

Pupil premium strategy statement – St John’s C of E Primary School and Nursery

This statement details our school’s use of pupil premium (and recovery 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: Year 1 of 3 2025-2026

Detail	Data
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	15% (70 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Roger Averis Headteacher
Pupil premium lead	Kathryn Astell Assistant Headteacher
Governor / Trustee lead	John Rosie Governor

Disadvantaged

66 of your school's 357 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 18.5% of your cohort.

This is 14.5% lower than the national average of 33.0%.

15.2% (25) of your female pupils are disadvantaged, 17.8% lower than the national of 33.0%. 21.2% (41) of your male pupils are disadvantaged, 11.7% lower than the national of 32.9%.

Disadvantaged pupils contribute £98,740 to the budget of your school in disadvantaged funding.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,628.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,649.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£122,277.00

Part A: Pupil premium strategy plan

• Statement of intent

At St John's C of E Primary School and Nursery, our intent is to ensure that all pupils—regardless of background or individual barriers—make strong progress and achieve highly across the curriculum. In line with the Education Endowment Foundation's guidance, our strategy is rooted in a robust understanding of the specific challenges faced by our disadvantaged pupils and is informed by high-quality research evidence. We adopt a whole-school approach in which all staff share collective responsibility for the attainment and wellbeing of disadvantaged learners and uphold ambitious expectations for what they can achieve.

Our work is structured using the EEF's recommended tiered approach—prioritising high-quality teaching, followed by targeted academic support, and complemented by wider strategies that address non-academic barriers such as attendance, behaviour, and social and emotional needs. This ensures that our provision is coherent, sustainable and strategically aligned with both our school improvement priorities and the DfE's expectations for Pupil Premium planning.

Our aims are to:

- Narrow the attainment gap between disadvantaged pupils and their peers through evidence-informed approaches that address identified learning needs early and effectively.
- Ensure all pupils become fluent, confident readers with strong comprehension, enabling full access to the curriculum and supporting long-term academic success.
- Support pupils' social and emotional wellbeing, building resilience and reducing non-academic barriers that can hinder progress.
- Provide a rich range of experiences and learning opportunities that broaden pupils' understanding of the world and raise aspirations.
- Implement and sustain a long-term, three-year strategy, allowing time to diagnose needs accurately, embed effective practice, and evaluate impact.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged Children who started school in September 2024 achieved significantly lower than non-disadvantaged children at the end of EYFS 2. There is a significant attainment gap between disadvantaged children and their non-disadvantaged peers at the end of the EYFS. In the 2024–25 cohort, only 4.3% of disadvantaged pupils (1 out of 7) achieved a Good Level of Development (GLD) at the end of EYFS, compared with the national non-disadvantaged figure of 71.3%, creating a substantial gap of –67 percentage points. When benchmarked nationally, the school’s disadvantaged pupils are placed in the 84th percentile for low GLD outcomes, indicating outcomes significantly below those of disadvantaged pupils nationally. Across the Early Learning Goals (ELGs), disadvantaged pupils achieved an average of 8.4 ELGs at the expected level, compared with the national non-disadvantaged average of 14.4, a gap of –6 ELGs. This places the cohort in the 89th percentile for low ELG attainment compared with other schools.
2	High Levels of Special Educational Needs Within the Disadvantaged Cohort A disproportionately high percentage of disadvantaged pupils are identified with special educational needs. In 2025–26, 4 disadvantaged pupils hold an EHCP, representing 6% of the disadvantaged cohort. A further 17 disadvantaged pupils are on the SEN register, meaning that 30% of all disadvantaged pupils have identified special educational needs. Additionally, 44% of the school’s total SEN register is made up of disadvantaged pupils, indicating that disadvantage and SEND overlap significantly within the school. This pattern presents a substantial challenge, as a large proportion of disadvantaged pupils require additional, tailored support to access learning, achieve expected outcomes, and make sustained progress.
3.	Lower Writing Attainment for Disadvantaged Pupils Whole-school assessment data shows that disadvantaged pupils consistently attain lower in Writing than their non-disadvantaged peers. At the end of Key Stage 2, only 41.2% of disadvantaged pupils (7 out of 17) achieved the expected standard in Writing. When benchmarked nationally, disadvantaged pupils at the school are placed in the 81st

	percentile for low attainment, indicating performance significantly below that of disadvantaged pupils in other schools. This gap in Writing attainment limits pupils' ability to access the wider curriculum and affects readiness for the next stage of education.
4.	Behaviour and Emotional Regulation Difficulties Among Disadvantaged and SEND Pupils Behaviour records show that disadvantaged pupils, particularly those with identified special educational needs, are referred to senior staff for behaviour incidents at a disproportionately high rate. These pupils frequently experience difficulties with emotional regulation, which affects their ability to engage positively in learning and maintain successful relationships in school. This pattern indicates a significant barrier to both academic progress and wider personal development for this group of learners.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved emotional regulation for disadvantaged and SEND pupils Disadvantaged and/or SEND pupils will develop stronger emotional regulation skills, enabling them to manage their feelings more effectively and sustain positive engagement with learning. Over time, pupils will demonstrate increased use of taught self-regulation strategies and reduced need for adult intervention during learning and social interactions.	Observable reduction in emotional dysregulation incidents recorded on behaviour logs. At least 70% of targeted pupils demonstrate improved use of self-regulation strategies (e.g., Zones of Regulation, breathing routines), evidenced through teacher observations and pastoral monitoring. Pupil voice surveys show improved confidence in managing emotions and identifying coping strategies. Staff report increased independence and reduced need for adult intervention during lessons.
Reduction in behaviour incidents and referrals to senior staff The number of behaviour incidents involving disadvantaged and SEND pupils—and the frequency of referrals to senior staff—will decrease. Pupils will show improved	A reduction in behaviour incidents involving disadvantaged and SEND pupils over the academic year.

behaviour patterns, with records indicating fewer repeated incidents and increased ability to resolve conflicts or challenges with lower-level support.	A reduction in repeat referrals to senior staff for the same pupils, indicating sustained improvements rather than short-term change. Behaviour incident distribution shows fewer high-level incidents (e.g., referrals, escalations), with a shift toward lower-level classroom-managed behaviours. Improved term-on-term data trends showing fewer pupils reaching behaviour monitoring thresholds.
Improved access to learning and classroom participation As emotional regulation improves, disadvantaged and SEND pupils will demonstrate higher levels of sustained attention, participation, and engagement in class. This will be reflected in teacher observations, learning walk feedback, and improved progress over time.	- Teachers report increased on-task behaviour during lessons, supported by learning walk observations. - Pupils demonstrate improved engagement metrics (e.g., participation in discussions, completion of tasks, sustained attention) tracked through class monitoring tools. - Evidence of improved progress in core subjects for targeted pupils, shown through termly assessment data and work scrutiny. - Decreased learning time lost due to behaviour-related withdrawal, reflection time, or pastoral interventions.
Ensure more disadvantaged pupils achieve the expected standard in the ELGs at the end of EYFS so that the attainment gap with non-disadvantaged pupils reduces year-on-year.	The percentage of disadvantaged pupils achieving a Good Level of Development increases from 4.3% in the next assessment cycle. The gap between disadvantaged pupils and national non-disadvantaged pupils begins to narrow year-on-year. Internal school tracking shows term-on-term improvement in core EYFS areas: communication & language, early literacy, early maths, personal/social development.
	Attainment to be in-line with National at the end of the Early Years Foundation Stage.
Improve attainment in Reading, Writing, Maths, and Phonics for disadvantaged pupils who started school in 2024 so that	The proportion of disadvantaged pupils meeting age-related expectations (ARE)

their outcomes match those of non-disadvantaged pupils.	in Reading, Writing and Maths increases year-on-year. Internal assessment data shows disadvantaged pupils making at least expected progress, with a significant proportion making accelerated progress from their starting points. The percentage of disadvantaged pupils passing the Year 1 Phonics Screening Check increases and moves closer to national averages. The gap between disadvantaged and non-disadvantaged pupils in phonics reduces each year. Pupils who do not pass in Year 1 receive targeted support, leading to a higher pass rate by the end of Year 2.
	Disadvantaged pupils demonstrate improved phonological awareness, decoding skills, and reading fluency as evidenced by phonics assessments and reading benchmark data. Book-band progression and teacher assessments indicate that disadvantaged pupils are reading at levels closer to their peers. Learning walks and observations show disadvantaged pupils increasingly demonstrating focus, independence, and resilience during lessons in RWM and Phonics. Pupils participate more actively in reading, writing and maths activities, with reduced need for adult prompts or behaviour-related interventions.
	Work scrutiny shows clear evidence of progress over time in writing quality, mathematical fluency, and applied reasoning. Regular formative assessments show disadvantaged pupils closing gaps in key RWM skills relative to peers. End-of-year data demonstrates a narrowing trend between disadvantaged and non-disadvantaged

	attainment across all four areas (Reading, Writing, Maths, Phonics).
Disadvantaged pupils make accelerated progress in writing, resulting in an increased proportion achieving the expected standard across all year groups.	The proportion of disadvantaged pupils achieving the expected standard in writing increases in each year group compared with the previous academic year. • At least expected progress is secured for all disadvantaged pupils, with a significant proportion making accelerated progress from their starting points. • Writing assessments demonstrate improved sentence structure, vocabulary choices, cohesion, and transcription accuracy for disadvantaged pupils, as evidenced through termly moderation. • Book looks show clear evidence of progress over time, with disadvantaged pupils' work matching or approaching that of their peers. • Gap between disadvantaged and non-disadvantaged pupils narrows in writing outcomes across the school. • Attendance at targeted writing interventions is high, and intervention impact data shows measurable improvement in specific writing skills. • Pupil voice indicates increased confidence and independence in writing tasks.
Disadvantaged pupils develop a richer cultural capital through enhanced enrichment opportunities, ensuring they experience a wide range of activities and environments outside their immediate community.	• Increased participation rates of disadvantaged pupils in enrichment activities, trips, visits, and extracurricular opportunities beyond the local community compared with the previous year. Pupil voice reflects improved confidence, aspiration, and awareness of wider

	opportunities, as evidenced in surveys or structured conversations. • Work samples and curriculum reflections show enriched knowledge and understanding of cultural, historical, and social contexts beyond their immediate environment. • Monitoring of attendance at enrichment activities demonstrates sustained engagement, with disadvantaged pupils participating at rates comparable to or exceeding their peers. • Parents and carers of disadvantaged pupils report increased awareness of and involvement in enrichment opportunities offered by the school. • Staff evaluations indicate that enrichment experiences have positively influenced pupils' engagement, motivation, and curriculum outcomes.
--	---

Activity in this academic year 2025-26

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: £59,093.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching using Adaptive Teaching	Our Pupil Premium strategy prioritises the development of consistently high-quality teaching, recognising the clear EEF evidence that this has the greatest impact on improving outcomes for disadvantaged pupils. Evidence highlights that high-quality teaching, underpinned by effective assessment and responsive classroom practice, is the most powerful lever for raising attainment among socio-economically disadvantaged learners. To embed this, we are strengthening adaptive teaching across all classrooms so that teachers respond flexibly to pupils' emerging needs through precise modelling, timely scaffolding and rapid identification of misconceptions. National school strategy statements further demonstrate that inconsistent adaptive teaching can act as a barrier to progress for disadvantaged pupils, reinforcing its importance as a focus for improvement within our context. By enhancing adaptive teaching, we ensure that all pupils—regardless of background—have equitable access to ambitious curriculum content, aligned with the evidence-informed principle that Quality First Teaching remains the most effective means of narrowing the attainment gap.	1,2,3,4

Accelerated Reader Programme.	Accelerated Reader will be used as part of our targeted approach to raising reading outcomes for disadvantaged pupils. Evidence from the Education Endowment Foundation shows that an earlier efficacy trial of Accelerated Reader resulted in pupils making an additional three months' progress in reading comprehension. Meta-analytic evidence further supports AR as an effective, evidence-based reading intervention, with moderate positive effects on reading achievement across 44 studies. Although later large-scale trials showed mixed impact overall, EEF analysis highlights that disadvantaged pupils showed small positive gains when AR was implemented with sufficient daily reading time. Given the known reading gap for disadvantaged pupils and research indicating their increased need for structured reading support, AR will be used to promote regular independent reading, provide level-appropriate texts, and ensure teachers can monitor progress closely aligning with evidence that reading comprehension strategies can deliver up to six months of additional progress.	1,2,3
CPD	Research shows that high-quality, subject-specific CPD strengthens teachers' expertise and has a disproportionately positive impact on disadvantaged pupils, who are more affected by inconsistent or non-specialist teaching. The EEF's Pupil Premium evidence brief highlights that developing teachers' curriculum and assessment knowledge is central to improving outcomes for socio-economically disadvantaged learners. Studies cited by the Wellcome Trust also show that subject-specific CPD	1,2,3,4

	produces greater improvements in pupil outcomes than generic training, making it a particularly effective investment for addressing attainment gaps.	
--	--	--

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

Budgeted cost: £41,320.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catchup Literacy Intervention	Catch Up Literacy is a structured one-to-one intervention shown to improve reading outcomes for struggling readers, including those from disadvantaged backgrounds. Evidence from the Education Endowment Foundation's efficacy trial found that pupils receiving Catch Up Literacy made two months' additional progress in reading compared with similar pupils who received standard provision, with 21% of trial participants eligible for free school meals, demonstrating strong relevance for disadvantaged learners. The EEF also notes that structured TA-led interventions, such as Catch Up Literacy, are more effective than general classroom support, and evaluation data show a positive effect for pupils at the transition to secondary school (effect size +0.12), indicating its usefulness for closing literacy gaps at key stages.	1,2,3,4
Year 6 Writing Booster delivered by a qualified teacher for x half days.	Evidence shows that writing booster groups delivered by a qualified teacher can be highly effective at raising attainment in KS2 writing. The Education Endowment Foundation reports that small-group tuition—defined as targeted teaching for groups of two to five pupils—leads to an average of four months' additional progress over a year, especially when sessions	3,

	are delivered by a trained teacher and tailored to pupils' specific learning needs.	
--	---	--

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

Budgeted cost: £8891.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Books at Breakfast Club offers a calm start to the day with reading, craft activities and games as well as a healthy breakfast.	There is strong evidence that breakfast clubs can boost academic attainment. A large-scale randomised controlled trial funded by the Education Endowment Foundation found that breakfast club provision led to the equivalent of two months' additional progress in reading, writing and maths for primary pupils, with improvements in concentration and behaviour also noted—both of which directly support effective reading practice. Further evaluation of the Magic Breakfast programme shows similar gains, with breakfast club attendance increasing attainment by around 0.13 standard deviations (approximately two months' progress), driven by better focus and readiness to learn. Embedding daily reading within this supportive, calm start to the school day enhances these benefits by increasing reading volume, developing fluency, and ensuring disadvantaged pupils access regular, structured literacy time.	1,3,4
Positive Play	Positive play interventions can provide meaningful academic, social and emotional benefits for disadvantaged pupils. Evidence from the Education Endowment Foundation shows that play-based learning approaches can lead to an average of four months' additional progress, with particular benefits for social development, self-regulation and cognitive skills—areas where disadvantaged pupils often have greater need. Structured play-based programmes designed to develop social, emotional and behavioural skills have been shown to improve children's ability to manage	1,2,3,4

	emotions, interact positively with peers and engage more confidently with learning tasks. Furthermore, wider research into play therapy demonstrates consistent positive effects on children's emotional wellbeing and behavioural regulation, with most studies reporting moderate effect sizes (0.35–0.80), indicating that play can serve as an effective vehicle for improving engagement and readiness to learn. For disadvantaged pupils—who may have fewer opportunities for high-quality play outside school—positive play provides a supportive, structured environment that strengthens emotional resilience and enhances their capacity to access academic learning.	
Subsidised Contributions to Educational Visits for FSM children.	Providing disadvantaged pupils with opportunities to participate in educational visits and residential is supported by a growing evidence base showing positive impacts on academic progress, confidence and wider learning behaviours. Research from the Learning Away consortium found that high-quality residential experiences had a significant positive impact on Year 6 pupils' progress, including improved self-efficacy, resilience and, when linked directly to curriculum content, measurable gains in attainment—such as enhanced creative writing outcomes and better SATs performance. In addition, the Education Endowment Foundation reports that outdoor adventure learning—often delivered through residential settings—can improve pupils' self-confidence, motivation and teamwork, all of which contribute to better engagement and readiness to learn back in the classroom. Recent national analyses also highlight that residential visits remain valuable enrichment experiences that help address socio-economic inequality by giving disadvantaged pupils access to opportunities otherwise unavailable to them. Collectively, this evidence demonstrates that educational visits and residential support both academic and personal development, making	1, 3,4

	them an important component of an effective Pupil Premium strategy.	
--	---	--

Total budgeted cost: £109,304.00

Outcomes for disadvantaged pupils

Good Level of Development

14.3% of your school's Disadvantaged cohort achieved a good level of development, **1** - out of 7.

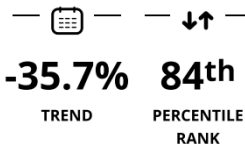
This is **57.0%** - the **national Non-Disadvantaged** cohort at **71.3%**.

The Disadvantaged pupil(s) in your school are in **percentile 84** for **EYFS good level of development** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-57.0%
National: Disadvantaged	-37.2%
School: Non-Disadvantaged	-63.2%

SCHOOL: VALUE



Average no. ELGs at expected level

Your school's Disadvantaged cohort of 7 - have an **EYFS average number of ELGs at the expected level of 8.4**.

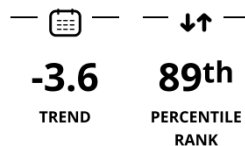
This is **6.0** - the **national Non-Disadvantaged** cohort at **14.4**.

The Disadvantaged pupil(s) in your school are in **percentile 89** for **EYFS average number of ELGs at the expected level** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-6.0
National: Disadvantaged	-3.8
School: Non-Disadvantaged	-6.6

SCHOOL: VALUE



PHONICS – Year 1

Expected Standard (Year 1)

66.7% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 4 pupils out of 6.

This is 16.6% lower than the national Non-Disadvantaged cohort at 83.3%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 16.9% from -33.5% in 2023/24, to -16.6% in 2024/25.

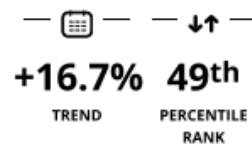
Your Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 16.7% from 50.0% in 2023/24, to 66.7% in 2024/25.

The Disadvantaged Year 1 pupil(s) in your school are in percentile 49 for Phonics Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-16.6%
National: Disadvantaged	-0.1%
School: Non-Disadvantaged	-17.0%

SCHOOL: VALUE



PHONICS – End of KS1

0.0% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 0 pupils out of 3. (These three children all have EHCPs).

Year 4 Multiplication Tables Check

Average Point Score

Your school's Disadvantaged cohort of 10 pupils have a **MTC Average Point Score of 24.2**.

This is **2.6** higher than the **national Non-Disadvantaged** cohort at **21.6**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 6.5** from -3.9 in 2023/24, to +2.6 in 2024/25.

Your Disadvantaged cohort's **MTC Average Point Score** has **increased by 6.8** from 17.4 in 2023/24, to 24.2 in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 6** for **MTC Average Point Score** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+2.6
National: Disadvantaged	+4.8
School: Non-Disadvantaged	+1.2



SCHOOL: VALUE



Scored Full Marks

30.0% of your school's Disadvantaged cohort achieved the full marks in MTC, **3 pupils** out of 10.

This is **10.9%** lower than the **national Non-Disadvantaged** cohort at **40.9%**.

Your **school's gap to Non-Disadvantaged** pupils nationally has **improved by 1.5%** from -12.4% in 2023/24, to -10.9% in 2024/25.

Your Disadvantaged cohort's **MTC Scored Full Marks** has **increased by 5.0%** from 25.0% in 2023/24, to 30.0% in 2024/25.

GAP TO:

National: Non-Disadvantaged	-10.9%
National: Disadvantaged	+2.1%
School: Non-Disadvantaged	-35.0%



SCHOOL: VALUE



End of KS2

Reading Expected Standard

47.1% of your school's Disadvantaged cohort achieved the expected standard in Reading, **8 pupils** out of 17.

This is **34.0%** lower than the **national Non-Disadvantaged** cohort at **81.1%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 2.8%** from -36.8% in 2023/24, to -34.0% in 2024/25.

Your Disadvantaged cohort's **Reading Expected Standard** has **increased by 4.2%** from 42.9% in 2023/24, to 47.1% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 84** for **Reading Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged -34.0%

National: Disadvantaged -16.6%

School: Non-Disadvantaged -32.4%

+4.2% 84th
TREND PERCENTILE RANK

SCHOOL: VALUE

47.1%

Writing Expected Standard

41.2% of your school's Disadvantaged cohort achieved the expected standard in Writing, **7 pupils** out of 17.

This is **37.3%** lower than the **national Non-Disadvantaged** cohort at **78.5%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 4.6%** from -41.9% in 2023/24, to -37.3% in 2024/25.

Your Disadvantaged cohort's **Writing Expected Standard** has **increased by 5.5%** from 35.7% in 2023/24, to 41.2% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 81** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged -37.3%

National: Disadvantaged -18.5%

School: Non-Disadvantaged -40.9%

+5.5% 81st
TREND PERCENTILE RANK

SCHOOL: VALUE

41.2%

5: 1:48 PM

Analysis | Pupil Groups

Maths Expected Standard

41.2% of your school's Disadvantaged cohort achieved the expected standard in Maths, **7 pupils** out of 17.

This is **39.5%** lower than the **national Non-Disadvantaged** cohort at **80.7%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 3.0%** from -36.5% in 2023/24, to -39.5% in 2024/25.

Your Disadvantaged cohort's **Maths Expected Standard** has **decreased by 1.7%** from 42.9% in 2023/24, to 41.2% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 82** for **Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged -39.5%

National: Disadvantaged -19.6%

School: Non-Disadvantaged -38.3%

-1.7% 82nd
TREND PERCENTILE RANK

SCHOOL: VALUE

41.2%

52.9% of your school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **9 pupils** out of 17.

This is **26.1%** lower than the **national Non-Disadvantaged** cohort at **79.0%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 19.3%** from -6.8% in 2023/24, to -26.1% in 2024/25.

Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Expected Standard** has **decreased by 18.5%** from 71.4% in 2023/24, to 52.9% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 65** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged -26.1%

National: Disadvantaged -7.2%

School: Non-Disadvantaged -34.3%

-18.5% 65th
TREND PERCENTILE RANK

SCHOOL: VALUE

52.9%

Externally provided programmes

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

Programme	Provider
TT Rockstars	Maths Circle Ltd
SPAG.com	SPAG.com
Maths.co.uk	Maths.co.uk
Accelerated Reader	Renaissance Learning
White Rose Maths	White Rose Maths
Mathsframe	mathsframe
testbase	testbase
CGP SATs Booster Books	CGP
Positive Play Support Programme	Positive Play Support Programme
Catch Up® Literacy	The Caxton Trust