

Pupil premium strategy statement 2025/2026

This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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	Severne Primary School
Number of pupils in school	362 Main School
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sharon McMahon Headteacher
Pupil premium lead	Sarah Murfin Deputy Headteacher
Governor / Trustee lead	Sue Jackson, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£369,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,489
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	
	£377,149

Part A: Pupil premium strategy plan

Statement of intent

At Severne Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may be complex in nature, and consequently impact on their learning. It is our aim to remove these barriers to learning created by poverty, family circumstance and background and recognise the need for personalised strategies in order for the children to reach their full potential.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Demography and School Context

Severne Primary School is a community school located in Acocks Green, an eastern suburb in the city of Birmingham. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). Although there are areas relatively near to the school which have lower levels of deprivation, the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. Severne Primary School is situated in an area classed as being one of the 10% most deprived areas in England (IMD rankings).

The LSOA in which the school is located is ranked 1848 out of 32,844 in terms of deprivation and is in the 10% most deprived areas within Birmingham.

Indices of Deprivation: 2019 and 2015

Switch domain to: IMD 🏠 🏢 🏫 + 🗺️ 🏠
 Viewing **Education, Skills and Training Domain**

2019 map On
 2015 map Off



Neighbourhood (LSOA) data

Your selected location falls in **Birmingham 103E** LSOA (i.e. neighbourhood). This is within **Acocks Green** ward and **Birmingham** local authority district.

In 2019, this LSOA is ranked **2,862** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country.

Birmingham 103E is one of 639 LSOAs in Birmingham local authority district. Using the IMD rank of average summary measure, this local authority ranked **11** in 2015 and **6** in 2019, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Birmingham, in each decile of the **Education, Skills and Training Domain**.

Neighbourhood (LSOA)	rank 2019
Birmingham 128A	2,861
Birmingham 103E	2,862
Birmingham 034E	2,863
Birmingham 070B	2,870
Birmingham 049B	2,897

Showing 127 to 133 of 639 entries

Leaflet | Map data © OpenStreetMap contributors

Ultimate objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to achieve nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments (EYFS baseline) identify a low baseline in oral communication, language and Literacy. Our internal evidence shows this impacts on Reading and Writing ELG and the overall GLD.
2	Assessments have demonstrated that our disadvantaged pupils generally achieve lower outcomes in writing and mathematics compared to those of their peers.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment
4	Our attendance data over the last academic year indicates that there was persistent absence for the whole school as 19.5% with National data being 14.3% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
5	Observations and discussions with pupils' evidence that the majority of our pupils have limited experiences beyond their immediate environment and few cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication

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
To improved oral language and communication skills	Pupils eligible for PP in EYFS make rapid progress by the end of the Reception year so that all pupils eligible for PP meet age related expectations. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing / mental health demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by Pupil progress meetings, Safeguarding meetings, Behaviour, Nurture and Malachi referrals. • Observations of children’s engagement in learning
To achieve and sustain improved % of children working at age expectation, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving the ‘higher standard’ at the end of KS2	In school tracking data (Bromcom) and end of Key Stage (GLD and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Reduce the number of children who are persistently absent (missed 19+ days).

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £250,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language</p> <p>Wellcomm assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made</p> <p>Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist and Wellcom</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be in li with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language</p>	<p>1,2,4</p>

<p>A Speech therapist from West Midlands Speech and Language Therapy Service visits once a week to work with individual children in both EYFS, Key Stage 1 and 2 to provide language support for children who have been identified as having additional language and communication needs.</p> <p>The implementation of Lamda Speaking syllabus and introductory examinations in conjunction with oral language interventions and explicit teaching.</p>	<p>impact development (Average impact +5 months),</p> <p>Because of the rising number of children who have presented with speech and language difficulties, the school felt that specialist provision needed to be made in order for the children to be able to access the curriculum more rapidly than if outside agencies were providing the support/or if that support was even available. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2</p>
<p>To embed into practise a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>All staff to receive additional CPD on the delivery of Bug Club Phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1, 2</p>

Phonics lead in school to model phonics sessions, support teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.		
Groups of pupils identified through pupil progress meetings and specific targeted interventions implemented	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. Improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2,3
<p>Embed the Walkthru system for pedagogical development. (Negotiated with Birmingham Education Partnership)</p> <p>The Development of Mastery Teaching.</p> <p>Purchase support through BEP support for maths leadership</p>	<p>The evidence for Mastery Teaching demonstrates High Impact for a small cost. This is based upon limited evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,2
<p>Curriculum Enrichment</p> <p>Specialist music teaching, wider curriculum workshops, extra-curricular activities, residential etc.</p>	<p>As stated in the EEF Arts toolkit</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Provision of specialist music tuition in Flute, brass, steel pans and Dhol drums.</p> <p>Children also have access to Chess in schools.</p>	1,2,4,5

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

Budgeted cost: £58,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Speech and language therapy – external provider • WellComm intervention used to improve communication / language / vocabulary in EYFS • Target group work in Nursery and Reception using Wellcomm • Wellcomm intervention implementation 	<p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year (EEF).</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost.</p> <p>Wellcomm has been identified by the EEF as a promising project.</p>	1,2,3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through additional support of the Early Reading Lead</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in pupil</p>	<p>To continue to have a part time Learning Mentor within the nurture suite who develop and support children’s emotional, social and behavioural needs and to support the children through difficult times e.g. transition or family difficulties.</p>	3

progress meetings and pastoral reviews.	<p>The Learning mentor develops targeted behavioural interventions for identified students.</p> <p>Malachai Trust offer professional support to both children and their parents who are vulnerable.</p>	
Continue to employ a Pastoral Support Manager	<p>This person will work with the parents/carers to improve the punctuality and attendance of children, particularly those from vulnerable groups.</p> <p>They will also support families to promote early engagement with the school and their children's learning.</p> <p>This approach has been adopted to improve the outcomes for our children, if they are not attending school regularly, they will not access the curriculum and therefore not achieve their potential.</p> <p>This approach has significantly improved attendance in the school since her appointment.</p>	2, 3,4

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

Budgeted cost: £68,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School staffed with Behaviour Lead professional, Pastoral Manager, DSL team, Mental health First aider</p> <p>2- Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed.</p> <p>3- Curriculum focus on in terms of growth mind set, resilience and mental health of pupils.</p>	<p>EEF toolkit identifies that the following all have a positive impact.</p> <p>Behaviour intervention (+ 3months)</p> <p>Social and emotional learning (+ 4 months)</p> <p>Metacognition and Self-regulation strategies (+ 7 months)</p>	3,4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

<p>Purchase the Inclusive Attendance program.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Experiences and visitors planned for all pupils across the year</p> <p>Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate in experiences that are not provided within the home environment.</p> <p>Plan experiences into the root of Severne curriculum</p>	<p>EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) Outdoor adventure learning (+4 months)</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £377,149

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcome	Outcome
Improved oral language skills and vocabulary.	<p>Assessments and observation indicate significantly improved oral language and language comprehension among disadvantaged pupils within EYFS.</p> <p>Of the disadvantaged children who undertook WELLCOMM assessments and intervention 75% left EYFS meeting age related expectations with 17% requiring short burst intervention with year 1. 8% were identified with complete speech and language needs and this has been addressed via the Speech Therapist.</p> <p>Additional staff have been trained in the delivery of the WELLCOMM programme and this will be rolled out across the school as a result of the success.</p>
Improved Phonics and reading attainment amongst disadvantaged children	<p>Data for phonics show that disadvantaged pupils have made accelerated progress from their starting points. 81% of the disadvantaged children passed the phonics check compared to 81% of non-disadvantaged.</p>
To achieve and sustain improved % of children working at age expectation, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving the 'higher standard' at the end of KS2	<p>Data demonstrates that disadvantaged children make more progress in Reading and Writing achieving the expected standard at the end of KS2.</p> <p>Walkthru programme of teacher development is at the implementation stage with whole school focus on modelling and explaining. This is in line with ensuring that staff check for previous understanding.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing / mental health demonstrated by: Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by Pupil progress meetings, Safeguarding meetings, Behaviour, Nurture and Malachi referrals. Observations of children's engagement in learning.</p> <p>2024-2025 81% of the children who accessed extra-curricular activities were disadvantaged.</p>
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This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

School Data - EYFS

<u>Reception Data</u>	<u>2024-2025</u>	<u>Expected</u>
Communication & Language	Listening, Attention and Understanding	80.6%
	Speaking	80.6%
Overall for CL		80.6%
Personal, Social and Emotional Development	Self-Regulation	86.1%
	Managing Self	91.7%
	Building Relationships	81.7%
Overall for PSED		86.1%
Physical Development	Gross Motor Skills	94.4%
	Fine Motor Skills	83.3%
Overall for Physical Development		83.3%
Literacy	Comprehension	80.6%
	Word Reading	77.8%
	Writing	77.8%
Overall for Literacy		77.8%
Mathematics	Numbers	75.0%
	Numerical Patterns	75.0%
Overall for Mathematics		75.0%
Good Level of Development		75.0%
Understanding	Past & Present	80.6%
The World	People, Culture & Communities	86.1%
	The Natural World	83.3%
Overall for UtW		80.6%
Expressive Arts & Design	Creating with Materials	86.1%
	Being Imaginative & Expressive	86.1%
Overall for EAD		86.1%

Severne Junior Infant and Nursery School

	Gender			Free School Meals		
	Boys	Girls	Gap	Yes	No	Gap
Eligible pupils	16	20		26	9	
% GLD	75	75	0	73.1	88.9	-15.8
% All early learning Goals	75	75	0	73.1	88.9	-15.8
% Prime learning goals	81.2	80	1.2	76.9	100	-23.1
% Specific learning goals	75	75	0	73.1	88.9	-15.8
Average number of ELG achieved	13.8	14.4	-0.6	13.9	16.6	-2.7
% Communication and Language	81.2	80	1.2	76.9	100	-23.1
% Physical Development	81.2	85	-3.8	80.8	100	-19.2
% Personal, Social and Emotional Development	87.5	85	2.5	84.6	100	-15.4
% Literacy	75	80	-5	76.9	88.9	-12
% Mathematics	75	75	0	73.1	88.9	-15.8
% Understanding the World	81.2	80	1.2	76.9	100	-23.1
% Expressive arts and design	81.2	90	-8.8	84.6	100	-15.4

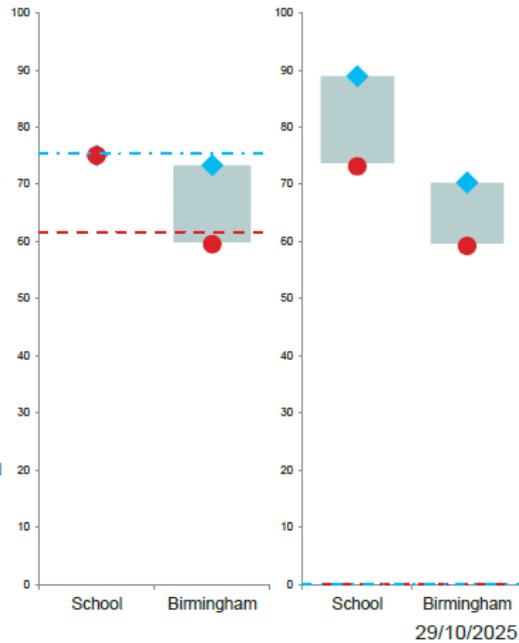
The graphs to the right compare the percentage of children achieving a 'Good Level of Development' (GLD) by the pupil groups directly above.

The blue diamond represents the *nationally* higher achieving of the two corresponding groups, whereas the red circle is the *nationally* lower achieving. The grey box inbetween the two markers represents the achievement gap.

The horizontal lines represent the same measures but for national outcomes.

Legend

- Gender
 - ◆ Girls
 - Boys
- Free School Meals
 - ◆ non FSM
 - FSM
- Disadvantaged
 - ◆ non Disadvantaged
 - Disadvantaged
- Language
 - ◆ non EAL
 - EAL
- SEN
 - ◆ No identified SEN
 - SEN



29/10/2025

Phonics

	School			Acocks Green			Birmingham Yardley			Birmingham			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Year 1 Eligible pupils	56	47	52	326	332	326	1618	1574	1578	15497	15146	14511	632660	622901	606440
% Absent	0	2.1	0	0.3	0.6	0	0.4	0.8	0.4	0.4	0.4	0.4	np	np	np
% Disapplied	3.6	0	1.9	3.4	3.9	2.8	2.5	3.5	4.5	3	3.8	4.5	np	np	np
% Working Towards	12.5	17	9.6	14.1	11.7	15	18	16	16.5	17	15.9	15.7	np	np	np
% Working At	83.9	80.9	88.5	77.6	83.7	82.2	78.1	79.7	78.5	79.1	79.9	79.4	78.9	80.2	79.8
Eligible pupils at end of Key Stage 1	50	58	50	313	339	328	1611	1684	1578	15833	15859	15157	645291	642099	626891
% Absent	0	0	0	0	0	0	0.2	0.1	0.1	0.2	0.1	0.1	np	np	np
% Disapplied	0	0	2	1.9	2.1	3	2.4	2	3	2.3	2.3	2.9	np	np	np
% Working Towards	6	10.3	4	8	8.8	4.9	10.4	10.1	8.6	9.6	9.5	8.9	np	np	np
% Working At	94	89.7	94	89.8	89.1	92.1	87	87.9	88.3	87.7	88	88.1	88.5	89	89

Phonics Data 2025			2024 Results
Year 1	46/52	88.5%	81%
Year 2 Retake	10/13	76.9%	62%
Year 2 Overall	47/50	94%	91%

Severne Junior Infant and Nursery School

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Year 1 Eligible pupils	17	35		40	12		40	12		26	26		2	-	2	50
% Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	-	0	0
% Disapplied	5.9	0	5.9	2.5	0	2.5	2.5	0	2.5	3.8	0	3.8	50	-	50	0
% Working Towards	17.6	5.7	11.9	10	8.3	1.7	10	8.3	1.7	3.8	15.4	-11.6	50	-	50	8
% Working At	76.5	94.3	-17.8	87.5	91.7	-4.2	87.5	91.7	-4.2	92.3	84.6	7.7	0	-	0	92
Eligible pupils at end of Key Stage 1	31	19		36	14		32	18		36	14		6	1	5	44
% Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% Disapplied	0	5.3	-5.3	2.8	0	2.8	0	5.6	-5.6	2.8	0	2.8	16.7	0	20	0
% Working Towards	6.5	0	6.5	2.8	7.1	-4.3	3.1	5.6	-2.5	0	14.3	-14.3	33.3	100	20	0
% Working At	93.5	94.7	-1.2	94.4	92.9	1.5	96.9	88.9	8	97.2	85.7	11.5	50	0	60	100

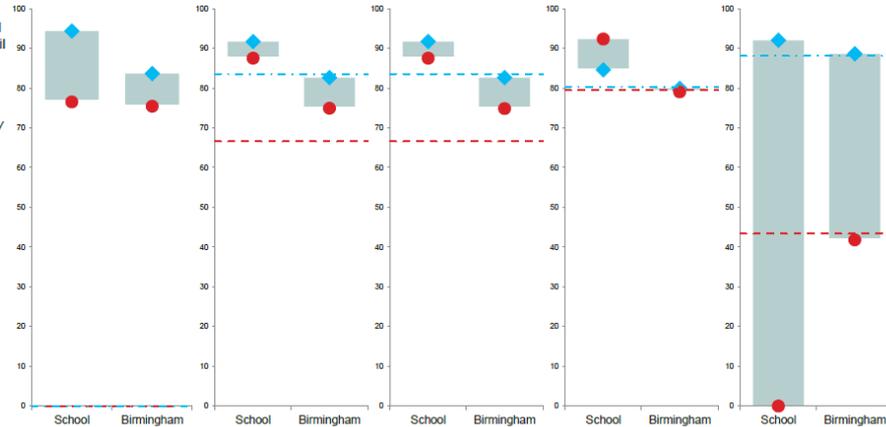
The graphs to the right compare the percentage of children working at the expected level of Phonics decoding in Year 1 by the pupil groups directly above.

The blue diamond represents the *nationally* higher achieving of the two corresponding groups, where as the red circle is the *nationally* lower achieving. The grey box inbetween the two markers represents the achievement gap.

The horizontal lines represent the same measures but for national outcomes.

Legend

- Gender
 - ◆ Girls
 - Boys
- Free School Meals
 - ◆ non FSM
 - FSM
- Disadvantaged
 - ◆ non Disadvantaged
 - Disadvantaged
- Language
 - ◆ non EAL
 - EAL
- SEN
 - ◆ No identified SEN
 - SEN



End of KS2 Data

Key stage 2 performance part 1

	School			Acocks Green			Birmingham Yardley			Birmingham			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Eligible pupils	61	59	62	355	327	364	1666	1684	1770	16500	16456	16385	67047100	66149900	64223900
% at least Expected Reading Test	59	69.5	75.8	61.2	71.3	73.6	66.9	71.7	72.6	70.4	72.8	73.9	72.8	74.4	75.1
% High standard Reading Test	21.3	23.7	40.3	24.2	30	31	24.5	26.3	31.2	27.1	27	33.4	29.1	28.6	33.3
Scaled Score Reading	102.2	103.4	105.1	103.4	104.6	105.1	103.9	104.4	104.9	104.5	104.7	105.4	105.1	105.2	105.6
% at least Expected Writing TA	72.1	71.2	72.6	66.2	69.4	67.6	70	72.2	70.6	70.2	71.9	69.4	71.5	71.7	72.3
% Greater Depth Writing TA	9.8	3.4	4.8	11.5	10.1	10.7	10.2	11	10.5	10.4	11	10.3	13.3	12.9	12.8
% at least Expected Maths Test	72.1	78	66.1	70.8	78	73.1	73.9	75.3	74.1	73.2	74.1	74.1	73	73.2	74.1
% High Maths Test	18	28.8	25.8	21.6	28.4	25.3	23.7	25.3	26.6	25	25.3	27.8	23.9	23.9	26.3
Scaled Score Maths	103.7	104.3	103.7	103.8	105	104.4	104.3	104.6	104.7	104.3	104.5	104.9	104.2	104.4	104.7
% at least Expected GPS Test	77	76.3	72.6	68.3	78.3	75.3	73.4	75.1	73.4	74.3	75.5	74.3	72.4	72.3	72.6
% High GPS Test	34.4	40.7	33.9	35.4	41.6	35.4	33.6	36.5	34.3	34.6	37.3	35.6	30.1	32	29.6
Scaled Score GPS	105.7	106.8	104.7	105.3	106.7	105.8	105.4	106	105.8	105.6	106.2	106.3	104.9	105.3	105.4
% at least Expected Reading, Writing & Maths	54.1	62.7	59.7	52.1	60.9	58	57.3	62	60.7	58.6	61.2	60.8	59.6	60.7	62.2
% Higher Standard Reading, Writing & Maths	6.6	1.7	3.2	7	5.8	8.8	6.6	6.9	7.3	6.9	7	7.2	8	7.7	8.4
Progress Reading	-2.44	-	-	-0.92	-	-	-0.27	-	-	0.16	-	-	0.04	0	-
Reading standard deviation ±	1.63	-	-	0.68	-	-	0.32	-	-	0.10	-	-	-	-	-
Progress Writing	-0.04	-	-	0.05	-	-	0.27	-	-	0.07	-	-	0.04	0	-
Writing standard deviation ±	1.57	-	-	0.65	-	-	0.30	-	-	0.10	-	-	-	-	-
Progress Maths	-0.42	-	-	0.1	-	-	0.77	-	-	0.69	-	-	0.04	0	-
Maths standard deviation ±	1.34	-	-	0.63	-	-	0.30	-	-	0.09	-	-	-	-	-

Progress data is not available for 2024 or 2025 due to absence of Key Stage 1 Teacher Assessments in 2020 and 2021

The above data does not reflect those children who were disapplied from the assessments. These are as follows: -

Test results Year 6	EXS +	GDS	EXS + with disapplied	GDS with disapplied	Nationals
2025					
Reading	76%	40%	77%	41%	75%
	(47)	(25)	(47)	(25)	
Maths	66%	26%	67%	26%	74%
	(41)	(16)	(41)	(16)	
Spelling, Punctuation and Grammar	73%	34%	74%	34%	73%
	(45)	(21)	(45)	(21)	
Achieved expected standard in Reading, Writing and Maths	60%		61%		62%
	(37)		(37)		

Externally provided programmes

Programme	Provider
Bug Club Phonics	Pearson UK
Speech and Language Therapists	West Midlands Speech & Language Therapy
Family Support	Malachi Specialist Family Support Services
Walkthru	Walkthru – Tom Sherrington
Inclusive Attendance Programme	Inclusive Attendance
LAMDA Group and Solo examinations	LAMDA

Further information (optional)

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:</p> <ul style="list-style-type: none"> • embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. • utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. • offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. <p>Planning, implementation, and evaluation</p> <p>In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.</p> <p>We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address</p>
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challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. Our assessments and observations indicated that the social, emotional and mental health of our disadvantaged pupils continues to be a key area of need.

We used, and will continue to use, pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on this approach with the activities outlined in this strategy.

During the last academic year, we have noticed a slight improvement in our overall attendance. We believe that the concerns we have in attendance is due to families taking holidays during term time despite all of these being unauthorised. As a school we are constantly working on ways to discourage families from taking term time leave. We have continued to use the Inclusive Attendance Framework to ensure all stakeholders know their roles and responsibilities to reduce barriers to education and support attendance.

We have reviewed our strategy plan and made changes regarding how we intend to use our budget this academic year.