

## PUPIL PREMIUM STRATEGY STATEMENT 2025-28

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 future academic years and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	65.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	<b>2025-26</b> 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 December 2026 July 2027 December 2027 July 2028
Statement authorised by	Lisa Hoyle
Pupil premium lead	Lisa Hoyle
Governor / Trustee lead	David Pegg

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£106,050</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

At Luddenden CE School, our vision is *“Excellence through equity, inclusion and love.”* Guided by the words of Corinthians, *“Everything we do, we do in love,”* we are committed to creating a nurturing environment where every child can flourish academically, socially, and spiritually.

Our aim is to ensure that all pupils, regardless of background, make good progress and achieve their full potential through a broad and balanced curriculum tailored to individual needs. We provide a first-class education through high-quality, inclusive teaching that removes barriers to learning. Every child is valued as an individual, with bespoke support available when needed, informed by evidence-based strategies.

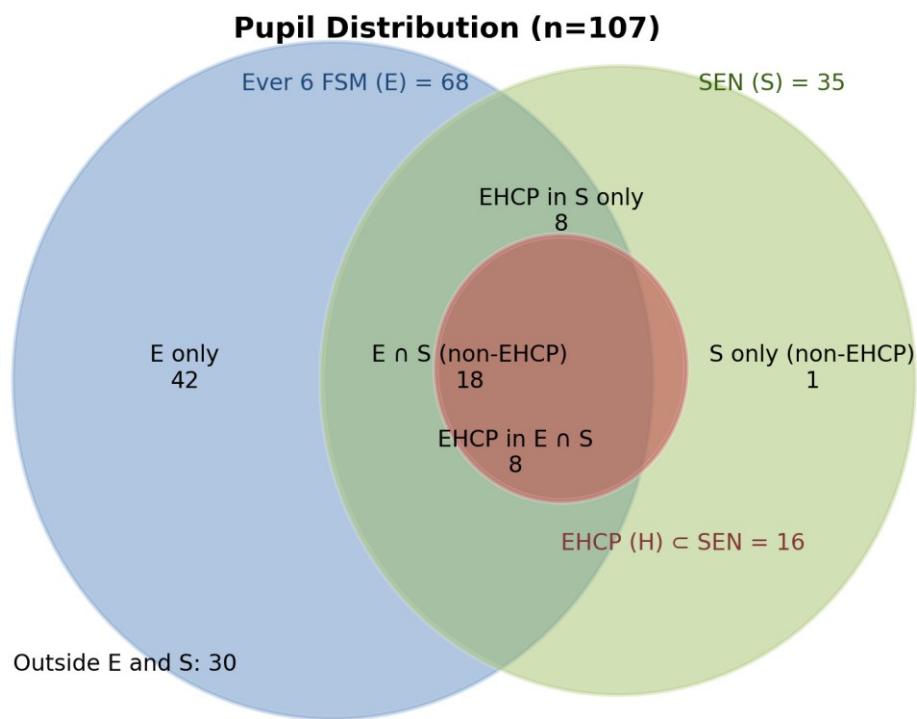
We promote equality of opportunity for all by fostering tolerance and respect for individual differences, abilities, needs, and beliefs. Pupil Premium funding plays a vital role in ensuring that pupils who may face disadvantage have access to the same experiences and opportunities as their peers, enabling them to thrive and succeed.

### Our school context

This context shows that the school serves a community with **high levels of disadvantage and additional needs**, which influences priorities for teaching, learning, and resource allocation. The overlap between Ever 6 FSM and SEN highlights the need for **high quality teaching and inclusive practices**.

Category	Count	% of School
<b>Ever 6 FSM</b>	68	63.6%
<b>Non-Ever 6</b>	39	36.4%
<b>SEN (all)</b>	35	32.7%
<b>EHCP (subset of SEN)</b>	16	15.0%
<b>SEN Support (non-EHCP)</b>	19	17.8%
<b>Ever 6 <math>\cap</math> SEN</b>	26	24.3%
<b>EHCP <math>\cap</math> Ever 6</b>	8	7.5%
<b>Outside both (neither E nor S)</b>	30	28.0%
<b>EAL</b>	13	12.1%
<b>EAL <math>\cap</math> Ever 6</b>	9	8.4%

Below is a Venn diagram illustrates the overlap between Ever 6 FSM, SEN, and EHCP pupils. The blue circle represents Ever 6 FSM (disadvantaged pupils), the green circle represents SEN, and the red circle represents EHCP (a subset of SEN). The overlapping regions show pupils with multiple vulnerabilities, such as those who are both Ever 6 FSM and SEN, or those with EHCP who are also Ever 6 FSM. Understanding these overlaps is crucial for planning interventions, allocating resources effectively, and ensuring inclusive practices meet the needs of all learners.



## Challenges

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

Challenge number	Detail of challenge																																																									
1	<p><b>School Readiness.</b></p> <p>Starting points for pupils entering school is often very low. Disadvantaged pupils particularly enter school into the Early Years well below the level of their peers. They often display poor language acquisition and vocabulary gaps are apparent and take longer to adjust to school routines and show appropriate Behaviour for Learning.</p> <p>EYFS outcomes show that these gaps remain in key areas.</p> <table border="1" data-bbox="377 810 1283 934"> <thead> <tr> <th></th> <th>C &amp; L</th> <th>PSED</th> <th>PD</th> <th>Lit</th> <th>Maths</th> <th>UTW</th> </tr> </thead> <tbody> <tr> <td>Not E6 FSM (5)</td> <td>80.0%</td> <td>80.0%</td> <td>80.0%</td> <td>40.0%</td> <td>80.0%</td> <td>80.0%</td> </tr> <tr> <td>Ever 6 FSM (4)</td> <td>25.0%</td> <td>75.0%</td> <td>75.0%</td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> </tr> </tbody> </table>		C & L	PSED	PD	Lit	Maths	UTW	Not E6 FSM (5)	80.0%	80.0%	80.0%	40.0%	80.0%	80.0%	Ever 6 FSM (4)	25.0%	75.0%	75.0%	50.0%	50.0%	50.0%																																				
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2	<p>The number of PP children achieving R,W,M combined in each year group is inconsistent. <b>Reading</b> is the key to accessing the curriculum and attitudes towards reading must constantly be promoted and developed across school.</p> <table border="1" data-bbox="350 1131 992 1641"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Demog'</th> <th rowspan="2">Group</th> <th colspan="2">Combined</th> </tr> <tr> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>Not Ever 6</td> <td>9</td> <td>50.00%</td> <td>0.00%</td> </tr> <tr> <td>Year 6</td> <td>Ever 6</td> <td>12</td> <td>54.50%</td> <td>9.10%</td> </tr> <tr> <td>Year 5</td> <td>Not Ever 6</td> <td>3</td> <td>66.70%</td> <td>33.30%</td> </tr> <tr> <td>Year 5</td> <td>Ever 6</td> <td>7</td> <td>42.90%</td> <td>14.30%</td> </tr> <tr> <td>Year 4</td> <td>Not Ever 6</td> <td>2</td> <td>100%</td> <td>0.00%</td> </tr> <tr> <td>Year 4</td> <td>Ever 6</td> <td>9</td> <td>77.80%</td> <td>0.00%</td> </tr> <tr> <td>Year 3</td> <td>Not Ever 6</td> <td>1</td> <td>0.00%</td> <td>0.00%</td> </tr> <tr> <td>Year 3</td> <td>Ever 6</td> <td>12</td> <td>50.00%</td> <td>0.00%</td> </tr> <tr> <td>Year 2</td> <td>Not Ever 6</td> <td>5</td> <td>33.30%</td> <td>0.00%</td> </tr> <tr> <td>Year 2</td> <td>Ever 6</td> <td>9</td> <td>62.50%</td> <td>0.00%</td> </tr> </tbody> </table>	Year	Demog'	Group	Combined		EXS+	GDS	Year 6	Not Ever 6	9	50.00%	0.00%	Year 6	Ever 6	12	54.50%	9.10%	Year 5	Not Ever 6	3	66.70%	33.30%	Year 5	Ever 6	7	42.90%	14.30%	Year 4	Not Ever 6	2	100%	0.00%	Year 4	Ever 6	9	77.80%	0.00%	Year 3	Not Ever 6	1	0.00%	0.00%	Year 3	Ever 6	12	50.00%	0.00%	Year 2	Not Ever 6	5	33.30%	0.00%	Year 2	Ever 6	9	62.50%	0.00%
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3	<p><b>Social, emotional and mental health needs</b> of the pupils and their families frequently impact on the wellbeing of the children presenting a barrier for them to effectively access learning throughout the school day.</p>																																																									

4	<p><b>Attendance</b> is improving but there are still a small number of pupils who are persistently absent from school. This impacts on the child's access to crucial learning.</p> <table border="1" data-bbox="341 280 1214 550"> <thead> <tr> <th data-bbox="341 280 627 370">Dec 25</th><th data-bbox="627 280 928 370">Attendance</th><th data-bbox="928 280 1214 370">Persistent Absence</th></tr> </thead> <tbody> <tr> <td data-bbox="341 370 627 437">Ever 6</td><td data-bbox="627 370 928 437">94.8% (68)</td><td data-bbox="928 370 1214 437">23.2% (13/56)</td></tr> <tr> <td data-bbox="341 437 627 505">Not Ever 6</td><td data-bbox="627 437 928 505">95.9% (39)</td><td data-bbox="928 437 1214 505">15.4% (4/26)</td></tr> <tr> <td data-bbox="341 505 627 550">SEN</td><td data-bbox="627 505 928 550">91.3% (35)</td><td data-bbox="928 505 1214 550">30% (9/30)</td></tr> </tbody> </table>	Dec 25	Attendance	Persistent Absence	Ever 6	94.8% (68)	23.2% (13/56)	Not Ever 6	95.9% (39)	15.4% (4/26)	SEN	91.3% (35)	30% (9/30)
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SEN	91.3% (35)	30% (9/30)											
5	<p><b>Wider opportunities are often limited</b>, particularly for our low-income families resulting in fewer experiences to draw upon in their academic work. This links to the poor language acquisition and vocabulary gaps they present with and hinders their ability to articulate and express themselves.</p>												

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025-2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language acquisition and oral skills for pupils for those in the Early Years	There is a narrowing of the gap between disadvantaged and non-disadvantaged pupils' outcomes from previous years in EY Communication and language data
Improved phonics, early reading and reading throughout school through improved parental engagement and high quality first teaching in school	Phonics and reading outcomes show there is a narrowing of the gap between disadvantaged and non-disadvantaged pupils' outcomes from previous years.
Improved and sustained wellbeing for pupils and their families	Timely & early referrals for interventions regarding wellbeing. Whole school approach to mental health first aid demonstrating consistency across school. Through parental surveys and collection of pupil voice, pupils are judged to be confident with high self-esteem and aspiration
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils	Attendance for both PP and non PP pupils meet at least 96% PA pupils for all pupils is reduced to at least 10% or lower
Broader enrichment experiences to draw upon, available to all	Increased uptake in a wide range of school activities and trips.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** (2025-26) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To invest in high quality training and CPD to support the delivery of quality first teaching throughout school in all areas of the curriculum.</p> <ul style="list-style-type: none"> <li>• Whole school INSET</li> <li>• CPD within staff meetings</li> <li>• Networks with LAMAT and Calder Valley Cluster</li> <li>• Subject monitoring</li> </ul>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	1,2
<p>To allow the English lead time to support the development of staff, ensuring the quality of the provision is effective for all groups.</p> <p>To continue with the subscription to Rocket Phonics.</p> <p>Replace damaged or missing books. Add to the stock of reading books to inspire children.</p>	<p>By ensuring high-quality phonics teaching, there will be improved literacy levels to:</p> <ul style="list-style-type: none"> <li>• give all children a solid base upon which to build as they progress through school</li> <li>• help children to develop the habit of reading widely and often, for both pleasure and information</li> </ul> <p><a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1,2
<p>To engage and improve the involvement of parents throughout school through:</p> <ul style="list-style-type: none"> <li>• Parental workshops</li> <li>• resources to support parent engagement</li> <li>• time to provide targeted support to targeted parents</li> </ul>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's learning and wellbeing</p> <p><a href="#">Parental engagement   EEF</a></p>	1,2

<ul style="list-style-type: none"> <li>• staff time allocated to support parents</li> </ul>		
<p>To develop teachers and their ability to effectively develop the curriculum to support high quality first teaching to support all learners through:</p> <ul style="list-style-type: none"> <li>• Release of staff for mentoring with AIO / subject leads.</li> <li>• CPD</li> <li>• Allocated time for curriculum development with AIO</li> <li>• English Hub training</li> </ul>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge</p> <p><a href="#">Mentoring   EEF</a></p>	1,2
<p>Teaching assistants to provide high quality support in learning and teaching in the classroom, for classes with high levels of need, to support high quality provision.</p> <p>Teaching assistants also help provide pastoral support across school.</p>	<p>Support and training to be provided for both teachers and teaching assistants so that they understand how to work together effectively. Teaching assistant support will give the class teacher support in order to address the different starting points of different groups of learners including those who are disadvantaged.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3
<p>The school has and continues to provide CPD on 'Dingley's Promise' which helps improve outcomes for SEN children and their families.</p>	<p>High-quality early years provision improves long-term outcomes for disadvantaged and SEND pupils. Dingley's Promise prioritises early inclusion, aligning with EEF's recommendation to start support early.</p> <p>Sustained, high-quality CPD is key to improving outcomes. Dingley's Promise delivers structured, evidence-informed training through its Early Years Inclusion Programme.</p> <p>Working effectively with parents boosts SEND outcomes. Dingley's Promise offers family support, home visits, and peer networks, reflecting EEF guidance.</p>	1,3
<p>Autism awareness and attachment training to be delivered to all staff. (refresher course booked January 2026)</p>	<p><b>Autism awareness</b></p> <p>EEF's <i>Special Educational Needs in Mainstream Schools</i> guidance stresses:</p> <ul style="list-style-type: none"> <li>• <b>High-quality teaching as the first step</b> for all pupils, including those with autism.</li> </ul>	1,3

	<ul style="list-style-type: none"> <li>• Use of <b>structured approaches, visual supports, and predictable routines</b> to reduce anxiety and support engagement.</li> <li>• <b>Explicit language teaching</b> and scaffolding for communication and social interaction.</li> </ul> <p>The EEF highlights that <b>staff CPD focused on understanding needs and adapting teaching</b> is effective when it is sustained and embedded in practice.</p> <p><b>Attachment</b></p> <p>EEF's guidance on social and emotional learning (SEL) and behaviour management notes:</p> <ul style="list-style-type: none"> <li>• Building <b>positive relationships</b> and a sense of belonging is critical for pupils with attachment difficulties.</li> <li>• Strategies include <b>emotion coaching, consistent routines, and safe spaces</b>.</li> </ul> <p>Evidence suggests that <b>whole-school approaches to relationships and behaviour</b>, combined with targeted support, are more effective than one-off training sessions.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Selected children to engage in specific interventions including phonics.  Targeted children access extra phonics; overlearning boost retention of knowledge.	The <b>EEF Teaching and Learning Toolkit</b> reports that systematic phonics instruction yields an average of <b>+5 months' progress</b> in early reading and spelling skills when used in small groups or one-to-one settings.  <a href="https://educationendowmentfoundation.org.uk/interventions/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Intensive interaction for SEMH and language.	Although the term “Intensive Interaction” isn’t used in the EEF research, the EEF’s high-quality interaction framework strongly supports its methodology. Implementing ShREC strategies helps replicate the same engagement style that underpins intensive interaction—benefitting all children, especially those with early communication needs.	1, 2
EAL support for targeted children.	For EAL children who require it <b>explicit instruction of vocabulary and subject-specific language</b> plays a central role in supporting EAL literacy. <b>EEF</b> .	1,2
Handwriting intervention as required for targeted children from EYFS to Year 6.	The ‘ <b>Writing Framework 2025</b> ’ explains the importance of transcription (handwriting and spelling) through the effective teaching of phonics for spelling and explicit handwriting teaching from the beginning of reception, and continuing to build fluency throughout primary school.”	1,2
To provide SEMH interventions such as lego therapy and sensory circuits.	EEF/EIF research <a href="https://educationendowmentfoundation.org.uk/interventions/improving-social-and-emotional-learning-in-primary-schools.pdf">improving-social-and-emotional-learning-in-primary-schools.pdf</a>	3

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

Budgeted cost: £17,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning supports and teaching provide meet and greet for children at the start of the day and after social times like break and dinner.	EEF/EIF research <a href="#">improving-social-and-emotional-learning-in-primary-schools.pdf</a>	3,4
Daily attendance support provided by SBM/ HT.  Use services of LA EWO to support/challenge parents.  Subsidise childcare	DfE research 2016  Overall absence has been shown to have a statistically significant negative link to attainment.  <a href="#">Working together to improve school attendance - GOV.UK</a>	3,4
To improve attendance through celebratory activities as a whole school  Subsidising childcare keeps parents and children engaged with school and helps with attendance.	DfE research 2016  Overall absence has been shown to have a statistically significant negative link to attainment.  <a href="#">Working together to improve school attendance - GOV.UK</a>	1,2,3,4
The school helps families by subsidising childcare and topping up Nursery hours so they can take advantage of the 30-hour offer.	EEF guidance stresses that disadvantaged children benefit most when they <b>access more hours of structured, high-quality provision</b> , particularly with trained staff and language-rich environments.	1,2,3,4
To increase the wider opportunities for pupils outside their daily experience.  The school subsidises school visits. It fully funds a pantomime visit and puts a significant amount towards the Y6	Educational visits and guests in school help contribute to children's learning and provide first hand experiences that enrich the school curriculum. Studies show the positive benefits on academic learning as well as non-cognitive outcomes. A number of reports which reference cultural capital as a positive approach. Eg. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5

residential trip. No child misses out.		
The school helps children with access to school uniform	<p>This addresses <b>non-academic barriers</b> (e.g., financial hardship, attendance, inclusion). It complements other evidence-based interventions by ensuring pupils are ready to learn.</p>	1,4

**Total budgeted cost: £106,050**

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 2024 to 2025 academic year.

- High-quality teaching and phonics provision:** Continued investment in systematic phonics teaching and library resources ensures pupils develop strong foundations in reading and comprehension.

### EARLY YEARS FOUNDATION STAGE

9 Pupils 1=11% 56% PP, 56% SEND, 33% EHCP 2 pupils exempt	National	Calderdale	SCHOOL 2025	SCHOOL 2024	SCHOOL 2023
<b>% GOOD LEVEL OF DEVELOPMENT</b>	68.3	65.3	<b>55.6</b>	66.7	60
<b>READING % Expected+</b>	76.5	72.9	<b>66.7</b>	88.9	60

### YEAR 1 PHONICS SCREENING

11 Pupils 1=9% 73% PP, 36% SEND, 18% EHCP	National	Calderdale	SCHOOL 2025	SCHOOL 2024	SCHOOL 2023
<b>Phonics % Expected Standard</b>	80.0	81.1	<b>72.7</b>	81.3	80
<b>Average Score</b>	33.3	33.9	<b>32.2</b>	32.8	32.1

### YEAR 2 PHONICS SCREENING

2 Pupils 1=50%	National	Calderdale	SCHOOL 2025	SCHOOL 2024	SCHOOL 2023
<b>Phonics % Expected Standard</b>	89.0		<b>100</b>	100	33.3

Average Score		29.1	29.0	37	32	19.7								
Year 1 Phonics screening results		Pupil Premium			Non Pupil Premium									
		8/10 80%			2/3 66%									
Average score		32.7			23 (1 child scored 0)									
Pupil premium outperformed non-Pupil premium in the Year 1 phonics assessment. However care should be taken when looking at percentages when the sample size is low.														
<ul style="list-style-type: none"> <li><b>Targeted academic support:</b> One-to-one and small group interventions in reading, writing, phonics, and maths are designed to accelerate progress and close attainment gaps.</li> </ul>														
<b>Reading</b> <b>Writing</b> <b>Maths</b> <b>Comb</b>														
Year 1	Group /Size	EXS	GDS	EXS	GDS	EXS	GDS	EXS+ GDS						
	PP 8	62.5% 	0.0% 	62.5% 	0.0% 	62.5% 	0.0% 	50.0%  0.0%						
Year 2	All 11	54.5%	0.0%	54.5%	0.0%	54.5%	0.0%	45.5% 0.0%						
	PP 10	60.0% 	0.0% 	60.0% 	0.0% 	60.0% 	10.0% 	50.0%  0.0%						
Year 3	All 14	71.4%	7.1%	57.1%	0.0%	64.3%	7.1%	50.0% 0.0%						
	PP 9	88.9% 	0.0% 	77.8% 	0.0% 	77.8% 	0.0% 	77.8%  0.0%						
Year 4	All 10	90.9%	9.1%	81.8%	0.0%	81.8%	0.0%	81.8% 0.0%						
	PP 6	50.0% 	16.7% 	50% 	16.7% 	50.0% 	16.7% 	66.7%  16.7% 						
Year 5	PP 11	63.6% 	0.0% 	45.5% 	0.0% 	63.6% 	0.0% 	45.5%  0.0% 						

Year 6	All 21	66.7%	14.3%	52.5%	4.8%	57.1%	9.5%	52.2%	4.8%
	PP 12	66.7%	16.7%	66.7%	8.3%	83.4%	16.7%	75.0%	8.3%
	All 18	88.9%	38.9%	77.8%	11.1%	88.9%	22.2%	88.9%	11.1%

Generally, the gaps between PP and non-PP are small. Where there are performance greater than 10% they are highlighted. However, percentages are less meaningful in some cohorts as the number of PP can be most of the year group. It is a positive picture in earlier year groups. The lowest 20% of readers are targeted for extra reading and this has a positive impact.

**Outcomes at the end of Key Stage 2 are in line with if not beyond national averages.**

This cohort was 67% Pupil Premium and 22% SEND with 17% EHCP.

The proportion of disadvantaged pupils reaching the expected standard in reading, writing and maths is 60%, **+13** percentage points above the national average of 47%.

The proportion of disadvantaged pupils reaching the expected standard in reading is 70%, close to (**+7** percentage points) the national average of 63%.

The proportion of disadvantaged pupils reaching the expected standard in writing is 80%, **+21** percentage points above the national average of 59%.

The proportion of disadvantaged pupils reaching the expected standard in maths is 80%, **+19** percentage points above the national average of 61%.

The school's disadvantaged pupils' performance gaps compared to National non-disadvantaged scores are narrower than national.

- The school's disadvantage gap in reading, writing & maths is **-9pp** (percentage points) compared to the national gap of -22pp.
- The school's disadvantage gap in reading is **-11pp** (percentage points) compared to the national gap of -17pp.
- The school's disadvantage gap in writing is **+2pp** (percentage points) compared to the national gap of -19pp.
- The school's disadvantage gap in maths is **-1pp** (percentage points) compared to the national gap of -20pp.

<ul style="list-style-type: none"> <li>18 pupils, 1 pupil = 5.6%</li> <li>5.6% have SEN SUPPORT (National = 16.6%)</li> <li>16.7% have an EHCP (National = 5.8%)</li> <li>66.7% are disadvantaged (National = 31.3%)</li> <li>2 pupils disapplicated for Reading, 1 disapplicated for Maths</li> </ul>		<b>National</b>	<b>Calder-dale</b>	<b>SCHOOL 2025</b>	<b>SCHOOL 2024</b>	<b>SCHOOL 2023</b>	
<b>READING</b>		<b>% Expected+</b>	75.1	74.5	<b>77.8</b>	78.9	81.3
		% Greater Depth	33.4	31.0	<b>11.1</b>	21.1	18.8
		Average Scaled Score	105.6	105.2	92.6 (104.1 without disapplicated pupil)	98.9 (104.4 without disapplicated pupil)	105.3
<b>WRITING</b>		<b>% Expected+</b>	72.3	70.3	<b>77.8</b>	73.7	75
		% Greater Depth	12.8	8.3	<b>11.1</b>	10.5	12.5
		<b>% Expected+</b>	74.2	73.9	<b>88.9</b>	78.9	81.3
<b>MATHS</b>		% Greater Depth	26.3	24.4	<b>22.2</b>	21.1	25
		Average Scaled Score	104.7	104.4	100 (105.9 without disapplicated pupil)	98.8 (104.4 without disapplicated pupil)	104.3
<b>READING, WRITING, MATHS COMBINED (EXS)</b>		62.2	61.3	<b>66.7</b>	72.3	72.3	

- Early intervention:** Additional nursery hours and enhanced Early Years provision support language development and smooth transitions into school.

Four children were subsidised to receive 30-hours in the nursery; all these were PP eligible and one of whom was LAC. This improved parent/school relationships, school readiness and attendance for the children.

The families of 20 children received discounted wrap-around care for the after-school club. All these families were PP and includes 4 LAC children.

The previous year's review shows **clear impact**, including improved phonics outcomes, raised reading ages, better attendance, and strong progress in maths and literacy. These successes provide a solid foundation for continued progress in 2024–25.

## Externally provided programmes

Programme	Provider
Letter join	Letter Join
TT Rockstars	Maths Circle
RWI Spelling	OUP
Numbots	Maths circle
Rocket Phonics	Rising Stars
Nessy Learning	Nessy Learning

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA