



Pupil premium strategy statement- Lingdale Primary School 2025-2026

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-------------------------------------|
| Number of pupils in school | 87 (Nursery to Y6) |
| Proportion (%) of pupil premium eligible pupils | 86% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | Termly Dec 25, April 26, July 26 |
| Statement authorised by | Sarah Thornton |
| Pupil premium lead | Sarah Thornton |
| Governor / Trustee lead | June Murray |

Funding overview

| Detail | Amount |
|--|--------------------|
| Pupil premium funding allocation this academic year | £84,840 £10,520 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £95,360 |

Part A: Pupil premium strategy plan

Statement of intent

The mission at Lingdale Primary School is clear: to achieve academic excellence while living out our motto, 'Working together to be the best we can be.' Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care.

At our school, our use of Pupil Premium funding is a key driver in realising this mission. It ensures that every disadvantaged pupil - including those who are high attainers - is given the support, opportunities and challenge needed to achieve their full potential. We believe that disadvantaged should never mean diminished expectations. Our strategy is built around three core principles: • Excellent teaching for every pupil – because strong classroom practice has the greatest impact on outcomes for disadvantaged learners. • Targeted academic support – to remove specific barriers to progress identified through precise assessment and tracking. • Wider pastoral and enrichment provision – to build confidence, aspiration and personal resilience so pupils can engage fully in their learning.

Our intent is to use Pupil Premium funding to:

- Strengthen the quality of teaching across the school through professional development, instructional coaching and curriculum refinement.*
- Accelerate progress and raise attainment for disadvantaged pupils, ensuring they meet or exceed national expectations from their starting points.*
- Close the attainment and progress gaps between disadvantaged pupils and their peers in all year groups.*
- Develop pupils' personal skills and wellbeing, improving attendance, engagement and self-belief.*

Our strategy is a living document: it evolves in response to pupil outcomes, feedback and contextual needs. We evaluate impact each term, using both quantitative data and qualitative insights to refine our provision. Ultimately, our intent is that every pupil, regardless of background, leaves our school confident, successful and ready for the next stage of their education.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Outcomes and progress of pupils are significantly affected by their SEND and home life. A significant percentage of population live in some of the most deprived areas in the country. |
| 2 | A high % of children enter Nursery below expected. Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. Leading to undeveloped language skills and vocabulary gaps. |
| 3 | School Readiness - Many of our disadvantaged pupils need support to develop: active learning, managing feelings and behaviour, independence and self regulation when starting school. This also includes sharing and developing positive relationships. School have a two year provision to support disadvantaged families (15 hours per week) and a Mini Explorers stay and play session for mothers and babies. |
| 4 | Our attendance for children who are PP but also other factors which can add to the complexities and add to the barriers for learning. E.G. SEND, medical conditions, mental health, social worker. |
| 5 | Reading/phonics Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and on the wider curriculum as reading is the key to learning. |
| 6 | Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils. |
| 7 | PP children often have less access to cultural experiences, which hinders their understanding of the wider curriculum and contextual learning. |
| 8 | Low levels of aspiration, levels of engagement and participation with PP children and their families in securing their future ambitions. Lack of support from home due to parent's academic ability and confidence. |

Intended outcomes

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

| Intended outcome | Success criteria |
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| Ensure that Pupil Premium pupils and those with additional barriers (such as SEND, medical needs, or social care Involvement) make at least expected progress in line with their individual learning profiles or starting points. | Increase the percentage of disadvantaged pupils making accelerated progress — defined as three or more points or PIVATS points per academic year — towards their personalised targets in core subjects. KS2 RWM Y6 data will be in line with national for disadvantaged. |
| To improve the proportion of disadvantaged children leaving the EYFS with a good level of development. | For at least 75% of disadvantaged pupils to achieve a good level of development at the end of EYFS (this would represent an |

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| | improvement of 25%). • To close the gap between our disadvantaged and non disadvantaged pupils at the end of EYFS to no more than 10% (this would represent an improvement of 12%). |
| To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers and reduce the proportion classed as persistent absentees. | <p>Close the attendance gap between pupils eligible for Pupil Premium at 92% and non FSM 96% (4%) by the end of 2025–2026, demonstrating sustained improvement compared to the previous academic year.</p> <p>Reduce the proportion of disadvantaged pupils identified as persistently absent, closing the gap between disadvantaged pupils and the whole-school figure with a target to bring Pupil Premium persistent absence closer to National expectation or below by July 2026.</p> |
| Pupil Premium pupils who are behind in phonics will receive targeted, high-quality teaching and support to close gaps, enabling them to make accelerated progress. | <p>The proportion of disadvantaged pupils achieving the expected standard in Phonics (passing PSC) will increase from 2025 figure of 56% to 75% which would be an increase of 20%.</p> <p>Early identification enables children with speech and language difficulties to be referred to SALT team and the opportunity through programmes to make quick and accelerated progress. Neli Language screening in place for Reception children and support. Daily phonics (Little Wandle) programme embedded from Nursery to Y2. At least in line with National for phonics screening data in July 2026.</p> |
| Pupil Premium pupils will have increased access to after-school clubs and enrichment experiences, including educational visits and residential. This will support their personal development, broaden cultural capital, and enhance engagement and confidence, contributing positively to overall wellbeing and academic progress. | <p>100% of children are offered a free extra-curricular club. We would like at least 80% of disadvantaged pupils to attend at least one extra-curricular activity during the academic year (this would represent an increase of 10%).</p> <p>100% of disadvantaged pupils to be offered the chance to attend a residential visit, with at least 75% of disadvantaged pupils in years 4, 5 and 6 to attend at a reduced cost this academic year.</p> |
| Vulnerable pupils are well supported and have improved self-esteem. Support for SEMH issues and learning resilience of disadvantaged pupils will lead to increased engagement. | Children needing additional SEMH support will be identified early. Positive partnerships will be developed with these families. Bungalow project and support agencies will support children in understanding emotions and effective ways to support. SLT and Bungalow counsellor support vulnerable pupils so that children feel safe and happy at |

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| | school. Parents are sign posted to agencies which will ease any difficulties when they arise. |
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ensure all EYFS practitioners deliver high quality, language rich teaching and learning experiences across the curriculum.</p> <p>Investment in Early Excellence CPD</p> | <p>The EEF Early Years Toolkit highlights that high-quality teaching is the most effective strategy for improving outcomes in the Early Years, benefiting all pupils but having the greatest impact on disadvantaged children. Studies show that effective adult-child interactions, including modelling language, questioning, and scaffolding play, are strongly associated with improved outcomes in vocabulary, literacy, and social skills.</p> <p>EEF Communication and Language</p> <p>The EEF's "Communication and Language" evidence summary states: "Evidence consistently shows that communication and language approaches benefit young children's learning. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds." EEF Communication and Language</p> <p>'Carefully planned continuous provision will enable children to learn skills, will challenge their thinking and help them to embed concepts.' KS1 & EYFS Practice & Pedagogy Early Excellence Headteacher comment: "The Early Excellence consultancy really helped to crystallise our vision. We're very excited about the redevelopment of our curriculum, particularly the strengthened progression from Nursery to Reception." Early Years Resources, Furniture & Training Nurseries & Primary Schools</p> | 2,3,5 |

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| Ongoing high quality CPD for staff across the school – teachers and teaching assistants – to ensure excellent first quality teaching, subject knowledge, strategic oversight, curriculum development and intervention and support is continually revisited, adapted and improved. | <p>The EEF states that ‘intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p> <p>Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact’.</p> | 1,2 |
| Continue to build on use and teaching of Little Wandle Phonics with continued support and training for teachers and Tas. | <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>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> | 2,5 |

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

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Deployment of Teaching Assistant to support in in delivering keep up in phonics, rapid catch up and rapid response interventions. | <p>The EEF states that ‘strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high quality provision from the class teacher, including providing targeted interventions.</p> <p>The EEF also states that when ‘teachers and TAs work together effectively, leading to increases in attainment’ ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified</p> | 1,2,5 |

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| | approach which teaching assistants have been trained to deliver.' | |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Early reading and English lead to listen to R/KS1 children read and monitor progress. | 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 daily sessions over the year. Phonics EEF (educationendowmentfoundation.org.uk) Choosing a phonics teaching programme - GOV.UK (www.gov.uk) | 5 |

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

Budgeted cost: £ 10,810

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| The school attendance support officer will provide targeted support for pupils with low attendance, working directly with children and their families. This includes regular socialemotional check-ins and pastoral support to address barriers to attendance | The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER state that 'one of the successful strategies that is most effective is where schools have strong processes around collecting and analysing attendance data, this allows them to respond quickly.' Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) | 4, 6 |
| Parent and Family Engagement Activity: Regular meetings, workshops, and drop-in sessions with parents/carers of pupils with low attendance to identify barriers and provide support. | The EEF's Supporting School Attendance guidance includes the point: "Schools are likely to be more effective if they communicate effectively with families. Well-designed communications can improve attendance and support positive relationships." The EEF's toolkit on Parental Engagement (while focused on learning outcomes) shows that: "Parental engagement approaches have a positive impact (on average about +4 | 4,6 |

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| | months of progress) and are of very low cost | |
| SLA with The Bungalow Partnership in order to support children and families. | The EEF conclude that skills related to social and emotional aspects of learning are weaker for disadvantaged children. NICE also state that poor skills here can lead to both behavioural and health problems in later life. The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practised and supported by professional development and training for staff. | 2,4 |

Total budgeted cost: £106,000

Part B: Review of the previous academic year 24-25

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

PP Strategy outcomes

This identifies the impact that our PP activity had on pupils in the 2024 to 2025 academic year.

| Intended Outcome | Review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--------|----------|---|--------------------|-----|---|------------------------|--|--------------------|--------------------|----------|-------------------------------|--------------------|-----|-----------|--------|---|---|-----|---|-----|---|---|----------------|------|----|-----|-----|-----------------|-----|----|---------------|------------------------|------|---|---|-----|---|-----|---|---|---|------|---|---|-----|---|-----|---|---|---|
| <p>Children will be confident readers by the end of KS2 - well prepared for their next phase of education.</p> <p>Success criteria Gap will close in achievement between PP and non-PP The vast majority of disadvantaged children will make at least expected progress. KS2 attainment in reading is in line with or above national.</p> <p>Children’s maths skills will prepare them well for the next stage of education, including enabling them to access the KS3 curriculum. KS2 attainment in mathematics is in line with or above national</p> <p>Success criteria Gap will close in progress made between PP and non-PP. The vast majority of disadvantaged children will make at least expected progress. KS2 attainment in mathematics is in line with or above national.</p> | <ul style="list-style-type: none">There were 11 out of 14 children in Y6 that were pupil premiumThere were 73% disadvantaged (8 out of 11 children) in Y6 July 2025 that were expected level for reading in Y6 compared to 63% national other. It is above the national disadvantaged percentage by 10% and this represents a positive picture and target met. 7 out of 11 achieved RWM combined at KS2 (64%) compared to 47%. This is above national compared and shows a positive picture. Target metThere were 82% 9 out of 11 children in Y6 that were expected level for maths in Y6 in July 2025 compared to 80% national other. This shows no gap and therefore the target was met. <p>Disadvantaged pupils - Reading, writing and mathematics expected standard</p> <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>-</td><td>-</td><td>46%</td><td>-</td><td>68%</td><td>-</td><td>-</td><td>Not applicable</td></tr><tr><td>2025</td><td>11</td><td>64%</td><td>47%</td><td>Above (non-sig)</td><td>69%</td><td>-5</td><td>Not available</td><td>High - FSM, High - SEN</td></tr><tr><td>2024</td><td>-</td><td>-</td><td>46%</td><td>-</td><td>67%</td><td>-</td><td>-</td><td>-</td></tr><tr><td>2023</td><td>-</td><td>-</td><td>44%</td><td>-</td><td>66%</td><td>-</td><td>-</td><td>-</td></tr></table> <ul style="list-style-type: none">The vast majority of pupil premium children made the expected progress.The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 75%. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 24.7 (out of 25). This is a positive picture and above national other. | Year | Cohort | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | | Year group context | School | National | National distribution banding | National (non dis) | Gap | Gap Trend | 3-year | - | - | 46% | - | 68% | - | - | Not applicable | 2025 | 11 | 64% | 47% | Above (non-sig) | 69% | -5 | Not available | High - FSM, High - SEN | 2024 | - | - | 46% | - | 67% | - | - | - | 2023 | - | - | 44% | - | 66% | - | - | - |
| Year | Cohort | | | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | | | Year group context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | School | National | National distribution banding | National (non dis) | Gap | Gap Trend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-year | - | - | 46% | - | 68% | - | - | Not applicable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025 | 11 | 64% | 47% | Above (non-sig) | 69% | -5 | Not available | High - FSM, High - SEN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024 | - | - | 46% | - | 67% | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | - | - | 44% | - | 66% | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p><i>Pupils access a wide range of interventions to meet their SEND needs, including speech and language.</i></p> <p>Success Criteria</p> <p><i>To increase the percentage of PP children who are on track in each year group.</i></p> <p><i>Vulnerable pupils are well supported and have improved self esteem. Support for SEHM issues and learning resilience of disadvantaged pupils will lead to increased engagement</i></p> <p>Success Criteria</p> <p><i>Children needing additional SEMH support will be identified early. Positive partnerships will be developed.</i></p> | <p><i>64% of pupil premium children achieved the expected standard in RWM combined which is a positive picture and 5% above national other. • PIVATs is now used to track the individual progress of SEN children in school. • PP children with SEN now have individual targets linked to PIVATS if they are working below the expected standard.</i></p> <ul style="list-style-type: none"> <i>Staff, HT and Time4you counsellor worked effectively with families and targeted individuals. PSHE sessions well embedded in every class. Teachers identified pupils who needed early intervention. Behaviour in school is good (see Ofsted, behaviour tracking and Cpoms). Pupil voice shows that pupils are safe and happy (see pupil questionnaires Spring term 2025)</i> <i>Rights Respecting – Silver Award</i> <i>Parent surveys were positive July 2025.</i> <p><i>Target met</i></p> <p><i>Bungalow project support secured for Autumn 2025 as TIME4YOU contract came to an end.</i></p> |
| <p><i>Language and communication in Early years improves to national expectation and children in N/R/Y1 have access to a quality phonics programme.</i></p> <p>Success Criteria</p> <p><i>Early identification enables children with speech and language difficulties to be referred to SALT team and the opportunity through programmes to make</i></p> | <ul style="list-style-type: none"> <i>Gap between PP and National other is 15% in CL but plans in place to continue to use BLAST1/2 and introduce NELI language screening in Autumn 2025.</i> <i>Gap in Y1 phonics shows 28% but support in place and daily interventions to close gaps. New English lead appointed who is monitoring and supporting teachers/tas on a regular basis.</i> <i>Little Wandle phonics programme well embedded with all staff trained.</i> <p><i>Target ongoing</i></p> |

| <p>quick and accelerated progress. Daily phonics (Little Wandle) programme in place from Nursery to Y2.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--------|----------|-------------------------------|------------------------|-------------------------------|------------------------|----------------|---------|----|-------|-------|------------------|------------------|------------------------|---------|----|-------|-------|------------------|---------------|------------------------|------|--------|--------|----------|-------------------------------|-------|----------------|---------|----|-------|-------|----------------------------|---------------|------------------------|---------|----|-------|-------|----------------------------|---------------|------------------------|
| <p>Improve life and cultural experiences</p> <p>Success Criteria</p> <p>All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum. The percentage of disadvantaged children who attend extra-curricular clubs/breakfast club will remain at least in line with previous year.</p> | <ul style="list-style-type: none">Curriculum experiences in each year group attended every term.Trips, Residential, Visitors, After School Clubs all in place. Pupil voice positive about cultural experiences.London residential visit for Y6 took place for 2 nights June 2025. 100% pp attended. London 2026 is also booked for Y6 in June 2026 and also residential for Y3, Y4 and Y5.85% pp children attended an after school club in 2025 which was an increase of 15% from previous year.All clubs were offered free of charge from Spring term 2025 and summer 2025.The free offer will continue in academic year 2025-2026. <p>Target met</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>PP attendance increases to national</p> <p>Success Criteria</p> <p>Attendance of identifies PP children increases and the gap between PP and non-PP narrows. Whole school attendance will be no less than National.</p> | <p>Whole school attendance for disadvantaged was 92.1% which was close to average. This was an increase in attendance of 0.4% from previous year. Percentage of PA for disadvantaged improved from 23-24 to 24-25 by 0.9%. Target ongoing</p> <p>FSM6 - Attendance</p> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25</td><td>51</td><td>92.1%</td><td>92.6%</td><td>Close to average</td><td>Relative decline</td><td>High - FSM, High - SEN</td></tr><tr><td>2023/24</td><td>49</td><td>91.7%</td><td>92.0%</td><td>Close to average</td><td>Not available</td><td>High - FSM, High - SEN</td></tr></table> <p>FSM6 - Persistent absence</p> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Trend</th><th>School context</th></tr><tr><td>2024/25</td><td>51</td><td>27.5%</td><td>24.4%</td><td>Close to average (non-sig)</td><td>No sig change</td><td>High - FSM, High - SEN</td></tr><tr><td>2023/24</td><td>49</td><td>28.6%</td><td>27.1%</td><td>Close to average (non-sig)</td><td>Not available</td><td>High - FSM, High - SEN</td></tr></table> | Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context | 2024/25 | 51 | 92.1% | 92.6% | Close to average | Relative decline | High - FSM, High - SEN | 2023/24 | 49 | 91.7% | 92.0% | Close to average | Not available | High - FSM, High - SEN | Year | Cohort | School | National | National distribution banding | Trend | School context | 2024/25 | 51 | 27.5% | 24.4% | Close to average (non-sig) | No sig change | High - FSM, High - SEN | 2023/24 | 49 | 28.6% | 27.1% | Close to average (non-sig) | Not available | High - FSM, High - SEN |
| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024/25 | 51 | 92.1% | 92.6% | Close to average | Relative decline | High - FSM, High - SEN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023/24 | 49 | 91.7% | 92.0% | Close to average | Not available | High - FSM, High - SEN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Cohort | School | National | National distribution banding | Trend | School context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024/25 | 51 | 27.5% | 24.4% | Close to average (non-sig) | No sig change | High - FSM, High - SEN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023/24 | 49 | 28.6% | 27.1% | Close to average (non-sig) | Not available | High - FSM, High - SEN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| <i>Programme</i> | <i>Provider</i> |
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