



**Truro and Penwith
Academy Trust**



Hillfort Primary School

Liskeard

Vision Statement

To be a centre of excellence providing the best education, ensuring children achieve their potential, develop resilience, and become responsible, successful, and culturally aware citizens, prepared for the world by fostering high-quality teaching, a broad curriculum, and an environment where they feel confident, respected, and happy.

Primary Disadvantage Strategy

Academic Year 2025-2028

Truro & Penwith Academy Trust

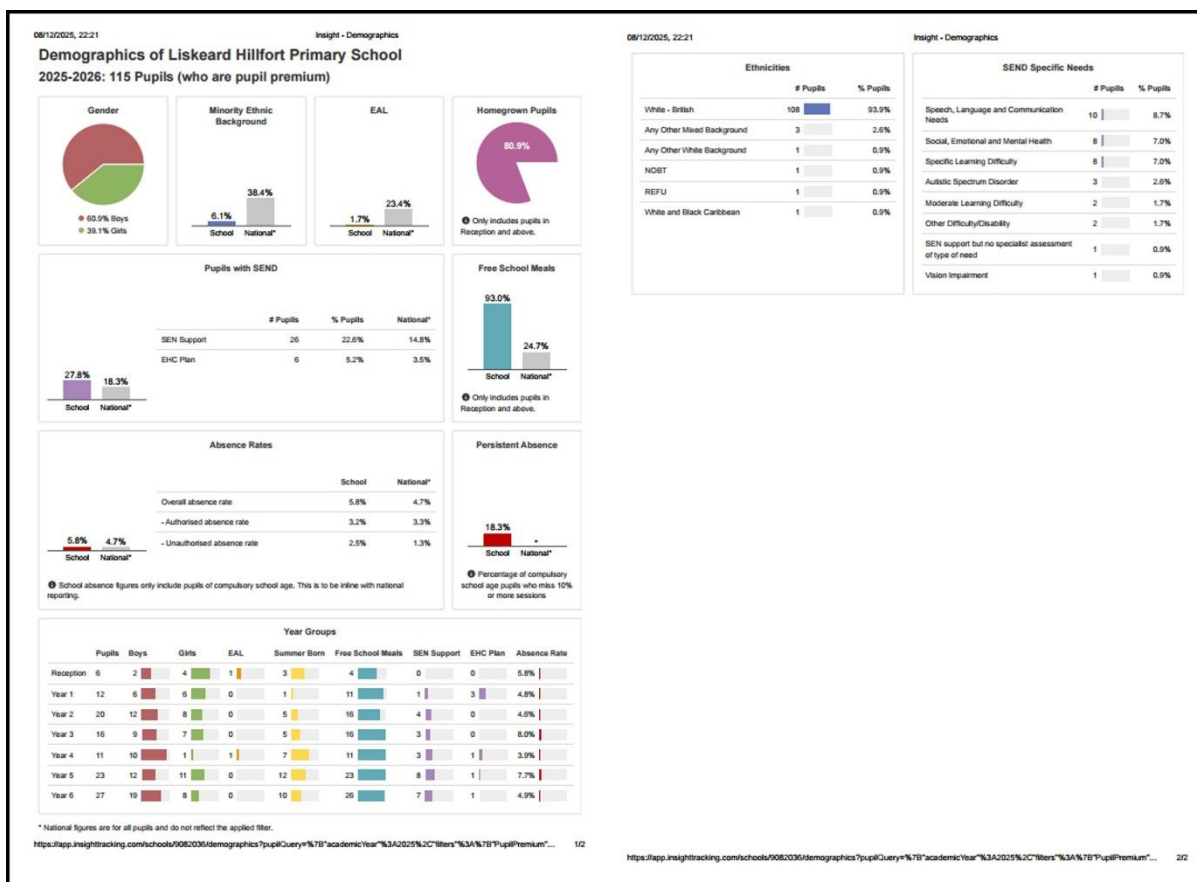
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Liskeard Hillfort Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	31% / 115
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26
Date this statement was published	8-12-25
Date on which it will be reviewed	5-11-26
Statement authorised by	Gregor Campbell
Pupil premium lead	Gregor Campbell
Governor / Trustee lead	Jill Deacon (Chair of LMC)



Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£174,225		
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	£ 174,225		

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community). As a trust we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF research, the DFE approach to pupil premium and OFSTED. The DFE highlights a 3-tier approach which our trust strategy is based on. All the initiatives that we suggest supporting schools are based on research which is evidenced below.

Part A: Pupil premium strategy plan

Statement of intent

At our school, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil Premium strategy is to provide targeted support for disadvantaged pupils, helping them to achieve this goal, while also ensuring that even our highest achievers continue to make progress.

We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.*
- *Act early to provide support once a need has been identified.*
- *close the attainment gap between pupil premium and their peers.*
- *Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.*
- *Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals*

Challenges

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

	Detail of challenge
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1

Attainment

Data:

KS2 attainment over time				Y4 Multiplication Test			Y1 Phonics over time				EYFS GLD over time			
Reading														
	National I Exp+	All	Pupil Premium		%20+	%25		National Exp+	All	Pupil Premium		National Exp+	All	Pupil Premium
2023	73	64.8	51.9	2023	-	42.1	2023	79	77	44	2023	69	79	
2024	74	67.9	52.4	2024	-	33.3	2024	80	83	69	2024	67	75	
2025	75	60	50	2025	90	74	2025	80	78	64	2025	66	72	36
Writing														
2023	71	77.8	63											
2024	72	71.6	61.9											
2025	72	73	67											
Maths														
2023	73	66.7	55.6											
2024	73	75.5	71.4											
2025	74	81	58											

Disadvantaged Status and Good Level of Development (GLD)

There is a clear trend showing that being classified as "disadvantaged" is associated with a lower rate of GLD attainment.

2

Attendance and Punctuality

2024-2025

Data: Attendance for all 2024/2025: 94.8%⁵

Attendance for children who in receipt of Pupil Premium funding: 94.2%

Attendance for children who are not in receipt of Pupil Premium funding 95.7%

% of children who are in receipt of Pupil Premium funding who are persistently absent: 17/102 = 16.7%

% of children who are in receipt of Pupil Premium funding who need support with punctuality 5%

Greater use of Pastoral Lead is needed to further engage with PP families, with regards to attendance and punctuality.

3

Parental engagement and support

Data:

The majority of parents attended parents' evenings

Target is to increase attendance at School Led Workshops e.g. Phonics / MTC

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
Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: <ul style="list-style-type: none"> - By the end of 2025/2026, all year groups will achieve 50% in RWM PP2/8 - By the end of 2026/2027, all year groups will achieve 55% in RWM PP 3/5 - By the end of 2027/2028, all year groups will achieve 65% in RWM PP 5/6 27 children in Year 6 (2025/26) are PP. This accounts for 46% of the cohort. A big focus this year is tracking this group, using Insight to ensure PP Grant is used to <ul style="list-style-type: none"> - By the end of 2025/2026, all year groups will achieve 70% in phonics 6/10 - By the end of 2026/2027, all year groups will achieve 80% in phonics 4/8 - By the end of 2027/2028, all year groups will achieve 85% in phonics 3/4 <i>Monitored by LMC, SLT, Data leader in half termly progress meetings</i>
Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	Attendance for both non-PP children and PP children will be above 96% % of attendance of PP chn will increase to 95% There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices. <i>Monitored by Attendance Officer and SLT in fortnightly meetings</i>
Challenge 3 Support from home Parents of children who are PP are involved in the school community and attend events	An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60% e.g Phonics/ MTC Workshops 100% of parent of children who are in receipt of Pupil Premium Funding will attend parents' evenings School staff contact parents of children who are in receipt of Pupil Premium Funding in advance of any event Barriers are identified by school to enable Hillfort to be easier to reach <i>Monitored by SLT / PP lead</i>

Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach Challenge number(s) addressed	
Incremental coaching	To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building.	1,

	<p>The TPAT Pedagogy Project/Model, based on WALKTHRU focuses on a specific area of teaching each half term. Use of STEPLAB to;</p> <ul style="list-style-type: none"> Improve high quality teaching, using a consistent approach to professional development <p>TPAT pedagogy project</p> <p><u>Evidence:</u> - Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/Rosenshine.pdf - EEF: Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
Primary Assessment Strategy	<p>Termly NFER Reading assessments and maths.co are used, analysed and inform future learning. (Pupil progress meetings to note analysis)</p> <p>Use of INSIGHT to;</p> <ul style="list-style-type: none"> identify individual gaps and measures intervention impact, enabling targeted support for PP children. <p>Trust aligned pupil progress meetings to review pupil progress and provide intervention.</p> <p>Accurate assessment which identifies areas of strengths and areas where pupils need additional support</p> <p>Assessment is robust and provides quantitative measures and accurate indicative prediction of KS2 SATS outcomes. Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others</p> <p>Assessments allow progress to be tracked over time</p> <p>Assessments are used to measure the impact of interventions</p> <p><u>Evidence:</u> - EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</p>	1
"Disadvantaged reading project"	<p>The TPAT Disadvantage Reading Project, initiated in September 2023 is a rigorous approach to teaching reading comprehension, focusing on vocabulary, retrieval and then inference. It is instructional in approach.</p> <p>Reading is a main focus at Hillfort this academic year, in order to improve attainment in RWM (all 3)</p> <p><u>Evidence:</u> Reach Schools: https://reachschools.uk/</p>	1
Digital pedagogy for the Advantage Project	<p>IPad use in digital pedagogy in Primary schools impact positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), creativity (encouraging innovative thinking and expression), parental involvement (strengthens home-school connection).</p>	1

	<p><u>Evidence:</u></p> <p>EEF: Harnessing the potential of EdTech:</p> <p>https://educationendowmentfoundation.org.uk/news/effectiveness-of-edtech-reflections-from-new-review</p> <p>EEF: Using Technology to improve learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	
Access to NPQs and ECT support programme & professional development programme for support staff	<p>Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. [epi.org.uk]. Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. [epi.org.uk]. Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice. [researchsc...ool.org.uk]</p> <p><u>Evidence:</u></p> <p>About us – The National Institute of Teaching</p> <p>Educational Policy Institute - The effects of high quality professional development on teachers and students</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>EEF: SEN In Mainstream Schools</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	1, 2
Mastering number/Maths Hub training programmes	<p>Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports language development which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that it closes the gap.</p> <p><u>Evidence:</u></p> <p>Mastering Number: Building Strong Foundations in Early Years</p> <p>[www.ncetm.org.uk]</p>	1, 2
ShREC to support EYFS	<p>ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect</p> <p><u>Evidence:</u></p> <p>https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</p>	1, 2
Agenda in PPA time / Staff training / SLT	<p>Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations.</p> <p><u>Evidence</u></p> <p>DFE</p> <p>https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p>	1,2, 3

	<p>EEF: https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>Hampshire services: https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf</p>	
Attendance rewards	<p>These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture.</p> <p><u>Evidence</u></p> <p>Attendance works https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf</p> <p>EEF Attendance and reading https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>	1, 2

Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions))

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group nurture and SEMH interventions e.g. TIS, Thrive, forest school	<p>These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance.</p> <p><u>Evidence:</u></p> <p>Trauma Informed Schools UK https://www.thriveapproach.com/</p> <p>Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430</p> <p>EEF Outdoor Learning Experiences https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning</p> <p>Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>SEMH Interventions including Emotional Literacy Support Assistant (ELSA) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3
Targeted deployment of teaching assistants	Deployment of TAs in the classroom improves academic progress (esp in literacy and early years), support emotional regulation, inclusion and	1

	<p>engagement and reduces teacher workload and improves classroom management</p> <p>TAs, at Hillfort, receive a programme of CPD.</p> <p><u>Evidence:</u> -EEF: Deployment of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants DfE: Deployment of Teaching assistants https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf</p>	
Deployment of iPads to support home learning	<p>There is growing evidence to support using iPads to support homelearning. There is academic gains, higher levels of engagement, equity and pedagogical support.</p> <p><u>Evidence:</u> Teaching and Learning Toolkit EEF Apple Education support https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf</p>	1
Use of key apps & online programme– iMovie/keynote/ev everyone can create materials/ TTRS / Spelling Shed	<p>There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform</p> <p><u>Evidence:</u> TTRS https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf Avg MTC score for PP chn in 2024-25 is 24.2</p> <p>Spelling Shed https://blog.edshed.com/spelling-shed-wins-a-bett-award/</p>	1, 2,
Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy,	<p>These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication.</p> <p><u>Evidence</u> EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reach out and read https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/ Nuffield Early Intervention (NELI) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Talk Boost https://ican.org.uk/training-licensing/talk-boost-ks1/</p>	1
Targeted English and Maths interventions e.g. RWI /, Mastering number, Third Space Learning, Improving Working memory	<p>Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths.</p> <p><u>Evidence:</u> Literacy Trust https://literacytrust.org.uk/programmes/interventions/ Parliament https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html Third Space Learning https://thirdspacelearning.com/blog/primary-school-interventions/ Small Group Phonics</p>	1

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Revision support programme (KS2)	<p>School based revision support programme, responsive to individual targets and QLA</p> <p>Revision support starts after Feb half term, Senior Leaders deployed as part of revision support</p> <p><u>Evidence</u> EEF: Building Study habits https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines EEF: 7 steps programme https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</p>	1
Attendance support	<p>Attendance rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture.</p> <p>TPAT Attendance Policy and the Tiered approach supports individual families with attendance</p> <p><u>Evidence</u> DFE https://www.gov.uk/government/publications/link-between-attendance-and-attainment Attendance works https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf Attendance Interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1, 2
Music Hub Instrument hire KS2 RockSteady Music	<p>Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field)</p> <p><u>Evidence:</u> EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Cambridge University Press https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB</p>	1

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Financial support for residentials, trips and visit	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p><u>Evidence:</u> - EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</p>	1,2, 3
Extracurricular clubs (employing provider/ TA for dance, gardening etc)	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p><u>Evidence:</u> - EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap Nuffield: After school clubs https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment</p>	1, 2
TPAT attendance strategy	<p>The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously and it supported by the TPAT inclusion team.</p> <p><u>Evidence:</u> Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 2,
Funding children for breakfast club	<p>Where Breakfast clubs are a part of wrap around care, children who are PP may get offered a place free of charge. This sets the children up for the day with a calm sense of belong and needs met.</p> <p><u>Evidence:</u> Benefits of Breakfast Club https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs</p>	1, 3
Tracking of Personal development	<p>Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions</p> <p><u>Evidence:</u> NGA: Widening the Lens toolkit https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf NFER tracking: supporting disadvantaged pupils https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	1, 2, 3
Music Hub	<p>Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field)</p> <p><u>Evidence:</u> EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Cambridge University Press https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB</p>	1, 2

Parental Engagement	<p>There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth.</p> <p><u>Evidence:</u></p> <p>EEF: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>NFER: Narrowing the Gap https://www.nfer.ac.uk/media/pwajjq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement EE</p>	1, 3
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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 academic year.

Intended outcome	Success criteria	25-26	26-27	27-28
<p><u>Challenge 1</u> Children who are pupil Premium have a combined measure at end of KS2 which increases year on year</p>	<p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:</p> <ul style="list-style-type: none"> - By the end of 2025/2026, all year groups will achieve 50% in RWM PP2/8 - By the end of 2026/2027, all year groups will achieve 55% in RWM PP 3/5 - By the end of 2027/2028, all year groups will achieve 65% in RWM PP 5/6 - - By the end of 2025/2026, all year groups will achieve 70% in phonics 6/10 - By the end of 2026/2027, all year groups will achieve 80% in phonics 4/8 - By the end of 2027/2028, all year groups will achieve 85% in phonics 3/4 <p><i>Monitored by LMC, SLT, Data leader in half termly progress meetings</i></p>			
<p><u>Challenge 2</u> Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium</p>	<p>Attendance for both non-PP children and PP children will be above 96%</p> <p>The number of children who are Pupil Premium who are persistently absent is less than 8%</p> <p>There will be less than 1 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school.</p> <p>There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy.</p> <p>There will be a reduced number of disadvantaged families receiving fixed penalty notices.</p> <p><i>Monitored by Attendance Officer and SLT in fortnightly meetings</i></p>			
<p><u>Challenge 4</u> <u>Support from home</u></p>	<p>An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60%</p>			

Parents of children who are PP are involved in the school community and attend events	100% of parent of children who are in receipt of Pupil Premium Funding will attend progress meetings Schol staff contact parents of children who are in receipt of Pupil Premium Funding in advance of any event Barriers are identified by school to enable the setting to be easier to reach <i>Monitored by SLT / PP lead</i>			
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Good Level of Development

	2025	2026	2027	2028
All children	72			
PP	36			
Non PP				

Phonics

	2025	2026	2027	2028
All children	78			
PP	64			
Non PP	81			

MTC

	2025			2026			2027			2028		
	25/25	20/25+	average	25/25	20/25+	average	25/25	20/25+	average	25/25	20/25+	average
All children	78	92	24.3									
PP	68	86	24.2									
Non PP	79	97	24.4									

KS2 reading

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	62	31						
PP	63	25						
Non PP								

KS2 writing

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	74	7						
PP	66	4						
Non PP								

KS2 Maths

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	81	13						
PP	14	4						
Non PP								

KS2 COMBINED

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	62	12 (7)						
PP	54	4 (1)						
Non PP	59	96(6)						

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
Read Write Inc.	

TT Rockstars	Maths Circle
White Rose	White Rose
EdShed	

Service pupil premium funding n/a

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?	This was put together with the total PP funding
What was the impact of that spending on service pupil premium eligible pupils?	