

Pupil premium strategy statement – updated 2025/2026

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Bratton Primary School
Number of pupils in school 2023 - 2024	145
Number of pupils in school 2024 - 2025	136
Number of pupils in school 2025 - 2026	130
Proportion (%) of pupil premium eligible pupils	Av.19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Natalie Burke Headteacher
Statement reviewed by	Natalie Burke Laura Gullen
Pupil premium lead	Laura Gullen
Governor / Trustee lead	Dot Lyon

Funding overview

Detail	2024/2025	2025/2026
Pupil premium funding allocation this academic year	£36980	£39875
Recovery premium funding allocation this academic year	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year	£36980	£39875
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year		

Part A: Pupil premium strategy plan

Statement of intent

At Bratton Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

1. Raise attendance figures for PP children to above 90% for all with the aim to achieve above 95% attendance for all.
2. Ensure PP children are given as many opportunities to access wider school activities with strategies deliberately designed to ensure access for all.
3. Raise standards at EYFS so as pupil premium children are achieving GLOD in line with non – pupil premium peers.
4. Raise standards in Phonics, Reading and Oracy to at least the same attainment levels as non-PP pupils.
5. Raise standards in writing to at least the same attainment levels as non-PP pupils nationally.
6. Raise standards in Maths to at least the same attainment levels as non-PP pupils nationally.
7. Raise standards in RWM combined at the end of KS2 for PP pupils.
8. Further develop the ethos of success for all as well as ensuring the highest of expectations
9. Design and implement CPD that is purposefully targeted towards closing the gap between PP and non-PP pupils.

Our context: 19% of pupils are eligible for FSM Ever 6 compared to 23% nationally.

In addition, 5% of pupils are in receipt of service premium and 1% of pupils are in receipt of adopted from care premium.

Achieving our objectives:

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

- Ensure positive mental health, wellbeing and readiness for learning for all our vulnerable children in order to close the learning gap.
- Provide a broad rich and equitable offer with strategies deliberately designed to ensure access for all.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Provide all teachers with a program focusing on high quality CPD to ensure that pupils access effective quality first teaching.
- Invest in more Teaching Assistant support time in order to secure support across all phases of the school.

- Provide appropriate nurture support to enable pupils to access learning.

Key Principles:

We aim for all children to be given equal access to the opportunities available to them. Many extra-curricular and enrichment opportunities and experiences can be provided free of charge or financially supported for pupils in receipt of FSM Ever 6 so as children are not disadvantaged.

We aim to work towards becoming an affordable school through the Wiltshire Affordable School’s strategy by deliberately making positive changes viewing our practice through the lens of affordability.

We will ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. Moreover, they will have the opportunities to take part in enhanced provision to extend their life experiences.

Challenges

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

Challenge number	Detail of challenge
1	Insecure application of phonics i.e. fluency within reading in KS1 which hinders their ability to read with greater independence. Insecure application of phonics in writing in Years 3-6 which hinders spelling and writing fluently.
2	Social, Emotional and Mental Health Needs These can become a barrier to learning. Approximately 50% of our disadvantaged learners struggle to fully engage with learning due to low self-esteem, confidence and emotional challenges. This leads to low levels of metacognition, stamina and self-regulated learning.
3	Insecure outcomes in writing This prevents disadvantaged learners from effectively communicating in writing for a range of purposes and audiences. Not enough disadvantaged learners achieve the greater depth in KS2 compared to those nationally.
4	Ability to reason effectively in Maths

	Due to vocabulary barriers disadvantaged learners find mathematical reasoning a challenge. This impacts on overall mathematical ability and attainment. Not enough disadvantaged learners achieve the greater depth standard in KS2 compared to those nationally.
5	Fluency in Maths Disadvantaged Learners struggle to retain mathematical number knowledge which hinders quick recall of number facts and mathematical fluency. Not enough disadvantaged learners pass the times table check (MTC) at the end of year 4 or achieve the greater depth standard in KS2 compared to those nationally.
6	Limited skills within inference and retrieval in reading at KS2 This challenge prevents disadvantaged learners to become fluent readers across the curriculum. Not all children read at home. Not enough disadvantaged learners achieve the greater depth standard in KS2 compared to those nationally.
7	Poor oracy skills across the curriculum This makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need to become lifelong learners. Significant vocabulary gaps on entry to school between those who are eligible for PP funding and those who are not hinders their achievement.
8	Bereavement – 29% of our disadvantaged learners have lost a parent in the last 3 years.
9	Attendance – 62% of our disadvantaged learners have attendance below 90%
10	SEND – 52% of our disadvantaged learners have additional SEND needs either at SEN support or EHCP level.
11	Access to Technology Disadvantaged learners are less likely to have access to technology at home and therefore are unable to access additional resources such as Read, Write, Ink at home and Maths fluency materials such as Timetable Rockstars and other fluency apps.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raise standards at end of KS2 to at least the same attainment levels as non-PP pupils.	PP pupils make rapid progress and the gap between PP and non-PP pupils is narrowed. PP pupils attain in line with non-PP pupils nationally by end of KS2. PP pupils make progress in line with non-PP pupils by end of KS2.
Raise standards in Phonics, Reading and Oracy to at least the same attainment	All pupils make expected progress in EYFS – PP pupils achieve GLOD in line with their non-PP peers. At the end of Year 1, PP pupils' phonics attainment is in line with non-PP pupils nationally. At least 85% of all pupils pass the PSC in Year 1.

levels as non-PP pupils nationally	All PP pupils able to read fluently by the end of KS2. At least 85% or better of pupils achieve the expected reading standard or above by the end of KS2. At least 90% of pupils are able to express themselves fluently and grammatically in speech.
Raise standards in writing to at least the same attainment levels as non-PP pupils nationally by end of KS2	All pupils make expected progress in EYFS so as PP pupils achieve GLOD inline with their non-PP peers. All pupils to be able to write for an appropriate purpose and audience. At least 80% or better of pupils achieve the expected standard or above by the end of KS2.
Raise standards in Maths to at least the same attainment levels as non-PP pupils nationally at KS2	All pupils to reason mathematically to good effect, applying confidence in their fluency of maths facts: All pupils make expected progress in EYFS so as PP pupils achieve GLOD inline with their non-PP peers. 85% of pupils pass the times tables check in Y4. 85% or better of pupils achieve the expected standard or above by the end of KS2.
Raise standards in RWM combined at the end of KS2	By the end of KS2, >70% pupils achieving the expected standard or better in Reading, Writing and Maths. Combined data for PP pupils is in line with non-PP pupils nationally.
CPD is targeted towards closing the gap between PP and non-PP pupils	Data in pupil progress meetings shows that the gap between PP and non PP is narrowing. Pupils who are PP attain in line with non-PP nationally.
PP pupils have high attendance.	All PP pupils have attendance of at least 90% with the aim for all children to have attendance above 95%.
PP pupils have a broad rich and equitable offer in line with their non-PP peers.	PP pupils have appropriate support to positive wellbeing, positive SEMH and positive learning behaviours. PP pupils have access to additional resources for health and well being such as food, emotional support and access to wider enrichment opportunities and experiences. School achieves the affordable schools strategy Bronze award.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 2024 – 2025** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£20,000**

Budgeted cost 2025/2026: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers focus explicitly on Maths fluency skills for pupils who are PP, making effective use of QFT in maths lessons including direct support from adults, interventions and times tables practice. Teachers are mindful and deliberate about the small steps pupils need to take in order to make progress.</p> <p>Training from Mobius Maths hub focusing on mastery approach.</p>	<p>Small step approach to QFT, I do, We do, You do modelled approach to learning.</p> <p>EEF improving Mathematics in EYFS and KS1 guidance report</p> <p>EEF improving Mathematics in KS2 guidance report.</p> <p>EEF making the best use of teaching assistants.</p> <p>EEF teacher feedback to improve pupil learning.</p> <p>DfE Coordinating mathematical success: the mathematics subject report</p>	4 and 5
<p>Implement Fluency Bee as a daily whole class teaching method in Years 1 to 4 to develop confidence and competence in rapid fluency and number facts.</p>	<p>Recommendations from Mobius Maths Hub as a clear teaching method to improve pupil fluency.</p> <p>EEF improving Mathematics in EYFS and KS1 guidance report</p> <p>EEF improving Mathematics in KS2 guidance report.</p>	4 and 5
<p>Identified staff to attend KS2 Maths fluency programme through mobius Maths hub and feedback best practice through staff CPD.</p>	<p>Fluency skills deeply engrained in KS2 to allow for more Greater depth thinking in KS2.</p>	4 and 5
<p>Hub work subject leader development through the lens of DLs including whole staff training in CPD sessions and Hub TD Day.</p>	<p>Sharing of good practice with other local schools.</p> <p>All staff hearing the same message through data, strategies so as targeted support is delivered through staff with strong expertise.</p> <p>Guest speaker to develop subject leaders on Hub TD day January 2025, specifically focusing on the curriculum through the lens of DLs</p>	2, 3, 4, 5, 6, 7

<p>All subject leaders look at provision, attainment and progress for PP in their subject area and report on this.</p> <p>Progression maps to be created and monitored in line with the curriculum.</p> <p>Subject leader release time</p>	<p>It is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully. If collaborative learning approaches just involve high attaining pupils solving problems with no input from their peers – this is likely to widen existing gaps in attainment.</p> <p>Collaborative Learning Toolkit EEF</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Introduce Drawing club in EYFS to improve pupils early writing skills, oracy, vocabulary and implementation of phonics in writing at an early stage.</p> <p>EYFS staff to attend training in drawing club and visit partner school to observe drawing club in action and learn from experienced colleagues.</p>	<p>DfE ‘Strong foundations in the first years of school’ report 2024</p> <p>EEF preparing for literacy in EYFS guidance report.</p> <p>Evidence lead approach and proven outcomes for drawing club.</p>	<p>3 and 7</p>
<p>Behaviour policy and expectations</p> <p>TD day training</p> <p>BSS support and release for staff to attend these professional support surgeries</p>	<p>School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening at the same time.</p> <p>Improving Behaviour in Schools Toolkit EEF</p> <p>Metacognition and Self-regulated learning in Schools Toolkit EEF</p>	<p>2</p>
<p>Senior Leaders (HT and DL lead) to attend Wiltshire training for DLs, including the affordable schools strategy and DL Headteacher Conference</p>	<p>The whole school community champions children experiencing disadvantage and leaders have the authority to bring about change and secure impact.</p> <p>Children experiencing disadvantage attain well and are successful in all aspects of school life; their outcomes are a barometer of success for all school improvement strategies.</p> <p>Wiltshire Disadvantaged Learner Charter 2024</p>	<p>All</p>
<p>DL lead to focus on provision for pupils who eligible for PP and provide appropriate feedback to staff. Evidence to include progress data, book looks, pupil voice, questioning, behaviour and monitoring of effective intervention.</p>	<p>DL lead is able to share good practice across the school and support with areas for development as required. Those who are eligible for PP are supported to make accelerated progress across the curriculum.</p>	<p>All</p>

<p>Ensure a high level of oracy is promoted across the curriculum.</p> <p>Introduce robust instruction of curriculum specific vocabulary.</p> <p>Introduce stem sentences and quiz to reinforce vocabulary and essential knowledge.</p> <p>Key vocabulary used in hexagon assessments in foundation subjects including Science.</p>	<p>Ongoing training via Mobius Maths hub and visits from the maths specialists to promote and model the use of STEM sentences in maths.</p> <p>Knowledge organisers produced to highlight curriculum specific vocabulary in each subject area. Stem sentences used to strengthen vocabulary.</p> <p>Widgit online tool used to strengthen children understanding of subject specific vocabulary.</p>	7
<p>DL lead to attend ongoing training in order to support teachers and support staff in best practice.</p>	<p>DL can impart knowledge to governors and staff.</p>	All

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

Budgeted cost: **£9,000**

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>In class interventions ran by Tas throughout the morning as directed work.</p> <p>Additional afternoon interventions for identified pupils following pupil progress meetings.</p> <p>TA meetings with a PP focus to review interventions, re-shape groupings and share best practice.</p> <p>Teachers and SLT to carefully identify pupils for interventions and review impact.</p> <p>DL lead to observe interventions and provide feedback regarding strategies, next steps, resources.</p> <p>Clear communication between teachers and TAs to</p>	<p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Metacognition and self-regulation Toolkit EEF</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Effective use of Teaching Assistants Toolkit EEF</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p>	<p>All</p>
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<p>set expectations and roles of adults within lessons.</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning.</p>	<p>Small group tuition Toolkit EEF</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Teaching Assistants Toolkit EEF</p>	
<p>PP children working below expectations for phonics to be targeted for RWI intervention as well as additional speed sounds sessions/pinny time.</p> <p>Additional speed sounds sessions run in class after lunch to ensure catch up.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 6, 7</p>

Teachers listen to children eligible for PP read outside of RWI or Reading sessions regularly. They are prioritised over children who are not eligible for PP.	Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies. Reading Comprehension Strategies Toolkit EEF	1, 6, 7
Those children in Y3 that are not off RWI, are to be included in phonics sessions in addition to or instead of whole class reading	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics Toolkit EEF	1, 2, 6, 7
Use drawing club as an intervention approach for pupils in Year 1 who are reluctant writers.	DfE 'Strong foundations in the first years of school' report 2024 EEF preparing for literacy in EYFS guidance report. Evidence lead approach and proven outcomes for drawing club.	1, 3, 7

Implement Maths interventions such as Power of 2 prioritising children who are eligible for PP.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	4
Introduce and implement pre-teach in Maths lead by class teacher to support PP children to access the Maths input and enter the Maths lesson with confidence and prior knowledge.	EEF guidance report – Improving mathematics in EYFS and KS1. EEF guidance report – Improving mathematics in KS2.	

Ensure there is accurate identification of SEND vs DL with clear understanding of those who are both with the right support in place	Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains. Collaborative learning Approaches Toolkit EEF	All
Children are supported pastorally so as they are ready for learning and able to access the classroom and curriculum.	Pastoral provision effectively matches need and is focused on school engagement and maximising access to and impact from learning.	2

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

Budgeted cost: **£9000**

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure those who are PP are given opportunities for School Council and enrichment activities – support children to apply for these positions where appropriate. When school clubs start again, ensure that children who are eligible for PP	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum,	2, 8
are offered places, with phone calls home to explain what is on offer if no clubs are taken up.	or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Arts participation Toolkit EEF	
Class teachers and office staff to identify children, particularly those in EY and KS1, who may be eligible for PP funding but have not claimed this	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	All
PP children are financially supported to access school trips and enrichment opportunities that are available to all.	Identify pupils with specific interests or hobbies are support to access and these in school such as guitar lessons. PP children are supported to access enrichment opportunities such as residential and clubs and have equal access to their non-PP peers.	2, 8

PP children are supported with access to school uniform and uniform made affordable with non- logo'd items and second hand uniform available on request.	Wiltshire School Disadvantaged Learner Charter 2024 Wiltshire affordable Schools strategy 2024	2, 8
Attendance - Senior Attendance Lead to attend all attendance update sessions through Wiltshire Council. Attendance meetings to focus on attendance and support for DLs	Leaders have a relentless and equitable focus on securing high level of attendance for all children. Regular attendance meetings with EWO, attendance leader and attendance governor.	8
Bereavement Training - Whole School staff training with Winston's Wish to support pupils who are experiencing bereavement. Pupils identified for individual and group interventions to support pupils through phases of bereavement in school.	Wiltshire School Disadvantaged Learner Charter 2024 Wiltshire affordable Schools strategy 2024	2, 7
Braeside courses made available for DL who demonstrate more able and talented abilities.	Families with children identified as gifted and talented will be sign posted to relevant courses.	All

Total budgeted cost: £36,980

Total: £38,000

Service pupil premium funding (£2010)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- Weekly Little Troopers Club run at lunchtime with one of our teachers. Resources for Little Troopers Club such as craft materials and membership badges.

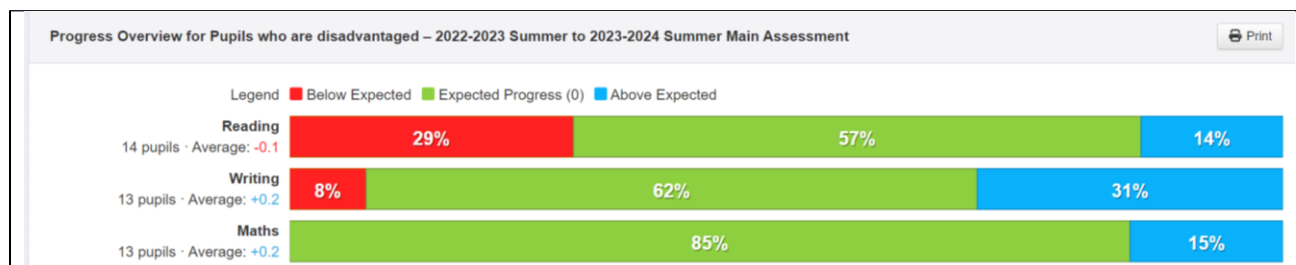
The impact of that spending on service pupil premium eligible pupils

Little Troopers have a sense of belonging and the families of our Little Troopers children also feel that they have a network of support within the community. Our Little Troopers have a sense of pride and this is shown in their involvement in the Bratton remembrance service including selling of the items for the poppy appeal and laying the wreath on behalf of the school. Our Little Troopers club has been nationally recognised in the military magazine and they were invited to open the military statues at the White Horse. Each year our Little Troopers and their families complete a sponsored hike from the school to the White Horse and this brings our families together as another level of support. Little Troopers feel emotionally supported when parents are away from home and have a weekly meet to talk about their feelings and also celebrate their military background.

Part B: Review of outcomes in the previous academic year

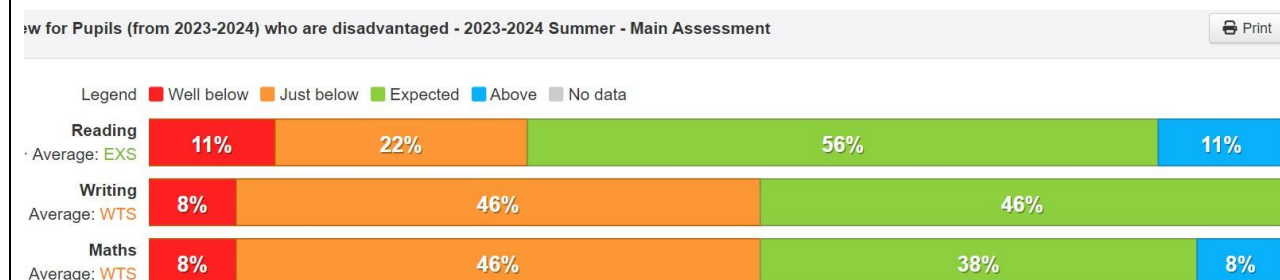
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.



Above you will see the breakdown of progress of our disadvantaged learners this year, this is an even more substantial jump in accelerated progress for our disadvantaged learners than last year, two years into this action plan disadvantaged learners have made consistent and increasing amount of accelerated progress, this is a trajectory that we foresee continuing with the continued and further actions in place for 24/25.

When looking at our attainment data from this year we can see a sizeable improvement in the number of disadvantaged learners working at age related expectation (ARE) or above. We can see a proportion of disadvantaged learners work at Greater depth in reading and maths compared to 0 % last year. In light of this data strategies to support vulnerable groups in writing is a big focus area for the school action plan 23/24 with a bigger allocation of PP funding being directed at this to ensure we see greater depth learners achieving across the board.



In reading we can see this year 67% of disadvantaged learners working at ARE or above compared to 47% at this point last year and 31% the previous year. with 11% working at greater depth compared to 5% at this point last year and 0% the previous year. We also see that our learners well below ARE has dropped from 25% 2 years ago to 11%.

In writing we can see 46% of disadvantaged learners are now working at ARE compared just 33% at this point last year and 19% the previous year. with our children work well below ARE dropping from 31% at this point 2 years ago to 17% last year compared to 8% this year.

In maths we can see that 46% of learners are now at ARE or above compared with 33% at this point last year and 25% the previous year. 8% of those have achieved greater depth compared with 0% 2 years ago. The disadvantaged learners working well below ARE has reduced from 25% 2 years ago to 11% last year and 8% this year.

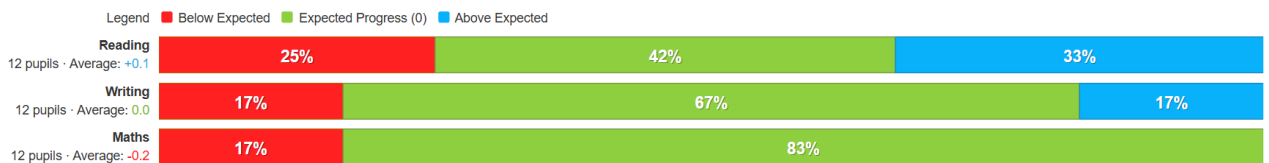
Whilst disadvantaged learners are not yet working in line with non-disadvantaged learners they are showing high percentages of accelerated progress under this strategy.

Training around QFT has continued with a focus on modelling, scaffolding and high quality questioning to ensure that teachers have high expectation for all learners. We can see this demonstrated via the accelerated progress that our PP children have made in all subject areas. We also poured more resources into additional intervention time in the form of extra hours for x2 teaching assistants that supported the implementation of our Power Maths intervention and extra support for our Disadvantaged learners sitting or re-sitting the PSC.

Please see the school development plan for further curriculum information that reflects our ongoing reviewing and action of the current pupil premium strategy.

The following data shows the progress made by our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Progress Overview for Pupils (from 2024-2025) who are disadvantaged – 2023-2024 Summer to 2024-2025 Summer Main Assessment Print



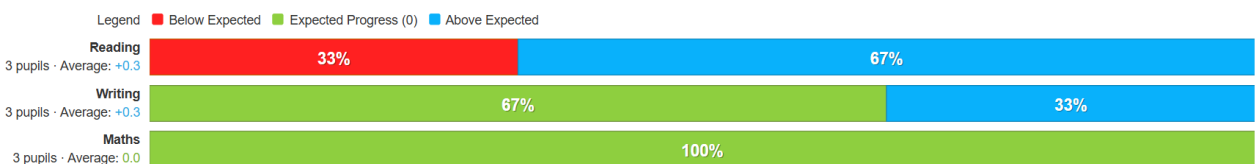
Av. 81% expected progress or above

Progress Overview for Pupils (from 2024-2025) who are disadvantaged, in Year 6 – 2023-2024 Autumn to 2024-2025 Summer Main Assessment Print

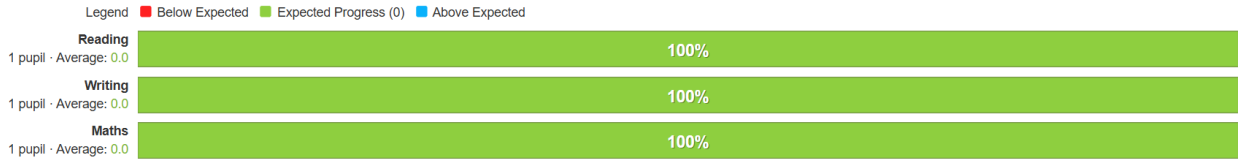


Av. 89% expected progress or above

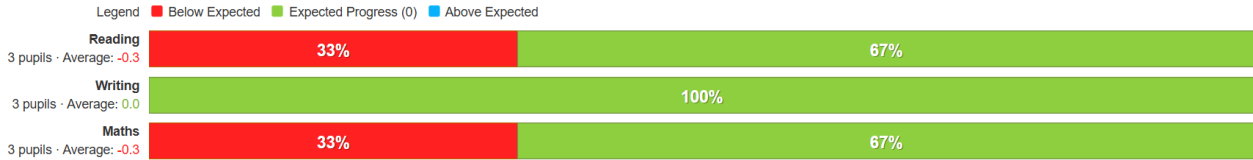
Progress Overview for Pupils (from 2024-2025) who are disadvantaged, in Year 5 – 2023-2024 Autumn to 2024-2025 Summer Main Assessment Print



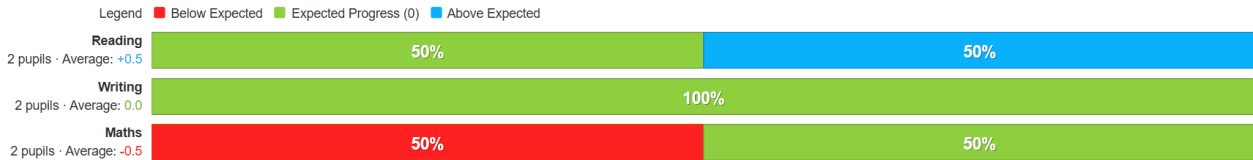
Av. 89% expected progress or above



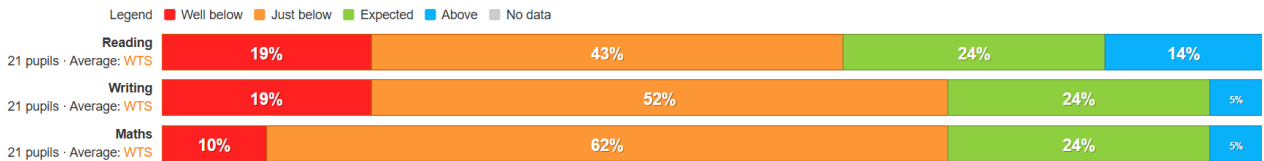
Av. 100% expected progress or above



Av. 78% expected progress or above



Av. 83% expected progress or above



Av. 84% Just below expected progress or above

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details