

Pupil premium strategy statement – Rise Park Primary & Nursery School



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

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

School overview

Detail	Data
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Natasha Kelly, Headteacher
Pupil premium lead	Lisa Griffiths, Deputy headteacher
Governor / Trustee lead	Jeanette Kirkby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199250
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£199250

Part A: Pupil premium strategy plan

Statement of intent

At Rise Park Primary & Nursery school our aim is for all pupils to succeed so that they achieve their full potential and are prepared for the next stage of their education, regardless of their background or circumstance. This aim is achieved through high quality first teaching and a whole school focus on our curriculum drivers of 'knowledge of the world, emotional awareness, possibilities and enquiries and diversity' which are interwoven throughout our school.

In addition, our 'being a Rise Parker' motto is established through our 'steps to success' which promotes positive behaviour characteristics that we hope to instil in all of our pupils by the time they finish Year 6. Our aim is for our pupils to leave Rise Park as happy, confident, well-rounded individuals who are ready for the next stage of their life and make a positive contribution to society.



Our school serves a community facing significant socio-economic challenges. Pupils attending Rise Park Primary school in January 2025 had an average IDACI deprivation score of 0.26 (based on residence). This means that 26% of pupils may have been experiencing family income deprivation, 10% more than the national statistic of 16%.

School Location:

Rise Park Primary School is located within the City of Nottingham.

Nottingham ranks 6th out of the 317 Local Authorities in England, using the IDACI Score Measure 2019 (Proportion of children living in income deprived households).

This compares with ranks of 8th in 2015, 20th in 2010 and 13th in the 2007 index.

Pupil Residence (IDACI national rank of LSOA):

- 0.2% of Rise Park Primary School pupils reside in LSOA which are ranked in the most deprived 1% of LSOA nationally, compared to 4.5% of Nottingham city pupils.
- 32.9% of Rise Park Primary School pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 24.7% of Nottingham city pupils.
- 48.3% of Rise Park Primary School pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 43.0% of Nottingham city pupils.
- 59.6% of Rise Park Primary School pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 77.2% of Nottingham city pupils.

This strategy outlines our targeted approach to using the pupil premium funding to address barriers to learning, raise aspirations, provide pupils with appropriate social, emotional and mental health support and to raise outcomes for our most vulnerable pupils, including those who are high attainers. We have carefully analysed the needs of the pupils in our school, drawing on internal and external data, as well as the latest research, to ensure interventions planned are robust and impactful.

Our priorities include:

- **Raising attainment** through high-quality first teaching, tutoring and targeted support;
- **Improving attendance and engagement** through targeted support and strategies to increase parental engagement;
- **Supporting emotional wellbeing and mental health** through the deployment of a family support worker, ELSAs and targeted support either in school or through external agencies;
- **Enhancing cultural capital** through enrichment opportunities provided in school that builds confidence and broadens their knowledge.

Challenges

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

Challenge number	Detail of challenge
1	EYFS Low Starting Points Children entering Rise Park Nursery eligible for pupil premium are starting school with significantly lower starting points, particularly in reading, writing and communication and language. This is impacting their access to a full curriculum and gaps between disadvantaged and non-disadvantaged children are developing. Writing on entry for all pupils has declined over the past 3 years, in particular, with the data decreasing from 19% to 5% at ARE on entry to nursery. Word Reading has increased from 8% to 18% but there are still 81% of pupils below ARE in reading and 95% below ARE in writing.
2	Lower Attainment for pupil premium pupils in KS1 and KS2 Due to lower starting points, the gaps between disadvantaged pupils and non-disadvantaged pupils in reading and maths are not closing by the end of KS2. Despite disadvantaged pupils performing well at the end of KS2 in 2024-2025 compared to national PP and non-PP, previous

	KS2 data and internal data show there are still some significant gaps in these areas. Internal data shows writing gaps continue then close at the end of KS2.
3	<p>Social, Emotional and Mental health Needs (SEMH)</p> <p>A significant proportion of our disadvantaged pupils and parents present with SEMH difficulties, often linked to adverse childhood experiences. This impacts their ability to self-regulate and can impact their ability to reach their full potential.</p>
4	<p>Attendance and Persistent Absence</p> <p>Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been around 3% lower than for non-disadvantaged pupils (93% to 95.7%) despite upward trajectories in both areas. Persistent Absence remains high for disadvantaged pupils too with 20 disadvantaged pupils deemed to be classed as PAs at the end of 2024. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Limited Access to Enrichment Opportunities</p> <p>Many of our disadvantaged pupils do not have the rich and varied experiences compared to non-disadvantaged pupils which often affects their confidence and aspirations. The creation of our engagement tracker highlights the need to ensure we engage all disadvantaged pupils either through leadership roles and responsibilities and/or access to wider curriculum opportunities to ensure we broaden their cultural capital.</p>
6	<p>Parental Engagement and Support</p> <p>Parental engagement for disadvantaged pupils is generally lower which is impacting upon progress and attainment, particularly in reading.</p>

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
Accelerate progress and close the gap between disadvantaged and non-disadvantaged pupils for reading writing and GLD at the end of EYFS.	<p>End of F2 data demonstrates that accelerated progress has been made by disadvantaged pupils in reading and writing.</p> <p>End of EYFS data, include GLD, reading and writing shows the gap has closed between disadvantaged pupils and non-disadvantaged pupils, is no more than 10% and at least in-line with national expectations.</p>
Accelerate progress and close the gap between disadvantaged and non-disadvantaged, with at least national expectations being met for ARE and GDS at the end of key Stage Two.	<p>End of key stage data in 2026/2027 shows that attainment for disadvantaged pupils is above the national average at ARE and GDS. Target of 75% of disadvantaged pupils to achieve ARE by the end of 2027-2028.</p> <p>Internal data demonstrates that accelerated progress is being made for disadvantaged pupils in Phonics, reading, writing and maths at ARE and GDS from individual starting points, year-on-year.</p>

	<p>Disadvantaged pupils will perform in-line with national expectations for phonics with 80% passing the check by the end of the 3-year plan.</p> <p>Target of 74% in 2024-2025, 77% in 2025-2026 and 80% in 2026-2027.</p> <p>Disadvantaged pupils perform in-line with non-disadvantaged pupils in the Year 4 Tables Check. Target of mean check to be 17 in 2024-2025, 19 in 2025-2026 and 21 in 2026-2027.</p>
<p>Disadvantaged pupils with SEMH needs showed an improvement in individualised areas such as resilience, self-regulation, empathy etc as evidence by NFER assessments.</p>	<p>Reduction in behaviour incidents.</p> <p>SEMH assessments (NFER assessments) show an improvement in specific SEMH needs identified and overall wellbeing.</p>
<p>For disadvantaged pupils' attendance to continue to be above expectations, with a reduction in the number of disadvantaged pupils as persistent absentees.</p>	<p>Attendance rates for disadvantaged pupils continue to rise year-on-year with a target of 95%.</p> <p>Graduated approach to supporting attendance including regular meetings with families to offer support leading to improvements in attendance.</p> <p>Personalised support offered to specific families to improve targeted attendance and reduce persistent absence. Target of no more than 15% in 2024-2025, 13% in 2025-2026 and 11% in 2026-2027.</p>
<p>Disadvantaged pupils to participate in a wider range of enrichment activities alongside a rich and varied curriculum enhanced by experiences within school to broaden their knowledge and cultural capital.</p>	<p>The engagement tracker shows high levels of participation and all disadvantaged pupils experience wider curriculum opportunities throughout the year. Target to be 100% of disadvantaged pupils to experience wider curriculum opportunities throughout the year in 2024-2025, 2 experiences in 2025-2026 and one per term (3 a year) by 2026-2027.</p> <p>Pupil and parental voice show positive impact from wider curriculum opportunities.</p>
<p>Increased engagement and participation from disadvantaged families to improve wellbeing and result in better home-school relationships.</p>	<p>Increased engagement from disadvantaged families in home learning activities of reading, TTRS, homework projects and attendance at curriculum showcases.</p> <p>Improved attendance for disadvantaged families at parents' evening.</p> <p>Positive parental voice from targeted workshops in school shows improved home-school relationships.(At least 70% to be DP).</p> <p>Parental responses from NFER assessments show improved wellbeing of disadvantaged children.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 127,048.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional staff deployed to specific year groups to improve reading, writing, maths and phonics attainment in Years 1, 3, and 5. An additional teacher to be deployed in year 6 to support with accelerating progress of disadvantaged pupils.	<p>There is strong and consistent evidence that high-quality teaching has a particularly positive impact on disadvantaged pupils, helping to close the attainment gap. Here are some key findings from leading research and organisations:</p> <ol style="list-style-type: none">1. Education Endowment Foundation (EEF) <p>The EEF states that: "High-quality teaching is the most important lever schools have to improve pupil attainment, particularly for disadvantaged pupils."</p> <p>Effective teaching strategies include:</p> <ul style="list-style-type: none">• Explicit instruction• Scaffolding• Metacognitive strategies• Flexible grouping• Diagnostic assessment <p>These approaches are especially beneficial for disadvantaged pupils, who may not have the same support structures outside school.</p> <p>The above structure forms the basis of the CPD cycle for staff.</p>	2
CPD for staff by employing release time for reading, writing and maths leads across school to drive standards in teaching and learning of pupils across school. This includes coaching, modelling and staff CPD not limited to: -Improving reading fluency -Renewed focus on picture books, song lyrics and answer analysis in shared reading to improve inference based on QLA on KS2 SATs -CPD on ways to embed opportunities for greater depth writers to utilise vocabulary -Transcription of writing and handwriting introduced as regular practise in F2 and year 3 and continuation in KS1. -Focus on regular practise and monitoring of TTRS to improve MTC scores -Continuation on the focus on problem-solving so		

<p>children can successfully apply their learning</p> <ul style="list-style-type: none"> -Further embed scaffold and modelling during an input to increase active participation -Attendance at NST networks -Metacognition strategies and use of Kate Spade to ensure consistency with retrieval and recall tasks. 		
<p>CPD delivered to key teachers in F2, year 1 and year 2 to Implement the first year of the Mastering Number Project by NCTEM to improve number fact and fluency through whole class teaching and key skills sessions.</p>	<p>How Mastering Number supports EAL and disadvantaged pupils NCETM</p> <p>NCTEM research in the Mastering Number Project reports pupils were secure with subitising, supported pupils in developing in using mathematical vocabulary accurately and there was high engagement. This was particularly evident in disadvantaged pupils.</p> <p>Building a World Class Education for All (November 2025) from Curriculum and Assessment Review notes:</p> <p>We therefore recommend placing greater emphasis on fluency in number in Key Stage 1, with a particular focus on developing fluency in number bonds and addition and subtraction in a range of contexts.</p>	<p>1, 2</p>
<p>Delivery of Pearl Phonics scheme from F2-Year 2 to continue consistency and high expectations for disadvantaged pupils.</p> <p>Coaching by Phonics Lead to deliver effective CPD to staff and ensure pace and consistency remain for new and experienced staff.</p>	<p>Education Endowment Foundation (EEF)</p> <p>The EEF states that:</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1, 2</p>
<p>Release time for the pupil premium lead to ensure budget is well managed and impact is established for all interventions.</p>	<p>UK Government Reports A 2025 House of Commons report highlights:</p> <ul style="list-style-type: none"> • Only 25% of disadvantaged pupils achieved grade 5+ in English and Maths GCSEs (vs. 52% of non-disadvantaged). • The Pupil Premium has a relatively strong evidence base, but its impact depends on how effectively schools use it. • Schools that use EEF evidence to guide spending decisions tend to see better outcomes. <p>It is the role of the pupil premium lead to ensure that the pupil premium budget is well managed.</p>	<p>1,2,3,4,5,6</p>
<p>1:1 pupil progress meetings with teachers and the headteacher & the deputy headteacher (academic)</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	<p>1, 2</p>

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

Budgeted cost: £ 16,827.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training and CPD and delivery of structured interventions by teaching assistants in KS2 including precision teaching, toe-by toe, IDL to accelerate individual disadvantaged pupils' progress.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Government & Ofsted Reports Ofsted's "Strong Foundations" Report (2024) emphasizes that high-quality early education is especially vital for children from disadvantaged backgrounds. It identifies key curriculum areas in Reception and KS1 that have the greatest impact on later success.</p>	1,2
Targeted interventions and small group support in EYFS and KS1 delivered by teaching assistants trained in specific interventions.		1,2
Targeted NELI intervention delivered to EYFS children to improve speech and language outcomes	<p>Education Endowment Foundation (EEF) Evidence 'On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress.)'</p> <p>'Oral language interventions can be an effective approach for disadvantaged pupils.'</p>	1
After school small group tutoring planned and delivered by class teachers with a focus on maths and securing strong foundations by the end of Key Stage 2.	<p>Building a World Class Education for All (November 2025) from Curriculum and Assessment Review notes: 'Strong teaching and a well-designed curriculum in the primary phase both play a vital role in establishing foundational knowledge in English and Maths. However, not all pupils complete Key Stage 2 with the secure foundations needed for confident progression.'</p> <p>Analysis of internal data and assessments show some year 6 pupils have foundational gaps in their knowledge so small group tuition has been decided to support in improving this knowledge.</p> <p>Impact of After-School Tuition on Disadvantaged Pupils 1. Education Endowment Foundation (EEF) Evidence</p> <ul style="list-style-type: none"> • One-to-one tuition can lead to up to 5 months' additional progress. • Small group tuition (2–5 pupils) can result in up to 4 months' additional progress. • Tuition is most effective when: <ul style="list-style-type: none"> ◦ Aligned with classroom teaching ◦ Delivered consistently over time ◦ Targeted to specific learning gaps ◦ Led by trained staff 	1

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

Budgeted cost: £ 58,560.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker and Senior Administrator to implement a graduated support response to improving attendance linked to Attendance guidance August 2024.	<p>The DfE report on 'The link between attendance and attainment in an assessment year' Research Report March 2025 notes:</p> <p>'At KS2, pupils who attended school nearly every day in Year 6 (with an attendance rate of 95-100%) were 1.3 times more likely to achieve the expected standard in reading, writing and maths compared to pupils who only attended 90-95% of the time.'</p> <p>This means missing just 10 days of year 6 reduced the likelihood of reaching the expected standard by around 25%.'</p> <p>'Pupils who missed less than 10% of possible sessions in Year 2 were 11 times more likely to achieve the expected level at KS2 than pupils who missed more than 10% of sessions in Year 2.'</p>	4
Two trained staff members deployed to use ELSA training to deliver bespoke nurture to key DP students that have external barriers.	<p>Education Endowment Foundation: social and emotional learning</p> <p>An average of 3 months progress in academic progress can occur as a result of social and emotional interventions.</p> <p>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</p>	3, 6
Targeted nurture provision delivered by teaching assistants to improve emotional literacy.		
Family support worker to work with vulnerable families to support families either in or out of schools and improve parental engagement (toddler group, community events etc, family learning projects etc.)	<p>Education Endowment Foundation (EEF)</p> <p>'1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</p> <p>Careful consideration will be given on the most suitable way to target disadvantaged families and which courses in school to offer to ensure maximum impact.</p>	3, 6
Cultural capital experiences promoted in the curriculum which include: <ul style="list-style-type: none"> • Minibuses to transport pupils to forest schools and competitions. 	<p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>The Pupil Premium How schools are spending the funding (publishing.service.gov.uk)</p> <p>Outdoor learning, arts participation and physical activity all have a positive impact on academic outcomes</p>	5

<ul style="list-style-type: none"> • Sporting events promoted to DP are encouraged to attend • Run the daily KM before school • After-school clubs twice a week linked to sports • Forest schools • AAI Therapy Dog Assisted Interventions • Gardening sessions delivered linked to learning about planting 	<p>(between +1 and +3 months). EEF Teaching and Learning toolkits</p> <p>Broadening opportunities for disadvantaged pupils helps reduce barriers such as attendance, real life experiences to draw upon, wellbeing EEF Teaching and Learning toolkits.</p>	
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Total budgeted cost: £ 202.436.04

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

KS2 Statutory Data 2025

Our 2025 cohort joined nursery in 2018 with low starting points.

Area	% of all pupils at ARE in nursery on entry in 2018
Reading	6%
Writing	8%
Maths	11%

94% were below ARE in reading, 92% in writing and 89% in number. Compared to the end of KS2 data, all pupils, and particularly disadvantaged pupils have made significant progress from low starting points.

End of Key Stage 2 Data 2025

Category	Rise Park disadvantaged	National disadvantaged	Difference	Rise Park non-disadvantaged	Difference between DP and non-DP
RWM+ ARE+	63%	47%	+16%	76%	13%
RWM+ GDS	8%	4%	+4%	8%	4%
Reading ARE+	63%	63%	In-line	78%	14%
Reading GDS	21%	21%	In-line	30%	9%
Writing ARE+	79%	59%	+20%	81%	2%
Writing GDS	13%	7%	+6%	27%	14%
Maths ARE+	83%	60%	+23%	89%	6%
Maths GDS	25%	15%	+10%	24%	+1%

Compared to low starting points and compared to national disadvantaged pupils, Rise Park disadvantaged pupils outperform significantly at ARE+ and GDS+ in writing and maths. They perform in-line with reading expectations.

When compared to non-disadvantaged pupils at Rise Park, our disadvantaged pupils perform well and the gap is less than 10% at reading GDS, writing ARE+ and maths ARE+.

3 Year target over time for disadvantaged pupils to achieve at least 75% ARE+:

Reading: 63% of pupils achieve ARE+, which is in-line with national expectations but below our target. This is a declining trend and will become a focus of the pupil premium strategy and SIP. Question level analysis indicates that inference needs further embedding within school and this will form part of the CPD focus next year as a whole school target.

Writing: 79% of pupils achieve ARE+, which is above the 3-year target.

Maths: 83% of pupils achieve ARE+ which is significantly above national expectations and the 3-year target. This has been a culmination of work completed with the Maths Lead over the past 3 years to raise standards across school due to historic KS2 data trends and progress measures that needed improving. The renewed focus on times tables and problem-solving strategies in the classroom will continue to ensure results remain high.

Small group tutoring

Small group tutoring was delivered to year 6 pupils in maths due to gaps in foundational knowledge identified from assessments. 15 disadvantaged pupils partook in tuition. Below are the % of pupils on track each term.

Number of disadvantaged pupils	% at ARE+ in the autumn term	% of ARE+ in the spring term	% of ARE+ in the summer term
15	13% 2/15	47% 7/15 ARE+ 7% 1/15 GDS	100% 15/15 ARE+ 20% 3/15 GDS

Year 4 Multiplication Check

Group	Mean Score	% of pupils achieving 25/25	% of pupils achieving 20+
All (58 pupils)	19.75	17%	69%
Disadvantaged (16 pupils)	16.81	13% (2 pupils)	50% (8 pupils)
Non-disadvantaged (42 pupils)	20.92	19% (8 pupils)	71% (30 pupils)

3-year target over time: Disadvantaged pupils are increasing their score year-on-year. The target set for 2024-2025 was for the mean score to be 17, and the result is in-line with this. The focus of explicit teaching, systematic testing and intervention from year 2 upwards for the past year has continued to improve scores and this strategy will continue next year.

Year 1 Phonics

Category	Rise Park Disadvantaged	National disadvantaged	Difference
% passing phonics	71%	67%	+4%
Average words	28.4	30	1.6 words

3-year target over time: 71% of Rise Park disadvantaged pupils passed the phonics check compared to 84% of non-disadvantaged pupils which is a 13% gap. Rise Park disadvantaged pupils outperform national expectations but the target of 74% set in the pupil premium strategy was not met. One disadvantaged child is working at pre-key stage expectations and accesses an enhanced provision. They were working below the expectations for the check. The phonics check is 74% if only the disadvantaged children who took part in the check were included therefore the target was achieved. The Phonics Lead will continue to coach staff to ensure CPD and delivery remains high.

Interventions around precision teaching and phonics will continue to improve the average number of words for disadvantaged pupils to give them a stronger foundation in phonics.

GLD

Our 2025 F2 cohort joined nursery in 2022 with low starting points.

Area	% of all pupils at ARE in nursery on entry in 2022
Reading	8%
Writing	19%
Maths	14%

F2 Cohort GLD data 2025

Category	Rise Park Disadvantaged	National Disadvantaged	Difference	Rise Park Non-Disadvantaged	Difference
GLD	72%	51%	+21%	72%	-
Prime Areas	72%	61%	+11%	84%	12%
Specific Areas	72%	51%	+21%	72%	-

Rise Park disadvantaged pupils make accelerated progress in EYFS and from low starting points, leave EYFS achieving GLD above national expectations. Writing continues to be the lowest area and will continue to be a focus in EYFS through the new Writing Framework and renewed focus on transcription and handwriting.

3-year target over time: The target is for GLD to be at least in-line with national disadvantaged expectations and the data currently exceeds this. The gap between disadvantaged and non-disadvantaged children is currently 0%.

Improvements in Quality First Teaching

The CPD focus for 2024-2025 was on improving maths outcomes through explicit teaching of problem-solving strategies, continue with consistency in phonics and ways to increase greater depth writing through reading. Monitoring of classrooms has shown an increase in problem-solving strategies being used by children independently which is also shown in our data results. Greater depth writing has continued to remain above national expectations at the end of Key Stage Two but the percentage of disadvantaged and non-disadvantaged pupils across other year groups remain lower and will continue to be a priority. Scaffold, modelling and explicit instruction during an input will form the CPD cycle next year to support with this.

Attendance 2024-2025

Pupil group	Attendance	National Average	Difference	Comparison to last year
All pupils	95.4%	94.8%	+0.6%	94.9% (+0.5%)
Pupils with free school meals (FSM)	93.5%	92.2%	+1.3%	93% (+0.5%)
Pupils with no FSM	96.4%	95.8%	+0.6%	95.7% (+0.7%)

Disadvantaged pupils' attendance is above the national average and has increased by 0.5% from the previous year. Non-disadvantaged pupils' attendance has improved as well which meant the gap between disadvantaged and non-disadvantaged pupils has risen from 2.7% to 2.9%.

A sample of case studies created by the attendance team have also been produced detailing the impact on individual families.

3-Year Target Plan: The 3-year target is for 95% attendance for disadvantaged pupils. In 2024-2025, the gap was closed by 0.5% to 93.5%. The target for persistent absentee children was 15% and the figure was 19% for 2024-2025. This equated to 27 disadvantaged pupils. Specific families will be targeted next year to improve attendance for specific children where there is a historic trend of lower attendance to raise overall attendance.

Targeted Support

Targeted support for individual disadvantaged pupils has occurred, either through an academic or an SEMH need. Below is an example of some of the interventions delivered by trained teaching assistants.

Toe-by-Toe Impact

Year group	Reading age in September 2024	Reading age in July 2025	Improvement
3	5 years 6 months	9 years 6 months	4 years 0 months
4	7 years 4 months	8 years 1 month	9 months
4	6 years 1 month	7 years 7 months	1 year 6 months
5	5 years 9 months	8 years 1 month	2 years 4 months
5	5 years 7 months	7 years 9 months	2 years 2 months

All disadvantaged pupils made accelerated progress in their reading ages with the average progress being made of 1.4 years.

Targeted Nurture Provision Impact

Year Group	Number of disadvantaged pupils	Number of children making progress made against NFER assessments
6	5	5
5	7	6
4	3	3
3	4	4
2	3	3

All disadvantaged pupils, bar one, made progress in the specific emotional literacy area they needed further support with and made overall improvements in emotional literacy. One disadvantaged pupil did not due to an external factor in place. Parents were invited to nurture showcases to see the work the pupils had completed and also engaged with school by completing pre and post-assessments alongside the staff and the pupils to impact the intervention.

Enrichment Opportunities

79 disadvantaged pupils accessed at least one after school club.

46 disadvantaged pupils held a wider school role and/or responsibility.

All year 4 disadvantaged pupils learnt to play a musical instrument.

13 disadvantaged pupils participated in the school choir.

5 disadvantaged pupils participated in the Bikeability scheme.

All disadvantaged pupils attended school trips linked to their curriculum area.

3-Year Target: The target is for all disadvantaged pupils to access enrichment beyond the school day. The inclusion of gardening sessions in the pupil premium strategy plus closer monitoring of the engagement tracker will ensure this will occur.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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