Catton Grove Primary School - 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	Catton Grove Primary School
Number of pupils in school	658
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	1 years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Catherine Lorne (Head teacher)
Pupil premium lead	Adam Greenall
Governor / Trustee lead	Darren Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 424, 290
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	£ 424, 290

Part A: Pupil premium strategy plan

Statement of intent

As a school, we are wholly committed to meeting the pastoral, social and academic needs of our socially disadvantaged pupils, within a nurturing and creative environment. It is our aim that each child develops a passion for learning and are able to acquire skills and abilities that enable them to fulfil their potential and lead productive, fruitful lives throughout further education and into adulthood. The focus of this pupil premium strategy is to support disadvantaged pupils to achieve that goal.

It is our aim that all our children have access to the highest standard of education and expectations, irrespective of their background or the challenges they face. This ensures that they can all achieve their full potential academically, socially and emotionally.

Children develop the knowledge and skills needed to succeed at school and support their life choices as citizens of the future. Research from the Education Endowment Foundation (EEF) states that disadvantaged pupils were the most adversely affected by the impact of the COVID-19 Pandemic. Through our Pupil Premium strategy, we focus on overcoming the impact of the pandemic and other challenges for our vulnerable and disadvantaged children, so they are supported to achieve their true potential. In addition, the cost of living crisis, while affecting all families, has hit the most disadvantaged the hardest. We are acutely aware of the significant, daily challenges that our disadvantaged families are facing on the back of this.

Outstanding, high-quality teaching and teaching assistant support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The educational (as well as non-academic) challenges that our disadvantaged children face are identified by the Pupil Premium lead through learning walks, assessment of outcomes and discussions with pupils, parents and staff. Furthermore, standardised assessments and internal data inform the priorities for our disadvantaged pupils, not assumptions about the impact of disadvantage. This includes analysis of NFER assessments, Accelerated Reader assessments and WELLCOMM screening, along with attendance data.

At Catton Grove Primary School, our curriculum is constructed with equity for ALL children so that the learning of knowledge and skills is sustained and improves

progress for non-disadvantaged pupils alongside their disadvantaged peers. We know the challenges our disadvantaged children experience and implement actions to address these.

Through whole-school INSETs and Twilights that have been delivered, we have come to a shared understanding as a school that supporting disadvantaged pupils in everybody's responsibility. We hold ourdisadvantaged families in high regard, and have removed the deficit discourse around disadvantage. We are proud of our Pupil Premium provision, and are confident that we are enabling our pupils to achieve socially, pastorally and academically.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges have been identified through learning walks and discussions with disadvantaged pupils.

Challenge number	Detail of challenge
1	**Early Language Acquisition:** Well COMM assessments on entry to Reception show low levels of understanding of spoken English language, with 72% of children working below the expected level for their age on entry in 2023/24. ***How do we know this is a challenge?*** *Well COMM assessments on entry to Nursery.*
2	**Reading Fluency:** Through learning walks, lesson observations and discussions with subject leaders (including external agencies), we have determined that reading fluency remains a particular challenge for a large proportion of our disadvantaged pupils. Another challenge for our pupils, once phonic knowledge is embedded, is building on this at KS2 to ensure fluency is continually developed, aiding comprehension in the process as our pupils move through a rich diet of varied, challenging novels and texts. ***How do we know this is a challenge?*** *RWI fluency assessments, learning walks, KS2 whole class reading lessons, NFER summative assessments (teacher assessments).*

3	**Handwriting, spelling, grammatical accuracy and writing composition.** Whilst our KS2 Writing SATS results were good, we are aware that writing remains an area of challenge. Learning walks, teacher assessment data and discussions with pupils have evidenced a particular challenge for a large proportion of our disadvantaged pupils with handwriting, spelling, grammatical accuracy and composition. There remains a legacy from the pandemic for our KS2 classes of learning that was lost and, despite rigorous catch-up teaching. The functional, technical aspects of writing such as spelling and handwriting, as well as writing composition, are being addressed through initiatives detailed below. While there have been improvements made in this area since it became a priority on the Pupil Premium Strategy in 2022/23, we still identify writing composition and SPAG as a significant area for development for our disadvantaged pupils. Despite our disadvantaged pupils making progress in writing over the last academic year, in some Year Groups the gaps between disadvantaged pupils and their peers is not closing as rapidly as it should. ***How do we know this is a challenge?*** *KS2 SATS writing results; English book looks and monitoring, Internal monitoring data.*
4	**Cultural Capital:** We are passionately striving to provide our pupils with as many wider cultural opportunities as possible. As a school, we are acutely aware of the range of barriers that disadvantaged families may face; while the intention may be there to provide cultural capital opportunities, the means by which to do so may not be. Our own assessments and national research point to a lack of wider cultural experiences and background knowledge for many of our disadvantaged pupils that means that often they do not have prior knowledge through which to create schemas for any new learning. We will provide a rich and stimulating curriculum that engages children and signposts links allowing them to develop their thinking and understanding of the world. We have designed our lessons to ensure that cultural knowledge is explicitly taught and signposted so that pupil premium pupils are not at a disadvantage. Furthermore, the opportunities for pupils to take part in a wide range of extra-curricular clubs has been significantly impacted by the cost of living crisis, hence our continued commitment to providing these opportunities and experiences. ***How do we know this is a challenge?*** *Discussions with and feedback from parents, pupils and staff.*
5	**SEMH:**

	We are particularly aware of the emotional and well-being needs of some children and families, and children being affected by needs/ issues within the family out of their control. Observations and discussions with pupils, parents and families have identified social and emotional issues for many children, some arising from or exacerbated by the pandemic and lockdown. A large percentage of our pupils eligible for Pupil Premium funding have been receiving support from our Pastoral Team and ELSA (Emotional Literacy Support Assistants) staff for a range of emotional wellbeing needs. ***How do we know this is a challenge?*** *Many of the pupils needing pastoral support this year are from disadvantagedbackgrounds.*

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. With some amendments, these priorities remain from last years' PP strategy. While we have made great strides towards achieving these outcomes and are seeing continued progress in these areas, we are acutely aware that the challenges we face are such that, currently, we are still working to achieve and further develop outcomes in these areas.

Intended outcome	Success criteria
Increase in quality of speaking and listening for our pupils as a response to both the low levels of language acquisition on entry to school.	Well COMM data at the end of Nursery and Reception GLD Data evidences accelerated progress in vocabulary and spoken-language. *Nursery leader/SENCO to collate evidence and feedback to PP lead*
Teaching Assistant support within the classroom for disadvantaged pupils is of consistently high quality. Teaching Assistants proactively support disadvantaged pupils.	Teaching Assistant learning walks will evidence consistently high-quality practice, and pupils in targeted TA support groups make accelerated progress in reading, writing and maths. External audits and monitoring will continue to identify improvements in teaching assistant practice to support disadvantaged learners. *PP lead to monitor and record evidence* *Pupil Asset data input to analyse impact submitted by Year leaders*
Embedding of RWI phonics and further development resulting in improved phonics and reading attainment amongst disadvantaged pupils.	Reading progress for disadvantaged pupils is accelerated, and the attainment gap between PP and Non-PP is reduced. External validation from Wensum Hub and RWI practitioners will confirm consistently good practice. *Reading Leader to collate evidence of PP pupils' progress based on half-termly RWI assessments.*

Reading fluency at KS2 to be urgently targeted and improved.	Trained teachers to lead groups in Years 4, 5 and 6 and deliver the Hertfordshire Reading Fluency Intervention, which will show rapid closing of the gaps. English leader to lead reading intervention group in Year 5. *Monitoring of the intervention by English Leader, as well as monitoring of Year 3 pupils who have completed RWI phonics.*
Each pupil offered the opportunity for a free, extra-curricular club. In addition, all pupils' cultural capital is enriched by access to high quality, specialist music teaching.	Parent and pupil surveys throughout the year. Case studies. Assessment of music outcomes throughout the school show progression of skills and knowledge. *FCSA will collate clubs list, highlighting the opportunities that disadvantaged pupils have been given. Case studies of some pupils who have further enriched their cultural capital.* *PP Lead will create enrichment tracking document, meaning pupils' extra curricular activities can be quickly identified.*

Improve disadvantaged pupils' outcomes in Writing at the end of KS2.	Writing outcomes at KS2 are at least 65% for disadvantaged pupils (last year's target for PP was 50% and we are aiming even higher this year). This will support a wider target of combined results for Reading, Writing and Maths for **PP Pupils** is at least 55%. This will enable us to reach national average attainment at Year 6 (Reading/Writing/Maths combined). *Year 6 team will track PP writers throughout the year and feedback to PP leader.*

Improve Writing Outcomes across Years 3, 4 and 5 for disadvantaged pupils as part of ongoing involvement in the Norwich Writing Project. Handwriting and spelling to be addressed through introduction of new initiatives and approaches following extensive research and discussion. Writing composition to be addressed through high quality CPD for all teachers on shared writing.	Gaps between PP and Non-PP will close significantly by the end of the year. Focus on spelling & handwriting in Spring/Summer term, as well as staff CPD focus on shared writing and moderation, will enable rapid and sustained impact on writing attainment and progress. Pupil progress meetings will see class teachers spend dedicated time with SLT members, particularly focusing on Pupil Premium writing outcomes and putting actions in place to address issues, therefore enabling teachers across the school to close the gaps between PP and Non-PP. In addition, a new PP tracking document of learning behaviours has been developed by PP leader, meaning each teacher R/A/G rates learning behaviours of all disadvantaged pupils in the class in areas such as active listening, motivation, independence, contributions to discussions etc. Again, areas that are identified as Red/Amber will have plans put in place on Year Group action plans for individual pupils. *English Leader will plan curriculum alongside AHT for Learning and Year Leaders, and monitor impact of Writing Project targets.*
To achieve and sustain improved wellbeing for children with SEMH difficulties, particularly those who are disadvantaged.	Pastoral case studies evidence successful approaches. On entry assessment of pupils. *FCSA/lead ELSA practitioner will discuss pupils and complete case studies to pass on to PP leader.*

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: £725,948 (including support staff costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching assistant support, including TA Professional Development *TAs will build on last years' CPD. Led by AHT for Learning and Inclusion, the further CPD will be undertaken during February 2025 INSET and some after-school sessions (during planning meeting time). Learning walks during Spring 1 will identify next steps before CPD begins.* *The Pupil Premium lead will deliver CPD specifically around maximizing the impact of teaching assistants on disadvantaged pupils' learning. This specifically addresses one of our primary intended outcomes. The CPD this year is specifically following the teachers' CPD priorities, ensuring an alignment of skills and priorities within each classroom. The work has begun in Autumn term on effective talk partner work within the classroom, and teaching assistants will be focusing on supporting disadvantaged pupils' talk in the classroom to maximize the impact of their learning.* *Teaching assistants are an invaluable human resource, and essential to supporting our disadvantaged pupils' learning, and all teaching assistants now work under the understanding that their primary focus and area of support is for our disadvantaged pupils (those in receipt of the Pupil Premium).* *Throughout the implementation of this strategy statement, an understanding of shared accountability for the attainment and*	EEF teaching and learning toolkit: 'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.'	1, 2, 3

progress of the disadvantaged learners that the Tas are primary supporting will be discussed, and learning walks/pupil outcomes from the specific target groups that the Tas are supporting will form evidence for the impact of this initiative.		

Specialist Music teaching for all pupils *Our music curriculum is delivered by a musician who has developed into a highly effective music instructor at Catton Grove. The curriculum is designed in conjunction with the AHT for Learning and Pupil Premium leader, ensuring a progression of skills and knowledge that has the experiences and opportunities for disadvantaged learners at its heart. Access toa 'spiral' music curriculum ensures that pupilslearn to play keyboard and ukulele, learn the skills of digital music production and have a progressive singing spine at the heart of musical learning and enjoyment. In addition, the department offers clubs directed primarily at disadvantaged pupils, as well as an after- school choir who will participate in a range of performances.*	EEF Teaching and Learning toolkit: 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.' 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'	4

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

Budgeted cost: £12,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics *Phonics RWI teaching and interventions Provide small group phonics teaching universally fully embedded in Foundation Stage and KS1 and used as a targeted intervention to those identified as having decoding as a barrier.* *With a package of delivery including on-site training from Ruth Miskin professionals, CPD for our Reading Leaders and support from the Wensum English Hub, we are in the ideal position to maximise the impact of RWI on all*	**EEF Teaching and Learning toolkit:** 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: Phonics | Toolkit Strand | EducationEndowment	2

learners, specifically our disadvantaged pupils. *We will maintain the time commitment of our Reading Leaders to be released from teaching for 45 minutes each day to help team-teach, monitor and support all staff who are involved with teaching RWI sessions and tutoring intervention sessions.*	Foundation | EEF 'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions. 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 1, 6 8 experienced these barriers to learning.' 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	
Herts for Learning (Reading intervention for Y4,5&6) *Herts for Learning's KS2 Reading Fluency project encompasses all of the key points made in the EEF's Improving Literacy in KS2 report (2017). The project uses the YARC to assess pupils needs accurately, blends the teaching of fluency and specific comprehension skills through high quality teacher modelling, encourages reading aloud and is a highly structured intervention model with proven success. The techniques and methods used in the intervention will be used to inform future classroom*	***Herts research outcomes:*** Pupils made on average 31.5 months progress during the intervention period. Over 1,000 pupils have now taken part in the project. **https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-**	2

practice across the school.	**project**	
Accelerated Reader + MyOn Accelerated Reader has been successfully implemented at Catton Grove since 2016; disadvantaged pupils specifically benefit from the program, as it encourages regularity of home reading and the monitoring thereof. The progressive, reward-based accumulation of 'points' on the Accelerated Reader system supports the habit for disadvantaged learners to read at home. Though our school librarian has retired at the end of academic year 2023/24, we have maintained our strong commitment to independent reading by ensuring a Lead Teaching Assistant/Teaching Instructor has dedicated time to lead library sessions and administer the Accelerated Reader program. We know that this ongoing program is having a fantastic impact on our disadvantaged readers.	EEF research shows accelerated progress of +3 months per academic year. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2

Nelson Handwriting Scheme & Spelling Frame. Having identified these two areas of priority for a large proportion of disadvantaged pupils, part of the Pupil Premium funding will be allocated to introduce new initiatives following assessment, discussions with staff and extensive research. A new systematic and timetabled approach to handwriting and spelling was introduced in 2023/24 and has begun to have an immediate impact on SPAG results throughout the school. In 2023/24, KS2 SPAG results improved significantly over the course of the academic year (see Part B) and we will continue to implement what has been successful so far.	Nelson Handwriting: Provides clear guidance on developing a whole-school handwriting policy as required by Ofsted Develops children's personal handwriting style to ensure they meet the 'expected standard' in the end of key stage writing teacher assessments Introduces letters in line with Letters and Sounds and includes pattern practice and motor skills work with three levels of differentiation Spelling Frame: *The impact of Spelling frame in the classroom is significant. According to a recent study, students who used Spelling frame showed a 20% improvement in their spelling skills compared to those who did not. Theplatform's interactive activities not only make learning fun but also reinforce the spelling rule being taught. This makes the learning of spelling more effective and helps students retain the spellings for a longer period.* https://www.structural-learning.com/post/a-teachers-guide-to-spellingframe	3

RWI tutoring intervention *Part of the RWI package includes further training for identified tutors – Teaching Assistants who will undertake regular intervention on specific learning gaps for pupils.* *The regular, robust diagnostic assessment involved in RWI (every half term) means that teachers are acutely aware of where pupils' gaps are. These are then addressed by the tutors outside of the daily RWI sessions.* *We will maintain the time commitment of our Reading Leaders to be released from teaching for 45 minutes each day to help team-teach, monitor and support all staff who are involved with teaching RWI sessions and tutoring intervention sessions.* *In the last academic year, we know that the rigour and effective, systematic delivery of the program resulted in a monumental achievement of 81% of disadvantaged, pupil premium pupils achieving national standard in their end of Year 1 Phonics Screening Check.*	Phonics | Toolkit Strand | EducationEndowment Foundation | EEF 'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions. 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 1, 6 8 experienced these barriers to learning.' 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	2
Speech & Language Technicians ***(funded through SEND budget)*** *Although funded through our SEND budget, the deployment of our Speech & Language Technicians forms a key part of our overall Pupil Premium Strategy, playing as it does such a key role in supporting the Early Language deficit that is identified as such a key challenge for a large proportion of our disadvantaged learners.*	The pre-requisite to reading and writing is to develop good knowledge of the spoken word. Many of our younger pupils, particularly those from disadvantaged backgrounds, have a limited vocabulary and need support if they are to achieve their potential during their time in primary school. Evidence from the EEF indicates that Early Years Intervention can have an impact of +5 months across an academic year.	1

Addressing KS2 Writing continued engagement with Norwich Writing Project Monitoring visits from NWP/DFE expert Sally Rundell. English Leader released form class 3xdays per week to continue development of curriculum, ensuring consistently high standards. Introduction of Teacher Assessment Frameworks (TAFS) for assessing writing and to support planning. Continued planning support from English leader across focus year groups. Cross-school writing moderation sessions with 3 local school, hosted and led by Catton Grove. Learning walks and internal monitoring of handwriting/spelling schemes, as well as shared writing sessions.	EEF report on Improving Literacy at KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3

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

Budgeted cost: £75,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
Norwich Theatre Royal Partnership *Addressing our cultural capital challenge, we recognize the importance of promoting Arts and Culture and have seen the positive impactthis has had on our disadvantaged pupils in the past. We decided to continue our link with the nationally renowned Norwich Theatre, upgrading to the 'Gold' Package which enriches our disadvantaged pupils' cultural capital, with the Theatre provide Networking Opportunities, CPD for staff, tickets to*	EEF research shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum – 3+months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

performances for pupils, as well as bespoke support for our pupils in putting on productions and performances.		
After School Clubs *We have taken the unprecedented decision to offer each child the opportunity for a free after school enrichment club during one term this year. The pupil premium budget will fund the staffing and resources for these cubs, providing pupils an invaluable opportunity to take part in one of a range of activities such as Cooking, Arts & Craft, Choir and Fitness clubs.*	Study: The value of After-school clubs for disadvantaged children: **https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf**	4
Pastoral & ELSA *The school has developed a pastoral team, including ELSAs and our Family Community Support Assistant, that works closely with our more vulnerable pupils and families in order to provide the necessary support to ensure those pupils are able to access learning in the classroom.*	Research from the ELSA Network evidences the positive impact that the approach has on primary school pupils: **https://www.elsanetwork.org/elsa-network/other-research/**	5
EAL provision *A teaching assistant will work in 1:2:1 sessions to closely support disadvantaged pupils' language development.* *In addition, our EAL TA will work routinely with pupils who have additional challenges as well as EAL, who are disadvantaged due to upheaval such as refugees and asylum seekers. Supporting language development and other associated challenges for these pupils is essential in ensuring a successful integration within the school community.*	**https://www.bell-foundation.org.uk/eal-programme/research/**	1, 2, 5
Total Budgeted Cost: £814,590		

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 previous academic year (2024/25).

Intended outcome	Was it achieved?
Increase in quality of speaking and listening for our pupils as a response to both the low levels of language acquisitionon entry to school and the pandemic.	11% were at 'green' WellComm standard on entry,progressing to 50% of pupils achieving 'green' standard at the end of Nursery. .
Teaching Assistant support within the classroom for disadvantaged pupils is ofconsistently high quality. Teaching Assistants proactively support disadvantaged pupils.	Learning walks that were conducted in 2024/25 evidenced much stronger practice by teaching assistants. Practice was deemed to be significantly improved and many aspects of the CPD were being put into place. Due to Teaching Assistant practice being the primary focus and highest expenditure on the Pupil Premium Plan, there has been a focus on developing the Teaching Assistant Continuous Professional Development programme this term. After consultation with teachers and SLT, it was decided that the Teaching Assistants' CPD sessions would closely follow the focus and priorities of the class teacher's CPD, which is being delivered during staff meeting times. This meant an initial focus on 'Talk Partners' in the classroom. Teaching Assistants attended a training session led by PP leader and attended by the Headteacher, proving themselves to be enthusiastic and dedicated to improving their own practise in order to better support talk in the classroom, resulting in much higher quality discussions and, as a result, outcomes for pupils. In addition, teachers have been more actively engaged with the Pupil Premium Strategy and more closely tracking Pupil Premium learning behaviours. This has been done by formulating a tracking document that

	teachers complete, in which they RAG rate aspects of learning behaviour that we have identified as being priorities for disadvantaged pupils. These include: *Independence* *Contributions to discussions* *Active listening* *Motivation to complete tasks* *Responding to feedback* Once the PP pupils have been rated, any areas that have been judged as red/amber will be monitored closely and/or have a particular plan around working on that learning behaviour. Teachers then discussed these at pupil progress meetings, and the disadvantaged/PP lead will use the information to monitor during learning walks in Spring term. Furthermore, there has been external validation of the improvement in teaching assistant practice. This has been observed by DFE representative and English expert Sally Rundell, who has continued to conduct monitoring visits as part of our continued involvement in the Norwich Writing Project. The quality of Teaching Assistant practice had previously been highlighted as a particular area for development over the preceding academic year. In October 2024, Sally validated our TA practice as significantly improved and highly impactful. In addition, external audits conducted by Wensum Hub have cited sessions led and supported by TAs as high quality and impactful. These external experts are further evidence for the continued improvement in teaching assistant practice and the impact of the TA CPD program. Throughout the year, Teaching Assistants were focused on supporting the disadvantaged pupils in their class. This has helped to raise the attainment of disadvantaged pupils, though there are still attainment gaps between disadvantaged pupils and their peers.

Continued development of RWI phonics and further development of whole class comprehension, resulting in improved phonics and reading attainment amongst disadvantaged pupils.	72% of Pupils passed the Year 1 Phonics screening check in 2025, in line with the average, a fantastic result considering the level of SEND complexity within the cohort. We are firmly projecting a further increase in 2026 as RWI continues to embed. RWI has been implemented highly successfully, as validated by expert external visits from Ruth Miskin and the Wensum English Hub. A vastly improved phonics approach has resulted in disadvantaged pupils being provided with the tools they need to successfully decode and begin their journey of fluent reading.

Each pupil offered the opportunity for a free, extra-curricular club. In addition, all pupils' cultural capital is enriched by access to high quality, specialist music teaching.	Parent and pupil feedback on clubs has been highly positive. A culture of musical appreciation has been further developed in the school, including a school choir performance at the Royal Norfolk Show. The huge success of this performance then resulted in an impromptu 'encore' performance for the Norwich Ambulance Service at the same event.
Improve disadvantaged pupils' outcomes in Writing at KS2.	After an initial target of 50% disadvantaged pupils achieving working at standard in Year 6, we were able to achieve fantastic 63%, representing a fantastic 21% attainment increase for PP throughout the year. Year 6 – PP Attainment increased from 42% to 63%

	KS2 Writing results for 2024/25: Year 6 - PP Attainment increased from 42% to 63%

To achieve and sustain improved wellbeing for children with SEMH difficulties, particularly those who are disadvantaged.	47 fixed term suspensions and no permanent exclusions during the academic year, and no permanent exclusions.

Years 1-6

Below is a summary of our internal assessment data for our disadvantaged pupils who are eligible for the Pupil Premium. The analysis of attainment and progress for our disadvantaged pupils has been fundamental in planning our current strategy statement. The activity from the previous academic years' strategy statement that impacted these figures is noted.

What we can immediately see is that, at KS2, the gap between PP and Non PP attainment has closed in all areas except one (the gap has remained stable, not widened). This is a phenomenal achievement and testament to the success of the PP strategy statement.

The fact that PP attainment gaps have not closed at KS1 is indicative of the severity of the barriers that disadvantaged pupils face when they first start school. However, over time and through our rich, varied and challenging curriculum, with the support that the PP plan provides, the gaps then do begin to close at KS2, with PP even outperforming Non PP in some area.

Year 1	Maths	Writing	Reading
Gap between PP and Non-PP	PP Gap widened	PP Gap widened	PP Gap widened
Year 2			
Gap between PP and Non-PP	PP gap widened (smaller gap)	PP gap widened (smaller gap)	PP gap widened (smaller gap)
Year 3			
Gap between PP and Non-PP	PP gap closed	PP gap closed	PP gap closed
Year 4			
Gap between PP and Non-PP	PP gap closed	PP gap closed	PP gap closed and PP outperforming Non PP
Year 5			
Gap between PP and Non-PP	PP gap closed	PP gap stayed the same	PP gap closed
Year 6			

Gap between PP and Non-PP	PP gap closed and PP outperforming Non PP	PP gap closed	PP gap closed and PP put performing Non PP

Reception:

An indicator of our unwavering commitment to addressing the disadvantaged gap is our Reception data. We see that there are negligible attainment gaps in the prime areas, and Pupil Premium children are actually achieving equal to or higher than their peers in 10 of the 17 Early Learning goals, a fantastic achievement by all staff and strong indicator of our drive and ambition for disadvantaged pupils.

Reception Sum mid 2025 Data analysis

GLD = 56.5

PP GLD = 56

Non PP GLD=56.8

		WR	W	BR	C	SR	NP	N	MS	LAU	GMS	FMS	S	TNW	PCC	PP	CM	BIE
General	Reception																	
All Pupils	69	81.20%	56.50%	94.20%	92.80%	82.60%	84.10%	84.10%	91.30%	89.90%	98.60%	79.70%	85.50%	91.30%	91.30%	89.90%	92.80%	92.80%
Male	38	76.30%	47.40%	92.10%	89.50%	71.10%	78.90%	78.90%	86.80%	84.20%	97.40%	65.80%	78.90%	86.80%	86.80%	84.20%	89.50%	89.50%
Female	31	87.10%	67.70%	96.80%	96.80%	96.80%	90.30%	90.30%	96.80%	96.80%	100%	96.80%	93.50%	96.80%	96.80%	96.80%	96.80%	96.80%
Pupil Premium	25	80%	56%	96%	96%	80%	84%	84%	92%	92%	100%	80%	88%	96%	96%	92%	96%	96%
Not Pupil Premium	44	81.80%	56.80%	93.20%	90.90%	84.10%	84.10%	84.10%	90.90%	88.60%	97.70%	79.50%	84.10%	88.60%	88.60%	88.60%	90.90%	90.90%
SEN	Reception																	
Not SEN	52	94.20%	65.40%	100%	100%	92.30%	90.40%	90.40%	100%	96.20%	100%	88.50%	98.10%	98.10%	98.10%	98.10%	100%	100%
Total SEN	17	41.20%	29.40%	76.50%	70.60%	52.90%	64.70%	64.70%	64.70%	70.60%	94.10%	52.90%	47.10%	70.60%	70.60%	64.70%	70.60%	70.60%
Classes	Reception																	
Elephant 24/25	22	81.80%	54.50%	86.40%	90.90%	77.30%	86.40%	86.40%	90.90%	86.40%	95.50%	72.70%	81.80%	86.40%	86.40%	86.40%	86.40%	86.40%
Giraffe 24/25	25	88%	60%	96%	92%	84%	76%	76%	88%	96%	100%	84%	84%	92%	92%	88%	92%	92%
Panda 24/25	22	72.70%	54.50%	100%	95.50%	86.40%	90.90%	90.90%	95.50%	86.40%	100%	81.80%	90.90%	95.50%	95.50%	95.50%	100%	100%
School Groups	Reception																	
Children in or previously in Social Care	8	75%	25%	87.50%	100%	50%	75%	75%	100%	87.50%	100%	37.50%	87.50%	87.50%	87.50%	87.50%	87.50%	87.50%
EAL Levels	Reception																	
Not EAL/Fluent	54	83.30%	61.10%	94.40%	94.40%	85.20%	85.20%	85.20%	92.60%	90.70%	98.10%	81.50%	87%	94.40%	94.40%	92.60%	94.40%	94.40%
EAL	15	73.30%	40%	93.30%	86.70%	73.30%	80%	80%	86.70%	86.70%	100%	73.30%	80%	80%	80%	80%	86.70%	86.70%

	Boys (38)	Girls (31)		PP (25)	Non PP (44)		SEN (17)	non SEN (52)		EAL (15)	Non EAL (54)	Cohort (69)		Social Care (8) DR, KS, BB, MJ, KW, KBB, RS, AB
WR	76.3	87.1		80	81.8		41.2	94.2		73.3	83.3	81.2		75
W	47.4	67.7		56	56.8		29.4	65.4		40.	61.1	56.5		25
Maths	78.9	90.3		84	84.1		64.7	90.4		80	85.2	72.8		66.7

Nursery:

Furthermore, we can see in the table below for 2024/25 a steady increase in Prime Areas attainment for disadvantaged pupils. There is no gap between pupil premium and non-pupil premium attainment, which is a testament to the success of the PP Strategy Statement and the dedicated professionalism of EYFS staff.

GLD % for vulnerable groups breakdown N2

(figures in brackets is number of children, other figures in table % with GLD)

	Boys	Girls	SEN	non SEN	EAL	non EAL	PP	non PP	Social Care group
Entry 2024 (61)	14.3% (35)	3.8% (26)	0% (10)	11.8% (51)	7.1% (14)	10.6% (47)	0% (31)	20% (30)	0% (5)
October 2024 (61)	17.1% (35)	7.7% (26)	0% (10)	11.8% (51)	7.1% (14)	14.9% (47)	6.5% (31)	20% (30)	20% (5)
December 2024 (61)	32.4% (34)	22.2% (27)	0% (10)	33.3% (51)	21.4% (14)	29.8% (47)	10% (30)	45.2% (31)	33.3% (6)
February 2025 (59)	38.2% (34)	44% (25)	0% (10)	49% (49)	30.8% (13)	43.5% (46)	30% (30)	51.7% (29)	60% (5)
April 2025 (59)	42.4% (33)	42.3% (26)	0% (11)	52.1% (48)	38.5% (13)	43.5% (46)	32.3% (31)	53.6% (28)	37.5% (8)
June 2025 (59)	41.9% (31)	46.4% (28)	0% (10)	53.1% (49)	33.3% (12)	46.8% (47)	40% (30)	48.3% (29)	50% (8)
Exit 2025 (58)	48.4% (31)	55.6% (27)	0% (9)	61.2% (49)	41.7% (12)	54.3% (46)	51.7% (29)	51.7% (29)	57.1% (7)