

Abbey Pupil premium strategy statement v1.7



What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



School overview

Metric	Data
School name	The Federation of Abbey Infant & Junior Schools
Pupils in school	92 (J); 42 (I)
Proportion of disadvantaged pupils	25.2% (J); 16.1% (I)
Pupil premium allocation this academic year	£59,400 (I) £129,580 (J) 2024-25
Academic year or years covered by statement (DFE recommend 3 year plan)	Review of 2024-25 and plan for 2025→2027-28
Publish date	01/09/2025 and update 01/01/2026
Review date	31/12/2026
Statement authorised by	Dr R Kentish
Pupil premium lead	Dr R Kentish
Governor lead	Pupil & Curriculum committee; FGB information
Note: There was considerable evidence of the success of our strategy from the academic year 2024-25 (Detailed below) and this is the justification for continuing.	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£188,890
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£188,890

Disadvantaged pupil progress scores for last (published) academic year

Measure	Last published progress score 2022-23 Abbey DA v National non- Dis v national dis.	Provisional (internal) progress score 2024 -25 (Ab) v 22-23 Abbey DA (3yr ave) v National non- Dis v national dis.
Reading	Abbey +0.3 v NND +0.4 (national DA -0.85)	Abbey -0.5 v NND +0.4 (national DA -0.85)
Writing	Abbey +1.7 v NND +0.4 (national DA -0.66)	Abbey +1.01 v NND +0.4 (national DA -0.66)
Maths	Abbey +1.8 v NND + 0.5 (national DA -1.02)	Abbey +1.25 v NND + 0.5 (national DA -1.02)

Note: There were no progress measures in 24-25 so an average of the last three years and internal EYFS-KS2 progress measure (24-25) used.

Disadvantaged pupil performance overview for last (published) academic year

KS2 Progress Summary List (DFE) DFE (July) 2023 | FSM6

Estab No.	Estab. Name	Total Cohort	Avg. KS1 Pt Score	READING			WRITING			MATHS					
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
-	NCER National (all schools)	186,280	7.1	93.0%	44.0%	-0.85	±0.03	93.0%	54.0%	-0.66	±0.03	93.0%	45.0%	-1.02	±0.03
-	LA (state-funded schools)	2,004	7.1	93.8%	44.8%	-0.65	±0.29	94.2%	56.1%	-0.49	±0.28	93.3%	47.5%	-0.52	±0.27
2101	Abbey Junior School	27	7.0	92.6%	40.0%	+0.04	±2.52	92.6%	84.0%	+1.76	±2.43	92.6%	60.0%	+2.02	±2.37

● Significantly above national average | ● Significantly below national average

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Figure 1 - Progress 2022-23 National disadvantaged v LA dis. v Abbey dis. (last published year – no progress measures in 2024-25)

KS2 Attainment Summary List DfE DFE 2025

Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS		GPS						
			≥Exp	High SS	<Exp	≥Exp	High	≥Exp	Avg. GDS SS	<Exp	≥Exp	High SS	<Exp	≥Exp	High			
-	NCER National	638,260	62.7%	8.5%	105.7	23.6%	75.7%	33.7%	72.7%	12.9%	104.8	24.8%	74.5%	26.5%	105.4	26.2%	73.2%	29.9%
	Disadvantaged	199,860	47.8%	3.6%	103.1	35.2%	63.8%	21.5%	59.7%	6.6%	101.9	38.0%	60.9%	15.2%	102.7	38.7%	60.2%	18.8%
	Non Disadvantaged	427,590	69.6%	10.7%	106.8	18.3%	81.2%	39.3%	78.6%	15.8%	106.1	18.8%	80.8%	31.8%	106.6	20.4%	79.1%	35.0%
	Unknown	10,810	68.1%	10.3%	106.4	19.7%	79.8%	37.0%	78.7%	15.9%	105.4	20.2%	79.3%	27.8%	105.8	22.2%	77.3%	30.1%
-	LA	4,865	61.3%	6.8%	105.1	25.5%	74.1%	30.1%	71.6%	9.5%	104.7	25.5%	74.1%	26.2%	105.7	24.9%	74.8%	31.6%
	Disadvantaged	1,976	50.3%	4.4%	103.4	34.0%	65.6%	21.9%	63.4%	6.6%	102.5	35.6%	64.0%	17.4%	103.9	33.2%	66.4%	22.8%
	Non Disadvantaged	2,889	68.8%	8.5%	106.2	19.7%	80.0%	35.7%	77.3%	11.5%	106.2	18.6%	81.0%	32.2%	107.0	19.1%	80.5%	37.7%
2101	Abbey Junior School	82	74.4%	4.9%	106.1	23.2%	76.8%	39.0%	80.5%	7.3%	106.1	17.1%	82.9%	32.9%	104.7	25.6%	74.4%	25.6%
	Disadvantaged	23	52.2%	0.0%	101.4	47.8%	52.2%	17.4%	60.9%	0.0%	102.8	30.4%	69.6%	17.4%	99.3	47.8%	52.2%	4.3%
	Non Disadvantaged	59	83.1%	6.8%	107.9	13.6%	86.4%	47.5%	88.1%	10.2%	107.3	11.9%	88.1%	39.0%	106.7	16.9%	83.1%	33.9%

Figure 2 - Attainment national v LA v Abbey for 2024-25 (Validated)

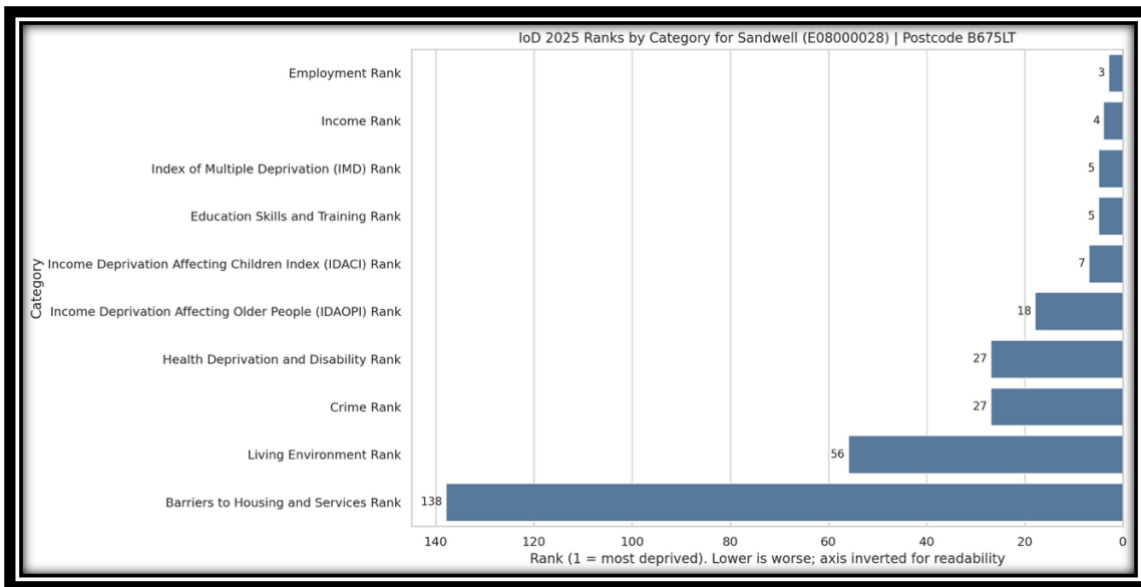


Figure 3 - IDACI summary

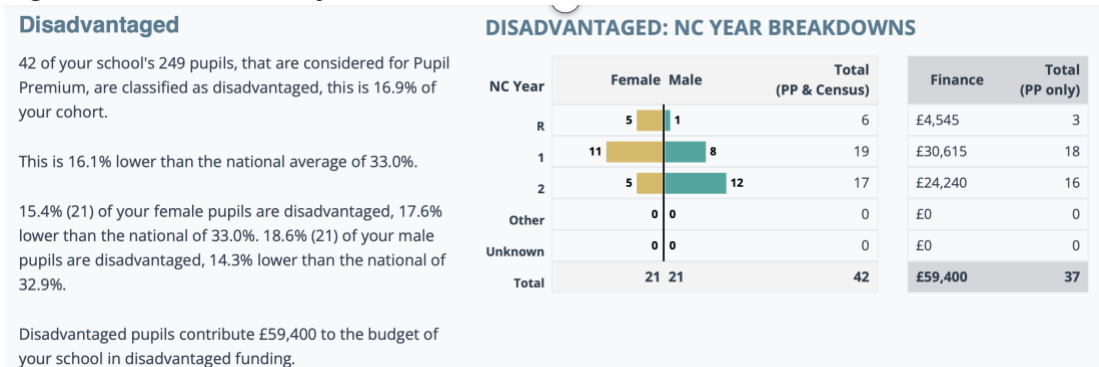


Figure 4 - Infant summary numbers

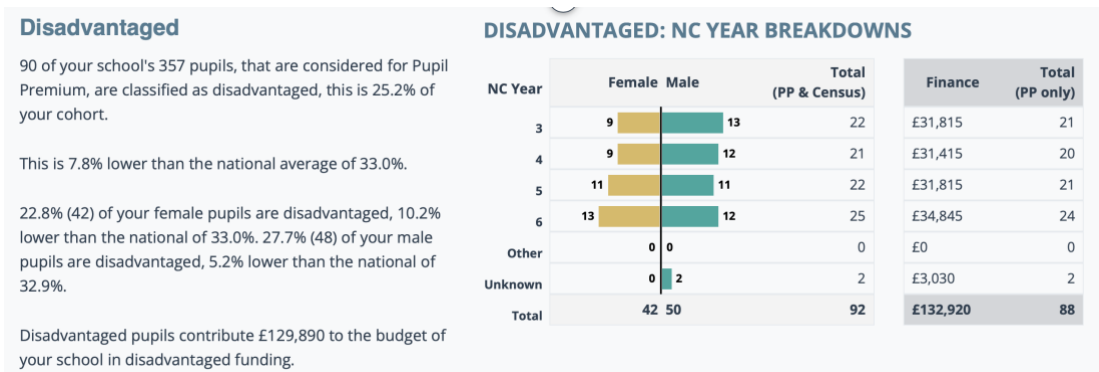


Figure 5 - Junior summary numbers

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1 - language	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are most evident from Nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. Some barriers exist in KS2 for some pupils but these often require specific specialist support and advice.</p> <p>In EYFS, CLL aspects are low for some children: T4W and Early Literacy focus through targeted support. Targeted support also through the 'Word aware' programme to develop early language and vocabulary. This is also strengthened through the language identification on the long and medium-term planning.</p> <p>In EYFS: A growing number of children entering school with no pre-school experience and little/no involvement from school nurse/early years external team</p> <p>Ensuring that all pupils secure subject specific vocabulary as they move into the National Curriculum and through the school.</p>

2 - Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3 - Reading	Not all pupils access reading outside of the school environment. This negatively impacts upon the additional practice needed to secure fluency and comprehension.
4 - Preparedness for learning	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. We anticipate that this will remain a barrier for the cohorts to start 2026-27 PSED, PSHE and children's preparedness for learning affects a small but significant group, sometimes requiring specialist Educational Psychologist and SEMH team. To support along with targeted family support through 'Early help' and schools trained LSPs. School has trained ELSA & a number of CPI trained staff. For some children individual programmes such as 'Lego Therapy' & 'Building Blox'; and 'ELSA'. Additionally, the school has analysed trends over time and noticed a cross over between DVA & PP – a leaders have created a bespoke programme to support.
5 - Attendance	Ensuring that all pupils attend school regularly to maximize the opportunities for learning. There is strong evidence that our strategy to improve attendance is successful – but attendance remains a significant challenge.

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 outcomes (linked to challenges)	Success criteria
1 – Language. Improved oral language skills and vocabulary among disadvantaged pupils. Proportion of pupils in EYFS who are PP meet the expected standard in CLL is raised by 15%	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2 & 4 – Phonics, PSED and EYFS. Progress in EYFS and To raise the % of PP attaining the expected standard by 10% in R, Wr & Ma at the end of EYFS (GLD) and KS1 & 2.	By 25-26 Maths at KS1 addressed through the concrete practical apparatus use linked to our maths methods scheme – mastery material Reading through the use of comprehension, Project X, Talisman and BRP to ensure the proportion attaining R+WR+MA EXS + rises. An additional investment in time for phonic teaching YR-Y2 for the next academic year 25-26 and potentially for 26-27.
2 & 3 - To ensure that 90% of PP children make good and 35% make better progress against the school's curriculum.	90% of PP group in each year group make good progress from starting points; 35% make accelerated progress as measured against the school's curriculum. 10% more pupils attain the GLD, KS1 and KS2 expected outcomes.
4 - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024-25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in PASS/Boxall outcomes • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Behaviour logs show low levels of incidents
5 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024-25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £127,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress in EYFS and To raise the % of PP attaining the expected standard by 10% in R, Wr & Ma at the end of EYFS (GLD) and KS1 & 2.</p>	<p>[EEF reference extract] Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing. Common approaches include: storytelling and group reading, activities that aim to develop letter knowledge, knowledge of sounds and early phonics, or introductions to different kinds of writing.</p> <p>At Abbey this appears through the use and application of the ‘Catch up Reading’ and ‘Better Reading Partners’ (BRP) programmes.</p> <p>Early numeracy approaches aim to develop number skills and improve young children’s knowledge and understanding of early mathematical concepts. Activities in this area might be structured, for example through programmes designed to develop children’s ‘number sense’ (their developing understanding of quantity and number), or more informal, such as using mathematical games or computer games (see also Digital technology), or pretend activities involving counting.</p> <p>There are specific language programmes such as Welcomme, SULP & ELKLAN.</p>	<p>1, 2, 3, 4</p>
<p>Effective teaching and use of metacognitive strategies to accelerate progress for all.</p>	<p>[EEF reference extract] In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p> <p>At Abbey this appears through the application of our developmental marking and feedback policy and predominately appears in English and Mathematics & INSET focussed on the link between meta-cognition and teachers’ use of our ‘steps to success’. Leaders ensure regular CPD for all staff.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. The ‘quality teaching for all’ strategies also includes a strong focus on language and questioning. At Abbey this takes the format of CTG style marking and peer/self-assessment along with the ‘soft-skills’; additional work through ‘knowledge grids’ makes language explicit. Pupils are expected to recall prior learning through the use of ‘learning journey story maps’.</p>	<p>1</p>
<p>To raise the % of PP attaining the expected standard by 10% in R, WR & MA at the end of KS1 & 2</p>	<p>Effective use of provision mapping to ensure a close match to learners’ needs and the targeted support. Provision mapping underpins the intervention across the school. Ensuring that the programmes are delivered well with rigorous assessment ensures effective VFM.</p> <p>CPD for all LSP on effective intervention delivery. Evaluation of small-group literacy and maths intervention programmes delivered by well-trained and supported TAs working closely with the class teacher has demonstrated significant impact on children’s progress.</p>	<p>2 & 3</p>
<p>Improve the quality of social and emotional (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>At Abbey this can be seen through the consistent application of the behaviour management strategy, individualised programmes supported by Inclusion Support and the pastoral team in ‘The retreat’ in KS2 and ‘The rainbow room’ in KS1 Further examples to be seen include ‘Fun Fit’, Well-being assemblies’, ‘Chirpy and bounce’, ‘Manage My Chimp’, ‘emotion coaching’ Three broad categories of interventions can be</p>	<p>4</p>

	identified: 1. Universal programmes which seek to improve behaviour and generally take place in the classroom (PSHE curriculum Jigsaw scheme to support; in EYFS Prime area); 2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems; additional specialist programmes are also available drawing on external services e.g. SEMH support staff & Educational Psychologist.	
Improve quality of delivery of interventions and small group support	CPD for all LSP on effective intervention delivery. Structured CPD throughout directed time and additional EYFS DM framework support.	1,2,3

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

Budgeted cost: **£20,050 (DFE) + 38,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Specialist support for the lowest 5%.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF The first tranche of spending was completed Spring 2022; the financial year 2022-23 will be used Spring 2023.	1,2&3

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve a reviewed and renewed attendance policy. A clear structure to support and challenge families.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Note: leaders have challenged the La about the effectiveness of their service and this has affected	5

a proposed change so that the LA (promise) challenge and use their full range of powers.

Total budgeted cost: £186,830 + 10,000 additional

Further information (optional)

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> • embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. • offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. <p>Planning, implementation, and evaluation</p> <p>In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s ‘families of schools’ a database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.</p> <p>We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.</p> <p>We used the EEF’s implementation guidance to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.</p> <p>We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.</p>
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality, broad and balanced against the desire to return pupils to pre-covid-19 trajectory will cause some degree of ‘timetable competition’.	Ensure that timetables remain broad and balanced through the regular QA processes in school. Sensible and courageous leadership decisions about the taught programme.
Targeted support	CPD for all LSP on effective intervention delivery. Structured PDM throughout the years covered by this plan to compensate for lost time in lockdown and ensure YR cohort 25-26 return to pre-Covid progress trajectory	Structured CPD throughout directed time and additional EYFS DM framework support.
Wider strategies	Attendance for all pupils, post Covid-19 restrictions, reduce learning opportunities.	Enhanced office capacity to provide challenge and support to families to attend well and regularly.

Review: last year's aims and outcomes



Review of 2024-25 outcomes:

Intended outcomes (linked to challenges)	Success criteria																																																																																																													
<p>1 – Language. Improved oral language skills and vocabulary among disadvantaged pupils. Proportion of pupils in EYFS who are PP meet the expected standard in CLL is raised by 15%</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<div data-bbox="1025 884 1742 1125"> <p>EYFSP Benchmark (AOLs)</p> <table border="1"> <thead> <tr> <th rowspan="2">URN/ Etab. Setting Name</th> <th rowspan="2">Eligible</th> <th rowspan="2">Avg. No. GLD¹</th> <th rowspan="2">Avg. No. Exp. ELGs²</th> <th colspan="10">ACHIEVED EXPECTED</th> </tr> <tr> <th>COM</th> <th>PSE</th> <th>PHY</th> <th>Prime Goals</th> <th>LIT</th> <th>MAT</th> <th>UTW</th> <th>EXP</th> <th>Specific Goals</th> <th>All Goals</th> </tr> </thead> <tbody> <tr> <td>Local Authority</td> <td>4,553</td> <td>61.8%</td> <td>12.9</td> <td>74.5%</td> <td>79.1%</td> <td>80.0%</td> <td>70.6%</td> <td>62.7%</td> <td>68.6%</td> <td>70.6%</td> <td>75.9%</td> <td>59.5%</td> <td>59.5%</td> </tr> <tr> <td>Not FSMs</td> <td>3,722</td> <td>64.0%</td> <td>13.1</td> <td>75.4%</td> <td>80.5%</td> <td>81.1%</td> <td>72.1%</td> <td>64.9%</td> <td>70.9%</td> <td>72.2%</td> <td>76.8%</td> <td>62.2%</td> <td>61.7%</td> </tr> <tr> <td>FSM6</td> <td>831</td> <td>51.7%</td> <td>11.9</td> <td>70.3%</td> <td>72.9%</td> <td>75.2%</td> <td>63.7%</td> <td>52.5%</td> <td>58.6%</td> <td>63.7%</td> <td>72.3%</td> <td>49.7%</td> <td>49.6%</td> </tr> <tr> <td>2102 Abbey Infant School</td> <td>80</td> <td>57.5%</td> <td>13.7</td> <td>77.5%</td> <td>76.3%</td> <td>83.8%</td> <td>66.3%</td> <td>66.3%</td> <td>67.5%</td> <td>77.5%</td> <td>85.0%</td> <td>61.3%</td> <td>57.5%</td> </tr> <tr> <td>Not FSMs</td> <td>76</td> <td>57.8%</td> <td>13.9</td> <td>78.9%</td> <td>77.6%</td> <td>85.5%</td> <td>67.1%</td> <td>67.1%</td> <td>68.4%</td> <td>78.9%</td> <td>86.8%</td> <td>61.8%</td> <td>57.9%</td> </tr> <tr> <td>FSM6</td> <td>4</td> <td>50.0%</td> <td>10.0</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> </tr> </tbody> </table> </div> <p>A ELG gap between PP v Non-PP (<1 pupil number difference) – this is a reduction in gap from 2023-24. Good progress but continue to narrow the gap.</p>	URN/ Etab. Setting Name	Eligible	Avg. No. GLD ¹	Avg. No. Exp. ELGs ²	ACHIEVED EXPECTED										COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals	Local Authority	4,553	61.8%	12.9	74.5%	79.1%	80.0%	70.6%	62.7%	68.6%	70.6%	75.9%	59.5%	59.5%	Not FSMs	3,722	64.0%	13.1	75.4%	80.5%	81.1%	72.1%	64.9%	70.9%	72.2%	76.8%	62.2%	61.7%	FSM6	831	51.7%	11.9	70.3%	72.9%	75.2%	63.7%	52.5%	58.6%	63.7%	72.3%	49.7%	49.6%	2102 Abbey Infant School	80	57.5%	13.7	77.5%	76.3%	83.8%	66.3%	66.3%	67.5%	77.5%	85.0%	61.3%	57.5%	Not FSMs	76	57.8%	13.9	78.9%	77.6%	85.5%	67.1%	67.1%	68.4%	78.9%	86.8%	61.8%	57.9%	FSM6	4	50.0%	10.0	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
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2 & 3 – Phonics, Maths and EYFS. Progress in EYFS and To raise the % of PP attaining the expected standard by 10% in R, Wr & Ma at the end of EYFS (GLD) and KS1 & 2.

By 24/25 – Maths at KS1 addressed through the concrete practical apparatus use linked to our maths methods scheme – mastery material
Reading through the use of comprehension, Project X, Talisman and BRP to ensure the proportion attaining R+WR+MA EXS + rises.
An additional investment in time for phonic teaching YR-Y2 for the next academic year.

KS1	Reading (expected/exceeding)	Writing (expected/exceeding)	Maths (expected/exceeding)	Combined R,Wr,Ma
All	73/27	67/16	70/21	60/11
PP (each 5%)	62/14	57/5	53/20	48/5

Figure 6 - Positive improvements from EYFS to KS1 and Abbey PP are within 2 pupils difference of the non-PP Abbey group. Good progress but continue to narrow the gap.

Y1 Phonics outcomes

Estab. No.	Estab. Name	Cohort	No Score	Mark						APS	Outcome				
				0-15	16-23	24-31	32-36	37-40	Q		A	D	WT	WA	
-	Local Authority	4,553	4.6%	9.9%	3.4%	4.0%	29.9%	48.2%	32.8	0.0%	0.3%	4.3%	17.3%	78.1%	
	Disadvantaged	1,414	6.3%	13.6%	4.1%	5.1%	31.5%	39.4%	31.0	0.0%	0.6%	5.7%	22.8%	70.9%	
	Non Disadvantaged	3,139	3.9%	8.2%	3.1%	3.6%	29.1%	52.2%	33.6	0.0%	0.2%	3.7%	14.8%	81.2%	
2102	Abbey Infant School	83	3.6%	4.8%	6.0%	8.4%	28.9%	48.2%	33.8	0.0%	0.0%	3.6%	19.3%	77.1%	
	Disadvantaged	17	0.0%	5.9%	0.0%	11.8%	23.5%	58.8%	34.9	0.0%	0.0%	0.0%	17.6%	82.4%	
	Non Disadvantaged	66	4.5%	4.5%	7.6%	7.6%	30.3%	45.5%	33.4	0.0%	0.0%	4.5%	19.7%	75.8%	

Figure 7 - PP Phonics outcomes within 1 pupil of National average. Good progress but continue to narrow the gap and improve outcomes

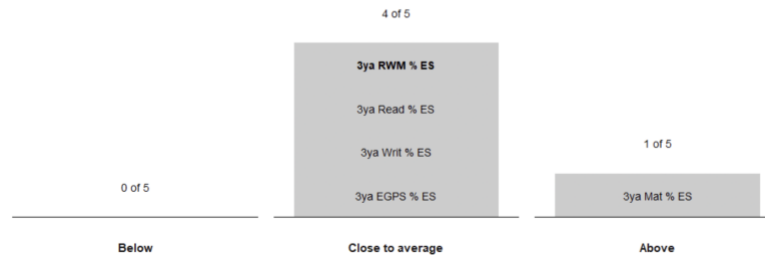
Y2 {phonics re-check}

Estab. No.	Estab. Name	Cohort	No Score	Mark						APS	Outcome				
				0-15	16-23	24-31	32-36	37-40	Q		A	D	WT	WA	
-	Local Authority	1,063	11.2%	17.1%	9.9%	9.6%	31.9%	20.3%	27.5	0.0%	0.7%	10.5%	36.6%	52.2%	
	Disadvantaged	464	12.9%	19.8%	8.4%	8.8%	33.2%	16.8%	26.7	0.0%	1.1%	11.9%	37.1%	50.0%	
	Non Disadvantaged	599	9.8%	15.0%	11.0%	10.2%	30.9%	23.0%	28.2	0.0%	0.3%	9.5%	36.2%	53.9%	
2102	Abbey Infant School	21	0.0%	4.8%	4.8%	23.8%	52.4%	14.3%	31.4	0.0%	0.0%	0.0%	33.3%	66.7%	
	Disadvantaged	5	0.0%	0.0%	0.0%	40.0%	60.0%	0.0%	31.8	0.0%	0.0%	0.0%	40.0%	60.0%	
	Non Disadvantaged	16	0.0%	6.3%	6.3%	18.8%	50.0%	18.8%	31.3	0.0%	0.0%	0.0%	31.3%	68.8%	

Figure 8 - PP in 24-25 are <1 pupil different; these pupils are mobile pupils and will continue with phonics in Y3 2025-26. This is the first year that there has been a Y2 re-take gap in three years. Good progress but continue to narrow the gap.

KS2 outcomes

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	69	-	-



Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2025	22	-	-	-	-	-
2024	21	-	-	-	-	-
2023	26	-	-	-	-	-



Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	69	51%	46%	Close to average (non-sig)	68%	-17	Not applicable	Not applicable
2025	22	55%	47%	Close to average (non-sig)	69%	-15	Narrowing	-
2024	21	43%	46%	Close to average (non-sig)	67%	-25	Widening	-
2023	26	54%	44%	Close to average (non-sig)	66%	-12	Not available	-

Figure 9 - Disadvantaged outcomes 3 year average IDSR. – good progress from EYFS starting points but gaps remain from national non-disadvantaged.

		Reading	Writing	Maths																																																																																																																																																																																																																																																																																																												
2 & 3 - To ensure that 90% of PP children make good and 35% make better progress against the school's curriculum.	90% of PP group in each year group make good progress from starting points; 35% make accelerated progress as measured against the school's curriculum. 10% more pupils attain the GLD, KS1 and KS2 expected outcomes.	<table border="1"> <thead> <tr> <th>READING</th> <th>Pred % Below ARE</th> <th>Pred % on Track</th> <th>Pred % Exceeding</th> <th>Pred % On Track or Better</th> </tr> </thead> <tbody> <tr><td>Year Y6(ALL)</td><td>22.47</td><td>53.93</td><td>23.6</td><td>77.53</td></tr> <tr><td>6F(ALL)</td><td>23.33</td><td>56.67</td><td>20</td><td>76.67</td></tr> <tr><td>6H(ALL)</td><td>23.33</td><td>56.67</td><td>20</td><td>76.67</td></tr> <tr><td>6Y(ALL)</td><td>20.69</td><td>48.26</td><td>31.03</td><td>79.31</td></tr> <tr><td>Y6 Boys (RK)(ALL)</td><td>25.64</td><td>53.85</td><td>20.51</td><td>74.36</td></tr> <tr><td>Y6 Girls (RK)(ALL)</td><td>20</td><td>54</td><td>26</td><td>80</td></tr> <tr><td>White - 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Y6 Girls (RK)(ALL)	20	54	26	80																																																																																																																																																																																																																																																																																																												
White - British(ALL)	7.5	62.5	30	92.5																																																																																																																																																																																																																																																																																																												
Indian(ALL)	16.67	75	8.33	83.33																																																																																																																																																																																																																																																																																																												
Black Caribbean(ALL)	50	50		50																																																																																																																																																																																																																																																																																																												
Any other mixed background(ALL)	50	50	50	100																																																																																																																																																																																																																																																																																																												
Pakistani(ALL)	75	25		25																																																																																																																																																																																																																																																																																																												
Black - African(ALL)	50	50		50																																																																																																																																																																																																																																																																																																												
Y6 PP (RK)(ALL)	30.43	52.17	17.39	69.57																																																																																																																																																																																																																																																																																																												
Y6 DSEN (RK)(ALL)	100			100																																																																																																																																																																																																																																																																																																												
Y6 MA Reading (RK)(ALL)		42.11	57.89	100																																																																																																																																																																																																																																																																																																												
Y6 TY Reading (RK)(ALL)	8.51	72.34	19.15	91.49																																																																																																																																																																																																																																																																																																												
Y6 BA Reading (RK)(ALL)	80	20		20																																																																																																																																																																																																																																																																																																												
Any other White background(ALL)	33.33	16.67	50	66.67																																																																																																																																																																																																																																																																																																												
WRITING	Pred % Below ARE	Pred % on Track	Pred % Exceeding	Pred % On Track or Better																																																																																																																																																																																																																																																																																																												
Year Y6(ALL)	26.97	61.8	11.24	73.03																																																																																																																																																																																																																																																																																																												
6F(ALL)	20	66.67	13.33	90																																																																																																																																																																																																																																																																																																												
6H(ALL)	30	60	10	70																																																																																																																																																																																																																																																																																																												
6Y(ALL)	31.03	58.62	10.34	68.97																																																																																																																																																																																																																																																																																																												
Y6 Boys (RK)(ALL)	35.9	53.85	10.26	64.1																																																																																																																																																																																																																																																																																																												
Y6 Girls (RK)(ALL)	20	68	12	80																																																																																																																																																																																																																																																																																																												
White - British(ALL)	17.5	65	17.5	82.5																																																																																																																																																																																																																																																																																																												
Indian(ALL)	16.67	83.33		83.33																																																																																																																																																																																																																																																																																																												
Black Caribbean(ALL)		100		100																																																																																																																																																																																																																																																																																																												
Any other mixed background(ALL)	25	25	50	75																																																																																																																																																																																																																																																																																																												
Pakistani(ALL)	75	25		25																																																																																																																																																																																																																																																																																																												
Black - African(ALL)	50	50		50																																																																																																																																																																																																																																																																																																												
Y6 PP (RK)(ALL)	34.78	60.87	4.35	65.22																																																																																																																																																																																																																																																																																																												
Y6 DSEN (RK)(ALL)	100			100																																																																																																																																																																																																																																																																																																												
Y6 MA Writing (RK)(ALL)		50	50	100																																																																																																																																																																																																																																																																																																												
Y6 TY Writing (RK)(ALL)	9.3	86.05	4.65	90.7																																																																																																																																																																																																																																																																																																												
Y6 BA Writing (RK)(ALL)	66.67	29.17	4.17	33.33																																																																																																																																																																																																																																																																																																												
	Below	Typical	Exceeding	Good or Better																																																																																																																																																																																																																																																																																																												
Year Y6(ALL)	15.73	50.56	33.71	84.27																																																																																																																																																																																																																																																																																																												
6F(ALL)	13.33	56.67	30	86.67																																																																																																																																																																																																																																																																																																												
6H(ALL)	30	40	30	70																																																																																																																																																																																																																																																																																																												
6Y(ALL)	3.45	55.17	41.38	96.55																																																																																																																																																																																																																																																																																																												
Y6 Boys (RK)(ALL)	12.82	58.97	28.21	87.18																																																																																																																																																																																																																																																																																																												
Y6 Girls (RK)(ALL)	18	44	38	82																																																																																																																																																																																																																																																																																																												
White - British(ALL)	12.5	62.5	25	87.5																																																																																																																																																																																																																																																																																																												
Indian(ALL)		50	50	100																																																																																																																																																																																																																																																																																																												
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Any other mixed background(ALL)	50	25	25	90																																																																																																																																																																																																																																																																																																												
Pakistani(ALL)	50	25	25	90																																																																																																																																																																																																																																																																																																												
Black - African(ALL)	25	75		75																																																																																																																																																																																																																																																																																																												
Y6 PP (RK)(ALL)	17.39	47.83	34.78	82.61																																																																																																																																																																																																																																																																																																												
Y6 DSEN (RK)(ALL)	50	50		50																																																																																																																																																																																																																																																																																																												
Y6 MA Maths (RK)(ALL)	6.25	25	68.75	93.75																																																																																																																																																																																																																																																																																																												
Y6 TY Maths (RK)(ALL)	15.56	48.89	35.56	84.44																																																																																																																																																																																																																																																																																																												
Y6 BA Maths (RK)(ALL)	25	65	10	75																																																																																																																																																																																																																																																																																																												
		<table border="1"> <thead> <tr> <th>READING</th> <th>Pred % Below ARE</th> <th>Pred % on Track</th> <th>Pred % Exceeding</th> <th>Pred % On Track or Better</th> </tr> </thead> <tbody> <tr><td>Year 2(ALL)</td><td>16.48</td><td>50.55</td><td>32.97</td><td>83.52</td></tr> <tr><td>2S(ALL)</td><td>12.9</td><td>54.84</td><td>32.26</td><td>87.1</td></tr> <tr><td>2J(ALL)</td><td>16.67</td><td>43.33</td><td>40</td><td>83.33</td></tr> <tr><td>2G(ALL)</td><td>20</td><td>53.33</td><td>26.67</td><td>80</td></tr> <tr><td>Y2 Boys(ALL)</td><td>13.73</td><td>56.86</td><td>29.41</td><td>86.27</td></tr> <tr><td>Y2 girls(ALL)</td><td>20</td><td>42.5</td><td>37.5</td><td>80</td></tr> <tr><td>White - British(ALL)</td><td>16.22</td><td>56.76</td><td>27.03</td><td>83.78</td></tr> <tr><td>Indian(ALL)</td><td>16.67</td><td>16.67</td><td>66.67</td><td>83.33</td></tr> <tr><td>Black Caribbean(ALL)</td><td></td><td></td><td>100</td><td>100</td></tr> <tr><td>Any other mixed background(ALL)</td><td>27.27</td><td>45.45</td><td>27.27</td><td>72.73</td></tr> <tr><td>Pakistani(ALL)</td><td></td><td>80</td><td>20</td><td>100</td></tr> <tr><td>Black - African(ALL)</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y2 PP(ALL)</td><td>37.5</td><td>50</td><td>12.5</td><td>62.5</td></tr> <tr><td>Y2 Non PP(ALL)</td><td>12</td><td>50.67</td><td>37.33</td><td>88</td></tr> <tr><td>Y2 SEN(ALL)</td><td>83.33</td><td>16.67</td><td></td><td>16.67</td></tr> <tr><td>Y2 EAL(ALL)</td><td>25</td><td>50</td><td>25</td><td>75</td></tr> <tr><td>Y2 MA Reading(ALL)</td><td></td><td>20</td><td>80</td><td>100</td></tr> <tr><td>Y2 TY Reading(ALL)</td><td>6</td><td>64</td><td>30</td><td>94</td></tr> <tr><td>Y2 BA Reading(ALL)</td><td>57.14</td><td>38.1</td><td>4.76</td><td>42.86</td></tr> </tbody> </table>	READING	Pred % Below ARE	Pred % on Track	Pred % Exceeding	Pred % On Track or Better	Year 2(ALL)	16.48	50.55	32.97	83.52	2S(ALL)	12.9	54.84	32.26	87.1	2J(ALL)	16.67	43.33	40	83.33	2G(ALL)	20	53.33	26.67	80	Y2 Boys(ALL)	13.73	56.86	29.41	86.27	Y2 girls(ALL)	20	42.5	37.5	80	White - British(ALL)	16.22	56.76	27.03	83.78	Indian(ALL)	16.67	16.67	66.67	83.33	Black Caribbean(ALL)			100	100	Any other mixed background(ALL)	27.27	45.45	27.27	72.73	Pakistani(ALL)		80	20	100	Black - African(ALL)					Y2 PP(ALL)	37.5	50	12.5	62.5	Y2 Non PP(ALL)	12	50.67	37.33	88	Y2 SEN(ALL)	83.33	16.67		16.67	Y2 EAL(ALL)	25	50	25	75	Y2 MA Reading(ALL)		20	80	100	Y2 TY Reading(ALL)	6	64	30	94	Y2 BA Reading(ALL)	57.14	38.1	4.76	42.86	<table border="1"> <thead> <tr> <th>WRITING</th> <th>Pred % Below ARE</th> <th>Pred % on Track</th> <th>Pred % Exceeding</th> <th>Pred % On Track or Better</th> </tr> </thead> <tbody> <tr><td>Year 2(ALL)</td><td>25.27</td><td>60.44</td><td>14.29</td><td>74.73</td></tr> <tr><td>2J(ALL)</td><td>33.33</td><td>56.67</td><td>10</td><td>66.67</td></tr> <tr><td>2S(ALL)</td><td>16.13</td><td>67.74</td><td>16.13</td><td>83.87</td></tr> <tr><td>2G(ALL)</td><td>26.67</td><td>56.67</td><td>16.67</td><td>73.33</td></tr> <tr><td>Y2 Boys(ALL)</td><td>29.41</td><td>64.71</td><td>5.88</td><td>70.59</td></tr> <tr><td>Y2 girls(ALL)</td><td>20</td><td>55</td><td>25</td><td>80</td></tr> <tr><td>White - British(ALL)</td><td>27.03</td><td>64.86</td><td>8.11</td><td>72.97</td></tr> <tr><td>Indian(ALL)</td><td>16.67</td><td>50</td><td>33.33</td><td>83.33</td></tr> <tr><td>Black Caribbean(ALL)</td><td></td><td></td><td>100</td><td>100</td></tr> <tr><td>Any other mixed background(ALL)</td><td>54.55</td><td>36.36</td><td>9.09</td><td>45.45</td></tr> <tr><td>Pakistani(ALL)</td><td></td><td></td><td>100</td><td>100</td></tr> <tr><td>Black - African(ALL)</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y2 PP(ALL)</td><td>50</td><td>43.75</td><td>6.25</td><td>50</td></tr> <tr><td>Y2 Non PP(ALL)</td><td>20</td><td>64</td><td>16</td><td>80</td></tr> <tr><td>Y2 SEN(ALL)</td><td>83.33</td><td>16.67</td><td></td><td>16.67</td></tr> <tr><td>Y2 EAL(ALL)</td><td>35</td><td>50</td><td>15</td><td>65</td></tr> <tr><td>Y2 MA Writing(ALL)</td><td></td><td>37.5</td><td>62.5</td><td>100</td></tr> <tr><td>Y2 TY Writing(ALL)</td><td>11.32</td><td>73.58</td><td>15.09</td><td>88.66</td></tr> <tr><td>Y2 BA Writing(ALL)</td><td>68</td><td>32</td><td></td><td>32</td></tr> </tbody> </table>	WRITING	Pred % Below ARE	Pred % on Track	Pred % Exceeding	Pred % On Track or Better	Year 2(ALL)	25.27	60.44	14.29	74.73	2J(ALL)	33.33	56.67	10	66.67	2S(ALL)	16.13	67.74	16.13	83.87	2G(ALL)	26.67	56.67	16.67	73.33	Y2 Boys(ALL)	29.41	64.71	5.88	70.59	Y2 girls(ALL)	20	55	25	80	White - British(ALL)	27.03	64.86	8.11	72.97	Indian(ALL)	16.67	50	33.33	83.33	Black Caribbean(ALL)			100	100	Any other mixed background(ALL)	54.55	36.36	9.09	45.45	Pakistani(ALL)			100	100	Black - African(ALL)					Y2 PP(ALL)	50	43.75	6.25	50	Y2 Non PP(ALL)	20	64	16	80	Y2 SEN(ALL)	83.33	16.67		16.67	Y2 EAL(ALL)	35	50	15	65	Y2 MA Writing(ALL)		37.5	62.5	100	Y2 TY Writing(ALL)	11.32	73.58	15.09	88.66	Y2 BA Writing(ALL)	68	32		32	<table border="1"> <thead> <tr> <th></th> <th>Pred % Below ARE</th> <th>Pred % on Track</th> <th>Pred % Exceeding</th> <th>Pred % On Track or Better</th> </tr> </thead> <tbody> <tr><td>Year 2(ALL)</td><td>28.57</td><td>48.35</td><td>23.08</td><td>71.43</td></tr> <tr><td>2S(ALL)</td><td>16.67</td><td>53.33</td><td>30</td><td>83.33</td></tr> <tr><td>2J(ALL)</td><td>24.14</td><td>65.52</td><td>10.34</td><td>75.86</td></tr> <tr><td>2G(ALL)</td><td>40</td><td>30</td><td>30</td><td>60</td></tr> <tr><td>Y2 Boys(ALL)</td><td>14.29</td><td>50</td><td>35.71</td><td>85.71</td></tr> <tr><td>Y2 girls(ALL)</td><td>38.3</td><td>48.94</td><td>12.77</td><td>61.7</td></tr> <tr><td>White - British(ALL)</td><td>14.89</td><td>53.19</td><td>31.91</td><td>85.11</td></tr> <tr><td>Indian(ALL)</td><td>60</td><td>40</td><td></td><td>40</td></tr> <tr><td>Black Caribbean(ALL)</td><td></td><td>100</td><td></td><td>100</td></tr> <tr><td>Any other mixed background(ALL)</td><td>25</td><td>50</td><td>25</td><td>75</td></tr> <tr><td>Pakistani(ALL)</td><td>62.5</td><td>25</td><td>12.5</td><td>37.5</td></tr> <tr><td>Black - African(ALL)</td><td></td><td>100</td><td></td><td>100</td></tr> <tr><td>Y2 PP(ALL)</td><td>26.67</td><td>53.33</td><td>20</td><td>73.33</td></tr> <tr><td>Y2 Non PP(ALL)</td><td>27.03</td><td>48.65</td><td>24.32</td><td>72.97</td></tr> <tr><td>Y2 SEN(ALL)</td><td>62.5</td><td>37.5</td><td></td><td>37.5</td></tr> <tr><td>Y2 EAL(ALL)</td><td>100</td><td></td><td></td><td>100</td></tr> <tr><td>Y2 MA Maths(ALL)</td><td></td><td>28.57</td><td>71.43</td><td>100</td></tr> <tr><td>Y2 TY Maths(ALL)</td><td>17.46</td><td>57.14</td><td>25.4</td><td>82.54</td></tr> <tr><td>Y2 BA Maths(ALL)</td><td>71.43</td><td>28.57</td><td></td><td>28.57</td></tr> </tbody> </table>		Pred % Below ARE	Pred % on Track	Pred % Exceeding	Pred % On Track or Better	Year 2(ALL)	28.57	48.35	23.08	71.43	2S(ALL)	16.67	53.33	30	83.33	2J(ALL)	24.14	65.52	10.34	75.86	2G(ALL)	40	30	30	60	Y2 Boys(ALL)	14.29	50	35.71	85.71	Y2 girls(ALL)	38.3	48.94	12.77	61.7	White - British(ALL)	14.89	53.19	31.91	85.11	Indian(ALL)	60	40		40	Black Caribbean(ALL)		100		100	Any other mixed background(ALL)	25	50	25	75	Pakistani(ALL)	62.5	25	12.5	37.5	Black - African(ALL)		100		100	Y2 PP(ALL)	26.67	53.33	20	73.33	Y2 Non PP(ALL)	27.03	48.65	24.32	72.97	Y2 SEN(ALL)	62.5	37.5		37.5	Y2 EAL(ALL)	100			100	Y2 MA Maths(ALL)		28.57	71.43	100	Y2 TY Maths(ALL)	17.46	57.14	25.4	82.54	Y2 BA Maths(ALL)	71.43	28.57		28.57
READING	Pred % Below ARE	Pred % on Track	Pred % Exceeding	Pred % On Track or Better																																																																																																																																																																																																																																																																																																												
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WRITING	Pred % Below ARE	Pred % on Track	Pred % Exceeding	Pred % On Track or Better																																																																																																																																																																																																																																																																																																												
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2J(ALL)	33.33	56.67	10	66.67																																																																																																																																																																																																																																																																																																												
2S(ALL)	16.13	67.74	16.13	83.87																																																																																																																																																																																																																																																																																																												
2G(ALL)	26.67	56.67	16.67	73.33																																																																																																																																																																																																																																																																																																												
Y2 Boys(ALL)	29.41	64.71	5.88	70.59																																																																																																																																																																																																																																																																																																												
Y2 girls(ALL)	20	55	25	80																																																																																																																																																																																																																																																																																																												
White - British(ALL)	27.03	64.86	8.11	72.97																																																																																																																																																																																																																																																																																																												
Indian(ALL)	16.67	50	33.33	83.33																																																																																																																																																																																																																																																																																																												
Black Caribbean(ALL)			100	100																																																																																																																																																																																																																																																																																																												
Any other mixed background(ALL)	54.55	36.36	9.09	45.45																																																																																																																																																																																																																																																																																																												
Pakistani(ALL)			100	100																																																																																																																																																																																																																																																																																																												
Black - African(ALL)																																																																																																																																																																																																																																																																																																																
Y2 PP(ALL)	50	43.75	6.25	50																																																																																																																																																																																																																																																																																																												
Y2 Non PP(ALL)	20	64	16	80																																																																																																																																																																																																																																																																																																												
Y2 SEN(ALL)	83.33	16.67		16.67																																																																																																																																																																																																																																																																																																												
Y2 EAL(ALL)	35	50	15	65																																																																																																																																																																																																																																																																																																												
Y2 MA Writing(ALL)		37.5	62.5	100																																																																																																																																																																																																																																																																																																												
Y2 TY Writing(ALL)	11.32	73.58	15.09	88.66																																																																																																																																																																																																																																																																																																												
Y2 BA Writing(ALL)	68	32		32																																																																																																																																																																																																																																																																																																												
	Pred % Below ARE	Pred % on Track	Pred % Exceeding	Pred % On Track or Better																																																																																																																																																																																																																																																																																																												
Year 2(ALL)	28.57	48.35	23.08	71.43																																																																																																																																																																																																																																																																																																												
2S(ALL)	16.67	53.33	30	83.33																																																																																																																																																																																																																																																																																																												
2J(ALL)	24.14	65.52	10.34	75.86																																																																																																																																																																																																																																																																																																												
2G(ALL)	40	30	30	60																																																																																																																																																																																																																																																																																																												
Y2 Boys(ALL)	14.29	50	35.71	85.71																																																																																																																																																																																																																																																																																																												
Y2 girls(ALL)	38.3	48.94	12.77	61.7																																																																																																																																																																																																																																																																																																												
White - British(ALL)	14.89	53.19	31.91	85.11																																																																																																																																																																																																																																																																																																												
Indian(ALL)	60	40		40																																																																																																																																																																																																																																																																																																												
Black Caribbean(ALL)		100		100																																																																																																																																																																																																																																																																																																												
Any other mixed background(ALL)	25	50	25	75																																																																																																																																																																																																																																																																																																												
Pakistani(ALL)	62.5	25	12.5	37.5																																																																																																																																																																																																																																																																																																												
Black - African(ALL)		100		100																																																																																																																																																																																																																																																																																																												
Y2 PP(ALL)	26.67	53.33	20	73.33																																																																																																																																																																																																																																																																																																												
Y2 Non PP(ALL)	27.03	48.65	24.32	72.97																																																																																																																																																																																																																																																																																																												
Y2 SEN(ALL)	62.5	37.5		37.5																																																																																																																																																																																																																																																																																																												
Y2 EAL(ALL)	100			100																																																																																																																																																																																																																																																																																																												
Y2 MA Maths(ALL)		28.57	71.43	100																																																																																																																																																																																																																																																																																																												
Y2 TY Maths(ALL)	17.46	57.14	25.4	82.54																																																																																																																																																																																																																																																																																																												
Y2 BA Maths(ALL)	71.43	28.57		28.57																																																																																																																																																																																																																																																																																																												

2 & 3 - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- an increase in PASS outcomes
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Feelings about school	Perceived Learning Capability	Learner Self Regard	Preparedness for Learning	Attitudes to Teachers	General Work Ethic	Confidence in Learning	Attitudes to Absence	Response to Curriculum
41.8	39.2	55.9	43.0	48.4	59.8	44.2	46.3	37.2
48.8	36.4	45.2	40.4	52.2	59.8	44.8	41.8	46.9
43.7	42.8	62.4	46.3	26.1	37.8	52.0	30.1	52.5
39.3	41.3	44.8	44.4	24.9	56.5	40.1	26.6	47.8
39.8	32.4	43.3	30.1	46.9	39.0	41.4	32.5	44.7
54.4	47.4	65.1	57.8	30.5	60.2	56.2	49.2	56.5
51.2	41.8	52.5	50.2	53.5	36.3	51.6	55.1	53.6
36.8	51.3	29.4	40.8	28.4	47.9	40.8	24.9	39.3
32.1	49.0	52.5	36.7	58.8	37.5	32.7	29.7	57.0
31.7	27.0	46.1	28.8	51.4	24.3	35.6	50.5	46.9
65.5	39.5	62.2	73.1	69.3	56.1	66.0	49.3	54.2
71.8	65.8	67.0	65.7	75.9	79.1	78.1	68.8	61.2
37.5	37.7	63.1	49.7	27.1	59.2	47.5	29.7	51.7
50.0	34.3	32.3	58.5	56.3	39.0	44.3	48.8	42.9
63.9	50.5	62.8	63.8	50.7	59.8	60.7	60.7	48.1

Feelings about school	Preparedness for learning	Learner self-worth	Response to learning
72.6	63.1	64.5	59.6
74.2	65.0	63.6	49.8
70.8	100.0	65.5	56.9
100.0	100.0	81.2	50.6
47.1	62.9	53.8	53.4
100.0	100.0	80.9	41.4
100.0	100.0	62.9	61.1
50.8	65.2	52.7	56.6
43.0	100.0	68.3	50.1

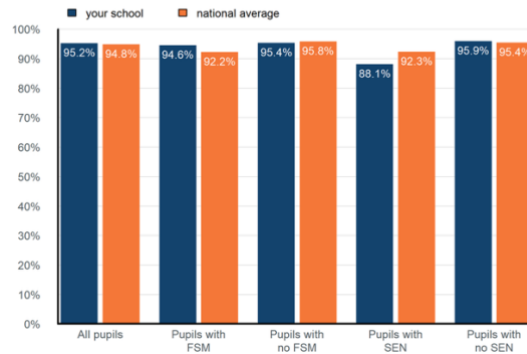
5 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.
- the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Good progress and attendance is positive at both schools and for PP group.

Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to the national averages. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Pupil group comparison

Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to the national averages. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

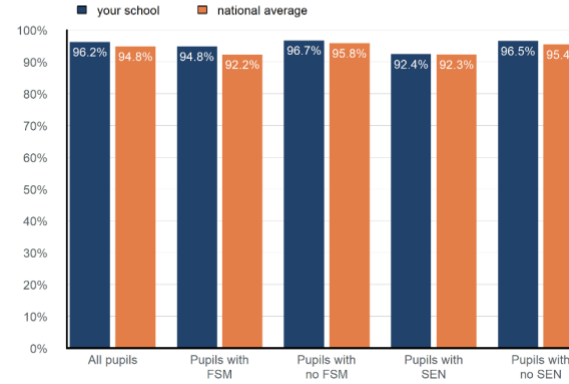


Figure 10 - Positive attendance for groups including PP

Note: Costs exceed the PP funding and represents a further investment.

Desired outcome	Chosen action /approach	Estimated impact:	Lessons learned	Costs
<p>To raise the % of PP attaining the expected standard by 10% in R, WR & MA at the end of KS2</p>	<p>Lower performance than previous</p> <p>KS2 groups –</p> <p>good progress form EYFS starting points.</p> <p>Not a trend.</p> <p>Provision mapping is effective at supporting pupils and ensures VFM for support staff whose salary is covered, in part, by PP funding. See intervention analysis for additional detail.</p>	<p>Continued Performance - management target support whole school progress to raise attainment. -Continue.</p> <p>Mindful to avoid one-year data fluctuations detracting from 'big picture'.</p> <p>Volatility in AOE of EYFS means that this group's needs will change - Added to the placement pressure where numbers fluctuate.</p>	<p>Y1 (new Y2) & Y2 (new Y3) remain needing additional intervention linked to SEMHS. BRP to replace all reading interventions due to exemplary impact.</p> <p>Approach to continue.</p>	<p>120,000</p>
<p>To ensure that 90% of pupil premium children make accelerated progress</p>	<p>High quality intervention</p>	<p>Yes – there is broad parity across the school with (on average)</p> <p>85% + making good or better progress. KS2 progress for R, WR & Ma has now increased to + figures.</p> <p>The S8 inspection Mar '23 evaluated PP pupils in KS1 make good progress.</p>		<p>120,000</p>
<p>To increase the % of PP children who are more-able within each year</p>	<p>In-class PM target</p>	<p>Yes – whilst there are is some Variability across year groups,</p> <p>There has been a year on year increase. . This has been evaluated well also</p>	<p>Partially – PP GDS will remain a focus to maintain at the GDS % and accelerate progress.</p> <p>A targeted group to move a prior attainment band by the end of the key-stage.</p>	<p>30,000</p>

		Through performance management.	Longitudinal data success. CONTINUE	
To ensure that children are emotionally ready to learn.	SEMHS programme	SEMHS still presents a challenge for some PP pupils. Targeted support, Early help, specialist counselling,PPE, Boxall Profile, Emotion Coaching. In-house safeguarding Team and Inclusion support have all been in-place, including CAMHS.	Additional LTS SEMHS work to support. SEMHS in unstructured time. Ready, Steady, Go, Emotion Coaching. CONTINUE	20,000
Contribution to meal costs for the PP group	Pupils in receipt of PP do not attract UIFSM nor funding at KS2. 92 @ KS2 x 5 days x 39 weeks x £2.81 = £20,164 (40% uptake) 42 @ KS1 x 5 days x 39 weeks x £2.63 = £21,539 (100% uptake)			41,703

Change Log	Event
Oct '21	October '21 updated to DFE template V5

Nov '21	<p>Following P&C Governor meeting – updated to DFE guidance published 1/11/21</p> <p>From: Department for Education Published 18 October 2019 Last updated 1 November 2021 — See all updates</p> <p>Added funding overview; re-written using the DFE template 1/11</p>
May '22 v1.3	<p>Updated proforma using March 2022 template.</p> <p>Analysed the school attainment and achievement information from EYFS-Y6; Looked and analysed wider barriers to progress. Updated barriers; revised strategies to narrow gaps. Added additional EEF and school-based links.</p> <p>Census infographic from Spring 2022; PASS outcomes for disadvantaged pupils added</p>
Sep '23 v1.4	<p>Added NCER evaluation information from FFT outcomes EYFS; phonics; KS1 and KS2 provisional.</p> <p>Note: Update Census information and IDSR once published Nov' 23 ish.</p>
Sep '24 v1.5	<p>EYFS 2024; phonics Y1 & Y2 cumulative 2024; KS2 outcomes. [Note- no progress measures due to Covid-19 as this cohort & cohort 2024-25 did not take Y2 SATS; internal progress measures referenced] Unvalidated (pre data checking removal and re-marking).</p>
Sep '25 v1.6	<p>Unvalidated IDSR impact added</p>
Jan'25 v1.6	<p>Validated IDSR and attendance added.</p>