



Ludgvan Academy School

Vision statement

Primary Disadvantage Strategy

Academic Year 2025-2028

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 | Ludgvan Academy School |
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 14.6% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025/26 2026/27 2027/28 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Bill Coleman, Headteacher |
| Pupil premium lead | Bill Coleman |
| Governor / Trustee lead | Emily Kent, Chair of Governors |

Funding overview

| Detail | Amount 2025-2026 | Amount 2026-2027 | Amount 2027-2028 |
|--------|---------------------|---------------------|---------------------|
|--------|---------------------|---------------------|---------------------|

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|---|--------|--|--|
| Pupil premium funding allocation this academic year | £44950 | | |
| 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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £44950 | | |

Part A: Pupil premium strategy plan

Statement of intent

At our school, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil Premium strategy is to provide universal and targeted support for disadvantaged pupils, helping them to achieve this goal, while also ensuring that even our highest achievers continue to make progress.

We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances. Our approach takes into account the characteristics of our cohort, ensuring support is tailored to meet individual need. The school makes use of accurate and timely assessment to understand each cohort's needs and adjust its offer accordingly.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- Close the attainment gap between pupil premium and their peers.

- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.
- Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals
- Provide staff with high quality professional learning to ensure they are best equipped to meet the needs of our pupils.
- Ensure that the importance of relationship and sense of place are at the heart of all we do. Understanding and valuing that pupils are best supported academically when their pastoral needs are met.

Challenges

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

| | Detail of challenge | | | | |
|---|---|-----------|-----------|-----------|-----------|
| 1 | Attainment | | | | |
| | KS2 data EXS | Reading | Wrjting | Maths | RWM |
| | Pupil premium | 43% (3/7) | 29% (2/7) | 43% (3/7) | 29% (2/7) |
| | All others | 72% | 64% | 64% | 40% |
| | National average | 75% | 72% | 74% | 62% |
| | KS2 data GDS | Reading | Wrjting | Maths | RWM |
| | Pupil premium | 0% | 0% | 0% | 0% |
| | All others | 24% | 12% | 20% | 8% |
| | National average | 33% | 13% | 26% | 8.4% |
| | <p>Phonics data 2025: 67% = Pupil Premium 2/3, 87% = all other pupils.</p> <p>EYFS GLD data 2025: 67% = In receipt of early years pupil premium. 88% = all other pupils</p> <p>Our KS2 attainment for 2025 demonstrates that our most disadvantaged pupils are performing significantly behind their peers. Attainment for all pupils is also significantly behind national averages. The majority of our most disadvantaged pupils are leaving Ludgvan school without the key skills they need for the next stage of their education. The gaps in attainment in writing and Reading, Writing and Maths combined are the most significant at the expected level. Attainment at Greater Depth is not being achieved. Attainment in Year 1 phonics screening and EYFS GLD is behind peers but small cohorts are important to consider with this data. This does indicate that pupils premium pupils fall behind in the early stages of their academic journey at Ludgvan and are not successfully supported to catch up and close the gap on their peers.</p> | | | | |
| 2 | Attendance and Punctuality | | | | |

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| | <p><u>2024-2025</u></p> <p>Data: Attendance for all 2024/2025: 95.72%</p> <p>Attendance for children who in receipt of Pupil Premium funding: 95.4%</p> <p>Attendance for children who are not in receipt of Pupil Premium funding: 95.77%</p> <p>% of children who are in receipt of Pupil Premium funding who were persistently absent in 2024/25: 17.5%</p> <p>% of children who are not in receipt of Pupil Premium funding who were persistently absent in 2024/25: 4.9%</p> <p>Although attendance for all pupils is good and the gap between overall attendance for our Pupil premium pupil and their peers in 2025 was negligible, pupil premium pupils are over represented within our persistently absent cohort. In 2024/25 more than 3 times as many pupils, as a percentage of cohort, were persistently absent amongst our pupil premium students.</p> |
| 3 | <p><u>Speech and Language development.</u></p> <p>67% of pupil premium pupils passed the phonics screening in 2025, compared to 87% of all other pupils. At the end of EYFS speech and language and communication outcomes for disadvantaged pupils are below that of their peers on average. In 2025 67% of pupils in receipt of early years pupil premium achieved GLD, compared to 88% of all other pupils We are concerned that our disadvantaged pupils begin school with a vocabulary deficit and this goes on to disadvantage them when compared to their peers at the early milestones of EYFS and year 1 phonics.</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 |
|--|---|
| <p><u>Challenge 1</u> Children who are pupil Premium have a combined measure at end of KS2 which increases year on year</p> | <p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:</p> <ul style="list-style-type: none"> - By the end of 2025/2026, all year groups will achieve 50% in RWM PP - By the end of 2026/2027, all year groups will achieve 55% in RWM PP - By the end of 2027/2028, all year groups will achieve 65% in RWM PP <ul style="list-style-type: none"> - 2025/2026, Pupil premium achievement in phonics will be 70%. - 2026/2027, Pupil premium achievement in phonics will be 80% - 2027/2028, Pupil premium achievement in phonics will be 85% <p>Progress towards this goal will be monitored by SLT at termly intervals.</p> |
| <p><u>Challenge 2</u> Children who are Pupil Premium</p> | <p>Attendance for both non-PP children and PP children will be above 96%</p> <p>The number of children who are Pupil Premium who are persistently absent is less than 8%</p> |

| | |
|--|---|
| attend school as often as children who are not entitled to Pupil Premium | <p>There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices.</p> <p>This will be monitored by SLT in fortnightly meetings. Support from Education Welfare Officers will be put in place swiftly.</p> |
| <p>Challenge 3 Speech and Language development</p> <p>Pupils in receipt of pupil premium achieve as well at early milestones as their peers.</p> | <p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:</p> <ul style="list-style-type: none"> - By the end of 2025/26 GLD in EYFS will be 70% - By the end of 2026/27 GLD in EYFS will be 75% - By the end of 2027/28 GLD in EYFS will be 80% <p>In addition EYFS profiles for pupil premium pupils evidence an increase in the number meeting all goals in relation to communication and language and literacy.</p> |

Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

| Activity | Evidence that supports this approach Challenge number(s) addressed |
|-----------------------------|---|
| Incremental coaching | <p>To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building. The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term. STEPLAB TPAT pedagogy project</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/Rosenshine.pdf - EEF: Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit |
| Primary Assessment Strategy | <p>Termly NFER Reading assessments and maths.co are used, analysed and inform future learning. Use of INSIGHT/SISRA/Juniper.</p> |

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| | <p>Trust aligned pupil progress meetings to review pupil premium progress and provide intervention.</p> <p>Accurate assessment which identifies areas of strengths and areas where pupils need additional support</p> <p>Assessment is robust and provides quantitative measures and accurate indicative prediction of KS2 SATS outcomes.</p> <p>Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others</p> <p>Assessments allow progress to be tracked over time</p> <p>Assessments are used to measure the impact of interventions</p> <p>Writing clinics – 1:1 feedback to feed forward</p> <p><u>Evidence:</u></p> <p>-EEF : making use of diagnostic assessment</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</p> | |
| “Disadvantaged reading project” | <p>In 2025/26 Ludgvan School will adopt the TPAT Disadvantage Reading Project. It initiated in September 2023 and is a rigorous approach to teaching reading comprehension, focusing on vocabulary, retrieval and then inference. It is instructional in approach.</p> <p><u>Evidence:</u></p> <p>Reach Schools: https://reachschools.uk/</p> | 1 |
| Digital pedagogy for the Advantage Project | <p>Ludgvan will join TPAT in February 2025. This project will begin by the end of the academic year. iPad use in digital pedagogy in Primary schools impact positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), creativity (encouraging innovative thinking and expression), parental Involvement (strengthens home-school connection).</p> <p><u>Evidence:</u></p> <p>EEF: Harnessing the potential of EdTech:</p> <p>https://educationendowmentfoundation.org.uk/news/effectiveness-of-edtech-reflections-from-new-review</p> <p>EEF: Using Technology to improve learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> | 1 |
| Access to NPQs and ECT support programme & professional development | <p>Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. [epi.org.uk]. Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged</p> | 1, 2 |

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| programme for support staff | <p>learners. [epi.org.uk]. Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice. [researchsc...ool.org.uk]</p> <p>Evidence: About us – The National Institute of Teaching Educational Policy Institute - The effects of high quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ EEF: SEN In Mainstream Schools Special Educational Needs in Mainstream Schools EEF</p> | |
| Mastering number/Maths Hub training programmes | <p>Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports language development which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that is closes the gap.</p> <p>Evidence: Mastering Number: Building Strong Foundations in Early Years [www.ncetm.org.uk]</p> | 1, 2 |
| ShREC to support EYFS | <p>ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect</p> <p>Evidence: https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</p> | 1, 2 |
| Agenda in PPA time / Staff training / SLT | <p>Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations.</p> <p>Evidence DFE https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf EEF: https://educationendowmentfoundation.org.uk/using-pupil-premium Hampshire services: https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf</p> | 1,2, 3 |

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| Attendance rewards | <p>These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture.</p> <p><u>Evidence</u> Attendance works https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf EEF Attendance and reading https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p> | 1, 2 |
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Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions))

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group nurture and SEMH interventions e.g. , The Hive, forest school, Farm School, Drawing and talking. | <p>The school runs a small nurture group called, ‘The Hive.’ This provides learning in a bespoke environment for more vulnerable pupils with additional needs in SEMH. Higher adult ratios and individual timetables support pupils progress. Programmes such as Forest School, Farm School and Drawing and Talking, improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don’t academically. It gives targeted support for children with ACES, also impacting on attendance.</p> <p><u>Evidence:</u> Trauma Informed Schools UK https://www.thriveapproach.com/ Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430 EEF Outdoor Learning Experiences https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring SEMH Interventions including Emotional Literacy Support Assistant (ELSA) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1, 2, 3 |

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| Targeted deployment of teaching assistants | <p>Deployment of TAs in the classroom improves academic progress (esp in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management</p> <p>Evidence: -EEF: Deployment of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants DfE: Deployment of Teaching assistants https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf</p> | 1 |
| Deployment of iPads to support home learning | <p>There is growing evidence to support using iPads to support home learning. There is academic gains, higher levels of engagement, equity and pedagogical support. This will be worked towards across the 3 year plan.</p> <p>Evidence: Teaching and Learning Toolkit EEF Apple Education support https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf</p> | 1 |
| Use of key apps & online programme– iMovie/keynote/ev everyone can create materials/ TTRS / Spelling Shed | <p>There is evidence starting to gather that apps such as, Doodlemaths, Reading Eggs & TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform</p> <p>Evidence: TTRS https://trockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf Spelling Shed https://blog.edshed.com/spelling-shed-wins-a-bett-award/</p> | 1, 2, |
| Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy, | <p>These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication.</p> <p>Evidence EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reach out and read https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/ Nuffield Early Intervention (NELI) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Talk Boost https://ican.org.uk/training-licensing/talk-boost-ks1/</p> | 1 |
| Targeted English and Maths interventions e.g. RWI, Mastering number, Third | <p>Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths.</p> <p>Evidence: Literacy Trust</p> | 1 |

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| Space Learning, Improving Working memory | https://literacytrust.org.uk/programmes/interventions/ Parliament https://publications.parliament.uk/pa/cm5901/cmselect/cmpublic/365/report.html Third Space Learning https://thirdspacelearning.com/blog/primary-school-interventions/ Small Group Phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | |
| Revision support programme (KS2) | <p>School based revision support programme, responsive to individual targets and QLA</p> <p><u>Evidence</u> EEF: Building Study habits https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines EEF: 7 steps programme https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</p> | 1 |
| Attendance support | <p>Attendance rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. TPAT Attendance Policy and the Tiered approach supports individual families with attendance</p> <p><u>Evidence</u> DFE https://www.gov.uk/government/publications/link-between-attendance-and-attainment Attendance works https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf Attendance Interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> | 1, 2 |

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Financial support for residentials, trips and visit | One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. | 1,2, 3 |

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| | <p><u>Evidence:</u> - EFF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</p> | |
| Extracurricular clubs (employing provider/ TA for dance, gardening etc) | <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. Additional funding is utilise to expand the schools offer. All participation is tracked to ensure all vulnerable pupils access provision.</p> <p><u>Evidence:</u> - EFF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap Nuffield: After school clubs https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment</p> | 1, 2 |
| TPAT attendance strategy | <p>The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously and it supported by the TPAT inclusion team.</p> <p><u>Evidence:</u> Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> | 1, 2, |
| Funding children for breakfast club | <p>Where Breakfast clubs are a part of wrap around care, children who are PP may get offered a place free of charge. This sets the children up for the day with a calm sense of belong and needs met.</p> <p><u>Evidence:</u> Benefits of Breakfast Club https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs</p> | 1, 3 |
| Tracking of Personal development | <p>Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions</p> <p><u>Evidence:</u> NGA: Widening the Lens toolkit https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf NFER tracking: supporting disadvantaged pupils https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> | 1, 2, 3 |
| Music Hub | <p>Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field)</p> <p><u>Evidence:</u> EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 1, 2 |

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| | <p>Cambridge University Press https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB</p> | |
| Parental Engagement | <p>There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth.</p> <p><u>Evidence:</u> EEF: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement NFER: Narrowing the Gap https://www.nfer.ac.uk/media/pwajjq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement EE</p> | 1, 3 |

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 in the academic year.

| Intended outcome | Success criteria | 25-26 | 26-27 | 27-28 |
|--|--|-------|-------|-------|
| | <p>Narrative will be added to this section at the end of each year of the strategy.</p> | | | |
| <p>Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year</p> | <p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:</p> <ul style="list-style-type: none"> - By the end of 2025/2026, all year groups will achieve 50% in RWM PP - By the end of 2026/2027, all year groups will achieve 55% in RWM PP - By the end of 2027/2028, all year groups will achieve 65% in RWM PP <ul style="list-style-type: none"> - 2025/2026, Pupil premium achievement in phonics will be 70%. - 2026/2027, Pupil premium achievement in phonics will be 80% - 2027/2028, Pupil premium achievement in phonics will be 85% <p>Progress towards this goal will be monitored by SLT at termly intervals.</p> | | | |
| <p>Challenge 2 Children who are Pupil Premium attend school as often</p> | <p>Attendance for both non-PP children and PP children will be above 96% The number of children who are Pupil Premium who are persistently absent is less than 8%</p> | | | |

| | | | | |
|---|---|--|--|--|
| as children who are not entitled to Pupil Premium | <p>There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices.</p> <p>This will be monitored by SLT in fortnightly meetings. Support from Education Welfare Officers will be put in place swiftly.</p> | | | |
| <p>Challenge 3</p> <p>Speech and Language development</p> <p>Pupils in receipt of pupil premium achieve as well at early milestones as their peers.</p> | <p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:</p> <ul style="list-style-type: none"> - By the end of 2025/26 GLD in EYFS will be 70% - By the end of 2026/27 GLD in EYFS will be 75% - By the end of 2027/28 GLD in EYFS will be 80% <p>In addition EYFS profiles for pupil premium pupils evidence an increase in the number meeting all goals in relation to communication and language and literacy.</p> | | | |

Good Level of Development

| | 2025 | 2026 | 2027 | 2028 |
|--------------|------|------|------|------|
| All children | 82% | | | |
| PP | 67% | | | |
| Non PP | 88% | | | |

Phonics

| | 2025 | 2026 | 2027 | 2028 |
|--------------|------|------|------|------|
| All children | 83% | | | |
| PP | 67% | | | |
| Non PP | 87% | | | |

KS2 reading

| | 2025 | | 2026 | | 2027 | | 2028 | |
|--------------|------|-----|------|-----|------|-----|------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 67% | 19% | | | | | | |
| PP | 43% | 0% | | | | | | |
| Non PP | 72% | 24% | | | | | | |

KS2 writing

| | 2025 | | 2026 | | 2027 | | 2028 | |
|--------|------|-----|------|-----|------|-----|------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All | 56% | 9% | | | | | | |
| PP | 29% | 0% | | | | | | |
| Non PP | 64% | 12% | | | | | | |

KS2 Maths

| | 2025 | | 2026 | | 2027 | | 2028 | |
|--------|------|-----|------|-----|------|-----|------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All | 59% | 16% | | | | | | |
| PP | 43% | 0% | | | | | | |
| Non PP | 64% | 20% | | | | | | |

KS2 COMBINED

| | 2025 | | 2026 | | 2027 | | 2028 | |
|--------|------|-----|------|-----|------|-----|------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All | 38% | 6% | | | | | | |
| PP | 29% | 0% | | | | | | |
| Non PP | 40% | 8% | | | | | | |

Externally provided programmes - n/a

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 |
|-----------------|----------|
| Read Write Inc. | |

| | |
|--------------|--------------|
| TT Rockstars | Maths Circle |
| White Rose | White Rose |
| EdShed | |