

Pupil Premium Strategy Statement 2025/26

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	Bowmandale Primary School
Number of pupils in school (at start of year)	345
Proportion (%) of Pupil Premium eligible pupils	24.1%
Proportion (%) of Service Pupil Premium pupils	1.2%
Proportion (%) of children in receipt of FSM	20.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ellie Dunstan
Pupil Premium lead	Lesley Lombard
Governor / Trustee lead	Alvin Fernandes

Funding overview

Detail	Amount
Total PPG 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	£117,812
Total SPPG (Service PP) budget for this academic year	£1,400

Part A: Pupil Premium Strategy Plan

Statement of intent

The Pupil Premium Grant was introduced in 2011 for children eligible for Free School Meals, children whose parents serve in the armed forces; its purpose was to close the attainment gap between these groups of children and their peers. In 2013, the DfE introduced Pupil Premium Plus Funding for Children Looked After and Children Previously Looked After. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role that schools have in supporting children who have had a difficult start in life.

At Bowmandale Primary School, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We aim to strategically use Pupil Premium Funding to fulfil our vision for all children to flourish in order to achieve their full potential and ultimately, to be equipped for the next stage of their learning journey. The school draws upon national research, alongside analysis of school data sources to identify barriers to learning and to ensure that money is effectively allocated in order to work towards overcoming these barriers. We firmly believe in a holistic approach to overcoming such barriers, hence we place a huge emphasis on providing pastoral support strategies alongside academic interventions in order to achieve our aim of raising aspirations for our most vulnerable children.

Principles:

- We provide a broad, balanced and exciting curriculum which meets the needs of all pupils through high quality, adaptive teaching;
- We ensure that appropriate academic and pastoral provision is made for children in vulnerable groups, including those in receipt of Pupil Premium Funding;
- We recognise that not all pupils who are in receipt of Free School Meals will be disadvantaged, and that there may be some children who do not qualify for Free School Meals who may be disadvantaged;
- Pupil Premium Funding is allocated according to our school priorities, which means that not all children in receipt of Pupil Premium Funding will be in receipt of interventions or support at any one time.

School Context: Bowmandale Primary School is the largest of three mixed community primary schools located in Barton Upon Humber. The school is 2 form entry in most year groups except for Years 3 and 4, which is 1.5 form entry currently. The percentage of children in receipt of Free School Meals is marginally below the national figure, sitting at 20.9% compared to 25.7% nationally and 29% within North Lincolnshire.

The size of the school has increased significantly over recent years, due to more affordable housing being built in the locality and many families moving from the north side of the river. As a result, the number of children in receipt of Pupil Premium Funding has also increased.

Challenges

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

Challenge number	Detail of challenge
1	<i>Social, emotional and mental health difficulties continue to increase both nationally and within the school community, with an increasing number of our vulnerable children demonstrating low self-esteem, wellbeing difficulties and a lack of resilience towards their learning.</i>
2	<i>Despite the progress gap showing clear evidence of narrowing between PP and non PP children in reading and maths over the last academic year, writing attainment remains an area of priority for the school, particularly in relation to those children capable of achieving greater depth outcomes.</i>
3	<i>Despite the progress gap showing clear evidence of narrowing across standardised maths assessments compared to the same data point last academic year, evidence shows that the barriers preventing children from attaining more highly continue to be those of reasoning, problem solving and varied fluency.</i>
4	<i>PP attendance currently stands at 95.01% and non PP attendance stands at 96.35%, thus a gap of 1.34% remains. The school continues to see a very small level of persistent absence. (correct at July 2025)</i>
5	<i>5.1% of our PP children are documented as receiving wider family support accessed through the Local Authority (e.g. Early Help, FFAST, CIN, CP).</i>
6	<i>We are mindful that children in receipt of Service PP Funding may present with emerging needs in terms of emotional wellbeing, dependent on external factors, which may affect these families at any time.</i>
7	<i>Despite the progress gap showing clear evidence of narrowing across standardised reading assessments compared to the same data point last academic year, evidence shows that the barriers preventing children from attaining greater depth outcomes continue to be those of a range of higher level comprehension skills.</i>

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
<i>To improve the resilience and emotional wellbeing of all children; in particular, our most vulnerable children, through a holistic approach to pastoral support.</i>	Pupil voice will demonstrate that children's resilience to learning has increased since the start of this plan. Soft data scores and Boxall Profile will demonstrate an improvement in pupils' self-esteem and wellbeing as a result of pastoral interventions. Boxall Profile assessments will demonstrate positive impact as a result of work completed.
<i>To carefully monitor the emotional wellbeing of children in receipt of Service Pupil Premium funding, and provide pastoral support as</i>	Pupil interviews will demonstrate an improvement in children's wellbeing as a result of pastoral interventions. Children will make progress within pastoral interventions which means they will no longer need this support.

<i>required in response to emerging need.</i>	Our annual pupil wellbeing survey will demonstrate positive emotional wellbeing outcomes in terms of general wellbeing and attitudes to school. Attendance of children in receipt of Pupil Premium Funding will improve to be in line with non-Pupil Premium attendance.
<i>To consistently narrow the gap between PP children and non PP children in writing through a focus on the acquisition of basic skills in phonics and grammar.</i> <i>To ensure that PP and SPP children identified as more able achieve greater depth outcomes in writing.</i>	Work scrutiny will show that PP children will demonstrate an improved capacity to include taught grammar skills in their writing. A greater percentage of PP children will achieve at least ARE in writing. A greater percentage of vulnerable children identified as more able will achieve greater depth outcomes in writing. A greater percentage of PP children will make accelerated progress in writing. RWi data will demonstrate that the gap between PP and non PP has narrowed and the percentage of PP children making at least 1 step of progress has increased.
<i>To consistently narrow the gap between PP children and non PP children in maths through a focus on the development of reasoning skills and varied fluency.</i> <i>To ensure that PP and SPP children identified as more able achieve greater depth outcomes in maths through a development of varied fluency and problem solving skills.</i>	Maths NFER scores will improve for PP children to enable the gap between PP and non PP to be narrowed. A greater percentage of PP children will achieve at least ARE in maths, with a greater proportion of vulnerable children identified as more able achieving greater depth outcomes. A greater percentage of children will make accelerated progress in maths.
<i>To consistently narrow the attainment gap between PP children and non PP children in reading through a focus on the acquisition of comprehension skills.</i> <i>To ensure that PP and SPP children identified as more able achieve greater depth outcomes in reading through the development of a range of comprehension skills.</i>	Reading NFER scores will improve for PP children to enable the gap between PP and non PP to be narrowed. A greater percentage of PP children will achieve at least ARE in reading. A greater percentage of children will make accelerated progress in reading. RWi data will demonstrate that the gap between PP and non PP has narrowed and the percentage of PP children making at least 1 step of progress has increased.
<i>The attendance gap between PP children and non PP children will narrow.</i>	The gap between PP children and non PP children will narrow. The attendance percentage of PP children will increase beyond 97%.

	The level of persistent absence will decrease for children in receipt of PP funding.
<i>Appropriate signposting of support will lead to improved outcomes for children and their families.</i>	Early Help and outreach support will demonstrate progression and ultimately cease for families as a result of outcomes being achieved. CLA children will consistently make progress in line with their peers. Children of families requiring outreach support will demonstrate improved wellbeing outcomes through access to counselling and pastoral support. Boxall Profile will demonstrate a narrowing of gaps in terms of deficiencies identified. Children with a social worker will make progress in line with their peers.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mastery Learning will continue to be at the heart of maths teaching to develop varied fluency and reasoning.</i> <i>Resources purchased to support the development of varied fluency and mastery.</i>	According to the EEF, this strategy offers very high impact at a low cost, with learners making, on average an additional 5 months' progress over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams (collaborative working) and take responsibility for supporting each other's progress. The EEF reports that although there is large variation behind the average impact – mastery learning approaches have consistently positive impacts, with effects being higher in primary mathematics.	3, 7
<i>The systematic teaching of phonics is secured through RWI, which is taught daily from EYFS to the end of Y2 in small groups by a trained adult.</i> <i>Reinforcement of RWi during the school day to support children who may be struggling to retain sounds.</i> <i>Training is renewed regularly and for new staff to ensure a consistent approach.</i>	Phonics scores have improved dramatically for the school as a result of the implementation of the RWi programme. RWi is used in a quarter of UK primary schools and case studies from a large number of UK schools have demonstrated huge positive impact on reading and phonics. According to the EEF, phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. This particularly applies when the teaching of phonics is matched to children's current skill levels and it is systematic, to support children in making connections between the sound patterns they hear in words and the way these words are written.	2, 7
<i>Regular written and verbal feedback to moving on children's learning; regular review of</i>	Providing feedback is a well-evidenced and has a high impact on learning outcomes, with an average improvement of 6 months over the course of a year. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	2, 3, 7

<i>marking policy to ensure a consistent approach.</i>	Feedback is proven to be effective during, immediately after and a short time after learning.	
<i>Daily shared reading for all KS2 classes, with reading comprehension introduced in KS1 on a regular basis.</i>	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction (EEF). Naturally, as skills develop in reading this supports the writing process.	7
<i>Reinforcement of the Growth Mindset Approach has been implemented across the school, alongside a whole school approach to promoting emotional wellbeing.</i>	Extensive evidence is now available through the EEF to support the Growth Mindset approach (also referred to as metacognition) and as a school we have noted, through pupil voice, a significant improvement in children's resilience since first launching the approach in 2018. The EEF states that the potential impact of metacognition and self-regulation processes is high (+7 months' progress across a year), although it can be difficult to realise this potential in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. It is well documented that emotional wellbeing has declined in recent years. The DfE states: Good mental health is important for helping children and young people to develop and thrive. The Mental Health of Children and Young People in England survey (2020) found 16% (1 in 6) of children aged 5 to 16 years to have a probable mental health disorder, an increase from 1 in 9 in 2017 (11). The coronavirus pandemic has resulted in fundamental changes to the lives of children and young people. The Public Health England COVID-19 mental health and wellbeing surveillance report suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing. It is therefore vital that as a school, we respond pro-actively to meet these emerging needs.	1, 4, 5, 6
<i>Assemblies provide a focus on British Values and character education in order to develop children's understanding of life in Modern Britain</i>	The EEF sees character education as involving skills like emotional regulation, building relationships, and perseverance. It considers character education to be a key area for development, focusing on social and emotional skills, and has invested in related research and programs. The teaching and learning toolkit, while not a character education toolkit itself, includes "Social and emotional learning" as a strand with a moderate impact, highlighting that these skills are linked to academic success. The EEF supports the development of these skills to help disadvantaged students, recognizing their importance for both in-school and adult life.	1, 4, 5, 6
<i>Arts participation has been embedded across the school through music, DT and art activities and additional enrichment activities such as</i>	The EEF cites that arts participation can have a positive impact on children's achievement in other areas of the curriculum for very little cost. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.	1, 4, 5, 6

enterprise week, arts week and a focus on specific artists as part of the curriculum.	Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	
Systematic teaching of Jigsaw PSHE by class teachers to ensure children's wellbeing is placed at the heart of teaching and learning. PSHE curriculum is supplemented by workshops and assemblies delivered by external professionals such as road safety, finance education, first aid and workshops delivered via WMIM and through the community nursing team.	The EEF cites that children make 4 months' additional progress through the use of social and emotional learning programmes. As a school we use several vehicles including PSHE and RSE sessions, assemblies and other targeted pastoral approaches to supplement whole class teaching. All professionals working with the school are validated via the Local Authority or through extensive evidence and feedback.	1, 4, 5, 6
TAs employed across all classes during core learning to allow learning to be scaffolded and adapted for all learners to enable them to achieve their potential.	The EEF reports that TAs can add clear value if effective teams are established between teachers and TAs to allow teachers to spend more time with those children who need the most support, as opposed to TAs being assigned to specific children for prolonged periods of time. In particular, when TAs are trained to support and develop independent learning skills and to focus on children taking ownership of learning rather than the product, this leads to improved learning outcomes. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	2, 3, 7
Annual licences for Doodle maths and Reading Plus to address gaps and to support children to achieve ARE in reading and maths.	Overall, studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions (EEF). The programmes we use are diagnostic in nature, matching the challenge and content to the child's level of understanding. The EEF cites that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	2, 3, 7
Annual subscription to Grammarsaurus to support teachers to plan for	As a school we have recognised the need to further develop children's writing, particularly for more able children. This online toolkit has been proven to provide invaluable resources to support teachers to benchmark and model different genres of writing at ARE and beyond.	2, 7

<i>children's sequential development of grammatical understanding.</i>		
<i>Toe by Toe and Power of 2 books to teach mathematical understanding and reading in a systematic way, to address gaps for those pupils who are falling behind or who have SEND.</i>	The EEF cites, "Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing." Both resources provide a systematic approach to reading, spelling and mathematical understanding and have proven contribute to children in our school making accelerated progress. Pupil voice demonstrates that children find these approaches effective.	2, 3, 7
<i>NFER assessments increase the accuracy of assessments, hence enabling a diagnostic approach to improving achievement.</i>	As a school we have been able to measure the progress of children much more effectively and accurately through the use of standardised assessments as this provides a high level of consistency when assessing and allows diagnostic assessment of understanding, which is cited as an important factor in supporting children's learning by the EEF.	3, 7
<i>Outdoor Learning opportunities and termly inspire afternoons for all classes to provide broader experiences and build SEL skills for all children.</i>	Whilst the EEF cites that there is a lack of evidence which supports an improvement in academic achievement, there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	1, 5, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TAs deployed on an overtime basis during afternoon sessions to facilitate pre-teaching and consolidation to address gaps in prior learning.</i>	Although the EEF reports only moderate improvements in performance, our school targets children according to specific gaps at any one time, as opposed to targeting the same children repeatedly; this enables pre-teaching and any gaps in learning to be addressed.	1, 2, 3, 7
<i>Adults deployed to meet and greet specific children who may be demonstrating difficulties in terms of emotional wellbeing.</i>	Our whole school approach to emotional wellbeing is based wholly around relationships. As such, we know that children who may need a little more support from time to time, really value a soft start in the morning where they can meet a key, trusted adult to share any worries they have and to reduce anxiety levels associated with moving straight into a busy classroom.	1, 4, 5, 6
<i>Nurture provision at lunchtimes for a small number of children who struggle during unstructured times of play (or for those who actively seek out such opportunities.)</i>	Nurture groups are designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in achieving. The Education Endowment Foundation states that social, emotional learning interventions such as nurture provision which are embedded into daily practice provides an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress).	1, 4, 5, 6
<i>TAs and class teachers provide scaffolding and support through individualised instruction for specific children to enable them to achieve within their learning.</i>	The EEF cites that on average, individualised instruction approaches have an impact of 4 months' additional progress.	1, 2, 3, 7

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outdoor Learning aimed at improving SEL skills for identified vulnerable children.</i>	Some of our extremely vulnerable children do not have the social and play skills required to enable them to play independently and this enables them to develop leadership skills and other skills which will enable them to develop confidence, team work and life skills. Research by the EEF has shown that behavioural and social/emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours. Targeted approaches to building SEL have greater impact than whole class approaches and should be used in conjunction with whole school approaches to have greatest impact. EEF	1, 4, 5, 6
<i>Mentoring for KS2 children aimed at achieving personal goals around learning and wellbeing.</i>	EEF studies cite that while mentoring appears to have a small positive impact on academic outcomes, some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1, 4, 5, 6
<i>Counselling & 1:1 support to address specific difficulties with emotional wellbeing, behaviour and mental health.</i>	Whilst there is limited evidence currently around 1:1 support and CBT based approaches, a recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.	1, 4, 5, 6
<i>Gardening Club aimed at improving SEL skills for an identified group of vulnerable children.</i>	Research by the EEF has shown that behavioural and social/emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours. Targeted approaches to building SEL have greater impact than whole class approaches and should be used in conjunction with whole school approaches to have greatest impact. EEF	1, 4, 5, 6
<i>Support is provided in a timely manner through Early Help Process & close working partnerships with families</i> <i>Attendance is addressed through the Early Help Process.</i>	There has been a big increase in the number of families requiring support via the Early Help arena. Children who need help and protection require support as soon as any need is identified in order to prevent further problems arising and to provide the appropriate support and signposting that families need. Our attendance has remained above the national average over a sustained period of time; the small number of families showing persistent absences are supported via the Early Help process.	4, 5, 6
<i>Small group SEL learning activities provided via WMIM, the Learning Mentor and Get Ahead to build self-esteem, resilience and emotional literacy</i>	The EEF cites that the average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1, 4, 5

<i>Non class-based Learning Mentor allocated specifically to supporting vulnerable children at unstructured times.</i>	EEF studies cite that while mentoring appears to have a small positive impact on academic outcomes, some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1, 4, 5
<i>Head and Deputy Head presence at lunchtimes to support with pastoral issues and promotion of wellbeing.</i>	The EEF cites that both targeted interventions and universal approaches to managing behaviour have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. As a school we deem relationships to be crucial in managing behaviour sustainably and as such, have a presence around school at all times in order to build relationships with all children.	1, 5
<i>To provide a range of enrichment opportunities to support children's holistic development and emotional wellbeing.</i>	Research by the EEF has shown that behavioural and social/emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours. Targeted approaches to building SEL have greater impact than whole class approaches and should be used in conjunction with whole school approaches to have greatest impact. The EEF states that arts participation in particular (for example through inspire activities or after school clubs) provide an additional 3 months' progress within a year.	1, 5
<i>To initiate a whole school approach to improving emotional wellbeing.</i>	The DfE states: Good mental health is important for helping children and young people to develop and thrive. The Mental Health of Children and Young People in England survey (2020) found 16% (1 in 6) of children aged 5 to 16 years to have a probable mental health disorder, an increase from 1 in 9 in 2017 (11). The coronavirus pandemic has resulted in fundamental changes to the lives of children and young people. The Public Health England COVID-19 mental health and wellbeing surveillance report suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing. It is therefore vital that as a school, we respond pro-actively to meet these emerging needs.	1, 4, 5, 6
<i>To engage with WMIM to provide ongoing support for emotional wellbeing at a whole school and individual level.</i>	WMIM is a service which focuses on early prevention and intervention, ensuring children and young people, their families/ carers are able to access appropriate support to improve and maintain positive emotional wellbeing, to expand and widen positive self-esteem and to increase their self-efficacy in order to create resilience. They are working in collaboration with schools/education settings /external agencies in order to enhance and improve relationships. Their aim is to develop a whole school approach to emotional health and wellbeing ensuring that positive mental health is recognised as everyone's business.	1, 4, 5, 6
<i>To provide pastoral support for children in receipt of Service Pupil Premium funding as</i>	As a school who prides itself on a relational approach, we know our children extremely well. We consider children in receipt of Service Pupil premium on an individual basis and provide	1, 5, 6

<i>needs arise, through whole school strategies employed to achieve early identification of need and appropriate intervention.</i>	pastoral support to address any emerging needs in terms of emotional wellbeing. Due to extremely small numbers of children in receipt of SPPG, it would not be appropriate to consider these separately due to the risk of revealing the identity of these children.	
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Part B: Review of outcomes in 2024/25

Intended outcome	Success criteria	
<i>To improve the resilience and emotional wellbeing of all children; in particular, our most vulnerable children, through a holistic approach to pastoral support.</i> <i>To carefully monitor the emotional wellbeing of children in receipt of Service Pupil Premium funding, and provide pastoral support as required in response to emerging need.</i>	Pupil voice will demonstrate that children's resilience to learning has increased since the start of this plan. Soft data scores and Boxall Profile will demonstrate an improvement in pupils' self-esteem and wellbeing as a result of pastoral interventions. Boxall Profile assessments will identify specific areas of wellbeing to address and subsequently demonstrate positive impact as a result of work completed. Pupil interviews will demonstrate an improvement in children's wellbeing. Pupil wellbeing survey will demonstrate positive emotional wellbeing outcomes in terms of general wellbeing and attitudes to school.	2024/25 behaviour tracking demonstrates that the average number of children identified on the behaviour chart remains very low. The number of high level incidents this year has remained similar to last academic year but this remains very low. We continue to offer enhanced provision for a number of children facing challenges in terms of social, emotional and mental health. This remains a priority for us in terms of supporting children on an individual basis. Clubs and other wider school opportunities have been accessed by a large number of children this year and this is enhanced by our Inspire activities. During their last visit, Ofsted highlighted how the wide range of opportunities available to children enhanced their personal development. Outdoor learning and other pastoral support took place throughout the whole year; Boxall Profile assessments have been used more diagnostically in identifying specific gaps in terms of social and emotional wellbeing outcomes. This in turn has enabled us to work in a more structured way to support children. Pupil voice demonstrates that common positive responses are around feeling safe, learning well in school, feelings around playtime. Children consistently feel they try their best in school and they feel that there is an adult they can talk to in school. Pupil voice responses around facing challenges indicate that although children know what to do when faced with a challenge, resilience towards tricky learning remains lower for some children. This continues to be an area of priority for the school.

<i>To consistently narrow the gap between PP children and non PP children in writing through a focus on the acquisition of basic skills in phonics and grammar.</i>	Work scrutiny will show that PP children will demonstrate an improved capacity to include taught grammar skills in their writing. A greater percentage of PP children will achieve at least ARE in writing. A greater percentage of PP children will make accelerated progress in writing. RWi data will demonstrate that the gap between PP and non PP has narrowed and the percentage of PP children making at least 1 step of progress has increased.	Writing continues to be an area of priority for the school; however, the vast majority of SEND and PP children made good progress from their starting points in writing. This remains a priority on the school development plan, with a particular focus on more able children achieving their potential. The spelling of red words also poses a barrier for some children in their writing and remains a priority area. RWi data shows that PP children are making good progress; RWi data shows that PP progress is consistently in line with non PP RWi progress.
<i>To consistently narrow the gap between PP children and non PP children in reading through a focus on the acquisition of comprehension skills.</i>	NFER scores will improve for PP children to enable the gap between PP and non PP to be narrowed. A greater percentage of PP children will achieve at least ARE in reading. A greater percentage of children will make accelerated progress in reading. RWi data will demonstrate that the gap between PP and non PP has narrowed and the percentage of PP children making at least 1 step of progress has increased.	Cohort specific teacher assessment data shows that although the attainment of PP children is below the attainment of non PP children in some year groups, the vast majority of PP children are making at least expected progress. Progress data from teacher assessments shows that within year progress is excellent for the vast majority of PP children. NFER reading data shows that children in most KS2 year groups are making excellent progress, with many children making vast improvements to their previous scores. A large proportion of PP children have made accelerated progress in all year groups. The percentage of children achieving at least ARE+ in 2024/25 increased for all year groups since the autumn term. RWi data is also extremely positive in terms of progress made by children in receipt of PP funding.
<i>To consistently narrow the gap between PP children and non PP children in maths through a focus on the development of reasoning skills and varied fluency.</i>	NFER scores will improve for PP children to enable the gap between PP and non PP to be narrowed. A greater percentage of PP children will achieve at least ARE in maths.	Cohort specific teacher assessment data 2024/25 shows that although the attainment of PP children is below the attainment of non PP children in most year groups, PP attainment increased in most year groups since the autumn term, with the vast majority of PP children making at least expected progress.

	A greater percentage of children will make accelerated progress in maths. The average Doodle maths age will increase to enable the gap between PP children and non PP children to be narrowed.	Progress data from teacher assessments shows that within year progress is excellent for the vast majority of PP children. NFER maths data shows that children in all KS2 year groups are making excellent progress, with many children making vast improvements to their previous scores. A large proportion of PP children have made accelerated progress in all year groups. The percentage of children achieving at least ARE+ increased significantly for all year groups since the autumn term.
<i>The attendance gap between PP children and non PP children will narrow.</i>	The gap between PP children and non PP children will narrow. The attendance percentage of PP children will increase beyond 97%. The level of persistent absence will decrease.	Attendance data for PP children sits at 95.01% (July 2025). The gap between PP and non PP children narrowed last academic year, with a gap of 1.34% compared to 2.66% the previous year and the school sits within the top performers in terms of attendance data for all groups.
<i>Appropriate signposting of support will lead to improved outcomes for children and their families.</i>	Children with a social worker will make progress in line with their peers.	Children with a social worker made good progress last academic year, with some children making accelerated progress in their learning.