

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stopsley Community Primary School
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2025 2025-2026 2026-2027
Date this statement was published	1 st December 2024
Date on which it will be reviewed	Year 1 – December 2025 Year 2 – December 2026 Year 3(Final review) – December 2027
Statement authorised by	Richard Fordham Headteacher
Pupil premium lead	Jarad Dymock Assistant Headteacher
Governor / Trustee lead	Curriculum and standards committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£168,795

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they encounter, make good progress and achieve high attainment in all subject areas. Therefore, this pupil premium strategy focuses on research-led areas of development, which are identified by the Education Endowment Fund through their tiered approach to school improvement.

Quality first teaching is at the heart of our approach, ensuring that disadvantaged pupils are challenged and supported in reaching their full potential. High-quality teaching will have the greatest impact on closing the disadvantage attainment gap and will simultaneously benefit the non-disadvantaged pupils in our school. The gap between disadvantaged and non-disadvantaged will be carefully monitored and analysed in order to identify trends throughout the school.

As well as high quality teaching, our approach also focusses on early targeted academic support and identifying the most significant non-academic challenges to success within school:

- Ensure there is sufficient challenge in the work that disadvantaged pupils are set
- High expectations for all pupils
- Early intervention at the point need is identified
- A whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- An equitable approach to provision in order to diminish gaps in learning and in offering wider curriculum opportunities

Challenges

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

Challenge number	Detail of challenge
1	Internal data shows that across KS2, 47% of disadvantaged pupils are not reading regularly. Of those that are reading, 20% are not achieving expected levels of comprehension. The gap between disadvantaged and non-disadvantaged achievement levels by the end of KS2 is significant.
2	Internal and external assessment data indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils across the school with the most prevalent gap being in KS1.

3	Internal and external assessment data indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils across the school.
4	Internal data shows that 43% of disadvantaged pupils in KS1 did not pass their phonics screening check.
5	Our attendance data over the last 3 years shows that the gap between PP and Non-PP is closing but PP attendance is still below national and school benchmark. In the academic year of 2023-2024, disadvantaged pupils attendance was 92.1% compared to non-disadvantaged pupils attendance being 94.9%.
6	Contextual knowledge shows a gap in early help provision for disadvantaged families. This can have a significant impact on family well-being, attendance and engagement in school life.
7	Evidence shows that extracurricular activities can increase engagement in learning. Contextual information shows that over the last 3 years, the engagement of disadvantaged pupils in extracurricular activities has improved but remains a challenge to continue addressing.

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
Improved reading attainment among disadvantaged pupils at the end of KS2 and across the school	<ul style="list-style-type: none"> - Carefully identify the gaps in pupils reading ability and use the information to ensure they are receiving the right type of interventions eg. Lexia, Echo Reading, Fluency, Phonics or comprehension. - Regularly monitor and assess the effectiveness of the interventions. - Provide regularly and thorough training for staff leading interventions. - Reading lessons are purposeful, follow the school structure and support phonics, reading fluency, vocabulary and comprehension.
Improved maths attainment for disadvantaged pupils at the end of KS2 and across the school	<ul style="list-style-type: none"> - Carefully identify the gaps in pupils maths ability and use the information to ensure they are receiving the right type of intervention. Ready to Progress maths intervention used across the school alongside Numbots and TT Rockstars. - Regularly monitor and assess the effectiveness of the interventions

	<ul style="list-style-type: none"> - Provide regularly and thorough training for staff leading interventions. - Pupils in KS1 to have a secure understanding of number sense and mastering number. - Pupils in KS2 to have a secure understanding of fluency and multiplication facts - Mathematic vocabulary to be taught and known to all pupils.
Improved writing attainment for disadvantaged pupils at the end of KS2 and across the school	<ul style="list-style-type: none"> - All year groups to be using Jane Considine 'The Write Stuff' intervention resources. - Regularly monitor and asses the effectiveness of the interventions - Provide regularly and thorough training for staff leading interventions. - Pupils to acquire a wide range of ambitious vocabulary that is understood and used effectively within their writing.
Improved outcomes in phonics by the end of KS1 for all pupils, ensuring less pupils, including disadvantaged pupils, are needing further phonics support in KS2	<ul style="list-style-type: none"> - Phonics scheme fully embedded within and across the school. - Lessons taught in KS1 and interventions available for children who need it in KS2. - Robust assessment used to diagnose gaps in learning and addressed each day. - Training provided to all staff including teachers and support staff. - Interventions delivered including LLIP and phonics in KS2 to those pupils who still need phonics provided by well-trained staff
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> - Regularly monitor internal attendance data including for groups of children and year groups. Address as appropriate. - Weekly attendance review to be carried out in each class – putting and emphasis on the importance of good attendance. - Persistent absentees to be identified and support from pastoral team to be used as appropriate.
Improved engagement and support for disadvantaged families	<ul style="list-style-type: none"> - Family team to be proactive in support for disadvantaged families and all families. - Timetable of support sessions planned and shared with parents.

	<ul style="list-style-type: none"> - Regular support and check-ins available from the pastoral team.
Improved up-take in extra-curricular opportunities from disadvantaged pupils including clubs, trips and responsibilities	<ul style="list-style-type: none"> - A wide range of extra-curricular opportunities on offer for all children before and after school (including lunch times) - Registers monitored by PP lead to ensure proportional representation throughout each club. - Year groups to plan and book trips in plenty of notice so parents have time to complete payment plan. - '100 things to do before you leave Stopsley' to be well planned within the curriculum and promoted regularly in order to promote cultural capital and broaden experiences for all children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,397.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of Oracy – Voice 21 including training for Oracy Leads within the school and all staff including teachers and teaching assistants.	<p>“Spoken language skills are one of the strongest predictors of a child’s future life chances but too many children are not given the opportunity to develop these crucial skills.”</p> <p>“On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers.”</p> <p>“These gaps grow as children move through school. Students receiving free school meals are twice as likely to be below the expected language standard at age 11, up from 1.6 times at age 5.”</p>	1,3

	<p>“On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.”</p> <p>https://voice21.org/why-oracy-matters/</p>	
<p>Purchase of support and guidance from ‘Raising Attainment in Disadvantaged Youths’ (RADY).</p> <p>Training for all staff to ensure that disadvantage pupils are at the forefront of what their teaching and planning.</p>	<p>RADY raises the expected trajectory for disadvantaged pupils through a focus on pupil premium, an up-lift in target setting and proportional representation. From pilot schools, promising results are beginning to emerge.</p> <p>The-RADY-Project.pdf (edsential.com)</p>	1,2,3,4, 6
<p>Implementation and monitoring of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Phonics lead to be time out of class, to coach/mentor and support staff in delivering effective phonic lessons.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Subject leaders and teachers to attend regular CPD including in-house Teacher Development Groups and visiting other settings to gain knowledge and expertise</p>	<p>Team development groups between teachers across the school used to support teacher’s professional development and experience across the whole school.</p>	1,2,3,4
<p>CPD teaching assistants.</p>	<p>TA’s are equipped with a range of skills and knowledge of potential barriers for PP pupils and how best to support pupils and their families. Teachers are trained to ensure QFT for all pupils.</p> <p>“In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”. Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust Supporting</p>	1,2,3,4,5,6

	the attainment of disadvantaged pupils (publishing.service.gov.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42,198.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional, targeted support provided to all pupils in Year 6 with a particular focus on disadvantaged pupils through the extension of the school day once per week from Autumn 2 to Summer 2.	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	1,2,3, 4
Additional phonics support targeted at disadvantaged pupils who require further support. This will be delivered by school staff who are trained by our Phonics Lead	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	3
Research and implement effective strategies to support reading for pleasure and comprehension skills in disadvantaged pupils.	A number of studies show that promoting reading can have a major impact on children and their future as it supports reading and writing attainment, text comprehension, grammar and a breadth of vocabulary. reading for pleasure.pdf (publishing.service.gov.uk) Reading approaches that focus on giving pupils strategies and techniques to understand the text, which help them comprehend the meaning of what they have read. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1

<p>Training and deployment of support staff to run and organise interventions.</p>	<p>The EEF tiered approach to Pupil Premium spending (Point 2 – Targeted academic support)</p> <p>EEF Guidance Report (Making best use of Teaching Assistants)</p> <p>It is noted that staff delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 additional months progress.</p>	<p>1,2,3 and 4</p>
<p>Purchasing of Year 6 'SAT' buster books to support classroom and home learning.</p>	<p>EEF – Teaching and Learning Toolkit – homework</p> <p>The average impact of homework is positive across both primary and secondary schools. Evidence also suggests that how homework relates to learning within the classroom is important for example, revisiting and revising key concepts.</p>	<p>1,2 and 3</p>
<p>Implementation of Lexia reading intervention approach</p>	<p>“Lexia Core5 Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn. Core5 is one of the most heavily researched literacy programs on the market. It is associated with impressive student gains — progress in Core5 is highly correlated with achieving proficiency in reading assessments across grade levels.”</p> <p>https://www.lexialearning.com/research/product-efficacy</p>	<p>1,3,4</p>
<p>Readit2 programme in the Early Years</p>	<p>Readit2 was developed by experienced teacher and early years adviser Sarah Kingham. Like us, she passionately believes that all children can enter school with the pre-literacy skills that enable them to successfully learn to read.</p> <p>At the core of Readit2 is an emphasis on the development of an emotional attachment to reading and learning: it is this daily one-to-one reading experience between a child and expert practitioner that has been proven to make a difference.</p> <p>Readit2 has one clear aim: to help children, who are identified as needing early intervention at ages two to five, enter school as reading equals. This is done through an emotionally bonding, one-to-one reading</p>	<p>1</p>

	experience. It's not complex: it's grounded in theory and research.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42,198.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and support in the Trauma Informed Approach and shaping our behaviour and relationships policy.	A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Trauma informed practice & training was born out of a response to major public health studies that have shown that when children who have suffered several painful life experiences, (ACES) are un-helped with these, there is a very high chance of them going on to suffer severe mental and physical ill-health. Trauma Informed Schools UK	1,2,3,4 and 5
Monitor and take a pro-active approach to improving attendance.	DfE documentation – Improving School Attendance: support for schools and local authorities. 'Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are with families.' 'Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).'	5
Provide extracurricular activities and enrichment for all where disadvantaged pupils are provided	'The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people,	7

<p>with financial support in attending extra-curricular clubs run by the school</p>	<p>regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.'</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improved engagement and support for disadvantaged families.</p>	<p>It is noted by the EEF that high levels of parental engagement consistently impact positively on pupils learning and outcomes.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>

Total budgeted cost: £ 168,795

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils from 2022- 2024 academic years.

Aim	Outcome																								
<p>Improved reading, maths and writing attainment among disadvantaged pupils at the end of KS2 and across the school</p> <p>(Challenge number 1, 2 and 3)</p>	<p>Whole school outcomes for disadvantaged</p> <p>Table A shows the journey of our PP attainment across the school in Reading, Writing and Maths. Despite the drop in reading in 2024, Reading achievement % has increased by 5%. Writing has stayed the same but plans are in place to raise the profile of writing, particularly in KS1. Maths has continued to show an improving trend and has increased by 7% since this time last year.</p> <table border="1" data-bbox="272 864 1343 1305"> <thead> <tr> <th colspan="4" data-bbox="272 864 1343 936">Table A</th> </tr> <tr> <th data-bbox="272 936 536 1010"></th> <th data-bbox="536 936 807 1010">Reading</th> <th data-bbox="807 936 1075 1010">Writing</th> <th data-bbox="1075 936 1343 1010">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 1010 536 1081">2022</td> <td data-bbox="536 1010 807 1081">50%</td> <td data-bbox="807 1010 1075 1081">50%</td> <td data-bbox="1075 1010 1343 1081">45%</td> </tr> <tr> <td data-bbox="272 1081 536 1153">2023</td> <td data-bbox="536 1081 807 1153">54%</td> <td data-bbox="807 1081 1075 1153">48%</td> <td data-bbox="1075 1081 1343 1153">52%</td> </tr> <tr> <td data-bbox="272 1153 536 1225">2024</td> <td data-bbox="536 1153 807 1225">49%</td> <td data-bbox="807 1153 1075 1225">44%</td> <td data-bbox="1075 1153 1343 1225">53%</td> </tr> <tr> <td data-bbox="272 1225 536 1305">2025</td> <td data-bbox="536 1225 807 1305">54%</td> <td data-bbox="807 1225 1075 1305">44%</td> <td data-bbox="1075 1225 1343 1305">60%</td> </tr> </tbody> </table> <p>End of KS2 outcomes for disadvantaged</p> <p>Table B shows the achievement % of PP children in each subject compared to Non PP internally (Stopsley) and compared to national.</p> <p>When comparing this data to the national picture, the gap comparisons are as follows:</p> <ul data-bbox="320 1563 1501 1720" style="list-style-type: none"> • Reading – Stopsley has a positive gap of 6% where PP pupils outperformed those that were Non-PP but the national gap is -8%. • Writing – Stopsley has a -5% gap but the national gap is -19% • Maths – Stopsley has -5% gap but the national gap is -19% <p>When comparing the achievement of PP children at Stopsley compared to national it is as follows:</p> <ul data-bbox="320 1854 1517 1964" style="list-style-type: none"> • Reading – 81% of PP children at Stopsley achieve the KS2 expected standard whereas 63% of PP Nationally achieve the KS2 expected standard which shows that PP pupils at Stopsley outperform those that are PP nationally in Reading. 	Table A					Reading	Writing	Maths	2022	50%	50%	45%	2023	54%	48%	52%	2024	49%	44%	53%	2025	54%	44%	60%
Table A																									
	Reading	Writing	Maths																						
2022	50%	50%	45%																						
2023	54%	48%	52%																						
2024	49%	44%	53%																						
2025	54%	44%	60%																						

- Writing – 73% of PP children at Stopsley achieve the KS2 expected standard whereas 59% of PP Nationally achieve the KS2 expected standard which shows that PP pupils at Stopsley outperform those that are PP nationally in Writing.
- Maths – 73% of PP children at Stopsley achieve the KS2 expected standard whereas 61% of PP Nationally achieve the KS2 expected standard which shows that PP pupils at Stopsley outperform those that are PP nationally in Maths.

Overall, and as seen below in Table B, PP the gap between PP and Non-PP at Stopsley has closed drastically at end of KS2. Alongside this, when comparing PP pupils at Stopsley and PP pupils nationally, PP pupils at Stopsley outperform PP pupils nationally.

Table B			
Stopsley			
	Reading	Writing	Maths
2023 PP	63%	81%	69%
2023 Non-PP	81%	88%	77%
Gap	-18%	-7%	-8%
2024 PP	57%	52%	62%
2024 Non-PP	85%	87%	88%
Gap	-28%	-35%	-26%
2025 PP	81%	73%	73%
2025 Non-PP	75%	77%	77%
Gap	+6%	-4%	-4%
National			
	Reading	Writing	Maths
2023 PP	60%	58%	59%
2023 Non-PP	78%	77%	79%
Gap	-18%	-19%	-20%
2024 PP	62%	58%	59%
2024 Non-PP	79%	78%	84%
Gap	-17%	-20%	-25%

2025 PP	63%	59%	61%
2025 Non-PP	81%	78%	80%
Gap	-8%	-19%	-19%

Reading across the school

Table C shows the attainment gap between PP and Non -PP of pupils across the school at the end of the academic year 2024-2025 for Reading. The data shows that there is still a gap in the achievement of PP and Non-PP pupils in Reading across the school and therefore still needs to be addressed in the Pupil Premium Strategy. However, as per the green sections, the gaps are closing in most year groups.

Reading									
Year group	End point 2024		Gap	Mid-Point 2025		Gap	End Point 2025		Gap
	PP	Non-PP		PP	Non-PP		PP	Non-PP	
1	n/a	n/a	n/a	43%	60%	-17%	64%	62%	+2%
2	50%	75%	-24%	40%	62%	-22%	40%	64%	-24%
3	36%	76%	-25%	46%	73%	-27%	44%	78%	-35%
4	43%	80%	-40%	47%	84%	-37%	40%	84%	-44%
5	71%	81%	-37%	48%	71%	-23%	55%	79%	-24%
6	57%	85%	-10%	68%	69%	-1%	81%	75%	+6%
Total	51%	79%	-28%	49%	70%	-21%	54%	74%	-20%

Writing across the school

Table D shows the attainment gap between PP and Non -PP of pupils across the school at the end of the academic year 2024-2025 for Writing. The data shows that whilst PP achievement as improved in most year groups, PP children are not making the same amount of progress as Non-PP pupils across the school, thus, meaning the gap is still significant in individual year groups.

Writing									
Year group	End point 2024		Gap	Mid-Point 2025		Gap	End Point 2025		Gap
	PP	<u>Non-PP</u>		PP	Non-PP		PP	Non-PP	
1	n/a	n/a	n/a	43%	58%	-15%	55%	64%	-9%
2	44%	63%	-19%	20%	35%	-15%	20%	38%	-18%
3	44%	54%	-10%	46%	58%	-12%	44%	68%	-24%
4	21%	71%	-50%	25%	67%	-42%	20%	78%	-58%
5	36%	62%	-26%	43%	56%	-13%	50%	65%	-15%
6	61%	74%	-13%	59%	67%	-8%	73%	77%	-5%
Total	41%	65%	-24%	39%	57%	-18%	44%	65%	-21%

Maths across the school

Table E shows the attainment gap between PP and Non -PP of pupils across the school at the end of the academic year 2024-2025 for Maths. The data shows that there is still a gap between PP and Non-PP pupils in maths. In most year groups, the gap has shown that it is closing from the support and targeted work that is in place.

Maths									
Year group	End point 2024		Gap	Mid-Point 2025		Gap	End Point 2025		Gap
	PP	<u>Non-PP</u>		PP	Non-PP		PP	Non-PP	
1	n/a	n/a	n/a	71%	68%	+3%	90%	66%	+24%
2	56%	63%	-7%	40%	46%	-6%	50%	64%	-14%
3	50%	81%	-31%	45%	73%	-28%	44%	83%	-39%
4	36%	80%	-44%	35%	82%	-47%	40%	84%	-44%
5	50%	84%	-34%	62%	71%	-9%	64%	72%	-8%
6	62%	79%	-17%	55%	65%	-10%	73%	77%	-5%
Total	51%	77%	-26%	51%	68%	-17%	60%	74%	-14%

RADY overview 2024-2025

During the 2024-2025 academic year, 18 pupils across the school were identified through RADY for targeted support to achieve Age-Related Expectations (ARE) by the end of Key Stage 2, and 17 pupils were targeted to achieve Greater Depth Standard (GDS). Interventions focused on reading, writing and mathematics.

Target Uplift to ARE

Reading

- 12 pupils targeted
- 42% have already met ARE and will continue to receive ongoing support to maintain progress
- 58% are currently on track to meet ARE by the end of KS2

Writing

- 10 pupils targeted
- 60% have already met ARE and will continue to receive the support that is proving effective
- 40% remain on track to meet ARE by the end of KS2

Maths

- 12 pupils targeted
- 25% have already met ARE
- 58% are on track to meet ARE by the end of KS2
- 17% have been identified as requiring additional support in the next academic year to ensure they meet ARE by the end of KS2

Target Uplift to GDS

Reading

- 11 pupils targeted
- 64% have already met GDS and will continue to be supported to maintain this standard
- 45% are on track to meet GDS by the end of KS2

Writing

- 9 pupils targeted
- 66% have already met GDS and will continue to be supported in maintaining this level
- 33% are on track to meet GDS by the end of KS2

Maths

- 13 pupils targeted
- 62% have already met GDS and will continue to receive support to sustain this achievement
- 38% are currently on track to meet GDS by the end of KS2

	<p>Updates for the Next Academic Year (2024–2025)</p> <p>Based on ongoing assessment and progress tracking, additional pupils have been identified for RADY support:</p> <ul style="list-style-type: none"> • Reading: 6 additional pupils targeted for ARE • Writing: 9 additional pupils targeted for ARE • Mathematics: 3 additional pupils targeted for ARE <p>A particular focus will be placed on Year 5, led jointly by the Year 5 team and the Pupil Premium Lead. This cohort currently demonstrates the widest attainment gap between Pupil Premium and non-Pupil Premium pupils across all core subjects, and targeted intervention will aim to accelerate progress and close this gap ahead of transition into Year 6.</p>																					
<p>Improved outcomes in phonics by the end of KS1 for all pupils, ensuring less pupils, including disadvantaged pupils, are needing further phonics support in KS2</p> <p>(Challenge 4)</p>	<p>In Key Stage 1, 12 Pupil Premium pupils sat the Phonics Screening Check, with 67% achieving the expected standard, compared to 72% of non-Pupil Premium pupils (65 pupils). While a small gap remains, outcomes demonstrate that the majority of Pupil Premium pupils meet the expected standard by the end of Year 1. Progress is closely tracked and monitored, enabling swift identification of pupils requiring additional support.</p> <p>In KS2 we currently have four Pupil Premium pupils receiving targeted support through the LLIP phonics intervention and a further five Pupil Premium pupils in Key Stage 2 continue to receive phonics teaching to address remaining gaps. These interventions, delivered in addition to daily reading opportunities, are supporting pupils to improve decoding skills, increase confidence and make sustained progress towards age-related expectations.</p>																					
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p> <p>(Challenge 5)</p>	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 2% and 6% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress and attainment. School attendance data also shows a trend of persistent absentees since 2020/2021 being weighted more towards persistent disadvantaged pupils being absent. This trend has continued into the academic year of 2023-2024 and 2024-2025. Although PP attendance has increased by 1% since the beginning of the last academic year.</p> <table border="1" data-bbox="272 1675 914 2051"> <thead> <tr> <th colspan="3">Table F</th> </tr> <tr> <th colspan="3">PP and Non-PP Attendance %</th> </tr> <tr> <th></th> <th>PP %</th> <th>Non-PP %</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>91.2%</td> <td>94.1%</td> </tr> <tr> <td>2022 -2023</td> <td>90.5%</td> <td>93.5%</td> </tr> <tr> <td>2023 -2024</td> <td>92.1%</td> <td>94.9%</td> </tr> <tr> <td>2024 -2025</td> <td>93.1%</td> <td>94.9%</td> </tr> </tbody> </table>	Table F			PP and Non-PP Attendance %				PP %	Non-PP %	2021-2022	91.2%	94.1%	2022 -2023	90.5%	93.5%	2023 -2024	92.1%	94.9%	2024 -2025	93.1%	94.9%
Table F																						
PP and Non-PP Attendance %																						
	PP %	Non-PP %																				
2021-2022	91.2%	94.1%																				
2022 -2023	90.5%	93.5%																				
2023 -2024	92.1%	94.9%																				
2024 -2025	93.1%	94.9%																				

	<p>Attendance is a high priority and is addressed by a dedicated Attendance Team, which meets regularly and includes the headteacher, deputy headteacher, safeguarding lead, attendance officer and family worker. All vulnerable groups are routinely discussed, with attendance data tracked and monitored closely to ensure concerns are identified early and acted upon.</p> <p>Persistent absentees are swiftly identified, and tailored support plans are implemented in partnership with families to address barriers to regular attendance. The impact of these interventions is regularly reviewed, ensuring that support remains effective and responsive. As a result, families feel well supported, attendance improves over time, and pupils are better able to engage consistently with learning, leading to improved wellbeing and educational outcomes.</p>												
<p>Improved engagement and support for disadvantaged families</p> <p>(Challenge 6)</p>	<p>Our pastoral provision, including the family worker, pastoral teaching assistant and safeguarding lead, works proactively to identify need early and provide timely, trauma-informed support to families. This approach has strengthened relationships with parents and carers, increased engagement with school, and reduced barriers to learning for pupils.</p> <p>Regular parent workshops are offered in response to identified needs and have been well attended, leading to improved parental confidence, consistency between home and school, and better outcomes for pupils' wellbeing and behaviour.</p> <p>As a recently accredited Trauma-Informed School and a Rights Respecting School, our practice is embedded across the school, ensuring that pupils feel safe, valued and listened to. This has contributed to improved emotional regulation, resilience and readiness to learn, enabling pupils to thrive both academically and socially.</p>												
<p>Improved up-take in extra-curricular opportunities from disadvantaged pupils including clubs, trips and responsibilities</p> <p>(Challenge 7)</p>	<p>Clubs</p> <p>Proportional representation is a key element of our Pupil Premium focus and therefore means we aim for a minimum of our offer is taken up by at least 25% of PP pupils. The below table shows us that when analysing the registers of the extra-curricular clubs, at least 41% of the places are taken up by PP pupils.</p> <table border="1" data-bbox="272 1285 1289 1547"> <thead> <tr> <th></th> <th colspan="3">% of PP children attending clubs</th> </tr> <tr> <th></th> <th>Autumn 2024</th> <th>Spring 2025</th> <th>Summer 2025</th> </tr> </thead> <tbody> <tr> <td>% of PP club take up</td> <td>41%</td> <td>43%</td> <td>41%</td> </tr> </tbody> </table> <p>Pupil Responsibilities</p> <p>Across the school, we have range pupil responsibilities, which include: Prefects, House Captains, Well-being Ambassadors, Anti-Bullying Ambassadors and School Council. Amongst all of these roles, we have achieved proportional representation by ensuring at least 25% of each role is represented by PP pupils.</p>		% of PP children attending clubs				Autumn 2024	Spring 2025	Summer 2025	% of PP club take up	41%	43%	41%
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The RADY project	Challenging education
Luton Town Community Trust	Luton Town FC
Oracy	Voice 21