. Without structured support, new teachers often lack the time and guidance needed to thrive. <a href="#">Early Career Framework</a>	1,3,5
Speech and Language CPD for all staff	EEF's <i>Teaching and Learning Toolkit</i> shows that <b>oral language interventions</b> (which include strategies like structured questioning, vocabulary development, and dialogic teaching) can lead to <b>+6 months of additional progress</b> for pupils, particularly those from disadvantaged backgrounds. <a href="#">Oral language interventions   EEF</a> Disadvantaged pupils often start school with weaker language skills, which impacts reading and overall attainment. EEF highlights that oral language interventions are especially effective for these pupils, helping them catch up with peers. <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>	1,3,5
SEND Co-ordinator is allocated 2 days a week out of class to support SEND	Enable more time to be spent making sure relevant outside agencies and where appropriate EHCPs are put in place for pp children 19% of current SEND children are also eligible for pp. 2024-25 24% 2023-24 29% 2022-23 was 52%	1.3.5

children. 19% are pp.	2021-22 was 25% <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a> <a href="https://www.bathspa.ac.uk/projects/senco-workload/">https://www.bathspa.ac.uk/projects/senco-workload/</a>	
-----------------------	---	--

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ school based S&amp;L therapist to provide more rapid assessment of children, plan, and deliver support to child and parents and training opportunities for staff. Half a day a week from Nov. Promote word aware approach.</p> <p>Use TA support with Talking interventions in EYFS and KS1</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: +6mths <a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a></p> <p>The Royal College of Speech and Language Therapists (RCSLT) highlights that children from disadvantaged backgrounds are <b>twice as likely to experience language delay</b> compared to their peers. Over 50% of children in socially deprived areas may start school with significant speech, language, and communication needs (SLCN). <a href="#">[committees...liament.uk]</a></p> <p>Early identification and intervention by an SLT prevents long-term academic and social difficulties, reducing persistent absence and improving engagement</p>	1,3,4,5
<p>Staff to deliver bespoke curriculum for SEND children.</p>	<p>Bespoke curriculum planning often includes targeted interventions beyond universal teaching. EEF notes that these interventions, when carefully selected and implemented, can significantly accelerate progress for pupils with SEND <a href="#">Special Education Needs in Mainstream Schools recommendations   Education Endowment Foundation</a></p>	3,4

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

Budgeted cost: £19,533.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an attendance champion who regularly monitors pupils attendance, intervenes appropriately engaging with parents and pupil.	<p>EEF's <i>Supporting School Attendance</i> resource highlights that improving attendance requires a <b>strategic, whole-school approach</b>, including <b>clear leadership and monitoring systems</b>. Schools that successfully improve attendance often have a designated leader responsible for tracking data, coordinating interventions, and engaging families.</p> <p><a href="#">Supporting school attendance   EEF</a></p>	2
Engagement with MAC Attendance Monitoring, regular review attendance and target children.	<p>Research shows that pupils with high attendance have significantly better attainment. For example, primary pupils with 95–100% attendance have <b>30% higher odds of meeting expected standards in reading, writing, and maths</b> compared to those attending 90–95% of the time.</p> <p><a href="#">Why school attendance matters, and what we're doing to improve it – The Education Hub</a></p> <p>Persistent absence is strongly linked to lower academic achievement and long-term negative outcomes, making early intervention critical</p> <p><a href="https://committees.parliament.uk/writtenevidence/118069/pdf/">committees.parliament.uk/writtenevidence/118069/pdf/</a></p> <p><a href="#">Attendance Research</a></p>	2
Employ a pastoral learning mentor to provide pastoral support to children struggling emotionally and having access to a 1-1 counsellor if required.	<p>EEF evidence surrounding interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions. On average Social and Emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>The EEF guidance report <i>Improving Social and Emotional Learning in Primary Schools</i> stresses that children from disadvantaged backgrounds often have weaker SEL skills. Providing structured pastoral support and access to counselling can help</p>	4

	<p>close this gap and improve both wellbeing and academic performance.</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	
<p>Financially support extra curricular activities, visits, residentials, enriching activities including before and after school care club.</p>	<p>EEF’s evaluation of the <i>Children’s University</i> programme found that participation in enrichment activities such as <b>after-school clubs, museum visits, and volunteering</b> led to <b>+2 months’ additional progress in Key Stage 2 maths and reading</b>, as well as improvements in teamwork, confidence, and aspirations. These benefits were particularly relevant for disadvantaged pupils, who are less likely to access such opportunities without financial support <a href="#">EEF Projects</a></p> <p>EEF’s <i>Teaching and Learning Toolkit</i> reports that <b>physical activity interventions</b>, often delivered through extra-curricular clubs, can improve academic attainment by <b>+2 months</b> and have additional benefits for health, wellbeing, and attendance. Structured programmes that combine enrichment with academic support (e.g., literacy or numeracy) are most effective.</p> <p><a href="#">Physical activity   EEF</a></p> <p>Disadvantaged pupils often have fewer opportunities to develop cultural capital and social skills. EEF highlights that enrichment activities can help close this gap by improving motivation, engagement, and resilience—factors strongly linked to academic success.</p> <p><a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a></p>	1,2,3,4,5
<p>Involving parents in school life through:</p> <ul style="list-style-type: none"> <li>- parental workshops</li> <li>- reading , phonics, maths, MTC coffee mornings/afternoons</li> <li>- stay and play in EYFS sessions</li> </ul>	<p>EEF evidence suggests involving parents and parental engagement in supporting their child’s academic learning has adds +3 months progress to progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1,2,4,5



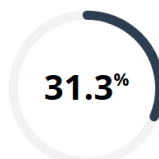


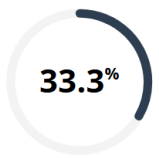



Come and pray sessions		
Uniform costs		

**Total budgeted cost: £ 33,730 +£12,500 +£19,533.00**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<p><b>Context</b></p>	<p><b>Disadvantaged</b></p> <p>49 of your school's n/a pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is n/a of your cohort.</p> <p>This is -- the national average of 33.0%.</p> <p>n/a (24) of your female pupils are disadvantaged, -- the national of 33.0%. n/a (25) of your male pupils are disadvantaged, -- the national of 32.9%.</p> <p>Disadvantaged pupils contribute £n/a to the budget of your school in disadvantaged funding.</p> <p><small>You can find more information on disadvantaged (Pupil Premium) funding <a href="#">here</a>.</small></p> <p><b>Please note:</b> Finance figures are based on the Pupil Premium file import, and as such do not include any spring census updates.</p> <p><b>DISADVANTAGED: NC YEAR BREAKDOWNS</b></p> <table border="1"> <thead> <tr> <th>NC Year</th> <th>Female</th> <th>Male</th> <th>Total (PP &amp; Census)</th> <th>Finance</th> <th>Total (PP only)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>n/a</td> <td>4</td> <td>4</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>2</td> <td>4</td> <td>1</td> <td>5</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>3</td> <td>2</td> <td>3</td> <td>5</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>4</td> <td>8</td> <td>7</td> <td>15</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>5</td> <td>4</td> <td>1</td> <td>5</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>6</td> <td>5</td> <td>9</td> <td>14</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Other</td> <td>1</td> <td>0</td> <td>1</td> <td>£0</td> <td>0</td> </tr> <tr> <td>Unknown</td> <td>0</td> <td>0</td> <td>0</td> <td>£0</td> <td>0</td> </tr> <tr> <td><b>Total</b></td> <td><b>24</b></td> <td><b>25</b></td> <td><b>49</b></td> <td><b>£0</b></td> <td><b>0</b></td> </tr> </tbody> </table>	NC Year	Female	Male	Total (PP & Census)	Finance	Total (PP only)	1	n/a	4	4	n/a	n/a	2	4	1	5	n/a	n/a	3	2	3	5	n/a	n/a	4	8	7	15	n/a	n/a	5	4	1	5	n/a	n/a	6	5	9	14	n/a	n/a	Other	1	0	1	£0	0	Unknown	0	0	0	£0	0	<b>Total</b>	<b>24</b>	<b>25</b>	<b>49</b>	<b>£0</b>	<b>0</b>
NC Year	Female	Male	Total (PP & Census)	Finance	Total (PP only)																																																								
1	n/a	4	4	n/a	n/a																																																								
2	4	1	5	n/a	n/a																																																								
3	2	3	5	n/a	n/a																																																								
4	8	7	15	n/a	n/a																																																								
5	4	1	5	n/a	n/a																																																								
6	5	9	14	n/a	n/a																																																								
Other	1	0	1	£0	0																																																								
Unknown	0	0	0	£0	0																																																								
<b>Total</b>	<b>24</b>	<b>25</b>	<b>49</b>	<b>£0</b>	<b>0</b>																																																								
<p><b>Attendance</b></p> <p><b>Aut/Spr Census</b></p>	<p><b>Whole School Attendance 2024-25 94.8% in line with National which is 94.8%</b></p> <p><b>FSM Attendance 94.8% compared to National 92.1%</b></p> <p><b>Overall Absence</b></p> <p>Your school's Disadvantaged cohort of 48 enrolments have an <b>Overall Absence</b> of <b>11.3%</b>.</p> <p>This is <b>7.1%</b> higher than the <b>national Non-Disadvantaged</b> cohort at <b>4.2%</b>.</p> <p>Your <b>school's gap to Non-Disadvantaged</b> pupils <b>nationally</b> has <b>increased by 2.7%</b> from +4.4% in 2023/24, to +7.1% in 2024/25.</p> <p>Your Disadvantaged cohort's <b>Overall Absence</b> has <b>increased by 2.4%</b> from 8.9% in 2023/24, to 11.3% in 2024/25.</p> <p>The Disadvantaged pupil(s) in your school are in <b>percentile 93</b> for <b>Overall Absence</b> when compared to other schools.</p> <p><b>GAP TO:</b></p> <ul style="list-style-type: none"> <li>National: Non-Disadvantaged <b>+7.1%</b></li> <li>National: Disadvantaged <b>+3.8%</b></li> <li>School: Non-Disadvantaged <b>+7.6%</b></li> </ul> <p><b>SCHOOL: VALUE</b></p> <p><b>11.3%</b></p> <p><b>+2.4%</b> TREND</p> <p><b>93rd</b> PERCENTILE RANK</p>																																																												

	<h3>Persistent Absence</h3> <p><b>31.3%</b> of your school's Disadvantaged cohort are <b>persistently absent, 15 pupils</b> out of 48.</p> <p>This is <b>22.4%</b> higher than the <b>national Non-Disadvantaged</b> cohort at <b>8.9%</b>.</p> <p>Your <b>school's gap to Non-Disadvantaged</b> pupils <b>nationally</b> has <b>increased by 4.0%</b> from +18.4% in 2023/24, to +22.4% in 2024/25.</p> <p>Your Disadvantaged cohort's <b>persistent absence</b> has <b>increased by 2.5%</b> from 28.8% in 2023/24, to 31.3% in 2024/25.</p> <p>The Disadvantaged pupil(s) in your school are in <b>percentile 78</b> for <b>persistent absence</b> when compared to other schools.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>GAP TO:</b></p> <ul style="list-style-type: none"> <li>National: Non-Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">+22.4%</span></li> <li>National: Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">+7.0%</span></li> <li>School: Non-Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">+23.3%</span></li> </ul> <p style="text-align: center;"> <span style="display: inline-block; text-align: center; margin-right: 20px;">   <b>+2.5%</b>  <small>TREND</small> </span> <span style="display: inline-block; text-align: center;">   <b>78th</b>  <small>PERCENTILE RANK</small> </span> </p> </div> <div style="width: 45%; text-align: right;"> <p><b>SCHOOL: VALUE</b></p>  <p style="font-size: 24pt; font-weight: bold; margin-top: 10px;">31.3%</p> </div> </div>
GLD	N/A
Phonics	<h3>Expected Standard (Year 1)</h3> <p><b>33.3%</b> of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, <b>1 pupils</b> out of 3.</p> <p>This is <b>50.1%</b> lower than the <b>national Non-Disadvantaged</b> cohort at <b>83.4%</b>.</p> <p>Your <b>school's gap to Non-Disadvantaged</b> pupils <b>nationally</b> has <b>decreased by 16.6%</b> from -33.5% in 2023/24, to -50.1% in 2024/25.</p> <p>Your Year 1 Disadvantaged cohort's <b>Phonics Expected Standard</b> has <b>decreased by 16.7%</b> from 50.0% in 2023/24, to 33.3% in 2024/25.</p> <p>The Disadvantaged Year 1 pupil(s) in your school are in <b>percentile 86</b> for <b>Phonics Expected Standard</b> when compared to other schools.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>GAP TO:</b></p> <ul style="list-style-type: none"> <li>National: Non-Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">-50.1%</span></li> <li>National: Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">-33.5%</span></li> <li>School: Non-Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">-55.6%</span></li> </ul> <p style="text-align: center;"> <span style="display: inline-block; text-align: center; margin-right: 20px;">   <b>-16.7%</b>  <small>TREND</small> </span> <span style="display: inline-block; text-align: center;">   <b>86th</b>  <small>PERCENTILE RANK</small> </span> </p> </div> <div style="width: 45%; text-align: right;"> <p><b>SCHOOL: VALUE</b></p>  <p style="font-size: 24pt; font-weight: bold; margin-top: 10px;">33.3%</p> </div> </div>
MTC	<h3>Average Point Score</h3> <p>Your school's Disadvantaged cohort of 15 pupils have a <b>MTC Average Point Score</b> of <b>17.9</b>.</p> <p>This is <b>3.7</b> lower than the <b>national Non-Disadvantaged</b> cohort at <b>21.6</b>.</p> <p>Your <b>school's gap to Non-Disadvantaged</b> pupils <b>nationally</b> has <b>decreased by 2.9</b> from -0.8 in 2023/24, to -3.7 in 2024/25.</p> <p>Your Disadvantaged cohort's <b>MTC Average Point Score</b> has <b>decreased by 2.6</b> from 20.5 in 2023/24, to 17.9 in 2024/25.</p> <p>The Disadvantaged pupil(s) in your school are in <b>percentile 67</b> for <b>MTC Average Point Score</b> when compared to other schools.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>GAP TO:</b></p> <ul style="list-style-type: none"> <li>National: Non-Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">-3.7</span></li> <li>National: Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">-1.5</span></li> <li>School: Non-Disadvantaged <span style="float: right; border: 1px solid #ccc; padding: 2px;">-3.2</span></li> </ul> <p style="text-align: center;"> <span style="display: inline-block; text-align: center; margin-right: 20px;">   <b>-2.6</b>  <small>TREND</small> </span> <span style="display: inline-block; text-align: center;">   <b>67th</b>  <small>PERCENTILE RANK</small> </span> </p> </div> <div style="width: 45%; text-align: right;"> <p><b>SCHOOL: VALUE</b></p>  <p style="font-size: 24pt; font-weight: bold; margin-top: 10px;">17.9</p> </div> </div>

**RWM Expected Standard**

50.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 6 pupils out of 12.

This is 18.8% lower than the national Non-Disadvantaged cohort at 68.8%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 1.4% from -17.4% in 2023/24, to -18.8% in 2024/25.

Your Disadvantaged cohort's Reading, Writing & Maths Expected Standard has remained the same from 50.0% in 2023/24, to 50.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 40 for Reading, Writing & Maths Expected Standard when compared to other schools.

**GAP TO:**

National: Non-Disadvantaged	-18.8%
National: Disadvantaged	+2.7%
School: Non-Disadvantaged	-32.2%

**SCHOOL: VALUE**



**Reading Expected Standard**

50.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, 6 pupils out of 12.

This is 30.4% lower than the national Non-Disadvantaged cohort at 80.4%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 38.2% from +7.8% in 2023/24, to -30.4% in 2024/25.

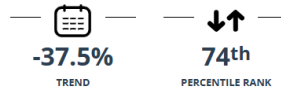
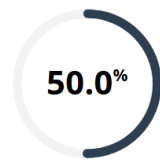
Your Disadvantaged cohort's Reading Expected Standard has decreased by 37.5% from 87.5% in 2023/24, to 50.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 74 for Reading Expected Standard when compared to other schools.

**GAP TO:**

National: Non-Disadvantaged	-30.4%
National: Disadvantaged	-13.1%
School: Non-Disadvantaged	-38.9%

**SCHOOL: VALUE**



**Writing Expected Standard**

66.7% of your school's Disadvantaged cohort achieved the expected standard in Writing, 8 pupils out of 12.

This is 11.4% lower than the national Non-Disadvantaged cohort at 78.1%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 3.7% from -15.1% in 2023/24, to -11.4% in 2024/25.

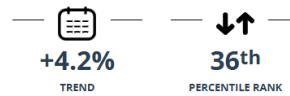
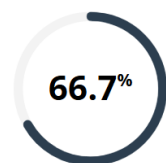
Your Disadvantaged cohort's Writing Expected Standard has increased by 4.2% from 62.5% in 2023/24, to 66.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 36 for Writing Expected Standard when compared to other schools.

**GAP TO:**

National: Non-Disadvantaged	-11.4%
National: Disadvantaged	+7.3%
School: Non-Disadvantaged	-20.0%

**SCHOOL: VALUE**



### Maths Expected Standard

66.7% of your school's Disadvantaged cohort achieved the expected standard in Maths, 8 pupils out of 12.

This is 13.5% lower than the national Non-Disadvantaged cohort at 80.2%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 9.1% from -4.4% in 2023/24, to -13.5% in 2024/25.

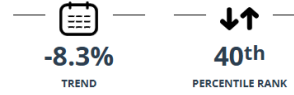
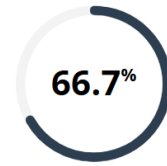
Your Disadvantaged cohort's Maths Expected Standard has decreased by 8.3% from 75.0% in 2023/24, to 66.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 40 for Maths Expected Standard when compared to other schools.

#### GAP TO:

National: Non-Disadvantaged	-13.5%
National: Disadvantaged	+6.2%
School: Non-Disadvantaged	-22.2%

#### SCHOOL: VALUE



### GPS Expected Standard

66.7% of your school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, 8 pupils out of 12.

This is 11.7% lower than the national Non-Disadvantaged cohort at 78.4%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 8.5% from -3.2% in 2023/24, to -11.7% in 2024/25.

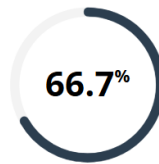
Your Disadvantaged cohort's Grammar, Punctuation and Spelling Expected Standard has decreased by 8.3% from 75.0% in 2023/24, to 66.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 38 for Grammar, Punctuation and Spelling Expected Standard when compared to other schools.

#### GAP TO:

National: Non-Disadvantaged	-11.7%
National: Disadvantaged	+7.0%
School: Non-Disadvantaged	-13.3%

#### SCHOOL: VALUE



### Impact for intended outcomes

Phonics for disadvantaged pupils remains a priority.

Progress for KS2 disadvantaged attained well in all subjects.

Through CPD and focus on Rosenshein's principles quality first teaching has improved reflected in results of KS2

PP children continue to be an area of focus for attendance. Two persistent absentees experiencing specific challenges skewed the data and have now left.

Specific support and interventions put in for children who are SEND and PP reduced amount of suspensions and increased inclusion.

Residential trips, which are considered exceptional opportunities for personal growth and independence, are supported separately to ensure no child is excluded due to financial constraints. This inclusive strategy

	<p>has led to increased participation across all year groups, enhanced pupil engagement, and a broader cultural capital for our learners.</p> <p>All PP children who wished to attend residential attended with financial support.</p> <p>CPOMs entries show that for a small number of children incidents remain high but for the majority these decreased. This reduction reflects not only improved pupil conduct but also a deeper sense of belonging and emotional security within the school community. The data evidences the positive impact of our proactive and restorative practices.</p>
--	--

--

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
None	

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*