

Pupil premium strategy statement - Glade Hill Primary School

This statement details our school's use of pupil premium and recovery premium for the 2025 to 2026 academic year to improve outcomes for 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	Glade Hill Primary School
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024.25 2025.26 2026.27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Anna Stapleton (Headteacher) Governing Body
Pupil premium lead	Rachel Want (Deputy Headteacher)
Governor / Trustee Lead	Nicola Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,145
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£244,145

Part A: Pupil premium strategy plan

Statement of intent

At Glade Hill Primary School our ultimate objectives for our disadvantaged pupils are to raise aspirations, make good progress in all subject areas, reach their full academic potential and overcome barriers.

We believe that being ambitious for our pupils and providing high quality learning and teaching are the most important factors in reaching our aims. We intend for our disadvantaged pupils to access quality first teaching to equip them with the skills and knowledge required to be successful both academically and in later life. We plan teaching and learning to ensure those who have gaps in skills and understanding are prioritised for intervention so they can keep up and where necessary catch up. Robust assessment systems and pupil progress reviews are in place to ensure pupils are identified and key teaching and learning strategies are quickly and effectively employed. We identify high attaining pupil premium children and target them to achieve the higher standards of attainment by ensuring they make good progress and raise their aspirations.

We use our pupil premium funding to address barriers in pupil achievement and personal and social development. Some of the barriers are addressed through our curriculum drivers so therefore providing a high-quality curriculum with quality first teaching and learning, alongside adaptive teaching, is a core part of our strategy. (See Curriculum Statement).

*At Glade Hill we are Golden and we Sparkle. We strive to ensure pupils from disadvantaged backgrounds have the skills to be Golden citizens alongside developing the learning attributes of **Self-motivation, being Polite, Ambition, Resilience, Kindness, being a good Learner and being Enthusiastic. SPARKLE***

Our objectives are in line with the school improvement plan and focus on the key challenges to achievement for our disadvantaged pupils. We acknowledge that nationally children from disadvantaged backgrounds have been most affected by the pandemic and our school data is in line with these findings. We therefore ensure that our pupil premium children are prioritised in our keep up and catch-up plans. We have a school focus on giving children the best start, and aim for all children to develop key reading and maths skills and develop their understanding by the time they leave KS1.

Our current school improvement priorities are summarised as follows

- 1) To review current policy and improve provision to raise attainment in Writing across the school.
- 2) Improve teaching, provision, experiences and support for children facing barriers to their success such as those in receipt of Pupil Premium Funding.
- 3) Support teachers to develop as leaders through training. For example, support teachers to develop and improve leadership of different subjects and parts of the school e.g. EY/ KS1/ LKS2/ UKS2.

At Glade Hill we will also use the grant for other vulnerable pupils who are not eligible for the funding but may require additional support due to other factors such as being part of a large family or having a social worker.

We believe that knowledge is gained from rich experiences so we also use some of our funding to ensure pupils from disadvantaged backgrounds can access these experiences and opportunities.

IDACI

Glade Hill Primary & Nursery School is located within the City of Nottingham. Nottingham ranks 6th out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score).

Pupils attending Glade Hill have an average IDACI deprivation score of 0.305 (based on residence). This means that 30.5% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 15% Nationally.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points in EYFS. Entry data shows that the % of pupils with a good level of entry (GLE) into F2 is currently 48% and only 38% of PP entered F2 with a GLE. The attainment gap is present when the pupils first start school.
2	KS1 and KS2 Attainment – Retention of key knowledge and understanding has an impact on attainment and progress. Early reading, phonics and maths programmes alongside key interventions are planned to ensure children master the basic skills by the time they leave KS1. The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths following the pandemic reduced and the gap between non-disadvantaged and disadvantaged pupils in core subjects post pandemic widened. This is particularly the case for pupils in KS2.
3	Disadvantaged pupils with a special educational need. A high proportion of the disadvantaged pupils at GH also have SEN/D (currently 47%). Data shows that pupils who are in receipt of the PPG that are also SEN/D are the PP pupils who are not achieving AREs. Identifying pupils in this category who need additional support to ensure all those who are capable of achieving ARE do so is a crucial part of the strategy. A high proportion of pupils with SEN/D have communication, speech and language needs and social, emotional and mental health needs for which additional support is targeted for through the strategy.
4	Attendance - Analyses of data identifies a number of pupil premium families with low attendance and persistent absence. Prior to the pandemic, the attendance of disadvantaged improved since the employment of the school's attendance officer and this

	is therefore a proven impactful pupil premium grant strategy which we will continue to target identified families.
5	Resilience and aspiration. Internal monitoring such as lesson observations, learning walks and pupil voice has found some pupils avoid challenges, problem-solving and lack vision for their future. This prevents them from fulfilling their potential within the opportunities provided by the curriculum. Many children have limited life experiences, which has prevented them developing an in-depth knowledge of the wider world.
6	Mental health – Some children and families are facing mental health difficulties which are a barrier to learning. Although this is not widespread across all children it is affecting an increasing number of families. It is therefore essential that timely support for those who need it is put in place.

Intended outcomes – 3 Year Plan

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 close the gap between disadvantaged pupils in the school and other pupils Nationally in all subjects, by accelerating the progress of all pupils.	<ul style="list-style-type: none"> • School data shows year on year improvement at closing the gap between disadvantaged pupils (DP) and other pupils nationally in all year groups, subjects and subjects combined. • The in-school gap between non-disadvantaged and disadvantaged pupil in school is closed • DP make good and better than good progress in all subjects resulting in +ve progress scores in KS2. • Average standardised scores increase in all subjects and are closer to National other pupils • DPs at Glade Hill perform better than other DPs Nationally – Like for Like comparison
Improve the quality of teaching and learning for all pupils in the school and to specifically raise standards for disadvantaged pupils	<ul style="list-style-type: none"> • Teaching and learning are developed through quality CPD. Evidenced through monitoring • Teachers reflect and improve practice supported by the Senior Leadership Team • Behaviour for learning is outstanding, children are motivated to succeed, have higher aspirations and demonstrate improved resilience • Pupils learn more and remember more through quality first teaching • Pupils who are under attaining and /or are making slow progress are quickly identified and intervention improves outcomes • Children develop knowledge and skills through a well-planned, taught and developed curriculum and learning sequence
To improve outcomes for disadvantaged pupils in reading particularly low / SEN/D and those with multiple barriers to learning	<ul style="list-style-type: none"> • The Little Wandle phonics scheme is further implemented and impactful • The % of pupils achieving the phonics standard in Y1 and Y2 is in line with National other pupils • The % of DPs achieving the expected standard in Y6 is closer to National for all pupils and is above like for like National comparisons • The % of DPs achieving the expected standard in reading in EYFS will be in line with National

	<ul style="list-style-type: none"> All DPs without additional barriers reach age related standards in reading in all year groups. DPs identified as being of higher ability achieve GDS in reading by the end of Y6 Average standardised scores in reading increase in National tests and internal NTS assessments
To improve outcomes for disadvantaged pupils in Maths	<ul style="list-style-type: none"> The % of DPs achieving the expected standard in Y6 is closer to National for all pupils and is above like for like National comparisons The % of DPs achieving the expected standard in maths in EYFS will be in line with National All DPs without additional barriers reach age related standards in maths in all year groups. DPs identified as being of higher ability achieve GDS in Maths by the end of Y6 Average standardised scores in maths increase in National tests and internal NTS assessments
To improve outcomes for disadvantaged pupils in Writing	<ul style="list-style-type: none"> The % of DPs achieving the expected standard in Y6 is closer to National for all pupils and is above like for like National comparisons The % of DPs achieving the expected standard in writing in EYFS will be in line with National All DPs without additional barriers reach age related standards in writing in all year groups. DPs identified as being of higher ability achieve GDS in writing by the end of Y6
To improve the attendance of pupils from disadvantaged backgrounds	<ul style="list-style-type: none"> The attendance percentage of DPs is closer to National for all pupils and is above like for like National comparisons The % of persistent absentees from disadvantaged background is reduced year on year.

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: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT / Phase leaders / Curriculum lead CPD support	To improve the quality of teaching, learning and assessment so that all pupils make good or better progress. SLT/ Phase leaders lead CPD. Prioritisation of the development of the teaching of reading, writing and	1
Teacher Review Days		2
		5

Monitoring and feedback of learning Performance appraisal / Coaching meetings Professional development for ECT	<p>mathematics and improved pedagogy with an emphasis on formative assessment specifically feedback</p> <p>High percentage of pupils in school in receipt of PPG therefore improved teaching and learning for all will have a significant impact on disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
English and Maths Specialists CPD sessions – Whole staff and individual Teachers / TAs <i>Nottingham Schools Trust CPD for subject leads</i>	<p>As above. Specific CPD on reading, writing and maths to improve pedagogy and assessment to identify next steps for pupils to accelerate their learning, raising attainment and close the widened attainment gap.</p> <p>Maths and English leads attend training and networks to support internal CPD</p> <p>Specialist support from NST for developing pedagogy in core subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1 2 5
Phonics / Little Wandle and Decodable reading Groups CPD for TAs and teachers	<p>Early reading and writing is fundamental to raising standards across the school. A consistent approach will improve outcomes for pupils.</p> <p>All these strategies aim to improve the teaching of reading for individuals and therefore of benefit to those in receipt of the PPG. Proven strategies in school</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1 2 3 5
Lexia– Purchase of online platform	<p>Online subscription for pupils requiring additional reading intervention</p> <p>Lexia Reading Core5® EEF</p>	2 3
Mastering number project (NCETM) CPD for TAs and teachers Project aimed at F2/Y1/Y2 and Y3 children	<p>Number fact fluency is a key area for pupil progress and has been a barrier to maths attainment particularly for low and middle prior attaining disadvantaged pupils. The project aims to ensure all pupils are fluent in additive facts by the end of KS1. This year the school will also be piloting the Y3 Mastering number project which includes CPD for Y3 teachers and the maths lead</p>	1 2 5

<p>Tackling Tables CPD and Resources</p>	<p>All children in Y2/3/4 use Tackling Tables to develop their multiplication and division skills in order to increase the % of pupils achieving 20+ in the Y4 check. Children in Y5/6 who did not achieve 20+ in Y4 receive Tackling Tables intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Mastering Number NCETM</p> <p>Tackling Tables with Tackling Tables Derby Research School</p>	
<p>Full time Inclusion lead (currently on Mat leave) and full time SENCO teaching pupils with complex needs and providing curriculum support and CPD for all staff to meet the needs of pupils with SEN/D</p> <p>Services from the INclude behaviour support team</p>	<p>High proportion of disadvantaged pupils also have SEN/D. Improved teaching and learning for pupils with multiple barriers is essential to improving outcomes</p> <p>SENCO supports adaptive teaching in classes to ensure outcomes for pupils with SEN/D</p> <p>Review meetings with SENCO and class teachers to ensure provision meets needs</p> <p>CPD for all staff including Routes to Inclusion, Autism team training</p> <p>Targeted support for key pupils and support for individual class teachers</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3</p>
<p>White Rose Maths CPD and resources purchased to further improve outcomes in Maths</p>	<p>Purchase of White Rose work books. Pupils with SEN/D able to work on gaps through key resources</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</p>	<p>1 2 5 6</p>
<p>Purchase NTS tests and diagnostic QLA tool Boost Insights</p>	<p>NTS standardised test alongside QLA to identify gaps in learning. Pupils are identified and reviewed at pupil progress meetings. Standardised testing alongside teacher assessments and AFL have ensured pupil data is accurate and diagnostic</p>	<p>2</p>

Training for staff to ensure assessments are interpreted and administered correctly.		
Weekly leadership time for phase leaders and Maths and English lead	Monitoring of standards Coaching and review sessions CPD	1 2 3
Purchase of INSIGHT for tracking pupil data	System that can quickly and effectively filter pupils who are disadvantaged for accurate tracking and target setting. Access for all to data including governors. Provision mapping and individual pupil tracking documents including attendance	1 2 3 4

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

Budgeted cost: £122,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Targeted groups for maths and English in Upper KS2. Key pupils targeted by key staff Y6 teachers, English lead, Maths lead and AHT.	Previously ran strategy with good impact on key disadvantaged pupils. Small groups to have more personalised provision and work with parents.	2 3
Lexia Reading intervention	More impactful than previously used FFT lightning squad To be reviewed when licence is up to ensure impact Lexia Reading Core5® EEF	1 2 3 5
Maths target groups – based on class post unit assessments	Small group tuition EEF	1 2 5
One to one and small group conferencing with Class teachers. Teachers to have up to ½ day per week non-class based for feedback and conferencing with pupils from own class	Impact reports from previous years show that class teacher conferencing and feedback time was the most significant in raising attainment. EEF Research Focus on writing conferencing to close the gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1 2 5

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
Targeted in class reading, writing, spelling, phonics and maths groups – Class teacher and TA led adaptations and intervention groups	Teacher and TA led keep up and catch-up groups are key to meeting the needs of disadvantaged pupils. The school has a wide range of abilities in each class and adapting teaching alongside support staff is a proven strategy. Targeted groups based on assessment information e.g., NTS.	1 2 3 5
NELI - Speech and language assessment and Early Intervention	Targeted at Nursery children for immediate impact Early Years Toolkit EEF (educationendowmentfoundation.org.uk) Communication and language Intervention in F2 and Y1	1 2 3 5
3x per week or weekly one to one reading depending on need Includes precision teaching	To ensure children from disadvantaged backgrounds read on a one-to-one basis at least weekly regardless of ability and home support. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 2 5
Focused Maths intervention and conferencing – Arithmetic, Tackling Tables and Mastering number	QLA shows many of the pupils from disadvantaged backgrounds lack in basic fluency skills and using inefficient methods. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1 2 5
After school one to one tuition / small group	Targeted one to one and small group support for identified disadvantaged pupils from KS2 starting with Y6 Targeted phonics group for Y1/2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback One to one tuition EEF (educationendowmentfoundation.org.uk)	1 2 5
Breakfast club enrichment	To extend the learning day for pupils from disadvantaged backgrounds. Teachers to plan activities specific to pupils' areas of need. Targeting of social skills Extending school time EEF (educationendowmentfoundation.org.uk)	1 2 5

Monitoring the impact of pupil premium spending, Assessments of pupils and intervention planning with teachers. Pupil progress meetings and teacher review days	To ensure spending targets actions with high impact. Outcomes are measured and provision is reviewed. Focused and improved intervention	1 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time senior mental health and well-being lead and pastoral team provide individual and small group behaviour support including emotion coaching</p> <p>Break time and lunch time activity lead supporting behaviour and cooperative play</p> <p>Additional supervision at breaktimes.</p>	<p>To provide specialist bespoke support for disadvantaged children experiencing social, emotional, behavioural or mental health needs. This enables these children to make progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1 2 5 6
<p>Mental Health support for families and children</p> <p>4 x Trained Mental Health First Aiders</p>	<p>To provide specialist bespoke support for disadvantaged children experiencing social, emotional, behavioural or mental health needs. This enables these children to make progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1 2 5 6
<p>ELSA - Staff training and time for those trained to provide emotional support to pupils who need this intervention</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1 2 3 5 6
<p>Attendance officer</p> <p>Headteacher</p> <p>Admin assistant</p> <p>Monitor and intervene to continue to improve attendance and punctuality</p>	<p>Attendance rates for disadvantaged pupils improved with the strategies employed therefore these strategies will continue. Some additional strategies to be launched.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	1 2 4

Funding for revision books, Homework supplies, PE kits, home learning packs Equipment Electronic Devices	To ensure pupils from low-income families are fully equipped for school and are able to access further home learning	1 2 5
Funding for residential and other educational visits	To provide enrichment and develop speaking, listening and learning skills. School audit findings show many disadvantaged pupils have very little access to enrichment activities	3 5
Music Tuition	To provide enrichment School audit findings show many disadvantaged pupils have very little access to enrichment activities	5
After School Clubs- Targeting pupils' interests and talents Wild Things Forest School	To provide enrichment and develop life skills School audit findings show many disadvantaged pupils have very little access to enrichment activities All TA staff and some teaching staff to provide after school enrichment once a week. Weekly sessions at wild things pupils selected termly and always from disadvantaged backgrounds. Sessions on a Friday to target attendance Half termly forest schools programme for each class and year group ran by school TA.	5
Breakfast Club - Free meal places Breakfast – Free bagels for all pupils	To target skills and enrichment To improve punctuality To provide breakfast for pupils who may not have a breakfast at home.	1 2 4 5
Preloved clothing and toys events	To reduce the impact on financial hardship on families to improve well-being	6

Total budgeted cost: £244,145

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 2024/2025 academic year.

Statement

The school have analysed the performance of our disadvantaged pupils during the 2024/25 academic year using EYFSP results, phonics check data, multiplication check results, key stage 2 performance data and our own internal assessments.

Currently there is no progress data for pupils at the end of KS2. Historically the disadvantaged pupils at Glade Hill have achieved positive progress scores showing the impact of the strategy from the pupils' KS1 starting points. Without this official progress data we can only make comparisons on attainment for the 24/25 period.

Due to the high numbers of pupils with special educational and complex needs in the school and the acknowledgement of the impact that being double disadvantaged can have on children's outcomes nationally, the school has provided some shadow data. The purpose of this data, is to support the school in being able to further identify the impact of the strategy and critically evaluate where improvements are required.

Alongside our attainment data we have reviewed our teaching, targeted academic support and wider impact on pupils through pupil premium strategy spending.

EYFS

	National All Pupils	National Disadvantaged	GH Disadvantaged	GH Disadvantaged (Pupils without SEN/D)
EYFS GLD	69%	51%	63%	69%

Despite significantly low starting points, pupils from disadvantaged backgrounds achieved above national disadvantaged GLD by 12% in 24.25. At the beginning of F2 only 32% of the pupils in receipt of the grant were at a good level of entry.

Raising standards in Early years was a significant part of school improvement for 24.25 where the focus was on ensuring strong foundations, timely interventions and speech and language support. The school are committed to ensuring gaps are closed at the earliest point as we know gaps are harder to close as pupils get older. The school will continue to use the successful strategies to ensure a continual improvement in outcomes throughout the school.

Phonics

	National All Pupils	National Disadvantaged	GH Disadvantaged	GH Disadvantaged (Pupils without SEN/D)
Y1 Phonics- % achieving the standard	80%	67%	55%	71%
Y1 Phonics – Average Words	33	30	27	29

Although GH disadvantaged is below national disadvantaged for phonics, the percentage of disadvantaged pupils achieving GLD in EYFS in this cohort was 42% therefore impact of narrowing the gap is evident during Y1. The % of disadvantaged pupils without a SEN/D achieving the standard of the phonics check is significantly higher demonstrating the impact of being double disadvantaged.

Multiplication Check

	National All Pupils	National Disadvantaged	GH Disadvantaged	GH Disadvantaged (Pupils without SEN/D)
Multiplication check (average score)	21	18.9	20.5	21.9
Multiplication check (% 25/25)	38%	-	25%	63%

Disadvantaged pupils at GH achieved above national disadvantaged and in line with all other pupils. The percentage of disadvantaged pupil without SEN/D is significantly high at 63% and close to double the % of all pupils nationally

KS2 Outcomes

Cohort Information

	All Pupils	Disadvantaged pupils	Pupils with SEN/D	Pupils double disadvantaged with SEN/D
Number	58	27	27	20
%	-	46.6%	50%	34% of cohort 74% of the disadvantaged pupil cohort

The cohort information is significant when reviewing outcomes for disadvantaged pupils at the end of KS2. Whilst many of the pupils at Glade Hill can be classed as double and triple disadvantaged, the 2024.25 Y6 cohort is not typical for the school. The complexity of need was significant and impacted on outcomes. We have as a school thoroughly analysed the data specifically those in receipt of the pupil premium grant and where outcomes could have been improved actions have been taken. It is important to view this data alongside the internal school data in the next section as we are confident that gaps are and will be narrowed and closed going forward. The high percentage of achievement for disadvantaged pupils without SEN/D in reading writing and maths demonstrates the positive impact of the strategy on our pupils.

	National All Pupils	National Disadvantaged	GH Disadvantaged	GH Disadvantaged (Pupils without SEN/D)
KS2 RWM Combined	62%	47%	19%	57%
KS2 RWM Combined Higher	8%	4%	0%	0%
KS2 Reading	75%	63%	37%	86%
KS2 Writing	72%	59%	37%	86%
KS2 Maths	74%	61%	30%	86%

Only one pupil in each reading, writing and maths who were pupil premium and no SEN/D did not achieve ARE. This was three different pupils. In reading and maths both pupils scored 99.

Internal Data

The current in school gaps between non disadvantaged and disadvantaged pupils from 24.25 data who are currently attending the school in 25.26 are 15% in reading, 13% in writing and 13% in maths. Where pupils do not have SEN/D the gaps are narrowed and closed. See graphic below.

Attainment Overview for Pupils in Years 1-6, with No SEN - 2024-2025 Summer - Main Assessment



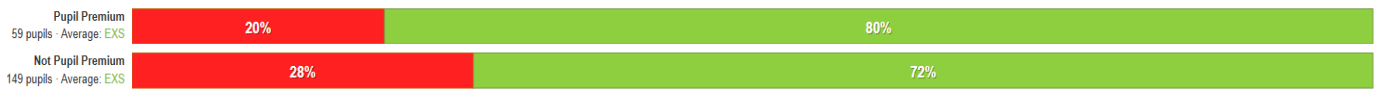
Reading

Legend: ■ Below expected ■ At/above expected ■ No data



Writing

Legend: ■ Below expected ■ At/above expected ■ No data



Maths

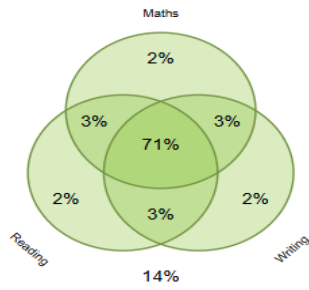
Legend: ■ Below expected ■ At/above expected ■ No data



Combined attainment

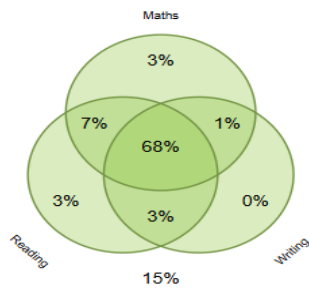
Pupil Premium

At/above expected



Not Pupil Premium

At/above expected



Impact of the PP strategy on Teaching in 24.25

Improvements to teaching and learning leading to better outcomes for disadvantaged pupils in 24.25 include specific CPD.

- ✓ Bringing White Rose alive training from Nottingham City Maths specialist
- ✓ Whole school and targeted year group CPD from the Behaviour support team include ADHD awareness and Routes to inclusion
- ✓ Targeted support from the Phonics specialist team including half termly visits, observations of teaching and support for Early reading and phonics lead
- ✓ Attendance at NST Networks in core and wider subjects
- ✓ Inclusion and Senco specific training
- ✓ In house CPD on reading, writing and maths including improved assessment for learning
- ✓ 1 to 1 coaching with teachers
- ✓ Performance appraisal targets based on SIP priorities of maths, phonics and EYFS
- ✓ Non-class based English lead for two terms to support teaching and learning of key year group
- ✓ ECT programme of support including training through the Maths Hubs
- ✓ ELSA training and supervision
- ✓ Music intervention training
- ✓ NELI training
- ✓ Equation training
- ✓ Anna Freud – MH+WL training

Targeted Academic Support

Name	Effectiveness
Additional 1 to 1 Reading	
Decodable Reading Groups Y2	
Decodable Reading Grp KS2	
ELSA	
FFT Lightning Squad	
Focused Maths Group	
Focused Reading Group	
Forest Schools	
Funfit	
Handwriting Intervention	
Lexia	
Maths Fluency KS2	
NELI	
Pastoral	
Phonics Catch Up KS2	
Phonics Catch up Y2	
Precision Teaching - Maths	
Precision Teaching - Reading	
Social Skills	
Speed Reading	
Tackling Tables Y5/6	

Targeted interventions are closely monitored for impact and graded from red to blue as not effective, partially effective, effective or very effective. Where interventions are effective, they are continued. Where they are ineffective, they are reviewed and either improved or discontinued. Interventions in reading have shown to be the most impactful and have been the priority for children in receipt of the pupil premium grant. Maths interventions have been reviewed and improved for 25.26.

Wider Strategies

The above table shows the impact of specific targeted interventions for pastoral support including ELSA, Forest schools, social skills groups, pastoral individual and group work led by our Senior mental health and well-being lead.

Impact through pupil voice of Pastoral and ELSA support

Elsa has made it easier for me to talk about my feelings, I find it easier to say yes and no to things I do and do not want to do.

She will help you with your worries and if you are nervous or upset you can go to her.

It has helped me to communicate better. I am not refusing school now. I didn't have the courage to talk to people but I do now.

If I am sad Elsa cheers me up and gives me comfort. I like the quiet space as I don't like busy places. I've learned to take 5 breaths if I am feeling stressed out and I talk to adults about my worries.

She has helped me to stop being stressed. She gives me fidgets and helped me with my family worries.

It has helped me to talk about the things I need help with.

The school increased their after-school club offer in 24.25 to ensure a greater variety and more opportunities for disadvantaged pupils to access after enrichment. There were 37 different clubs on offer with increased uptake.

20 Disadvantaged pupils accessed music tuition

41 Disadvantaged pupils attended over-night residentials including a Y3 trip to Walesby and a Y6 trip to Boggle Hole YH in Whitby

The pupil premium strategy was used to part fund both residentials and day trips to ensure maximum opportunities for pupils who from our school audit lacked out of school experiences. Experiences included Bluebells Dairy Ice Cream Farm, Creswell Craggs, Leicester Museum, Liberal Synagogue, National Space Centre, Newark Air Museum, Sherwood Pines and Whitepost Farm

All children are offered a free bagel to ensure they have had breakfast. Whilst free places are offered in our breakfast club to identified disadvantaged pupils, take up is limited.

Attendance

Absence among disadvantaged pupils was 2.9% higher than non-disadvantaged pupils in 2024/25. Approximately 35% of disadvantaged pupils' attendance was below 90%. We have therefore continued to focus on raising the attendance of our disadvantaged pupils and specifically those with persistent absence in our current plan.

Actions from the attendance team

- Letters sent home
- Home visits
- Holiday fines / Penalty notice requests submitted
- Meetings with parents
- EWO Referrals

Staff training for HT and attendance lead including PEIA, LA Training and ongoing DFE Network attendance

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
Lexia Core 5 Reading Programme	Lexia UK
Tackling Tables	Tackling tables

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A