

Pupil Premium Strategy Statement

This statement details our use of the pupil premium grant, alongside the recovery premium funding for this academic year, to help improve the progress and attainment of our PP learners. It outlines our PP 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	Brandwood Community School
Number of learners in school	466
Proportion (%) of PP eligible learners	41%
Academic years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs A Holmes (Head Teacher)
Pupil Premium Leads	Miss C Lund & Mrs R Cameron
Governor Lead	Mr M Simpson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£268,155

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

It is our intention to ensure that all learners make excellent progress across the curriculum, regardless of their home background or the barriers they may face, including those who are more able, have SEND or have arrived recently to the country & are learning English as a new language. The main aim of our pupil premium strategy is to ensure all learners who are PP meet this ambitious goal & we are fully committed to meeting their pastoral, social & academic needs in order to do so. Consequently, we strive to ensure every learner who is considered to be PP is actively encouraged to have high aspirations & develop to his or her full potential, irrespective of socio-economic circumstances.

The provision of high-quality teaching & learning is consistently the main focus of our approach for all PP learners &, due to the experience demographic of our teaching team, there is a coaching support model in place that is further enhanced by teacher or TA4 led group interventions which are regularly reviewed & delivered in response to test results & QLA outcomes. Research shows that this approach has the most impact on closing the PP attainment gap.

We have a complex PP learner population: there are 27% with SEND (compared to 9% of Non-PP), & 6% who are INAs - International New Arrivals (often learning English as a new language). Therefore, the systems of support for some of these learners are often quite individualised but are based on the principle of optimising progress for all & are regularly reviewed to ascertain effectiveness.

Our PP leadership team & staff at all levels will ensure that the Pupil Premium Grant Funding reaches the groups of learners for whom it is intended, to boost their attainment & progress & ensure all their needs are met. There are also other vulnerable learners, such as those with social work involvement or looked after children or previously looked after children, who will also be supported by the strategies outlined, regardless of whether or not they are in receipt of the Pupil Premium Grant. In general, this group of learners, amongst others, often also need additional emotional support systems, access to bespoke before & after school activities, according to need, & strategies to improve attendance & punctuality so they can access our planned PP provision.

**Our PPG strategy objectives are focused on the recent outcomes of PP monitoring, rigorous data analysis & self-evaluation that identifies the areas in which PP learners require additional support most commonly, but also individually where necessary:**

- ◇ Ensure all staff are fully aware of & committed to the PP strategy & their responsibilities within it via appraisal targets (bi-annually reviewed), learner progress reviews & focused CPD
- ◇ Plan to ensure all PP learners, including the more able, are suitably challenged & make excellent progress
- ◇ Fully utilise all opportunities to narrow the PP gap in the EYFS from the outset, particularly in terms of speech & language development & by harnessing parent & carer support in this area at the earliest opportunity via SALT workshops, SALT screening all EYFS learners to ensure identification at the earliest opportunity & providing SALT intervention for all learners who require it throughout school
- ◇ Invest in developing high-quality EYFS maths & literacy teaching, resourcing & provision to maintain & improve PP maths & literacy attainment further
- ◇ Maintain & improve further PP phonics & reading attainment in EYFS, KS1 & beyond (PSC catch up interventions in Y2+)
- ◇ Address specific PP reading & maths attainment & progress gaps in Y1-6 via QLA led high-quality, regularly evaluated teacher or TA4 led interventions
- ◇ Improve PP writing attainment across all year groups
- ◇ Devise individualised support for PP learners with specific needs, including those learning English as a new language & those requiring additional support for a variety of reasons that may cause a barrier to achievement: attendance, learning, social, emotional etc. that impact on their engagement, progress & attainment

**Planning allocation of PPG funding is based on the following principles:**

- ◇ Investment in the coaching & CPD of all classroom-based staff to enhance the quality of teaching & learning provision & skills of staff at all levels
- ◇ Provision of high-quality teaching & learning opportunities, planned support & interventions that meet the needs of all PP learners to accelerate progress expediently & subsequently raise their attainment despite their low starting points, wherever possible
- ◇ Staff awareness of current gaps in PP attainment & progress & when compared to national averages & schools with a similar context
- ◇ PPG funding & corresponding appropriate levels of support will be allocated following needs analysis, which will highlight the precise support necessary for groups & individual PP learners, so the type of support provided may vary dependant on the individual needs

◇	In making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged & vice versa in some cases; it is also our intention that Non-PP learner attainment will also be sustained & improved
◇	Expand the cultural capital of PP learners via high-quality curriculum enhancement opportunities to contextualise learning & improve vocabulary in context further

### Challenges

This details the key challenges to achievement that we have identified among our PP learners.

Challenge Number	Detail of Challenge
1	Assessments, observations & discussions with learners indicate the majority have low starting points for speech & language on entry to EYFS for all learners (2024 - PP 78% & Non-PP 80% below ES) or when arriving new to the school & learning English as a new language or experiencing communication difficulties due to SEND. The impact is that many PP learners have underdeveloped oral language skills & vocabulary gaps throughout school, which has been further compounded by the pandemic.
2	Data analysis highlights the complex learning needs of a high proportion of PP learners, e.g. 84% of PP learners have EAL, 6% are INAs & learning English as a new language, 27% are on the SEND register & 11 have EHCPs; all require layered & in some cases specialist, support to minimise these barriers & to achieve optimum progress.
3	KS2 assessments, data analysis & observations indicate that intervention & catch-up strategies are successful overall but the most significant challenge to this is sustaining this positive impact due to the high levels of mobility & the continuous issue that most learners who leave are ES or HS/GD but the majority of those who join us are WB or B. Consequently, the challenge continues to be to raise PP attainment despite these levels of mobility.
4	Due to the complex PP learner context in all year groups PP attainment & progress in phonics, reading, writing & maths is a consistent focus & results are analysed bi-annually, QLA analysis completed & gaps addressed via teacher & TA4-led interventions to raise attainment & progress further.
5	Levels of retention in a significant proportion of our teaching staff team in recent years & the subsequent experience demographic of our teaching staff team indicates a further challenge in teaching within a complex context & meeting the needs of all groups to maximise progress - therefore, in-class coaching & support & high-quality CPD are consistent priorities.
6	Social, Emotional &/or Mental Health & difficulties that influence engagement. 75% of learners with SEMH are PP & require additional in-house support alongside external agencies support them to enable them to access school provision.
7	Attendance data indicates that, at the end of the last academic year attendance amongst PP Learners (2024 ~ 95% & current YTD ~ 94.8%) was just below that of their Non-PP peers (2024 ~ 95.8% & current YTD ~96.1%). In recent years overall attendance amongst PP learners (2020 - 97.5%, 2021 - 95.1% & 2022 - 96.3%, 2023 -95.2%) has been consistently above their Non-PP peers (2020 ~ 97.1%, 2021 ~ 94.8% & 2022 ~ 95.6% & 2023 ~95.2%).  The proportion of persistent absentees who are PP (2024 ~ 51% & current YTD ~ 52%) is broadly in line with those who are Non-PP (2024 ~ 49% & current YTD ~ 48%). The rate of persistent absentees who are PP (2024 ~ 4% & current YTD ~ 5%) is broadly in line with those who are Non-PP (2024 ~ 3% & current YTD ~ 4%).
8	Daily readiness to learn, for example many learners come to school without breakfast ~ additionally data analysis indicates only 29% of KS2 PP learners paid to have snack, therefore there has been no charge for this for all learners.

9	Limited cultural capital opportunities outside of school due to a variety of pressures on parents & carers such as: lack of transport, time, funds or cultural reasons.
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### Intended Outcomes

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

Intended outcome	Success criteria
Improved oral language skills & vocabulary among PP learners.	EYFS assessments & observations will indicate significantly improved oral language among PP learners, including an increase in speech & language outcomes on entry to Reception & Y1 year-on-year. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny & continuous formative assessment.
Improved reading attainment among PP learners.	EYFS reading outcomes in 2026 show that more than 60% of PP learners met the expected standard. KS1 reading outcomes in 2026 show that 70-75% of PP learners met the expected standard & 20% achieved the greater depth. KS2 reading outcomes in 2026 show that more than 70-75% of PP learners met the expected standard & 20% achieved the higher standard.
Improved writing attainment among PP learners.	EYFS writing outcomes in 2026 show that more than 55% of PP learners met the expected standard. KS1 writing outcomes in 2026 show that more than 60-65% of PP learners met the expected standard & 20% achieved greater depth. KS2 writing outcomes in 2026 show that more than 60-65% of PP learners met the expected standard & 20% achieved greater depth.
Improved maths attainment among PP learners.	EYFS maths outcomes in 2026 show that more than 65% of PP learners met the expected standard. KS1 maths outcomes in 2026 show that more than 70-75% of PP learners met the expected standard & 20% achieved greater depth. KS2 maths outcomes in 2026 show that more than 60-65% of PP learners met the expected standard & 20% achieved the higher standard.
Ensure PP attendance is high & PP persistent absenteeism low.	Improved attendance of PP learners will ensure the PP attendance rate is in line with or above Non-PP. Persistent absenteeism will remain well below the national average for PP learners.
Ensure curriculum enhancement opportunities remain extensive but relevant to the planned curriculum & of a high quality.	Regular opportunities provided to enhance understanding & experience of the school curriculum during school time, to contextualise, promote & improve curriculum subject knowledge & engagement for all learners, evidenced by year group end of unit assessments & discussion with learners.
Track & improve homework compliance in all year groups.	Additional opportunities & resources provided will increase homework compliance, engagement & independence, evidenced by compliance data year-on-year.

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#### Activity in this academic year (2025-2026)

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 & retention)

**Budgeted Cost: £ 35,698 (SALT Training – see SALT SLA Cost in targeted support, Ready, Steady Write SLA - £6,069, NTS Test Package - £7,000, Annual English & Maths Subject Lead or YGL Release Time - £22,264 & Little Minds Matter Training - £365)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate SALT staff training at all levels to enhance the provision of additional, weekly support via a full-time speech & language therapist who will guide non-specialist provision on a weekly basis through support staff liaison.  SALT training & support with regards to explicit strategies for extending & embedding vocabulary to develop breadth & depth (understanding in context) from EYFS - Y6.	There is strong evidence base that suggests oral language interventions including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with a high impact on reading attainment. Impact in early years (+7 months) & primary schools (+6 months).  Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.  Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 2
Embedding dialogic activities across the school curriculum. These can support learners to articulate key ideas, consolidate understanding & extend vocabulary.  Purchase resources & fund training & release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading attainment: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 9
EYFS & KS1 phonics & reading training (Ready Steady Literacy package), premium resources & regular, protected collegial planning & teaching support to ensure consistently high-quality phonics teaching.  Improve transition liaison between EYFS & Y1 further & provide regular parental advice & guidance to support phonics & reading development at home.	Phonics has a positive impact overall (+5 months) with very extensive evidence & is an important component in the development of early reading skills, particularly for children who are PP. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3 & 4

<p>Purchase of standardised diagnostic assessments &amp; accompanying QLA based intervention materials (Y1 - 6).</p> <p>Training for staff to ensure assessments are administered correctly &amp; subject lead release time to ensure QLA outcomes utilised for accurate gaps analysis &amp; planning for subsequent interventions.</p>	<p>Standardised tests can provide reliable insights into the specific strengths &amp; weaknesses of each learner to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	3 & 4
<p>Enhancement of our maths teaching &amp; curriculum planning in line with DfE &amp; EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school &amp; to access Maths Hub resources &amp; CPD</p>	<p>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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1749732921">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1749732921</a></p>	3 & 4
<p>To provide high-quality CPD &amp; targeted coaching via planning &amp; progress surgeries to promote the improvement of quality of teaching &amp; professional development for early career &amp; inexperienced teachers on an outcomes/needs-led basis.</p>	<p>High-quality teaching improves learner outcomes &amp; effective professional development offers a crucial tool to develop teaching quality &amp; enhance children's outcomes in the classroom.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	5
<p>Improve the quality of social &amp; emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices &amp; supported by professional development &amp; training for staff.</p>	<p>There is extensive evidence associating childhood social &amp; emotional skills with improved outcomes at school &amp; in later life (e.g., improved academic performance, attitudes, behaviour &amp; relationships with peers):  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1749759983">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1749759983</a></p>	6

**Targeted Academic Support (for example, tutoring, one-to-one support or small group structured interventions)**

**Budgeted Cost: £202,359 (SALT SLA - £58,500, Tutor Cost - £51,435, TA4s - £34,069 & Support Teachers - £44,528, Homework Support Staffing Costs - £5,168, Homework Software Licences - £8,659)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>EYFS &amp; Y1, INA &amp; SEND (N – Y6, as required) speech &amp; language acquisition programmes to address communication, vocabulary extension &amp; understanding at the earliest opportunity.</p> <p>Delivered by a fte speech &amp; language therapist, EYFS leads &amp; trained members of the support staff &amp; teaching team.</p>	<p>Impact in early years (+7 months) &amp; primary schools (+6 months).</p> <p>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2
<p>Termly Assessment &amp; QLA outcomes will be analysed to effectively deploy experienced support teachers, &amp; trained TA4s to deliver high-quality interventions to targeted groups of PP (ES &amp; HS or GD) learners in all year groups to address identified learning gaps efficiently &amp; rapidly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths &amp; weaknesses of each learner to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Tuition targeted at specific needs &amp; knowledge gaps can be an effective method to support low attaining learners or those falling behind, in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>A proportion of the learners who receive tutoring will be PP, including the more able who have been identified as under-achieving.</p> <p>Additional non-class based teaching support dependent on need, thereby ensuring smaller group teaching in target year groups &amp; the consistent delivery of high-quality interventions timetabled for effective &amp; efficient use of all time available.</p>	<p>Tuition targeted at specific needs &amp; knowledge gaps can be an effective method to support low attaining learners or high attainers falling behind, both one-to-one or small group:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3 & 4
<p>Additional phonics sessions targeted at PP learners who require further phonics support. These will be delivered by RWInc trained teaching staff &amp; the SENDCos.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on learners, particularly those who are PP. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3 & 4

<p>Purchase researched software licences to promote engagement with homework &amp; support parents &amp; carers so that homework contributes to improving learner outcomes.</p> <p>Ensure the homework strategy is underpinned by meticulous monitoring of homework &amp; reading compliance by the relevant DHTs and Subject Leads, regular investigation of barriers to completion &amp; subsequent support provided to address any identified issues via TA4 homework &amp; reading keyworker clubs.</p>	<p>Technology has the potential to increase the quality &amp; quantity of practise that learners undertake, both inside &amp; outside of the classroom. It can increase the accuracy of assessment or the speed with which assessment information is collected. Technology can be used to provide feedback directly to learners via programmes or interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p>Learners eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that learners who are PP are less likely to have a quiet working space, are less likely to have a device suitable for learning or a stable internet connection &amp; may receive less parental support to complete homework &amp; develop effective learning habits. These difficulties may increase the gap in attainment for PP learners.</p> <p>Homework clubs can help to overcome these barriers by offering learners the resources &amp; support needed to undertake homework or revision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	3 & 4
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#### Wider Strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted Cost: £42,138 (SEMH & Wellbeing Awards Programme Subscriptions - £1,409, PP Attendance PA Support - £2,865, PP Breakfast - £17,864 & Curriculum Enhancement Subsidisation - £20,000)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As part of the school wellbeing strategy - regular, whole staff training on the sustainment of the BIG (Bullying Intervention Group), Healthy Schools &amp; RRS (Rights Respecting School) Awards &amp; wellbeing intervention strategies, which include behaviour management &amp; anti-bullying approaches.</p> <p>The non-class based SENDCos will work with learners, staff, parents &amp; carers &amp; to promote</p>	<p>Both targeted interventions (Lego &amp; drawing therapy) &amp; universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social &amp; emotional learning (SEL) interventions seek to improve learners' decision-making skills, interaction with others &amp; their self-management of emotions. SEL approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Taking a coordinated &amp; evidence-informed approach to mental health &amp; wellbeing in school leads to improved learner emotional health &amp; wellbeing which can help readiness to learn.</p>	6



positive mental health & wellbeing.	<a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a> Reduction in significant & bullying behaviour incidents year-on-year. Successful achievement & sustainment of the Bullying Intervention Group, Healthy School, Schools of Sanctuary & RRS Awards. Continued positive stakeholder survey outcomes.	
Tackling PP persistent absenteeism or lates via attendance officer intervention & support ~ daily referrals as required.	Learners need to attend school regularly to benefit from their education & fulfil their potential. Missing out on lessons leaves learners vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary & secondary school. <a href="#">Improving School Attendance</a>	7

Provide breakfast snacks for all PP learners, free of charge.	It is important for learners to start the day with a nutritious breakfast. The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved: readiness to learn, increased concentration, wellbeing & behaviour. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>	8
High-quality, subsidised curriculum enhancement activities for all learners in all year groups linked to half termly topics.	It is essential for schools to continue to teach a broad & balanced curriculum in all subjects. This includes what children learn from wider experiences such as educational visits & visitors in school. Providing opportunities to enrich the curriculum & stimulate learners will lead to improved outcomes for all learners.	9
Contingency fund for acute issues.	Based on our experiences & those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

**Total Budgeted Costs: £280,195**

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Shine	Rising Stars
Purple Mash	2Simple
Times Table Rockstars	Maths Circle Ltd
Reading Plus	Reading Plus
Bug Club, Phonics Bug & Grammar Bug	Active Learn
Spelling Shed	Education Shed Ltd.
Ready Steady Write	Literacy Counts
Ready Steady Spell	Literacy Counts

**A Holmes, R Cameron & C Lund**  
**June 2025**

## PP Data Analysis Results 2024 - 2025

### EYFS PP & Contextualised Attainment Data National & Local Comparison 2025

\* The following contextualised data excludes the results of the 3 PP outliers (details in the table above):

Subject	Group	School PP	PP National	Gap	PP Local	Gap
Literacy	All PP Learners	47%	53%	-6%	53%	-6%
	* Minus Outliers	67%	53%	+14%	53%	+14%
Maths	All PP Learners	53%	62%	-9%	60%	-7%
	* Minus Outliers	73%	62%	+11%	60%	+13%
GLD	All PP Learners	47%	51%	-4%	52%	-5%
	* Minus Outliers	52%	51%	+1%	52%	0

Communication & Language	All PP Learners	60%	67%	-7%	67%	-7%
	* Minus Outliers	80%	67%	+13%	67%	+13%
Physical Development	All PP Learners	73%	74%	-1%	75%	-2%
	* Minus Outliers	93%	74%	+19%	75%	+18%
Personal, Social & Emotional Development	All PP Learners	53%	72%	-19%	73%	-20%
	* Minus Outliers	73%	72%	+1%	73%	0

### Summary

- ◇ PP attainment in literacy, maths and GLD is below national and local averages; contextualised (minus the PP outliers) results are above both national and local averages in literacy and maths and GLD is slightly above the national average and in line with the local average
- ◇ PP attainment in Physical Development is broadly in line with local and national averages; contextualised (minus outliers) results are significantly above both local and national averages
- ◇ PP attainment in Communication and Language and Personal, Social & Emotional Development are both significantly below national and local averages; contextualised (minus outliers) results are above and in-line with national and local averages respectively

Y1 PP Phonics Data Analysis 2025

Y1 Phonics PP Attainment Data & Contextualised National & Local Comparison 2025

Subject		School PP	National PP (2024)	Gap	Local PP (2024)	Gap
Phonics	All PP Learners	75%	68%	+7%	71%	+4%
	*Minus Outliers	90%	68%	+22%	71%	+19%

\* This contextualised data excludes the results of the 2 PP outliers (details in the table above):

Summary:

◇ All learners PP attainment in phonics for 2025 is well above 2024 national and local averages and significantly so when contextualised (minus outliers)

End of KS1 (Y2) PP Phonics Data Analysis

PP Phonics Attainment Data & Contextualised National & Local Comparison 2025

Subject		School PP	National PP (2024)	Gap	Local PP (2024)	Gap
Phonics	All PP	93%	81%	+12%	84%	+9%
	* Minus Outliers	100%	81%	+19%	84%	+16%

\* This contextualised data excludes the results of the 2 PP outliers (details in the table above):

Summary:

◇ PP attainment in 2025 is significantly above the 2024 national and local averages

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End of KS2 PP SATs Attainment Analysis  
PP Learners KS2 Expected Standard + Data ~ National Average Comparison 2025

Subject	PP School	PP National	Gap
Reading	64%	63%	+1%
Writing	67%	59%	+8%
Maths	64%	61%	+3%
Combined	52%	47%	+5%
Grammar, Punctuation & Spelling	85%	82%	+3%

Summary:  
◇ PP attainment is positive; expected standard results are above the PP national averages in all subjects

PP Learners KS2 Higher Standard & Greater Depth Data ~ National Average Comparison 2025

Subject	School PP	PP National	Gap
Reading (HS)	24%	21%	+3%
Writing (GD)	15%	7%	+8%
Maths (HS)	15%	15%	0%
Combined	12%	4%	+8%
Grammar, Punctuation & Spelling (HS)	30%	19%	+11%

Summary:  
◇ PP attainment for higher standard or greater depth is also above the PP national averages in all subjects