

Norton Hill Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Number of pupils in school	2024-2025: 219 (YR-Y4) 2025-2026: 272 (YR-Y5)
Proportion (%) of pupil premium eligible pupils	2024-2025: <ul style="list-style-type: none"> • Total: • Pupil Premium: 5.5% (12 pupils) • Service PP: 2.3% (5 pupils) • LAC: 0.5% (1 pupil) 2025-2026: <ul style="list-style-type: none"> • Total: 5.3% (17 pupils) • Pupil Premium: 3.5% (11 pupils) • Service PP: 1.6% (5 pupils) • LAC: 0.3% (1 pupil)
Academic year/years that our current pupil premium strategy plan covers	Sep 2025 – Sep 2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	S Waterhouse
Governor / Trustee lead	L Strachan

Funding Overview:

Detail	Amount
Pupil premium funding allocation academic year:	2023-2024: £21,735 2024-2025: £20,620
Pupil premium funding allocation this academic year	£22210
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	£22,210

Part A: Pupil premium strategy plan

Statement of Intent

At Norton Hill Primary we believe that working with disadvantaged pupils and their families is a privilege and not a problem to solve. We aim for all teachers to be experts in our students and know what they need in order to be successful learners. We are a 2-form entry school where everyone feels that they are part of a family. Every individual child is special to us, and we build strong, trusting relationships to promote positive attitudes and behaviours towards life and learning through our CREATIVITY values.

We recognise the school has collective responsibility to support all pupils and ensure that they have every opportunity to reach their full potential from their relative starting points. Therefore, the focus of our pupil premium grant is to create equity for all our pupils, where everyone has the opportunity to succeed, regardless of contextual circumstances. All members of staff and the Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire knowledge, skills and abilities commensurate with fulfilling their potential both now and in future years.

Our Pupil Premium Strategy focuses on a precise understanding of the range of pupil needs within the school and implementing targeted and evidence-informed strategies that focus on raising attainment. Due to the comparatively low % of Pupil Premium Pupils in the school (when compared to National Averages- 25.7% in 2024/2025) our approach avoids the tendency to treat disadvantaged pupils as a homogenous group and therefore employing a one-size fits all, scattergun and unfocused approach that yields limited progress. Instead, we employ a tiered approach based on the needs of individual learners and this precision enables every single child in our community to be the very best they can be. Our provision is focussed in the following key areas:

1) High Quality Teaching and Learning:

Our current plan is focussed on supporting children with accessing the core subjects of Literacy and Numeracy. Gaps in skills, knowledge and expertise in these core subjects, provide barriers to accessing the full curriculum. Children's key stages of development within the Early Years and KS1 are also a focus at our school. Early identification is paramount and high priority is given to children transitioning in from Nursery settings and the transition from KS1-KS2 is a consideration as the school continues to grow.

Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Our aim is to continue to develop high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of all pupils. Our teachers are passionate and seek to ensure all children learn well using research-based teaching principles.

- **High Expectations:** We provide a culture where staff believe in and strive for all children to meet their potential, including progress for those who are already high attainers.
- **Evidenced-based Curriculum:** Our Curriculum, which is supported and ratified by specialists across the MNSP multi-academy trust, is sequenced to enable children to remember curriculum content and deepen understanding of concepts over time. Sticky Knowledge sessions across the school provide pupils with opportunities to rehearse and solidify the core knowledge needed across curriculum domains.
- **Feedback:** Teachers prioritise high quality planning, marking and feedback. It is crucial that assessment / feedback and moderation activities are regularly carried out to reinforce this and so that the feedback pupils receive is targeted and specific.
- **Professional Development, Coaching and Mentoring:** We give high priority to our appraisal systems for teachers and teaching assistants and ensure that quality professional development, coaching and mentoring is available to all staff.
- **Assessment and Monitoring:** All members of teaching staff are aware of which children in their cohort and key stage are in receipt of pupil premium. All staff plan to support pupils and regularly monitor and track provision and attainment for these children. Diminishing differences in attainment will receive a high priority in school assessment and analysis. All members of staff are aware and working together when identifying pupils' needs, gaps in prior knowledge and additional barriers to their learning.

2) Targeted Academic Support:

As part of our tiered approach to intervention, alongside high-quality teaching, pupils have access to 1:1, small group or academic tuition which support language development, literacy and numeracy. Targeted interventions and resources are tailored to the specific needs of our pupils. We also deploy trained teaching assistants to ensure high-quality provision within the classroom or delivering these structured interventions. We strive to overcome any identified barriers to learning for pupils and support every individual the best possible chance of success. We ensure that the quality of intervention replicates the quality of learning that takes place within the classroom.

3) Wider Strategies:

Personal Development: To enhance the learning that takes place at Norton Hill Primary, we want our pupils to have enriched learning experiences that raise their cultural capital and experiences that extend beyond their everyday lives. Our 'Learning Launchers', school trips and visit and themed days/ weeks provide a holistic approach to personal development that extends far beyond the classroom.

Pastoral Care:

We recognise that a number of our pupils have complex needs which can be barriers to learning. We ensure these primary needs are identified and met in order that they can fully access our academic offer. Our Inclusion Team and outside agencies work together to provide the best outcomes for every individual.

NHP Inclusion Team:

Consisting of members of SLT, our school SENCO and key pastoral and SEN teaching assistants, the school is prioritising the development of an Inclusion Team in 2025-2026 to enhance the implementation of our pupil premium strategy

To summarise, The Key Principles of NHP's inclusion strategy include:

- ✓ To ensure funding is targeted on groups or individuals
- ✓ To have high expectations for all children, regardless of their developmental starting points.
- ✓ To identify and regularly discuss pupils who may be at risk of underachieving, particularly in English and Mathematics and why.
- ✓ To draw on evidence from our own and others experiences to allocate funding to the activities that are most likely to have significant impact on improving achievement.
- ✓ To ensure staff are clear about the importance of ensuring that all day-to-day teaching meets the needs of each and every learner. Quality First Teaching is paramount at Norton Hill Primary School.
- ✓ To allocate our best teachers to teach any intervention/groups to improve Literacy and Maths.
- ✓ To allocate a 'catch up' HLTA to lead targeted support to those children identified by teachers.
- ✓ To regularly review interventions and make adjustments accordingly to suit our learners.
- ✓ To develop an Inclusion Team across the school to implement the school's pupil premium strategy.
- ✓ To ensure all support staff are trained with the necessary skills to help all children to achieve.
- ✓ Ensure the school Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it makes to the progress and outcomes of the children.
- ✓ To provide well targeted support to improve attendance, behaviour or links with families where these could be barriers to a child's learning.
- ✓ To include our Governing Body in the decision making and evaluation process.
- ✓ Carefully monitor and evaluate to demonstrate the impact of each aspect of our spending on the outcomes for our pupils.
- ✓ To ensure that all of our children know what they need to do to improve by ensuring all have targets and that these are shared with parents and carers.
- ✓ To ensure our children have access to a range of clubs, including wrap around care and breakfast club.
- ✓ To ensure our families feel supported and have financial support for educational trips, residential and in-house visitors to enhance their learning experiences.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Academic Attainment: End of year teacher assessment in 2024/2025 demonstrates pupil premium pupils do perform well within the school when compared to non-PP school peers. There are cohort specific trends within this data, but ensuring that pupil premium pupils make sustained and accelerated progress from their relative starting points is essential to ensure the continuation of this trend.</p>
2	<p>Phonics and Early Reading Pupil phonetical knowledge is crucial to their ability to access the full curriculum on offer at Norton Hill Primary and therefore, potential enjoyment of school. Disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers from Reception. Firm foundations must be prioritised in EYFS as part of our strategy.</p>
3	<p>Speech and Language Need: We know that children's vulnerabilities can be enhanced through their inability to communicate. There is an increasing trend of pupils entering Nursery and EYFS with complex language need and needing referral to Speech and Language Therapy. Many children attending our school in nursery and reception have underdeveloped language skills and vocabulary gaps. These are more prevalent among disadvantaged pupils than their peers.</p>
4	<p>Complex Profile of Need Dual vulnerability factor- PP at Norton Hill Primary is linked to SEND children- therefore personal targets are needed for all and additional support will need to be allocated to ensure daily support is given for all.</p>
5	<p>Cultural Capital: Our observations and discussions with pupils indicate that PP children generally have less enrichment and cultural capital experience than Non-PP children. This is supported by national studies. PP pupils should be provided with the enrichment opportunities that all children need to enhance their learning. Many of our children have limited experiences of clubs and therefore, musical, physical and theatrical talent may go unidentified as a consequence. Lack of access to funds for clubs, trips, residential or IT beyond the classroom is a key barrier to developing pupil cultural capital.</p>

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
1. PP children will make good progress in Reading, writing and maths	<ul style="list-style-type: none"> ✓ Early identification techniques to be used by all staff. ✓ Interventions in EYFS to ensure that early intervention is in place. E.g. bucket, fine motor skills intervention, SALT support and language interventions. ✓ Times tables club targeted at PP to support progress. ✓ Doodle Maths used to enthuse children in maths. ✓ PP children will develop a love of writing through our exciting Literacy curriculum and book choices. ✓ To allocate additional support to ensure our youngest learners are prioritised to close the attainment gap. ✓ Additional activities such as themed writing weeks and workshops will excite and enthuse the children. ✓ Effective feedback given from teaching staff. ✓ Spelling Shed used as a supplementary aide to enhance spelling strategies.
2. Pupil premium children will make good progress in reading that is in line with their peers.	<ul style="list-style-type: none"> ✓ PP children at risk of not passing Phonics Screening Check to be identified in Year One and have additional intervention. ✓ PP children will develop a love of reading. ✓ PP children will have the opportunity to access wider reading opportunities including accessing the mobile library. ✓ PP children will engage in any reading challenges set by the school. ✓ They will be heard to read three times per week by an adult at school.
3. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> ✓ EYFS staff trained in 'Language for Life' intervention. ✓ Early identification prioritised by EYFS staff; children to receive weekly language intervention. ✓ Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language. ✓ 'Book Talk' prioritised in EYFS; PP children to be a focus for comprehension and vocabulary questions. ✓ PP children identified on planning with opportunities to be pre-taught with tier three vocabulary. ✓ SALT screening on offer with SALT TA to lead communication groups weekly. ✓ Daily vocabulary will be included in all Literacy lessons and in our enhanced curriculum- "the more on offer at our school, the more immersed in a new language our children will be. "

<p>4. PP children with identified SEN needs receive appropriate support and assessments.</p>	<ul style="list-style-type: none"> ✓ All staff will have regular dual vulnerability meetings to discuss targeted support for individuals and groups; this will be supported by PP Lead. ✓ Staff meeting allocated to discuss dual vulnerability groups. ✓ Meetings will take place with PP Lead and SENCO ✓ Early identification will be in place which will be led by our SEN lead. ✓ Accurate referrals and targeted interventions/signposting to other services is achieved. ✓ All children will have targets linked to support plans for EHCPs alongside Literacy and Maths- 3 targets each. ✓ SEN Register updated to reflect dual vulnerability at NHP and regular support allocated. ✓ P/SEND children identified on all plans. ✓ All PP pupils are tracked systematically throughout the school. There is a strong evidence base of interventions they have undertaken and the impact they have had.
<p>5. All Pupil Premium children will be invited to partake in a range of enrichment and provision at school and beyond and will be prioritised for clubs.</p>	<ul style="list-style-type: none"> ✓ Children will be invited to all clubs and prioritised for places. ✓ All families of pupil premium children will be entitled to discounted trips and events. ✓ Teachers to develop a wider enrichment as we continue to grow as a school- widen our cultural capital to support experiences. ✓ Children have participated in, and can talk enthusiastically about, their extra-curricular clubs and academic trips.
<p>6. A well-skilled and high-profile Inclusion Team will be established within the school.</p>	<ul style="list-style-type: none"> ✓ Inclusion Team to involve the Headteacher (SENCO), Deputy Headteacher (training SENCO), Pupil Premium Champion, SEN HLTA and 2 x trained teaching assistants. ✓ Unwavering focus on inclusion and high aspirations and outcomes for all learners. ✓ Those pupils with dual vulnerabilities are supported under the banner of inclusion.

Activity in this academic year

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

Teaching/Teaching Resources:

Budgeted cost: **£8,000** *Lexplore, HLTA training time for new staff, Language for Life training for EYFS staff, spelling and vocab scheme.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>YN-Y5 (whole school) to deliver quality first teaching from outstanding teachers and support staff.</p> <p>Regular and precise assessment of pupils (i.e. NFER and Lexplore assessments) and gap analysis of these, can provide valuable insights into how pupils can be best supported.</p>	<p>The EEF's guidance states that high quality teaching is the most powerful way for school's to improve pupil attainment for PP children. This includes enhancing curriculum development, offering regular CPD and pedagogical knowledge and ensuring that assessment is of a high standard.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p> <p>MNSP School Improvement Visits to ratify judgements of teaching and learning and provide precise feedback as part of the regular cycle of school improvement.</p>	1, 2, 3 & 4
<p>All PP children will have targeted support led by the PP HLTA in fundamentals maths, reading and writing across all year groups.</p> <p>Lead HLTA will also offer training to other support staff to improve the quality the core offer of interventions across the school.</p>	<p>The Early Intervention Foundation states that early identification and interventions have a positive impact on all children in receipt, early intervention and support can impact children in progress both short and long term.</p>	1, 2, 3 & 4
<p>Early reading tracking and intervention package</p>	<p>The potential of early support can identify dyslexic traits early on and offer insight to staff into reading interventions and teaching as a complex cognitive and linguistic process-not just an assessment focus.</p>	2 & 3

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

Budgeted cost: Weekly interventions in EYFS linked to language development; Speech and Language Therapist weekly visit; SALT Assistant for focussed interventions groups

£14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children with identified speech and language needs are having regular input via SALT.	The EFF studies show that children make considerable progress in oral language skills , then linked to literacy skills when receiving early support in speech and language.	3
Dual vulnerability children will have regular SALT support via care plans and follow up communication interventions.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> 	3 & 5
EYFS children with language delays have additional 'Language for Life' intervention by staff.	Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. (EFF)	3
Targeted interventions to ensure that PP children keep up with their peers in phonics and reading.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

	<p>Early identification in Reception and Year 1 ensures that children at risk of not achieving GLD in reading have quick intervention. Children's interventions are quick and do not take children away from quality first teaching.</p> 	
<p>Inclusion Team to develop Norton Hill Intervention Core Offer.' This provides a list of key evidence-based interventions and those staff members who are trained for their delivery.</p> <p>Whole School Provision Maps to be developed using EduKey, with an unwavering focus on these interventions as they have the most impact in terms of pupil progress.</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>  <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> 	<p>2, 4</p>

6 Wider strategies

Budgeted cost: £4000 Thrive Practitioner-wellbeing and behaviour focus.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have a high proportion of PP children with SEMH needs. THRIVE interventions will impact teacher time and morale and support our dual vulnerability children on EHCPs and Support Plans.</p>	<p>Schools and settings that have adopted THRIVE have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4</p>
<p>We are growing our enrichment offer with each new year and will prioritise and allocate space for all PP children first, including breakfast clubs and wrap around care. We will offer subsidised trips to support families in need.</p>	<p>Cultural capital focus: to bring a variety of visitors into school helps to close the vocabulary gap and enrichment clubs to offer a broader range of exposure to our PP children both inside and outside of school.</p> <p>The research found that high-performing schools used a broader range of strategies to support disadvantaged pupils than lower-performing schools. Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities and directing resources towards the early years and foundation stage.</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p> <ul style="list-style-type: none"> • Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the 	

	<p>key stage compared to those with lower attainment.</p> <ul style="list-style-type: none"> • Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard. • Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage. • Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent. 	
<p>1 To support families with school uniform and access to trips and camps, where necessary, to ensure equity across the wider school community.</p>	<p>Education Endowment Foundation: 2 “Aspiration Interventions” Education Endowment Foundation 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform 4 School Uniform: Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>4</p>

Total budgeted cost: £ 26,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023/24 and 2024/2025 academic year.

2023-2024 Review:

- 95.4% attendance for PP children.
- SALT and language therapist support was bought via Critchill School services and used to support dual vulnerability children.
- Progress for all Pupil premium children was positive and overall outcomes were impressive above targets set via the Trust in 23/24.

2024-2025 Review:

- DfE statistics show that the attendance rate nationally for the 2024/25 academic year was 93.1%. The Government aims to achieve 95% attendance for all pupils. Statistics show that Pupil Premium National attendance was lower than the 93.1% average (data to be confirmed). Overall, Norton Hill Primary school attendance was 97.25% for all pupils in 2024-2025 and Pupil Premium was 95.62%. This is above National Pupil Premium averages and above the DfE 95% target for all pupils in schools.

Attainment and Progress:

2024-2025 End of Year Teacher Assessment Data

Norton Hill Primary School		Norton Hill Primary 2024-2025 Data Profile														
Pupils	Number of Pupils	Maths					Reading					Writing				
		WT	E	D	S	GD	WT	E	D	S	GD	WT	E	D	S	GD
Year 1 (All Pupils)	32	0.0%	0.0%	9.4%	71.9%	18.8%	0.0%	3.1%	6.3%	59.4%	31.3%	0.0%	3.1%	9.4%	68.8%	18.8%
Y1 PP	0															
Y1 Service Child	0															
Y1 CLA	0															
Year 2 (All Pupils)	53	1.9%	0.0%	9.4%	58.5%	30.2%	0.0%	3.8%	11.3%	43.4%	41.5%	3.8%	0.0%	11.3%	52.8%	32.1%
Y2 PP	2	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	
Y2 Service Child	0															
Y2 CLA	0															
Year 3 (All Pupils)	46	4.3%	4.3%	10.9%	54.3%	26.1%	4.3%	13.0%	4.3%	63.0%	15.2%	4.3%	10.9%	8.7%	65.2%	10.9%
Y3 PP	6	12.5%	0.0%	12.5%	75.0%	0.0%	12.5%	12.5%	12.5%	62.5%	0.0%	12.5%	0.0%	37.5%	50.0%	0.0%
Y3 Service Child	3	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%	0.0%	66.7%	0.0%
Y3 CLA	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Year 4 (All Pupils)	30	0.0%	0.0%	13.3%	53.3%	33.3%	0.0%	0.0%	6.7%	50.0%	43.3%	5.3%	0.0%	10.0%	60.0%	26.7%
Y4 PP	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Y4 Service Child	0															
Y4 CLA	0															

The end of year data shows that pupil premium pupils perform well within the school and when compared to all pupils. There is a key emphasis in raising the number of pupils who reach the expected standard in R/W/M combined so that across the school, this trend is reflected in all cohorts. There is also a targeted focus in increasing the number of pupils reaching the greater depth standard across the core subjects. This justifies the unwavering focus our strategy has on fundamental skills and knowledge in English and Mathematics. However, the impact of the PP strategy is reflected in positive data outcomes in 2024-2025.

2024-2025 Benchmark Data:

Phonics 2025	Number in cohort	Number meeting threshold	Percentage meeting threshold by end of Y1	Year 2 Cohort	Number of Y2 meeting threshold by end of Y2	% of Y2 cohort meeting threshold by end of Y2
All	32	30	93.8%	52	51	98.1%
Disadvantaged	0	0		2	2	100.0%

PSC: In 2024 – 2025, the number of pupils meeting the PSC threshold by the end of Year 2 was 100%, demonstrating pupils making good progress in this area and strong phonics provision. This also demonstrates the impact of intervention for PP pupils to close the attainment gap.

MTC 2025	Number in cohort	Average MTC	Percentage scored 25 marks
All	30	22.93	30.0%
Disadvantaged	1	22.00	0.0%

MTC: Those pupil premium pupils in Year 4 sitting the MTC, scored broadly in line with all pupils in terms of their average score.