

Pupil premium strategy statement – Normanby Primary School 2024-2025.

This statement details our school's use of pupil premium (and recovery 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	473 (FS1 – Y6) 424 (FS2 – Y6)
Proportion (%) of pupil premium eligible pupils	23.7% (FS1-Y6 pupils)
1	2024-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	Kathryn Pentney
Pupil premium lead	Emma Armstrong
Governor / Trustee lead	Denise Bollands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,086
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£174,086

Part A: Pupil premium strategy plan

Statement of intent

At Normanby Primary School, all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum. In all cases, we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also through extra support staff for identified cohorts.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment. We know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met.

To close the attainment gap between our disadvantaged pupils to be broadly in line with their non-disadvantaged peers.

We will achieve this through:

High Quality Teaching – Great teaching will improve outcomes for all our pupils.

We will work to ensure our Pupil Premium children retain knowledge, are fluent in key skills and apply their learning successfully.

Targeted Academic Support- High quality teaching will be supported by additional work completed in small groups or 1-1.

Assessment will be used to support the targeting of interventions; this will be both ongoing and manageable.

Wider Strategies – School will address non-academic barriers to success.

Our curriculum and our work offering social and emotional support for our Pupil Premium children and their families will continue to evolve.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Supporting children with their SEMH.
2	Continuing progress made in Phonics in Year 1. 71% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 12%. Disadvantaged pupils' performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.
3	EYFS Attainment The percentage of pupils achieving a good level of development (GLD) is 72%. 69% of Disadvantaged pupils achieved the GLD compared to 67% Nationally. Therefore, our Disadvantaged pupils in EYFS perform similar or better than 'other' pupils nationally.
4	KS1 Attainment In reading, 63% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. National Disadvantaged is 51%. Disadvantaged pupils' performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. In writing, 50% of Disadvantaged pupils achieved the expected standard compared to 63% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 13%. National Disadvantaged is 41%. The performance of Disadvantaged pupils in school is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. In Maths, 50% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 23%. National Disadvantaged is 52%. Disadvantaged pupils' performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.
5	KS2 Attainment In Reading, Writing and Maths combined, 50% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 20%. National Disadvantaged is 51%. Disadvantaged pupils' performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. In Reading, 78% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 2%. National Disadvantaged is 64%. Disadvantaged pupils' performance is similar or better than 'Other' pupils Nationally. In Writing, 61% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 22%. National Disadvantaged is 67%. Disadvantaged pupils' performance are below Disadvantaged pupils Nationally. In Spelling Punctuation and Grammar, 72% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. National Disadvantaged is 67%. Disadvantaged pupils' performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. In Maths, 67% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 14%. National Disadvantaged is 64%. Disadvantaged pupils' performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.
6	Attendance: PP attendance for 2023 – 2024 was 91.04% for Non-PP attendance was 93.17%.

Intended outcomes

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

Intended outcome	Success criteria
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with their peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Attainment gap is decreasing between Disadvantaged pupils and their peers. Formative and summative assessments depict evidence of expected progress.
To ensure the well-being of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school regularly and are able to access the high quality teaching and targeted interventions where needed to support them in making progress.
To ensure that pupils' Social, Emotional and Mental Health needs are met, so that any emotional anxieties or mental health issues are understood and supported.	Children participate and contribute in PSHCE lessons . Pupil voice survey will show that all children, including those in receipt of the Pupil Premium grant, are feeling well supported and achieving well socially and academically within school. Barriers to learning due to SEMH needs are reduced.
In Reading, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Normanby Primary School will be increasingly in line with 'national other'.
In Writing, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Normanby Primary School will be increasingly in line with 'national other'.
In Maths, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Normanby Primary School will be increasingly in line with 'national other'.
In Year 2, disadvantaged children will have completed (or almost completed) the Little Wandle programme and be increasingly in line with 'national other' in reading.	Little Wandle lessons and intervention resources are working effectively across FS2 and KS1.
Persistent absenteeism will be addressed so that attendance for PP children is in line with National other.	Attendance of Pupil Premium children will be increasingly in line with National other.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistants employed in EYFS, KS1 and KS2 to provide more academic and behavioural targeted support by having a lower adult to pupil ratio.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	1, 2, 3, 4 and 5
Consistency and imple	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://www.littlewandlelettersandsounds.org.uk/	2, 3 and 4

<p>mentation of Little Wandle from FS1 to Year 2</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://literacytrust.org.uk/early-years/?gad_source=1&qclid=EAlaIqobChMI152Zia6niQMVN5BQBh3_gRJgEAAYASAAEgKsafD_BwE</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Develop the understanding and practice of adaptive teaching. All pupils will have access to learning through adjusting the format or scaffolding of tasks across the curriculum.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4 and 5</p>
<p>Develop provision and improve outcomes for disadvantaged pupils across school in all curricula</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://evidencebased.education/strategies-for-disadvantaged-students/</p>	<p>1, 2, 3, 4 and 5</p>

lum areas.		
Pupil Premium children in KS1 and KS2 will be targeted for support in Reading, Writing, SpaG, and Maths.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	2, 4 and 5
Quality First Teaching through monitoring by SLT and subject leads	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	2,3 & 4
Employment of Early Help Intervention Practitioner to support parents and pupils with attendance and wellbeing to reduce barriers to learning	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf	

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

Budgeted cost: £17,000

Acti vity	Evidence that supports this approach	Chal leng e num ber(s) addr esse d
<p>Struct ured timely interv ention s will be provid ed for pupils in Phoni cs, Readi ng, Writin g, Maths and SpaG. This will be facilita ted by Teach ers /Teac hing Assist ants.</p> <p>PP pupils will be identif ied throug h in- house syste ms: circles of vulner</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2, 3, 4 and 5</p>

ability, gap analysis, formative and summative assessments to closely target interventions to accelerate progress.		
--	--	--

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils health, well-being and resilience to learn. Using InsideOut, Time4U play therapists,	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/3.1%20Case%20Study%20-%20Implementing%20worry%20boxes%20in%20response%20to%20wellbeing%20survey_0.pdf	1, 2, 3, 4 & 5

<p>Talking and Drawing and Rubics help individual pupils .</p> <p>Introduction of 'Worry Boxes' within classrooms</p>		
<p>Places allocated at After School Clubs for PP pupils to support wellbeing and resilience.</p> <p>Monitoring of % of pupil premium children attending after scho</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p>	<p>1 and 6</p>

<p>ol clubs.</p> <p>Invite children in receipt of pupil premium to after school clubs</p>		
<p>Subsidy given to children in receipt of pupil premium for school residential s</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p>	<p>1</p>
<p>Improve attendance for pupils eligible for PP to bring them in line with expected levels of 95%.</p> <p>Close tracking of PP children in relation to persistent</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p>	<p>6</p>

<p>absenteeism – absence levels challenged.</p> <p>Intervention and support for individual families will be provided to improve attendance.</p> <p>Gemma Ramsden (Trust Attendance Officer) to work with specific families, if their child's attendance is a barrier to learning.</p>		
---	--	--

Total budgeted cost: £174,086

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 EYFS Analysis

The percentage of pupils achieving a good level of development (GLD) is 72%. The percentage achieving the standard has decreased by 4%. The percentage of boys achieving GLD is 68% and girls is 79%, so therefore there is an achievement gap of 11%.

Overall, this cohort is above the National average (NAT 67%).

2024 EYFS School Disadvantaged vs National 'Other' (Not Disadvantaged)

20% of pupils are Disadvantaged – 13 pupils (8 boys and 5 girls).

69% of Disadvantaged pupils achieved the GLD.

The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Y1 Phonics Screening Check

The percentage of pupils achieving the expected standard (32+ out of 40) in the Year One Phonics Test is 89%. The percentage achieving the standard has increased by 6%. The percentage of boys achieving the standard is 84% and girls is 92%, so therefore there is an achievement gap of 8%.

Overall, this cohort is above the National average (NAT 79%).

Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged).

27% of pupils are Disadvantaged – 17 pupils (6 boys and 11 girls).

71% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 12%. National Disadvantaged is 67%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 74% of disadvantaged pupils (31/42) have achieved the expected standard.

2024 KS1 Reading Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 70%. The percentage achieving the standard has decreased by 6%. The percentage of boys achieving the expected standard or better is 71% and girls is 69%, so therefore there is an achievement gap of 2%.

Overall, this cohort is in line with the National average (NAT 68%).

Over the last three years, 71% of pupils (140/196) have achieved the expected standard or above.

National average 68%.

2024 KS1 Reading Greater Depth (GDS)

The percentage of pupils working at greater depth is 5%. The percentage achieving greater depth has decreased by 7%. The percentage of boys achieving greater depth is 5% and girls is 5%, so therefore there is an achievement gap of 0%.

Overall, this cohort is below the National average (NAT 19%).

Over the last three years, 12% of pupils (23/196) have achieved greater depth. National average 19%.

2024 KS1 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged – 16 pupils (5 boys and 11 girls).

63% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. National Disadvantaged is 51%.

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 62% of Disadvantaged pupils (28/45) have achieved the expected standard or above.

2024 KS1 Writing Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 68%. The percentage achieving the standard has decreased by 6%. The percentage of boys achieving the expected standard or better is 71% and girls is 67%, so therefore there is an achievement gap of 5%.

Overall, this cohort is above the National average (NAT 60%).

Over the last three years, 69% of pupils (136/196) have achieved the expected standard or above.

2024 KS1 Writing Greater Depth (GDS)

The percentage of pupils working at greater depth is 5%. The percentage achieving greater depth has decreased by 4%. The percentage of boys achieving greater depth is 14% and girls is 0%, so therefore there is an achievement gap of 14%.

Overall, this cohort is below the National average (8%).

Over the last three years, 6% of pupils (12/196) have achieved greater depth.

2024 KS1 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged – 16 pupils (5 boys and 11 girls).

50% of Disadvantaged pupils achieved the expected standard compared to 63% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 13%. National Disadvantaged is 41%.

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 53% of Disadvantaged pupils (24/45) have achieved the expected standard or above.

2024 KS1 Maths Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 63%. The percentage achieving the standard has decreased by 11%. The percentage of boys achieving the expected standard or better is 71% and girls is 59%, so therefore there is an achievement gap of 12%.

Overall, this cohort is in line with the National average (NAT 70%).

Over the last three years, 71% of pupils (139/196) have achieved the expected standard or above.

2024 KS1 Maths Greater Depth (GDS)

The percentage of pupils working at greater depth is 3%. The percentage achieving greater depth has decreased by 9%. The percentage of boys achieving greater depth is 10% and girls is 0%, so therefore there is an achievement gap of 10%.

Overall, this cohort is below the National average (NAT 16%).

Over the last three years, 9% of pupils (17/196) have achieved greater depth.

2024 KS1 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged – 16 pupils (5 boys and 11 girls).

50% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 23%. National Disadvantaged is 52%.

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 51% of Disadvantaged pupils (23/45) have achieved the expected standard or above.

2024 Multiplication Tables Check (Year 4)

The percentage of pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 46%. The percentage achieving the standard has decreased by 5%. The percentage of boys achieving the standard is 58% and girls is 31%, so therefore there is an achievement gap of 27%.

Overall, this cohort is above the National average (NAT 29%).

The average score of pupils who took the Year Four Multiplication Tables Test is 22.1 (out of 25).

The average score has increased by 1. The average of boys is 22.5 and girls is 21.6, so therefore there is an achievement gap of 0.9.

Overall, this cohort is above the National average (NAT 21.1).

2024 Multiplication Tables Check School Disadvantaged vs National 'Other' (Not Disadvantaged)

The percentage of Disadvantaged pupils achieving full marks (25/25) in the Year 4 Multiplication Tables Test is 19%.

The average score of disadvantaged pupils who took the Year 4 Multiplication Tables Test is 19 (out of 25).

2024 KS2 Reading, Writing & Maths combined Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 70%. The percentage achieving the standard has decreased by 5%. The percentage of boys achieving the expected standard or better is 71% and girls is 68%, so therefore there is an achievement gap of 4%.

Overall, this cohort is in line with the National average (NAT 61%).

Over the last three years, 72% of pupils (146/196) have achieved the expected standard or above. N

2024 KS2 Reading, Writing & Maths combined Greater Depth / High Score (GDS)

The percentage of pupils working at greater depth / achieving a high score is 9%. The percentage achieving greater depth has increased by 3%. The percentage of boys achieving greater depth / high score is 6% and girls is 13%, so therefore there is an achievement gap of 7%.

Overall, this cohort is below the National average (NAT 8%).

Over the last three years, 6% of pupils (12/202) have achieved greater depth.

2024 KS2 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged – 18 pupils (10 boys and 8 girls).

50% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils

Nationally. Therefore, there is an achievement gap of 20%. National Disadvantaged is 51%.

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 59% of Disadvantaged pupils (29/48) have achieved the expected standard or above.

2024 KS2 Reading Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 80%. The percentage achieving the standard has increased by 1%. The percentage of boys achieving the expected standard or better is 83% and girls is 77%, so therefore there is an achievement gap of 5%.

Overall, this cohort is above the National average (NAT 74%).

Over the last three years, 80% of pupils (162/202) have achieved the expected standard or above.

2024 KS2 Reading Greater Depth / High Score (GDS)

The percentage of pupils working at greater depth / achieving a high score is 30%. The percentage achieving greater depth has increased by 8%. The percentage of boys achieving greater depth / high score is 40% and girls is 19%, so therefore there is an achievement gap of 21%.

Overall, this cohort is in line with the National average (NAT 28%).

Over the last three years, 24% of pupils (49/202) have achieved greater depth.

2024 KS2 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged – 18 pupils (10 boys and 8 girls).

78% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils

Nationally. Therefore, there is an achievement gap of 2%. National Disadvantaged is 64%. The

performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Over the last three years, 71% of Disadvantaged pupils (34/48) have achieved the expected standard or above.

2024 KS2 Writing Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 80%. The percentage achieving the standard has decreased by 2%. The percentage of boys achieving the expected standard or better is 80% and girls is 81%, so therefore there is an achievement gap of 1%.

Overall, this cohort is above the National average (NAT 72%).

Over the last three years, 80% of pupils (162/202) have achieved the expected standard or above.

2024 KS2 Writing Greater Depth / High Score (GDS)

The percentage of pupils working at greater depth / achieving a high score is 15%. The percentage achieving greater depth has increased by 2%. The percentage of boys achieving greater depth / high score is 11% and girls is 19%, so therefore there is an achievement gap of 8%.

Overall, this cohort is in line with the National average (NAT 13%).

Over the last three years, 14% of pupils (28/202) have achieved greater depth.

2024 KS2 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged – 18 pupils (10 boys and 8 girls).

61% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils

Nationally. Therefore, there is an achievement gap of 22%. National Disadvantaged is 67%.

Disadvantaged pupils are below Disadvantaged pupils Nationally.

Over the last three years, 65% of Disadvantaged pupils (31/48) have achieved the expected standard or above.

2024 KS2 Spelling, Punctuation and Grammar Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 76%. The percentage achieving the standard has increased by 2%. The percentage of boys achieving the expected standard or better is 77% and girls is 74%, so therefore there is an achievement gap of 3%.

Overall, this cohort is above the National average (NAT 72%).

Over the last three years, 78% of pupils (157/202) have achieved the expected standard or above.

2024 KS2 Spelling, Punctuation and Grammar Greater Depth / High Score (GDS)

The percentage of pupils working at greater depth / achieving a high score is 21%. The percentage achieving greater depth has increased by 5%. The percentage of boys achieving greater depth / high score is 17% and girls is 26%, so therefore there is an achievement gap of 9%.

Overall, this cohort is below the National average (NAT 32%).

Over the last three years, 23% of pupils (47/202) have achieved greater depth.

2024 KS2 SPaG School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged – 18 pupils (10 boys and 8 girls).

72% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 63% of Disadvantaged pupils (30/48) have achieved the expected standard or above.

2024 KS2 Maths Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 79%. The percentage achieving the standard has decreased by 5%. The percentage of boys achieving the expected standard or better is 86% and girls is 71%, so therefore there is an achievement gap of 15%.

Overall, this cohort is above the National average (NAT 73%).

Over the last three years, 83% of pupils (167/202) have achieved the expected standard or above.

2024 KS2 Maths Greater Depth / High Score (GDS)

The percentage of pupils working at greater depth / achieving a high score is 20%. The percentage achieving greater depth has decreased by 1%. The percentage of boys achieving greater depth / high score is 23% and girls is 16%, so therefore there is an achievement gap of 7%.

Overall, this cohort is below the National average (NAT 24%).

Over the last three years, 23% of pupils (47/202) have achieved greater depth.

2024 KS2 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged – 18 pupils (10 boys and 8 girls).

67% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 14%. National Disadvantaged is 64%.

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 63% of Disadvantaged pupils (30/48) have achieved the expected standard or above.

Attendance

Attendance: PP attendance for 2023 – 2024 was 91.04% for Non-PP attendance was 93.17%.

Therefore, a gap of 2.13% (down from 2.18%).

Externally provided programmes

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

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

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**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.