

# 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 3 year 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                                                                                                     | Red Hill C of E Primary      |
| Number of pupils in school                                                                                      | 394                          |
| Proportion (%) of pupil premium eligible pupils                                                                 | 58                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2026-2029                    |
| Date this statement was published                                                                               | July 2026                    |
| Date on which it will be reviewed                                                                               | Annually in July             |
| Statement authorised by                                                                                         | Jolanda Simmonds             |
| Pupil premium lead                                                                                              | Head teacher/<br>Deputy Head |
| Governor / Trustee lead                                                                                         | Chair of governors           |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £74,660. |
| Recovery premium funding allocation this academic year                                                                                                                      | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £74,660  |

# Part A: Pupil premium strategy plan

## Statement of intent

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.

**Excellence** – Our intention is that all pupils irrespective of their background or the challenges they face, make good progress from their starting points and achieve well across all subject areas.

**Everyone & everything** - The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We **celebrate** all our pupils and acknowledge all achievements so that our pupils understand that they are **amazing!**

**Enjoyment** – Our aim is that all pupils achieve a sense of enjoyment during their time with us and that they access an enrichment offer which enhances this learning experience and enjoyment to speak positively about their educational journey.

Our intent for our most disadvantaged pupils is to;

- Improve outcomes for all disadvantaged pupils so that the proportion of pupils attain age related expectations (ARE) or better in Reading, writing and maths combined compares well to disadvantaged and non-disadvantaged pupils nationally.
- Identify gaps in knowledge and understanding, provide an exciting and ambitious curriculum provision to support pupils in bridging those gaps and feel confident in their individual learning and development
- Offer individualised and personalised academic and mental health support
- Further improve attendance for all disadvantaged pupils so that all attend school regularly and on time in order to benefit from their education.

Key Principles of our strategy plan:

**To improve attendance for all disadvantaged pupils so that:**

1. Offer intervention and support at the earliest possible stage so that the most disadvantaged pupils 'keep up not catch up' and help all pupils reach their full potential.
2. Assess the needs of all disadvantaged pupils through our 'Famous 5 approach'.
3. Prioritise the improvement of communication/language and writing skills so that all pupils are able to communicate well both orally and in writing.

4. Apply our whole school Wellbeing provision so that all pupils including the most disadvantaged are well supported to develop and sustain positive mental health and wellbeing.
5. Prioritise a breadth of opportunity for all, supporting the most vulnerable or disadvantaged to participate fully in an exciting and ambitious curriculum experience.
6. Enrich educational opportunities and life experiences through educational trips, visits, visitors.
7. Prioritise the most disadvantaged for additional support
8. Work in partnership with parents/carers to ensure the best outcomes for disadvantaged pupils

## Challenges

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

| Challenge number                                 | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>Communication & Language on entry to school | <p>On entry to school our most disadvantaged pupils have limited engagement with early reading or writing.</p> <p>2026 entry data showed that only 19% of the cohort were able to recognise/write their name and only 40% were able to hold a pencil using an age appropriate grip.</p> <p>Some of our disadvantaged pupils have had few opportunities to engage with books, rhymes, songs or counting.</p> <p>In 2026 12 pupils met the criteria for disadvantaged. Out of these 67% met GLD compared to 77% non-disadvantaged pupils</p> |
| 2<br>Historic gaps in knowledge                  | <p>As a result of an inadequate historic curriculum (prior to Jan 2023) disadvantaged and some non-disadvantaged KS2 pupils have gaps in reading, writing or maths.</p> <p>As a result of an inadequate phonic program end of Ks1 into Ks2 have gaps in spellings</p>                                                                                                                                                                                                                                                                      |
| 3<br>Regular Attendance                          | <p>Some of our disadvantaged pupils have poor attendance and timekeeping. Research has shown that there is a clear link between regular attendance and attainment.</p>                                                                                                                                                                                                                                                                                                                                                                     |
| 4<br>Multi-disadvantaged                         | <p>Significant proportions of our pupils who receive the Pupil Premium entitlement also have additional SEND and complex needs which can have adverse effect on their learning. These SEND needs are often identified as speech &amp; language, cognition and learning needs and/or social, emotional mental health difficulties and are therefore multi-disadvantaged</p>                                                                                                                                                                 |

|                                      |                                                                                                                                                                                                         |
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| 5<br>Limited wider experiences       | Some of the most disadvantaged pupils have a lack of cultural capital and very limited experiences/opportunities. As a result, they often have less self-confidence and resilience.                     |
| 6<br>Social and emotional regulation | Some disadvantaged pupils have low self-esteem, self-worth or resilience. We must meet these needs so that they can have high aspirations and achieve well from their often much lower starting points. |
| 7<br>Support systems                 | Some parents of our Pupil Premium pupils are harder to engage in their child's learning journey and these pupils often lack the support that more advantaged pupils receive at home.                    |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Improved outcomes in RWM combined in KS2                                                                                                                                                                 | <p>Every child has a well-trained, supported teacher and received quality first teaching on a daily basis.</p> <p>All teachers have high expectations for all pupils.</p> <p>All teachers action the school agreed 'pupil premium pledge' within their day to day teaching</p> <p>The percentage of disadvantaged pupils who attain age related expectations at the end of KS2 is at least in line with national averages.</p>                                                                                                         |
| Pupils have a significantly expanded vocabulary                                                                                                                                                          | <p>Word Aware programme is in place in all classrooms</p> <p>'Stand up Vocabulary' programme is in place in EYFS so that pupils learn new words and use them confidently in speaking and writing.</p>                                                                                                                                                                                                                                                                                                                                  |
| <p>Early identification of pupils with Speech, language &amp; communication (SLCN)</p> <p>Support staff receive training in order to provide SLCN intervention and carry out speech screening checks</p> | <p>Pupils with SLCN concerns are screened by staff and referred to the NHS speech and language therapist team to ensure a clear programme of support and regular reviews/assessments.</p> <p>Disadvantaged pupils can speak clearly and fluently so that they can communicate their needs and thinking.</p> <p>A higher proportion of disadvantaged pupils achieve GLD in Communication and language at the end of EYFS</p> <p>School will use the Dfe approved NELI program to support SLCN and show progress from baseline data.</p> |
| Improved attendance and timekeeping of disadvantaged pupils                                                                                                                                              | <p>All requirements for attendance monitoring are in place and followed rigorously and are well led by the attendance champion (DHT)</p>                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                                                                                                                   | <p>School will be purchasing a mini bus to help support the collection of pupils cost of £10,000.</p> <p>School has noted a decrease in attendance patterns on a Friday so will consider themed days (supporting PP parents financially) to encourage regular attendance on these days.</p> <p>Free breakfast club is in place to support parents with supplying breakfast and children arriving in school on time. Continue to monitor the number of PP uptake and increase last years attendance of PP pupils was 13% (25 out of 183 pupils)</p> <p>Attendance of disadvantaged pupils is &gt;95.5% and the gap between all pupils and disadvantaged pupils is no less than &gt;1%</p> <p>Good attendance is celebrated and report regularly through school systems</p> <p>Attendance of disadvantaged pupils is at least in line with national averages</p> <p>Families and pupils are well supported to make positive changes to attendance and timekeeping via the attendance champion and school Children and Family Support Worker</p> |
| Improved outcomes in early reading                                                                                                                | <p>Disadvantaged pupils attaining early reading and writing in GLD will be at least in line with national average</p> <p>The percentage of disadvantaged Year 1 pupils who pass the PSC is in line with Non-PP</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Multi-disadvantaged pupils (PP/SEND/EAL) have their needs identified and receive targeted support making good progress from their starting points | <p>SEND monitoring identifies the areas of need/barriers to learning and initial support plans are actioned through the schools 'asses-plan-do-review' documents.</p> <p>Disadvantaged pupils with additional disadvantage (EAL/SEND) make clear strides of progress from their starting points</p> <p>Targeted next steps are in place for disadvantaged pupils through regular 'RAM' meetings (raising attainment meetings)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Enhanced educational opportunities elevate cultural capital and empower disadvantaged pupils supporting their voices                              | <p>All pupils have equal access to quality education and enrichment opportunities</p> <p>Wide range of trips, visits, visitors, events and experiences are planned for and include disadvantaged pupils</p> <p>Financial barriers removed for disadvantaged pupils with spaces reserved to encourage families/pupils to attend</p> <p>Attendance of disadvantaged pupils in clubs continues to improve year on year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p>Improved wellbeing and regulation of disadvantaged pupils</p>                                     | <p>Disadvantaged pupils are well supported through the school's 'children &amp; family support worker' role resulting in more disadvantaged children no longer requiring additional support.</p> <p>In-school data/case studies and parental questionnaires will show 100% positive feedback</p>                                                         |
| <p>Parents &amp; carers of disadvantaged pupils are engaged in their child's educational journey</p> | <p>Stay and Share sessions are well attended by disadvantaged pupil families</p> <p>Children &amp; family support worker supports families through targeted programmes including 'starting well' sessions, parenting advice, financial support, food bank, housing.</p> <p>Qualitative feedback from attending school led sessions is 100% positive.</p> |

## 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: £28,333.05

| Activity                                                                                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Class teachers will target and prioritise PP pupils through QFT and our school 'disadvantage pledge' and make use of specific immediate feedback that will accelerate progress and therefore close the attainment gap.</p> <p>TA support for pupils in class</p> <p>£26146.11</p> <p>Response intervention for Reading, Writing, Maths</p> | <p>In-house evidence that supports the need for action:</p> <p>Improved attainment is imperative for some pupils (especially those pupils who are also SEND or have the potential to attain High Score/GD)</p> <p>Research evidence that supports approach:</p> <p>EEF: Feedback +6</p> <p><a href="https://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> | 2, 4                          |
| <p>Additional experienced teacher to provide 1:1 and small group intervention for targeted pupils based on internal data for writing &amp; maths interventions</p> <p>£2,186.94</p>                                                                                                                                                           | <p>Guidance in report recommends a small environment for catching up/keeping up with children having access to high quality teaching and complimenting this with carefully selected small group &amp; 1:1 intervention.</p> <p><a href="#">Small group tuition   EEF</a></p>                                                                                                                                  | 2,4                           |
| <p>Purchase high quality phonics and early reading resources in line with our newly adopted SSP 'Little Wandle' to improve the outcomes of disadvantaged pupils</p> <p>£995</p>                                                                                                                                                               | <p>Ongoing embedding of in-house evidence/data that supports the need for action:</p> <p>End of year outcomes in phonics and reading indicate that accelerated progress is needed.</p>                                                                                                                                                                                                                        | 2, 4                          |

|  |                                                                                                                                                                                                                                                                                        |  |
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|  | <p>Research evidence that supports approach:</p> <p>EEF Toolkit: Phonics +5</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics/EEF">Phonics   EEF</a><br/>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £995

| Activity                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
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| <p>Plan and deliver interventions to target reading fluency and comprehension</p> <p>Little Wandle Keep Up/Catch Up/SEN Programme</p> <p>Annual license £995</p> | <p>In-house evidence that supports the need for action:</p> <p>School assessments, which are carried out once a term, show that some children have lower fluency than expected for their ages. This limits their independent reading choice and the ability to access texts within different subject areas.</p> <p>Some children do not read regularly at home which is monitored weekly.</p> <p>Research evidence that supports approach:</p> <p>EEF: Teaching Assistant Interventions +4</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Making-Best-Use-of-Teaching-Assistants/EEF">Making Best Use of Teaching Assistants   EEF</a><br/>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>1:1 or small group targeted interventions show a strong positive benefit</p> | 2, 4                          |
| <p>Use of internal assessment to baseline pupil attainment and monitor key progress indicators</p>                                                               | <p>Pupil progress meetings, tracking data, Raising Attainment Meetings (RAM) are used to identify the pupil's who would benefit from timely interventions.</p> <p>Teachers &amp; Subject leaders use QLA to determine common strengths and weaknesses and plan accordingly including closing any gaps between disadvantaged/non disadvantaged groups</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Key-Considerations-for-Effective-Pupil-Progress-Meetings">Key Considerations for Effective Pupil Progress Meetings</a></p>                                                                                                                                                                                                                                                                                                     | 2,4                           |

|                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |
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|                                                                                                                                                      | <a href="#">The EEF Guide to the Pupil Premium   EEF</a> Targeted academic support, quality first teaching in the classroom (scaffolding of learning, task managing learning objectives, use of concrete apparatus used to support learning)                                                                                                                                                                                                                                                                                                                                                                        |      |
| Plan and deliver interventions to develop understanding of key Maths skills (within TA allocation) through Number sense Program (EYFS & Years 3 & 4) | In-house evidence that supports the need for action:<br>Half termly assessments identify gaps in children's understanding of key maths skills<br>Research evidence that supports approach:<br>EEF: Teaching Assistant Interventions +4<br><a href="#">Making Best Use of Teaching Assistants   EEF</a><br><a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a><br>– 1:1 or small group targeted interventions show a strong positive benefit<br>Number sense intervention/program<br><a href="#">Systematic number fact and times tables teaching   Number Sense Maths</a> | 2, 4 |

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

Budgeted cost: £ 52,799.29

| Activity                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                    | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Target parents of pupils whose attendance is below 90% and formulate action plans; school to agree a level of support and parents to agree plan.<br><br>Weekly monitoring of attendance and monthly meetings to | In-house evidence that supports the need for action:<br>Attendance data shows an increasing upward trend over time;<br><br>2025-26 school 95.6%<br>National Average 94.9%<br><br>SEND school attendance 94.4%<br>National Average 92.3% | 1, 2, 3, 6, 7                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |
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| <p>review attendance plans.</p> <p>Children and Family Support Worker to work with identified pupils and families £22019.77</p> <p>School Minibus to be purchased to support collection of disadvantaged pupils £10,000 PA</p>                                                                                                                                                                                 | <p>FSM school attendance 94.4%</p> <p>National average 92.3%</p> <p>Research evidence that supports approach: EEF:</p> <p>Parental engagement +4</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Parental engagement   EEF</a></p>                                                                                                                                                                                |       |
| <p>All children are included in quality lunchtime provision and physical activity through structured zone activities</p> <p>£3500</p>                                                                                                                                                                                                                                                                          | <p><a href="#">EEF: Physical Activity</a> +1 small but positive impact linked to physical activity and academic attainment</p> <p><a href="#">Outdoor Adventure Learning EEF</a></p> <p><a href="#">Support children's mental health and wellbeing with our...   EEF</a></p>                                                                                                                                                                                                                                | 3,4,6 |
| <p>All children included in enrichment activities.</p> <p>Opportunities for all to develop and enhance skills.</p> <p>Subsidies considered on individual basis e.g payments for swimming, residential trips, wrap around care etc</p> <p>Crossfit affiliate school allocated PPG places</p> <p>(Cost of cross fit training &amp; equipment)</p> <p>£3979.52</p> <p>Residentials: £3800</p> <p>Trips: £5000</p> | <p>In-house evidence that supports the need for action:</p> <p>Some parents do not have the finances for children to take part in trips, swimming, after school clubs etc.</p> <p>Research evidence that supports approach:</p> <p>EEF: Physical Activity +1 small but positive impact linked to physical activity and academic attainment – some evidence to show a link between p/a and attendance and retention</p> <p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> | 5,6,7 |

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| Uniform: £500<br>PP children given priority for application to clubs.                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |
| <p>Target pupils who have lower self-esteem and who are potentially vulnerable in terms of good mental health and well-being;<br/>provide weekly pastoral sessions with school based Children &amp; family Support Worker<br/>£22,019.78</p> <p>Steve Boycott 'Be You Project' to develop self esteem, resilience and independence<br/>£4000.00</p> | <p>In-house evidence &amp; Level one and two school based referrals that supports the need for action:<br/>Disadvantaged pupils identified as needing additional input re. self-esteem, emotional well-being.</p> <p>Research evidence that supports approach:<br/>EEF: Behaviour intervention +4<br/>Specialised programmes which are targeted at students with specific behavioural issues<br/><a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a><br/>SEL Social and emotional learning +4<br/><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> | 3, 2 |

**Total budgeted cost: £81,132.34**

## 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 2025 to 2026 academic year.

|                                     | Reading |      | Writing |      | Maths |      |
|-------------------------------------|---------|------|---------|------|-------|------|
|                                     | % EXS+  | % GD | % EXS+  | % GD | % EXS | % GD |
| EYFS PPG<br>4 pupils                | 50%     | N/A  | 50%     | N/A  | 50%   | N/A  |
| EYFS non PPG<br>47 pupils           | 87%     | N/A  | 81%     | N/A  | 92%   | N/A  |
| Year 1 phonics PPG<br>7 pupils      | 71%     |      |         |      |       |      |
| Year 1 phonics non PPG<br>41 pupils | 85%     |      |         |      |       |      |
| Y2 phonics retake PPG<br>3 pupils   | 67%     |      |         |      |       |      |
| Y2 phonics retake non PPG<br>10     | 46%     |      |         |      |       |      |

|                                    |       |     |       |     |       |       |
|------------------------------------|-------|-----|-------|-----|-------|-------|
| Y4 MTC PPG<br>10 pupils            |       |     |       |     | 30%   | N/A   |
| Y4 MTC non PPG<br>49 pupils        |       |     |       |     | 49%   | N/A   |
|                                    |       |     |       |     |       |       |
|                                    |       |     |       |     |       |       |
| Year 6 PPG pupils<br>7 pupils      | 42.9% | 0%  | 71.4% | 0%  | 42.9% | 14.3% |
| Year 6 non PPG pupils<br>53 pupils | 71.7% | 46% | 73%   | 25% | 66%   | 36%   |

### Club attendance analysis

| Club           | Year Group | Number of Children Who Attend | Pupil Premium |                | EAL    |                | SEN    |                |
|----------------|------------|-------------------------------|---------------|----------------|--------|----------------|--------|----------------|
|                |            |                               | Number        | % of Attendeed | Number | % of Attendeed | Number | % of Attendeed |
| Star Project   | Y1-6       | 25                            | 0             | 0%             | 2      | 8%             | 0      | 0%             |
| Grace Dance    | R/1/2      | 11                            | 1             | 9%             | 0      | 0%             | 0      | 0%             |
| Jam Coding     | Y3,4,5,6   | 12                            | 1             | 10%            | 1      | 10%            | 3      | 30%            |
| Girls Football | Y3,4, 5,6  | 17                            | 0             | 0%             | 1      | 6%             | 0      | 0              |
| Rock Steady    | R - 6      | 36                            | 4             | 11%            | 1      | 3%             | 6      | 17%            |
| Multisports    | Y1,2       | 5                             | 1             | 20%            | 0      | 0%             | 1      | 20%            |

### Club Analysis

#### Autumn 2025-26

| Club                  | Year Group | Number of children who attend | PP     |                | EAL    |                | SEN    |                |
|-----------------------|------------|-------------------------------|--------|----------------|--------|----------------|--------|----------------|
|                       |            |                               | Number | % of attendees | Number | % of attendees | Number | % of attendees |
| British Sign Language | 2/3        | 12                            |        |                |        |                | 1      | 8%             |
| Girls Netball         | 5/6        | 7                             |        |                | 1      | 14%            |        |                |
| TTRS                  | 3/4        | 13                            | 2      | 15%            | 2      | 15%            | 3      | 23%            |
| Craft Club            | 2/3        | 15                            | 1      | 7%             | 1      | 7%             | 2      | 13%            |
| Crossfit              | KS2        | 12                            | 1      | 8%             | 2      | 17%            |        |                |
| Construction Club     | 1/2        | 15                            | 2      | 13%            | 3      | 23%            | 1      | 7%             |
| Debate Club           | 5/6        | 10                            |        |                | 1      | 10%            |        |                |
| Girls Football        | 3/5/6      | 17                            | 2      | 12%            | 1      | 6%             | 1      | 6%             |
|                       |            | 101                           | 8      | 13%            | 11     | 11%            | 8      | 13%            |

#### Spring 2025-26

| Club                        | Year Group | Number of children who attend | PP     |                | EAL    |                | SEN    |                |
|-----------------------------|------------|-------------------------------|--------|----------------|--------|----------------|--------|----------------|
|                             |            |                               | Number | % of attendees | Number | % of attendees | Number | % of attendees |
| Construction Club           | Y1/2       | 15                            | 3      | 20%            | 0      |                | 5      | 33%            |
| Timetables club             | Yr 4       | 5                             | 2      | 40%            | 0      |                | 1      | 20%            |
| Crossfit                    | KS2        | 7                             | 1      | 14%            | 2      | 29%            | 0      |                |
| Games Club                  | Yr 2,3,4   | 15                            | 4      | 27%            | 5      | 33%            | 0      |                |
| Dance Club                  | KS1&2      | 9                             | 1      | 11%            | 0      |                | 1      | 11%            |
|                             |            |                               |        |                |        |                |        |                |
|                             |            | 51                            | 11     | 22%            | 7      | 14%            | 7      | 14%            |
| <b>Additional provision</b> |            |                               |        |                |        |                |        |                |
| Year 6 boosters (GD)        | Yr 6       | 16                            | 1      | 6%             | 1      | 6%             | 0      |                |
| Year 6 boosters (SPAG)      | Yr 6       | 16                            | 4      | 25%            | 3      | 19%            | 2      | 13%            |
| Year 6 boosters (Maths)     | Yr 6       | 20                            | 3      | 15%            | 5      | 25%            | 3      | 15%            |
| Year 6 boosters (Maths)     | Yr 6       | 19                            | 1      | 5%             | 4      | 21%            | 3      | 16%            |