

Elmhurst School 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	Elmhurst School
Number of pupils in school	461
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 1 of 3
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Lee & Kirsty Needham
Pupil premium lead	Suzy Honey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable) ¹⁹³	£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	£199,560

Part A: Pupil Premium Strategy Plan

Statement of Intent

Year 1 of the strategy has been considered throughout the Autumn Term 2025, following the review of last year's plan, whole school assessment data and through discussions with the school leadership team.

Our school follows the graduated approach to learning in which we regularly assess, plan, do and review to ensure that implemented support is targeted and impactful. Our strategy is based upon robust diagnostic assessment and research-based evidence in which we seek to ensure that:

- We identify our pupils based on assessment of need rather than a label;
- We have a distributed leadership team for pupils eligible for Pupil Premium, where we drive improvements together and share a collective responsibility.

At Elmhurst School, we have high expectations for all of our pupils regardless of their background, needs or abilities. We are proud of the diverse community that we serve and value fostering positive relationships with our school community so that we can work in partnership to provide a strong educational offer for our pupils.

We recognise the fundamental importance of good pupil attendance and punctuality so that all pupils benefit from this educational offer. We have a robust system in place for tracking pupil attendance both daily, and in a three-weekly cycle so that identified pupils and families can receive targeted and timely support.

Ensuring our pupils are cared for, happy and ready to learn is also seen as a necessity and features highly in our strategy plan, in line with Maslow's Hierarchy of Needs. By supporting identified pupils with their Social, Emotional and Mental Health (SEMH), we recognise that children, as well as their peers in class, are more successful in their learning.

The acquisition of language, including the exposure to and interaction with vocabulary is another key element of this strategy plan. The 'vocabulary gap' for children in receipt of Pupil Premium funding is a widely acknowledged challenge nationwide. This reality, together with 31% of our Pupil Premium children who are also known to have English as an Additional Language, adds further complexity and challenge. We aim to overcome this barrier, ensuring careful planning of vocabulary and oracy within quality-first teaching and targeted intervention.

We aim for every child to be a successful reader – this includes our pupils in receipt of pupil premium funding. We aim to have at least 95% (and 100% of children receiving

PPG) of our children leaving Year 1 confidently reading Phase 5 books, having also passed their Phonics Screening test. (Phase 5, set 5, completing the programme)

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally and therefore we aim to enable our pupils in receipt of pupil premium funding to learn to read, so they can read to learn. Focus on developing our Reading and Phonics curriculum will positively impact on our children's access to other subjects such as maths, writing and Project Guerrilla and ensure they are ready for the next phase of their education.

High-quality Reading and Phonics Teaching is another fundamental aspect of our strategy plan. We tightly focus on accurate assessment and identified areas which our pupils require the most support in.

This statement details our school's use of pupil premium funding to improve the attainment of those identified as disadvantaged pupils under the government criteria given. In addition to the above, Elmhurst School has the discretion to spend the Pupil Premium funding on pupils who do not meet the criteria for eligibility, but need additional support; for example, those who may be acting as a carer or those who have, or have had support from a social worker.

Challenges

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

Challenge number	Detail of challenge
1	Persistent Absentee attendance and poor punctuality, resulting in children missing high quality learning opportunities. Attendance data shows a high number of pupils in receipt of pupil premium funding are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic growth. <i>2024-2025 Attendance data showed that, although improved, PP pupils' attendance was below our school target of 96%. Persistent absenteeism for PP pupils was 23%.</i> <i>77% of parental dialogues in 2024-2025 were for PP children; a high percentage of these are to discuss attendance and SEMH needs to help support our families with the most need.</i>
2	A high proportion of children affected by Social, Emotional and Mental Health; either personally or within the family impacts their readiness to learn. Many children have adverse childhood experiences, struggle to be resilient and show dysregulation or a lack of focus. This has an impact not only on these learners but also their peers. Some pupils also struggle with attachment challenges, meaning they can be reluctant to come to school. <i>2024 – 2025 SEMH analysis highlighted that 85% of all behaviour incidents involved children in receipt of PP funding. 87% of SEMH concerns were regarding children who are in receipt of PP funding and 88% of all safeguarding incidents involved pupils in receipt of PP funding.</i>
3	A high proportion of children living in EAL households and/or with limited experiences results in a vocabulary deficit and limited cultural capital. Children in receipt of PP funding at Elmhurst often have low starting points for 'Communication and Language' in the Early Years. Rising costs have meant that real-life experiences have become increasingly limited for some children.

	<i>2025-2026 language Link assessments show that 57% of our Reception cohort are in need of this intervention to help their language skills.</i> <i>2025-2026 - Baseline data for Autumn 2025 states that 58% of all Nursery children are 'On Track' for their Listening, Attention and Understanding and 42% are 'On Track' for their Speaking. (PP data is 43% for Listening, Attention and Understanding, compared to non-PP at 67%, and 14% for Speaking, compared to non-DP at 58%).</i>
4	Low stakes placed on the importance of reading to children/reading at home and few books in the family home results in reduced exposure to the printed word, vocabulary and the joy of reading. Without the range of vocabulary as discussed above, the children need to further develop their understanding of vocabulary and comprehension skills. <i>Reading data at the end of Year One shows that only 44% of PP children were at the expected reading band and only 23% of PP children met the expected standard at the end of year one in assessment tests.</i>

Intended outcomes (by end of Year 3)

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
To increase the attendance percentage and improve the punctuality of pupils in receipt of Pupil Premium Funding.	Attendance data is tracked through a robust, three-weekly process so that swift and impactful action can occur. Attendance data improves by one percentage point this year, with the aim of achieving the school's target of 96% by 2028.

	Regular half termly PP and SEND meetings are held to discuss these children and agree actions. Year group attendance strategy meetings are held with key year groups and actions agreed and implemented. Communicating high expectations for parents and pupils from all members of the staff team results in punctuality improving, meaning less children will enter through the office in a morning. Parental meeting held with key children and action plans are created, agreed and implemented together. Case studies capture evidence of the work undertaken with specific families to address persistent absenteeism. Pupils in receipt of pupil premium funding Persistent Absentee rates reduce to below 10%, excluding term time holiday data. Attendance bank is rolled out to KS2 children and monitored by attendance team.
To build strong relationships with children and their families to support early identification of barriers to learning so that targeted, timely support is implemented, barriers are removed and children are successful at school.	Pupil voice will show that at least 95% of pupils will feel safe and cared for at school. Swift, impactful actions will be taken by the Pastoral Team to benefit individuals and the wider community. Behaviour Watch analysis will show that behaviour incidents for PP pupils reduces over time.

	Proactive work will take place with identified children to support their mental health, confidence and resilience. Pupil perceptions towards these will be positive. Parents will actively engage and seek support from the school.
To improve the communication and language skills of pupils in order to narrow the vocabulary gap.	Speech and Language link assessments have a named impact on pupil progress. At least 80% of our pupils in receipt of pupil premium funding in Reception will achieve expected or above in their Communication & Language and Reading. Quality interactions in Early Years and KS1 will give opportunities for children to be exposed to, and interact with, new vocabulary. High quality oracy will be evident in Reading and talk for Writing lessons. Model texts will use ambitious and engaging vocabulary, which the children will be able to use in their own sentences. High quality oracy will be evident across the curriculum, for example, through reasoning in Maths and Science and through discussion in Project Guerilla. Written outcomes for writing will improve. Children will be more adventurous in their vocabulary choices and use these more effectively. Children will be able to articulate their wants and needs using zones of regulation terminology.

	Voice 21 will be introduced and started to be implemented across the school to help with children's oracy skills. Nursery will trial the use of LittleLink for the Year 2025-2026 and assess its potential.
To enable all children to be fluent, comprehensive and confident readers.	By 2028, the end of 3-year plan, 95% of all pupils and of pupils in receipt of pupil premium funding will pass their phonics screening check by the end of Year 1. In June 2026, at least 80% of pupils in receipt of pupil premium funding will pass their phonics screening check in Year 1 and 85% in Year 2. All Little Wandle interventions (including RPS, Keep Up and Catch Up) will be high quality and lead to rapid, marked improvements in pupil outcomes. Pupil outcomes for Reading in all year groups will improve by at least 10 percentage points by the end of 2025-2026. Pupils in receipt of pupil premium funding attainment will be in line with their peers. The Rapid Catch-up programme is fully embedded and demonstrating impact on pupil progress. Teachers prioritise and have a good understanding of reading progress, identifying gaps and closing these in a timely manner. High quality teaching in Reading Practise Sessions is embedded, consistent and demonstrate fidelity with the LW scheme. Children are in the correct groupings and matched with the right books.

	The keep up programme is embedded with Learning Support Assistants and intervention teachers taking ownership of pupil outcomes. Children reading at a level that is below the expectations for their age will partake in reading fluency groups weekly, these will be monitored and demonstrate progress for all pupils.
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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: £70,301

Actual cost:

Activity Number	Activity	Evidence that supports this approach	Challenge number(s) addressed
.1	Investment in Pupil Premium Leaders and Co-Headteachers through high-quality training, CPD and dedicated leadership time.	Online CPD, webinars and conferences ensure that Pupil Premium Leaders and Co-Headteachers have up to date knowledge and understanding of the effective use of Pupil Premium funding.	1, 2, 3 & 4

	<i>The Pupil Premium Leader will have knowledge, skills and capacity to oversee PPSP and ensure impact from action taken.</i>	https://thenationalcollege.co.uk/experts/marc-rowland https://educationendowmentfoundation.org.uk/ Dedicated leadership time ensures that the challenges identified in the PPSP are being addressed and that intended outcomes are on track for the end of the academic year. A distributed leadership approach means that the needs of all pupils in receipt of Pupil Premium are being addressed.	
2	Investment in and empowerment of leaders through external consultants and dedicated leadership time. <i>Leaders will have clarity over strengths and areas for development of current provision in order to drive further impact.</i>	Regular consultancy days with Jamie Thomas (Talk for Reading) ensure that reading and writing teaching has impact and is in line with Talk for Reading's most up to date strategies and planning. Consultancy/reviews by Jane Guest, with a particular focus on phonics delivery, enables next steps and progress. Dedicated leadership time ensures that CPD and intervention takes place across all year groups and that teaching is of the highest possible standard. The Phonics Leader will undertake their own CPD to ensure the school is using the most up to date teaching strategies recommended by Little Wandle. https://www.littlewandlelettersandsounds.org.uk/about-us/	4
3	Investment in Forest School training for staff members. <i>The Forest School area is developed in line with expectations and a high-quality programme is planned and delivered to pupils.</i>	<i>"Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning."</i> Forest School Association (FSA) Investment in a Forest School environment on site and equipment, in addition to trained members of staff allows all children the opportunity	2 & 3

		to benefit from sessions within their year group, with activities tailored to meet their needs. https://www.plymouth.ac.uk/uploads/production/document/path/7/7634/Transforming_Outdoor_Learning_in_Schools_SCN.pdf	
4	Retain staff members dedicated to improving school attendance and the wellbeing of pupils. <i>This will support pupils being in school, ready to learn so they may benefit from high-quality teaching, intervention and experiences.</i>	Evidence suggests that developing relationships with parents and thus opening up lines of communication and improving attendance plays a crucial role in supporting pupils and ensuring they are ready to learn. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1 & 2
5	Develop Quality Interactions in Early Years and KS1 through recruitment and high-quality CPD. <i>Quality interactions will promote the vocabulary and language development of pupils at an early age.</i>	In-house CPD will ensure that all new staff members have high quality training on the impact of Quality Interactions. Research shows that Quality Interactions in Early Years and through KS1 develops communication skills and enhances vocabulary. https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years#:~:text=The%20evidence%20on%20high%2Dquality,cognitive%2C%20behavioural%20and%20social%20development.	2 & 3
6	Embed and consolidate Hygge reading areas, incorporating Reading Roadmap scheme, across the school to promote reading for pleasure. <i>Our school environment will centre around the importance of reading for pleasure and the enjoyment of books.</i>	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. reading_for_pleasure.pdf (publishing.service.gov.uk)	3 & 4
7	Further development of Little Wandle: Letters & Sounds Revised, including staff training of the Rapid Catch Up Scheme and Keep Up interventions. <i>Priority focus on the assess, plan, do & review approach so we secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a robust evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	4

8	Little Wandle Early Reading & Phonics Leader receives dedicated leadership time for monitoring and tracking progress and for monitoring staff CPD. <i>We will ensure that planned staff meetings and INSET days continue to train all relevant staff in Little Wandle developments (this will include PPA cover Class Teachers, HLTAs and LSAs).</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2, 3 & 4
9	Embedding of Talk for Reading from Y2-Y6 with a focus on staff CPD, language acquisition and development and progression in line with Talk for Writing learning outcomes. <i>Talk for Reading leadership time will ensure CPD and high-quality focus in on these identified areas for development. Whole school training will take place.</i>	Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	3 & 4
10	Talk for Writing Consultancy Days focus on development of language and oracy development across the school. <i>Language acquisition and development is promoted within the curriculum across the school in a systematic way.</i>	A robust and embedded approach to teaching literacy is established within the school, with particular emphasis on vocabulary and communication at its core. KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3 & 4
11	Investment in Voice 21 training to focus on the implementation of quality oracy practises throughout the school and dedicated leadership time.	Oracy gives children the power to change their lives and create a fairer society. It allows children to articulate ideas and develop understanding. Oracy skills set children up for success in school and life. https://voice21.org/	3

	<i>Oracy leader will attend conferences and training which they will disseminate to other staff in in-school training sessions.</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&utm_medium=search&utm_campaign=site_search&search_term=oracy	
12	Investment in Pod casting studio training for staff to focus on development of children's oracy and enhance literacy skills <i>All staff will be empowered to deliver pod casting sessions for children to help them develop oracy skills.</i>		3,4

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

Budgeted cost: £33,459

Actual cost:

Activity		Evidence that supports this approach	Challenge number(s) addressed
1	Early intervention for all pupils highlighted as 'At Risk' with our Little Wandle phonics assessments, including Placement assessments for new starters. <i>Keep Up experts to be developed in every year group to support targeted interventions for those pupils</i>	All children deserve the best possible start in life. Too many children face the kind of disadvantage that affects their development and threatens their future health and happiness. Early intervention can play a part in offering these children and their families the support they need to reach their potential. Why early intervention matters Early Intervention Foundation (eif.org.uk)	2, 3, & 4

	<i>identified. Rapid Catch Up Programme embedded.</i>		
2	Immediate intervention for Y1 and Y2 pupils with phonic gaps. <i>Our Disadvantaged Pupil teacher and Phonics Leader will have dedicated timetables which support targeted intervention for Little Wandle progress and attainment.</i>	Through the English Hubs Programme, seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. One of the seven is: • Early identification of children at risk of falling behind, linked to the provision of effective keep-up support. LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf (littlewandlelettersandsounds.org.uk)	3 & 4
3	Trail Little Link in Nursery. <i>Nursery leader will timetable and plan time to be spent on this intervention and assess the effectiveness of it</i>	The EEF recommends that a plan for sustaining and scaling an intervention from the outset, whilst continually acknowledging and nurturing its use. • Plan for sustaining and scaling an innovation from the outset. • Treat scale-up as a new implementation process. • Ensure the implementation data remains fit for purpose. • Continually acknowledge, support, and reward good implementation practices. Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	3
4	Scaling up of Speech Link in all year groups. <i>The SENDCOs will timetable and plan for increased amounts of time to be spent on this effective intervention, dedicating trained adults to each targeted intervention.</i>		3
5	Embedding Language Link in all year groups. <i>The SENDCOs will timetable and plan time to be spent on this effective intervention, dedicating trained adults to each targeted intervention.</i>		3
6	Embedding the effective Social, Emotional and Mental Health interventions of ELSA, FSW and Child Support Workers.	There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and	2

	<i>SENDCOs will dedicate a proportion of their time to ensuring these interventions remain consistent in approach and effective.</i> <i>Pastoral Team meetings will focus on key pupils needs and actions.</i>	progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. SEMHToolkitofEvidenceBasedInterventionsToPromoteTheInclusionofCYPwithSEMHneedscontents.pdf (babcockldp.co.uk)	
7	Developing Forest School Sessions in Years 2-6 to develop self-esteem, language and oracy. <i>A trained Forest School leader will be leading this for all classes throughout 2022/23. Additional Forest School sessions are scheduled for the summer holidays 2022 for identified DP pupils.</i>	One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice. Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	2, 3 & 4

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

Budgeted cost: £93,460

Actual cost:

Activity Number	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	Subsidise trips, visitors and experiences to improve the cultural capital for pupils. <i>Pupils experience support their SEMH and promote language development.</i>	EEF believe that “ <i>all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education</i> ” and there is an argument that suggests that enriching education can direct improve pupils’ attainment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term	2 & 3
2	Support vulnerable families with uniform costs. <i>All pupils experience a sense of belonging.</i>	Current evidence suggests that, although wearing a uniform will not improve academic outcomes, it can positively impact behaviour for learning and a school ethos through a sense of community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_searchh&search_term	1 & 2
3	Further development of the Learning Lounge and Child Support Workers OPAL lunch play will be established to focus on SEMH. ELSA to be embedded as an addition to the existing offering. <i>This will enhance our Pastoral school offer and support our most vulnerable pupils. SDQs will</i>	Schools may also wish to consider assessing social and emotional outcomes that relate to how well pupils learn. Equally, pastoral teams could conduct semi-structured interviews with pupils across the academic year, monitoring and responding to any changes across the school year (particularly for more vulnerable pupils). The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)	2

	<i>enable the right SEMH support to be provided.</i>	Research shows that an OPAL approach improves children's happiness and well-being. https://outdoorplayandlearning.org.uk/opal-programme/introduction/ SEMH support on a 1:1 basis can be considered for pupils who are undergoing temporary or ongoing additional needs. This support can be delivered by a qualified ELSA: https://www.elsanetwork.org/about/support/	
4	Attendance tracking to incorporate how next steps are being met by Persistent Absentees. End of year letters issued in July 2025 will be used as the basis of Persistent Absentee tracking. Action plans implemented for targeted pupils with regular meetings. <i>This will support early intervention and rapid response. It will enable our Family Support Workers to build positive relationships with identified families from early on in a pupil's school life.</i>	More successful schools set up rapid response systems to address poor attendance. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	1 & 2
5	Ensure we adapt our paperwork and communication systems to reflect the needs of our English as a Second Language Parents. Provide in-house translators where possible. <i>Our Family Support Workers will develop effective communication strategies, targeting our ESOL hard to reach parents/carers.</i>	Tips for communicating with families: • Develop a clear plan for communications with families. • Audit your current communications (especially with less-involved families) to assess what is working well and what is not. • Try to personalise messages as much as possible. Communicating Effectively with Families - Guide for Schools.pdf (educationendowmentfoundation.org.uk)	1 & 2

6	Introduce sensory room for children with sensory needs to help their regulation. Train staff how to use the sensory room to best effect.	A multi-sensory environment can impact positively on behaviours and lead to better attention and fewer repetitive behaviours. https://pmc.ncbi.nlm.nih.gov/articles/PMC9340127/	2 & 3
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Total budgeted cost: £ 199,560

Total actual cost: £199,560

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 2023 to 2024 academic year.

Pupil Premium Report September 2025

Highlights

- Thorough, consistent attendance procedures in place which are tracked and monitored through regular attendance meetings with actions put in place for key pupils.
- Whole school PP absence is now slightly lower than non-PP absence.
- Whole school absence has improved by over **2%** in three years from 91.65% to 93.66%.
- PP absence has improved by over **3.5%** over the last three years from 90.18% to 93.71%
- Whole school persistent absenteeism has dropped by nearly **11%** in three years from 29.78% to 19%
- PP persistent absenteeism has dropped by nearly **20%** over three years from 4147% to 22.69%
- Regular pastoral meetings are held to discuss vulnerable children, the support in place and next steps to try.
- Alternative provision, which was introduced in October 2024, had a positive effect on the children involved and the remaining class members were better supported in class as an effect. These sessions were educationally based at the children's levels, planned by the school's SENDco to incorporate their SEMH targets and delivered by trained members of the pastoral team on a rota basis.
- Child Support Workers (formerly Learning Lounge Leaders) are now fully embedded, and the children know this is a safe space for all. PP and non-PP children were invited to use the LL at lunch time to either eat or for developing their social skills.
- 89% of PP children passed the phonics screening check.
- Phonics interventions were embedded in EYFS and KS1.
- Reading Practice Sessions were embedded in EYFS and KS1.
- Fluency reading groups were introduced in years 2-6.
- In both nursery and reception – more PP children were on track or gained GLD than their non-PP peers.
- PiXL data shows that PP children in Years 2 and 3 outperformed their non-PP peers in all areas of the curriculum.
- A phonics strategy team has been implemented and meets regularly to discuss impact and actions for these children.
- The pastoral team prioritise their time for PP children as demonstrated by Behaviour Watch information.

Areas for Development

Progress to be made:	Actions:
Attendance to continue to improve to meet our school target of 96% PA levels in all year groups to be reduced (PP children to be a focus) Monitor language link interventions to ensure they are being delivered, support year groups where this is a problem Reduce the amount of behaviour incidents so that PP children are in line with their non-PP peers. Monitoring of phonics and fluency interventions PP reading in key year groups to be a focus as these children are behind their non-PP peers.	FSW to continue to monitor this and be proactive with actions alongside class teachers. Parental meeting to be held with these parents. SENDco to monitor and support where needed All staff to be aware of these children and proactively support them to make the right choices, especially during break times – LL to lead on this Phonics lead to monitor these regularly. RSL to check data for progress. Both to meet regularly for next steps and progress. Reading to be a focus in PPMs and teachers to be aware of these children, planning interventions and boosters as required, phoning parents if necessary to explaining the value of attending these groups

Attendance Percentages – Academic Year 2024-2025

PA – Persistent Absenteeism

SSA – Statutory School Age

PP – Pupil Premium

Attendance	Whole school (SSA)	PP	Non-PP	Difference PP - Non-PP
2022 -2023	91.65%	90.18%	92.43%	-2.25
2023 - 2024	93.07%	91.64%	92.95%	-1.31
2024 - 2025	93.66%	93.71%	93.18%	+0.53
Difference	+2.01%	+3.53%	+0.75%	

Persistent Absenteeism	Whole school (SSA)	PP	Non-PP	Difference PP - Non-PP
2022 -2023	29.78%	41.47%	23.73%	+17.94%
2023 - 2024	21.26%	31.4%	16.07%	+15.33%
2024 - 2025	19%	22.69%	16.75%	+ 5.94%
Difference	-10.78%	-18.78%	-6.98%	

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	93.59	20.44	93.22	22.14	93.8	19.48	-0.58	-2.66
Year 1	92.88	23.08	91.32	30	93.6	20	-2.28	-10
Year 2	94.24	19.7	92.76	30.77	95.17	12.5	-0.41	-18.27
Year 3	93.55	27.94	94.05	14.29	93.29	34.04	+0.76	+19.75
Year 4	95	12.5	94.14	20	95.54	7.69	-1.4	-12.31
Year 5	93.84	14.29	93.33	14.81	94.23	13.89	-0.9	-0.92
Year 6	94.32	18.75	93.37	21.21	95.38	16.13	-2.01	-5.08

Autumn Term – 09/09/24 – 19/12/24

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	94.05	17.81	94.33	16.22	93.9	18.68	+0.43	+2.46
Year 1	92.47	23.73	92.08	26.67	92.6	22.73	-0.52	-3.94
Year 2	95.34	11.67	94.9	13.64	95.59	10.53	-0.69	-3.11
Year 3	94.53	15.25	94.39	15.79	94.59	15	-0.2	-0.79
Year 4	96.07	9.84	96.07	9.52	96.07	10	0	+0.48
Year 5	95.48	14.75	95.22	18.52	95.68	11.76	-0.46	-6.76
Year 6	95	8.06	94.01	9.38	96.04	6.67	-2.03	-2.71

Autumn Term 1 – 09/09/24 – 25/10/24

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	94.79	16.07	94.56	19.18	94.92	14.39	-0.36	-4.79
Year 1	94.07	20.34	90.86	33.33	95.18	15.91	-4.32	-17.42
Year 2	95.87	10	95.2	19.05	96.23	5.13	-1.03	-13.92
Year 3	94.58	14.04	93.38	21.05	95.19	10.53	-1.81	-10.52
Year 4	96.77	11.67	95.92	19.05	97.24	7.69	-1.32	-11.36
Year 5	96.73	6.56	97.72	3.7	95.93	8.82	+1.79	+5.12
Year 6	95.8	16.13	94.88	22.58	96.7	9.68	-1.82	-12.9

Autumn Term 2 – 04/11/24 – 19/12/24

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	93.31	22.09	94.08	19.59	92.89	23.44	+1.19	+3.85
Year 1	90.83	28.81	93.33	26.67	89.97	29.55	+3.36	+2.88
Year 2	94.8	18.33	94.59	18.18	94.93	18.42	-0.34	+0.24
Year 3	94.48	16.95	95.43	10.53	94.02	20	+1.41	+9.47
Year 4	95.36	14.75	96.22	0	94.9	22.5	+1.32	+22.5
Year 5	94.19	22.95	92.65	33.33	95.42	14.71	-2.77	-18.62

Year 6	94.19	17.74	93.06	25	95.39	10	-2.33	-15
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Spring Term – 07/01/25-4/4/25

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	93.79	33.33	95.53	12.5	90.81	38.64	+4.72	+26.14
Year 1	93.93	20.34	94.23	25	94.53	16.67	-0.3	-8.33
Year 2	94.08	23.33	94.28	22.73	93.97	23.68	+0.31	+0.95
Year 3	94.01	22.58	94.78	15	93.59	27.91	+1.19	-12.91
Year 4	94.3	21.31	93.92	23.81	94.83	18.42	-0.91	-5.39
Year 5	93.52	21.67	93.87	19.23	93.31	20.59	+0.56	+1.36
Year 6	94.48	14.75	92.67	18.75	96.22	13.33	-3.55	-5.42

Spring Term 1 – 07/01/25-14/2/25

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	94.94	19.39	94.92	18.42	94.92	19.93	0	+1.51
Year 1	95.65	16.95	95.69	25	95.63	13.95	+0.06	-11.05
Year 2	96.81	8.33	98.2	4.55	96.01	10.53	+2.19	+5.98
Year 3	94.37	22.95	96.03	15	93.54	26.83	+2.49	+11.83
Year 4	95.48	16.39	94.25	19.05	96.12	15	-1.87	-4.05
Year 5	94.15	26.23	94	29.63	94.27	23.53	-0.27	-6.1
Year 6	94.37	14.52	91.6	21.88	97.3	6.67	-5.7	-15.21

Spring Term 2 – 25/2/25-4/4/25

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	92.53	32.08	92.65	29.3	92.46	33.71	+0.19	+4.41
Year 1	92.26	28.81	89.75	22.22	93.36	31.71	-3.61	+9.49
Year 2	91.32	41.67	90.36	45.45	91.88	39.47	-1.52	-5.98

Year 3	93.54	32.26	93.36	35	93.63	30.95	-0.27	-4.05
Year 4	93.13	34.43	93.4	26.09	92.97	39.47	+0.43	+13.38
Year 5	92.87	30	93.5	30.77	92.39	29.41	-1.11	-1.36
Year 6	94.39	19.35	93.74	21.88	95.08	16.67	+1.34	-5.21

Summer Term – 22/4/25-23/7/25

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	93.07	23.36	92.87	25.28	92.71	29.27	+0.16	+3.99
Year 1	92.28	31.15	90.88	36.84	92.9	28.57	-2.02	-8.27
Year 2	93.44	19.35	90.3	37.5	95.42	7.89	-5.12	-29.61
Year 3	92.78	20.97	93.35	19.05	92.49	21.95	+0.86	+2.9
Year 4	94.39	24.19	92.41	41.67	95.61	13.16	-3.2	-28.51
Year 5	92.64	16.67	91.11	19.23	93.81	14.71	-2.7	-4.52
Year 6	93.63	19.67	92.89	27.27	94.45	10.71	-1.56	-16.56

Summer Term 1 – 22/4/25-23/5/25

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	92.39	26.67	91.63	31.58	92.74	24.39	-1.11	-7.19
Year 1	94.65	13.33	94.35	15.79	94.79	12.2	-0.44	-3.59
Year 2	94.78	16.67	94.8	21.74	94.77	13.51	+0.03	-8.23
Year 3	91.45	24.19	93.79	19.05	90.25	26.83	+3.54	+7.78
Year 4	97.01	9.84	96.79	13.04	97.14	7.89	-0.35	-5.15
Year 5	93.07	18.33	93.65	23.08	92.64	14.71	+1.01	-8.37
Year 6	94.64	21.31	95.18	21.21	94.02	21.43	+1.16	+0.22

Summer term 2 – 2/6/25-23/7/25

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Attendance Difference	PA Difference
Reception (SSA)	92.23	30	91.23	31.58	92.69	29.27	-1.46	-2.31
Year 1	90.84	40	88.7	50	91.76	35.71	-3.06	-14.29
Year 2	92.62	22.58	87.64	41.67	95.81	10.53	-8.17	-31.14
Year 3	93.61	24.19	93.08	23.81	93.89	24.39	-0.81	+0.58

Year 4	92.81	30.65	89.81	41.67	94.67	23.68	-4.86	-17.99
Year 5	92.37	21.67	89.56	23.08	94.54	20.59	-4.98	-2.49
Year 6	92.99	21.67	91.41	31.25	94.72	10.71	-3.31	-20.54

Regular meetings are held as a staff and actions from these include phone calls to parents, face to face meetings with parents and home visits.

SEMH interventions

Less than expected progress	As expected progress	More than expected progress
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SEMH Provisions by Year Group

Year Reception

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP
YR 1:1 Child initiated support Autumn24/Spring25	2	1	0.00	0.00
YR 1:4 carpet support Autumn 24/Spring 25	0	1	n/a	1.00
YR 1:4 carpet support Spring25/Summer 25	0	1	n/a	0.00
YR Child initiated support autumn24/ Spring 25	2	7	0.5	
YR Child initiated support Spring 25/Summer 25	2	7	0.00	-0.29
YR Lunchtime support Autumn24/Spring 25	2	6	0.00	-0.14
YR PALS Autumn 24/Spring 25	1	5	1.00	0.00
YR PSED Autumn 24/Spring 25	0	6	n/a	-0.17
YR transition support Autumn24 / Spring 25	3	6	-0.33	-0.17

Year 1

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP
Y1 Zones of Regulation Support Autumn24/Spring25	4	8	0.25	0.00

Y1 - 6 ELSA 24/25	0	1	n/a	0.00
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Year 2

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP
Y2 Carpet support Autumn24/Spring25	1	10	0.00	0.40
Y2 Social Skills Group Autumn24/Spring25	2	4	0.00	0.00
Y1-6 Lunchtime support 24/25	1	1	0.00	0.00

Year 3

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP
Y1-6 Lunchtime support 24/25	2	1	0.00	0.00
Year 3 (into 4) Rainbow Transition Summer25/ Autumn25	0	7	n/a	0.86

Year 4

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP
Year 4 (into 5) Rainbow Transition Summer25/Autumn25	6	5	0.00	0.2
Y1 - 6 ELSA 24/25	3	1	0.00	0.00
Y1-6 Lunchtime support 24/25	1	0	0.00	n/a

Year 5

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP
Year 4 (into 5) Rainbow Transition Summer25/Autumn25	6	5	0.00	0.2
Y1 - 6 ELSA 24/25	0	1	n/a	0.00
Y1-6 Lunchtime support 24/25	3	3	0.00	0.00
Y5 Social Skills Group - Talkabout Summer 25	2	3	0.00	0.00

Year 6

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP
Y6 Lego Therapy Autumn24/Spring25	2	1	0.50	2.00
Y6 Socially Speaking Autumn24/Spring25	3	5	-0.11	-0.13
Y1-6 Lunchtime support 24/25	2	1	0.00	0.00

ELSA takes place for different year groups and children must be referred. The ELSA has one afternoon a week, but due to staff shortages in the Autumn term, this only started in the last week of the Autumn term.

Lunchtime Support is for identified children in Years R – 6. Support may be for the first half an hour when eating, for the second half an hour for developing social skills, or for the full hour.

Alternative Provision for children displaying SEMH needs

This provision took place 4 afternoons a week. The Boxall Profile was used to baseline the children's needs, understand these needs more fully and plan focused intervention to support these.

The profile is split into two strands: Developmental Strands and Diagnostic Strands.

The Development Strands reflect a child's levels of engagement in the world. They describe a child who is organised, attentive and interested, and is involved purposefully in events, people and ideas. These strands also reflect levels of personal development and awareness of others. Overall they describe a child who is emotionally secure, makes constructive, adaptive relationships, is able to co-operate with others, and has internalised the controls necessary for social functioning. We wanted these levels to increase from baseline to end point.

The diagnostic strands reflect a child's awareness, functioning and thrust for growth. They describe a child's attachments due to their early experiences of help and may suggest that a child has suffered from a profound lack of early nurturing care. This insecurity and fear may give way to a thrust for survival, resulting in alienation and negative behaviours. Children showing marked features of negativism towards others are motivated by anger, sometimes rage, as they make their own way. We wanted these levels to decrease from baseline to end point.

Results

	Developmental Strands	Diagnostic Strands
Child 1	Increased scores in 6 out of 10 areas	Decreased scores in 9 out of 10 areas
Child 2	Increased scores in 1 out of 10 areas	<i>This child's scores were already very low or no score at the beginning of the intervention</i>
Child 3	Increased scores in 1 out of 10 areas	Decreased scores in 5 out of 10 areas
Child 4	Increased scores in 3 out of 10 areas	Decreased scores in 5 out of 10 areas
Child 5	Increased scores in 7 out of 10 areas	Decreased scores in 5 out of 10 areas

Child 6	Increased scores in 5 out of 10 areas	Decreased scores in 3 out of 10 areas
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Language Link Intervention (1 - Listening)

Year Group	PP	Non-PP	Outcome of PP	Outcome for Non-PP
R	8	16	0.00	-0.19
1	5	17	-0.20	-0.09
2	3	16	0.33	0.34
3	5	10	0.60	0.40
4	8	12	0.06	0.33
5	14	11	0.14	0.09
6	7	12	-0.10	-0.25

Language Link Intervention (2)

Year Group	PP	Non-PP	Outcome of PP	Outcome for Non-PP
R	8	16	-0.25	-0.41
1	5	17	0.80	0.65
2	2	17	0.00	0.50
3	5	13	0.80	1.00
4	8	13	0.25	0.69
5	14	11	0.07	-0.09
6	7	12	0.43	0.33

Language Link Intervention (3)

Year Group	PP	Non-PP	Outcome of PP	Outcome for Non-PP
R	8	16	n/a	n/a
1	5	17	n/a	n/a
2	2	17	n/a	n/a
3	5	13	0.00	0.00
4	8	13	n/a	n/a
5	14	11	n/a	n/a
6	7	12	Only 2 units	

Speech Link Intervention – no provisions running

Learning Lounge Provision

Learning Lounge	Lunch Provision PP	Lunch Provision Non-PP	Total	Difference between PP and Non-PP
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Reception	2	2	4	0
Year 1	0	2	2	-2
Year 2	1	1	2	0
Year 3	0	2	2	-2
Year 4	1	2	3	-1
Year 5	2	1	3	+1
Year 6	1	0	1	+1

Lunchtime Support is for identified children in Years R – 6. Support may be for the first half an hour when eating, for the second half an hour for developing social skills, or for the full hour. There is no progress data for this provision yet.

Behaviour Watch Information

	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Parental Dialogue Slips	6092	4671	1421	+3250
SEMH Slips	402	349	53	+296
Safeguarding Slips	354	312	42	+270
Behaviour Slips	1758	1484	274	+1210
Bullying Slips	8	6	2	+4
Racist Slips	20	15	5	+10

PARENTAL DIALOGUES	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	713	496	217	+279
Year 1	880	600	280	+320
Year 2	449	327	122	+205
Year 3	837	667	170	+497
Year 4	875	719	156	+563
Year 5	888	760	128	+632
Year 6	853	673	180	+493

SEMH	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	39	37	2	+35
Year 1	40	26	14	+12
Year 2	31	30	1	+29
Year 3	40	38	2	+36
Year 4	64	57	7	+50
Year 5	132	119	13	+106
Year 6	43	37	6	+31

SAFEGUARDING	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	52	41	11	+30
Year 1	65	59	6	+53
Year 2	62	57	5	+52
Year 3	23	18	5	+13
Year 4	19	17	2	+15
Year 5	64	58	6	+52
Year 6	43	41	2	+39
BEHAVIOUR	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	162	151	11	+140
Year 1	128	99	29	+70
Year 2	327	304	23	+281
Year 3	165	135	30	+105
Year 4	115	103	12	+91
Year 5	510	419	91	+328
Year 6	205	170	35	+135

BULLYING	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	0			
Year 1	0			
Year 2	1	0	1	-1
Year 3	2	1	1	0

Year 4	0			
Year 5	4	4	0	+4
Year 6	1	1	0	+1

RACIST	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	1	1	0	+1
Year 1	0			
Year 2	1	1	0	+1
Year 3	0			
Year 4	7	7	0	+7
Year 5	8	4	4	0
Year 6	3	2	1	+1

Staff are proactively involving parents of our PP children whenever there is an incident. This is demonstrated with the high number of PP parental dialogues. PP children's behaviour remains a concern and will continue to be a focus moving forward.

Reading and Phonics Data

Phonics Screening Check Data:

Year 1:

Whole cohort (number and percentage) with a score of 32 or above	Pupil Premium (number and percentage) with a score of 32 or above	Non-PP children with a score of 32 and above	Difference
52 (87%)	16 (89%)	36 (86%)	+3%

LW/BCC Assessments (Summer 2)

	Whole cohort EXS	Whole cohort WTS/WB	Non PP EXS	PP EXS	Difference
Reception	24 (40%)	36 (60%)	14 (34%)	10 (53%)	-4 (19%)
Year 1	29 (48%)	31 (52%)	21 (50%)	8 (44%)	-13 (7%)

Year 2	31 (34%)	40 (64%)	10 (26%)	11 (46%)	+1 (20%)
Year 3	25 (41%)	36 (59%)	17 (43%)	13 (62%)	-4 (19%)
Year 4	39 (64%)	21 (35%)	29 (73%)	11 (47%)	-18 (26%)
Year 5	42 (70%)	18 (30%)	24 (71%)	18 (69%)	-6 (2%)
Year 6	47 (78%)	13 (22%)	21 (75%)	26 (81%)	+5 (6%)

PP children in Years 1 and 4 will need targeted support with their reading moving forward.

EYFS Data

Nursery Cohort

Nursery Breakdown (Target 72%)	On track for GLD	PP (6)	Not (31)	Difference
Baseline % Expected	8% (3/37)	17% (1/6)	6% (2/31)	+11%
Autumn End % Expected	14% (5/37)	17% (1/6)	13% (4/31)	+4%
Spring End % Expected	18% (9/50)	31% (4/13)	14% (5/37)	+17%
End of Year % Expected	38% (19/50)	54% (7/13)	32% (12/37)	+22%

Reception cohort

Reception Breakdown (Target 72%)	On track for GLD	PP (14)	Not (45)	Difference
Baseline % Expected	7% (4/59)	6% (1/16)	6% (2/43)	0
Autumn End % Expected	39% (23/59)	43% (6/14)	38% (17/45)	+5%
Spring End % Expected	46%	61% (11/18)	39% (16/41)	+22%

	(27/59)			
End of Year % Expected	65% (39/60)	74% (14/19)	61% (25/41)	+13%

PP children in EYFS are performing better than their non-PP peers.

PiXL Data

Autumn 1 data, [Spring 2 data](#), [Summer 2 data](#)

[Year 6 baseline](#), [Spring 1 data \(year 6 only\)](#)

Year 1	Whole cohort EXPECTED+	PP EXPECTED+	Non-PP EXPECTED+	Difference
Reading	37% 37%	25% (4/16) 23% (4/18)	44% (18/41) 44% (18/41)	-19% -21%
Writing	5% 24% 55%	7% (1/15) 19% (3/16) 45% (8/18)	4% (2/45) 26% (11/41) 59% (25/41)	+3% -7% -14%
Maths	68% 66%	64% (10/16) 56% (11/18)	70% (30/41) 71% (29/41)	-6% -15%
Year 2				
Reading	5% 37% 52%	5% (1/21) 50% (11/22) 58% (14/24)	5% (2/40) 29% (11/38) 48% (18/37)	= +21% +10%
Writing	12% 15% 41%	14% (3/21) 18% (4/22) 50% (12/24)	10% (4/40) 13% (5/38) 35% (13/37)	+4% +5% +15%
Maths	20% 43% 41%	29% (6/21) 50% (11/22) 46% (11/24)	16% (6/40) 39% (15/38) 38% (14/37)	+13% +11% +8%
GPS	10% 45% 40%	14% (3/21) 50% (11/22) 54% (13/24)	8% (3/40) 42% (16/38) 30% (11/37)	+6% +8% +24%
Year 3				
Reading	15% 39% 46%	26% (5/19) 45% (9/20) 53% (11/21)	10% (4/40) 39% (15/39) 43% (17/40)	+16% +6% +10%
Writing	3% 26% 41%	5% (1/19) 35% (7/20) 43% (9/21)	3% (1/40) 22% (9/39) 40% (16/40)	+2% +13% +3%
Maths	5% 34% 41%	5% (1/19) 40% (8/20) 43% (9/21)	5% (2/40) 33% (13/39) 40% (16/40)	= +7% +3%
GPS	24% 39% 59%	37% (7/19) 45% (9/20) 71% (15/21)	18% (7/40) 38% (15/39) 53% (21/40)	+19% +7% +18%
Year 4				
Reading	30% 37% 48%	23% (5/22) 25% (5/21) 37% (9/24)	35% (14/40) 45% (18/40) 55% (21/38)	-12% -20% -18%
Writing	21% 27% 55%	23% (5/22) 19% (4/21) 46% (11/24)	20% (8/40) 31% (12/40) 60% (23/38)	+3% -11% -14%
Maths	13% 23% 54%	9% (2/22) 19% (4/21) 42% (10/24)	15% (6/40) 25% (10/40)	-6% -6% -22%

			64% (24/38)	
GPS	23% 41% 49%	14% (3/22) 35% (7/21) 46% (11/24)	28% (11/40) 45% (18/40) 50% (19/38)	-14% -10% -4%
Year 5				
Reading	49% 57% 62%	48% (13/27) 62% (16/26) 66% (17/26)	49% (17/35) 53% (18/34) 59% (20/34)	-1% +9% +7%
Writing	23% 29% 50%	22% (6/27) 23% (6/26) 54% (14/26)	23% (8/35) 32% (11/34) 47% (16/34)	-1% -9% -9%
Maths	8% 12% 33%	4% (1/27) 4% (1/26) 23% (23/26)	11% (4/35) 18% (6/34) 41% (14/34)	-7% -14% -18%
GPS	27% 38% 42%	19% (5/27) 35% (9/26) 38% (10/26)	35% (12/35) 41% (14/34) 44% (15/34)	-16% -6% -6%
Year 6				
Reading	15% 34% 50% 57% 62%	26% (8/31) 50% (16/32) 69% (22/32)	41% (13/31) 64% (19/30) 54% (15/28)	-15% -14% +15%
Writing	11% 16% 70%	13% (4/31) 19% (6/32) 69% (22/32)	10% (3/31) 13% (4/30) 71% (20/28)	+3% +6% -2%
Maths	16% 31% 38% 58% 60%	16% (5/31) 50% (16/32) 59% (19/32)	42% (13/31) 67% (20/30) 60% (17/28)	-26% -17% -1%
GPS	24% 30% 45% 52% 53%	26% (8/31) 50% (16/32) 50% (16/32)	35% (11/31) 53% (16/30) 57% (16/28)	-9% -3% -7%

Remaining gaps and areas for development will be fed forward into the new three year PPSP.

