

Pupil premium strategy statement – Russell Hall Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	190 198 including nursery
Proportion (%) of pupil premium eligible pupils	32% 31% including nursery
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Grant
Pupil premium lead	Emma Smith
Governor / Trustee lead	Lucy Neal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,317
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94,317

Part A: Pupil premium strategy plan

Statement of intent

We organise teaching and learning at Russell Hall in order to meet the needs of all children in the best way. We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met. We recognise that not all children who receive pupil premium will be socially disadvantaged and we recognise that not all children that are disadvantaged will be in receipt of Pupil premium money.

The research conducted by the EEF on developing an effective Pupil Premium strategy was used when writing this strategy. It is important for us as a school to consider the contexts of our families and children and the subsequent challenges they face, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We want all our pupils to have the same opportunities and experiences as their peers in school and not be disadvantaged in anyway. The plan has been written through careful identification of our individual pupil's needs and backgrounds. We want to support our families to engage well with school and provide our pupils will an all-round supportive education.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Common barriers to learning faced by disadvantaged children can be less support at home, weaker language and communication skills, lack of confidence, more frequent social and emotional difficulties and attendance and punctuality issues. There may also be more complex family situations which can prevent children from flourishing and reaching their potential.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified
adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through school and in general, are more prevalent among our disadvantaged pupils than their peers. Use of language and extending the children's vocabulary across school
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to additional needs, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes for disadvantaged pupils in mathematics are at least in line

	with those for other pupils.
Improved phonics attainment among disadvantaged pupils.	Outcomes for disadvantaged pupils in phonics are at least in line with those for other pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance (including persistent absenteeism) to be in line with or above national average particularly for disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent/carer surveys and teacher observations • Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. • Case studies demonstrate that children who have required SEMH support from the inclusion team are able to access all elements of the curriculum and achieve their academic targets at the end of KS2 • A wider range of enrichment opportunities will be offered and undertaken.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 52,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of a range of training for whole staff (teaching and support), to include:</p> <ul style="list-style-type: none"> • Phonics • Comprehension • Reading diagnostic • Intervention • Speech and language • Writing • Mathematics • Provision for SEND 	<p>Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014).</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. There is a growing consensus that promoting effective professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes. High Quality CPD professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF - Effective Professional Development</p>	<p>1,2,4 and 5</p>
<p>Training for staff on how to use assessment (summative and formative) to inform planning to close gaps</p>	<p>Assessments can provide insight into the skills and knowledge pupils have retained and are able to recall and apply.</p> <p>This in turn allows teachers to identify areas for improvement for children to ensure additional support is in place for them.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) and Improving literacy in KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Staff CPD linked to effective subject leadership</p>	<p>EEF principles to subject leadership CPD:</p> <ol style="list-style-type: none"> 1. Identify Specific Needs: Focus on deep subject content knowledge (what leaders teach) and quality of 	<p>1,2,4 and 5</p>

	<p>instruction (how they teach it) within the subject area, as per EEF/great teaching elements.</p> <ol style="list-style-type: none"> 2. Collaborative Learning: Create communities of practice where subject leaders share strategies, analyse student work, and problem-solve together, supported by the EEF's push for collaborative PD. 3. Expert Input: Use external experts or experienced internal leaders to model effective subject pedagogy and leadership, ensuring evidence-based strategies are introduced. 4. Sustained & Focused: Design ongoing cycles (not one-off events) of CPD with clear goals, linking directly to departmental improvement plans and leadership development. 5. Embed in Practice: Ensure leaders apply new learning in their own teaching and support their teams to do the same, with coaching and feedback. 6. Measure Impact: Track changes in subject leadership practice and, ultimately, student outcomes, not just participation. 	
<p>Whole staff CPD linked to use of effective questioning to support learning (Bloom's taxonomy)</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. There is a growing consensus that promoting effective professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes. High Quality CPD professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF - Effective Professional Development</p>	<p>1,2,4 and 5</p>

<p>To raise attainment in Phonics to ensure that pupils are securely decoding and reading fluently by the end of year 1 by:</p> <p>Ensuring that the SSP is consistently taught across EYFS and Year 1</p> <p>Ensuring children falling behind are quickly identified and provided with keep-up support</p> <p>Ensuring that phonics interventions are in place</p> <p>Embedding of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Little Wandle Letters and Sounds)</p>	<p>EEF Toolkit states that Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. Phonics can be especially beneficial for children who are lower attaining. 4. The teaching of phonics should be matched to children's current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 5. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children make progress in all aspects of reading including comprehension and the development of vocabulary and spelling, both of which should also be taught explicitly. 	<p>2</p>
<p>Improved Maths attainment among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved progress and outcomes among disadvantaged pupils.</p> <p>The gap between disadvantaged and non-disadvantaged pupils in maths is narrowed in line with National by the end of 28/29.</p>	<p>1</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Nurture and PACE approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Continuing to develop the nurturing classroom</p>	<ol style="list-style-type: none"> 1. Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. 2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. 3. While universal approaches to SEL learning seem to have a slightly greater impacts on average, approaches should 	<p>5</p>

	<p>not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE in maths by the end of the year.</p> <p>PP pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <p>Year 6 morning booster groups – focus children are to be supported with gaps in learning to ensure they catch up</p>	<p>EEF experiences</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. 4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. 	1, 2
Additional phonics sessions targeted at pupils who need to catch	Phonics approaches has a strong evidence base indicating a positive impact on pupils particularly from disadvantaged	2

<p>up including disadvantaged pupils.</p> <p>Targeted support groups - Year 1 and Year 2 children</p> <p>Targeted support groups – those who didn't pass the</p> <p>Reception children to have a focus on GPC catch up</p>	<p>backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as a regular session over a period of over up to 12 weeks (EEF toolkit).</p> <p>Phonics + 5 months</p>	
<p>Engage in programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Strategies include:</p> <ul style="list-style-type: none"> • Launchpad for Literacy • Commissioned SALT (1/2 day a fortnight) • Use of support staff when delivering high quality guided reading sessions focusing on vocabulary and comprehension skills <p>Targeted interventions with FAPLO (time to talk, socially speaking)</p>	<ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). 2. Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. 3. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum. 4. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. 	

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

Budgeted cost: £ 19,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on a range of SEND (including SEMH, behaviour) strategies and approaches with the aim of developing pupils well-being. This includes working closely with families and external services.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning (EEF toolkit +4 months).</p> <p>Both Targeted interventions and universal approaches can have positive effects (EEF +4 months)</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. The school's FAPLO will be used to implement strategies and improve attendance.</p> <p>Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> • Attendance to be on the agenda at Parents' Evenings • First day calls • Home visits • Penalty fines for extended holidays • Referrals to EWO for pupils at risk of becoming 'Persistent Absentees' • Celebrating attendance during assembly • Home visits • Support with referrals to Early Help 	<p>Attendance is directly linked to pupil outcomes. This includes whole school initiatives as well as targeted support for individuals/ families.</p> <p>Improving attendance – DfE advice Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Improving social and emotional learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Comprehensive pastoral provision offer to include access to breakfast club and wellbeing coach support to support the mental health of all learners and removing barriers to learning.</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).</p> <p>Parenting-based initiatives linked to the EEF Working with parents to support children's learning Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving social and emotional learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>5,3</p>

<p>Support for pupils with their emotional health and well-being including access to counselling services including but not exclusive to the NHS mental health team.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning (EEF toolkit +4 months).</p> <p>Improving social and emotional learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Supporting pupils and families to ensure they are not limited to resources and can access a full education, these include:</p> <ul style="list-style-type: none"> • Subsidised trips and visits to ensure all pupils develop their cultural capital • Subsidised after-school clubs and music lessons • Uniform vouchers • All children are provided with stationery, water bottles and book bags 	<p>EEF toolkit</p> <p>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.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>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.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <ol style="list-style-type: none"> 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 3. There is a strong evidence base supporting this approach with younger children, but far less research on this approach in secondary schools. It is important to consider how you will maintain parental engagement as children get older. 4. Consider what support you can give to 	<p>5</p>

	parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.	
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Total budgeted cost: £ 94,317

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 KS2 assessment scores and pupil groups 2024 to 2025

Subject	Whole Class (30)			Girls (15)			Boys (15)			SEN (12)			Disadvantaged (12)			Not disadvantaged (18)		
	-EX	EXP+	EXC	-EX	EXP+	EXC	-EX	EXP+	EXC	-EX	EXP+	EXC	-EX	EXP+	EXC	-EX	EXP+	EXC
Reading	23%	77%	17%	20%	80%	13%	27%	73%	20%	42%	58%	8%	8%	92%	8%	33%	67%	22%
Reading national	24%	75%	33%	21%	78%	36%	27%	72%	31%	56%	42%	13%	36%	63%	21%	19%	80%	39%
Writing	23%	77%	3%	13%	87%	7%	33%	67%	0%	42%	58%	0%	25%	75%	8%	22%	78%	0%
Writing national	28%	72%	13%	22%	78%	16%	34%	66%	10%	68%	32%	3%	41%	59%	7%	22%	78%	16%
Maths	33%	67%	10%	40%	60%	7%	27%	73%	13%	50%	50%	0%	42%	58%	8%	28%	72%	11%
Maths national	25%	74%	26%	26%	73%	22%	25%	75%	30%	58%	40%	9%	38%	61%	15%	19%	80%	31%
GPS (1 child abs)	33%	63%	13%	20%	73%	13%	47%	53%	13%	58%	33%	0%	33%	67%	8%	33%	61%	17%
GPS national	27%	73%	30%	23%	77%	32%	31%	69%	27%	63%	36%	9%	40%	60%	19%	21%	78%	34%
RWM	43%	57%	0%	47%	53%	0%	40%	60%	0%	67%	33%	0%	42%	58%	0%	44%	56%	0%
RWM national	38%	62%	8%	34%	66%	10%	41%	59%	7%	76%	24%	2%	53%	47%	4%	31%	69%	11%

Green = better than national Red = lower than national

Headlines

- Results in reading and writing are higher than national
- Results in maths and GPS continue to improve year on year and the gap between national is narrowing
- Combined score is below national by approximately 1.5 children
- Girls out perform boys in reading, writing, GPS with boys doing better in maths
- Boys combined score is just above national
- Children with SEN perform better than nationally except in GPS. The child who was absent was a SEN child
- Children who are disadvantaged perform significantly better than their peers nationally in reading, writing and GPS. They are broadly in line in maths
- Children who are not disadvantaged do not perform as well as their peers nationally in all subjects except writing where they are in line
- Children working at greater depth is lower than national in all subjects and in most groups (except SEND)

Phonics Benchmark

2025

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCER National	601,000	3.6%	8.1%	3.7%	4.7%	30.1%	49.8%	33.3	-	0.2%	3.4%	16.5%	79.9%
	Disadvantaged	128,240	5.8%	15.4%	5.9%	6.0%	30.7%	36.1%	29.9	-	-	5.4%	27.3%	66.8%
	Non Disadvantaged	449,410	3.0%	6.2%	3.2%	4.3%	30.0%	53.3%	34.2	-	-	2.9%	13.7%	83.3%
	Unknown	23,360	2.7%	5.5%	2.7%	4.1%	28.5%	56.7%	34.7	-	-	2.5%	12.2%	85.1%
-	Local Authority	7,189	4.0%	10.1%	4.2%	4.0%	31.7%	46.0%	32.4	0.0%	0.2%	3.8%	18.3%	77.7%
	Disadvantaged	1,692	5.2%	14.8%	5.8%	4.3%	33.6%	36.3%	30.1	0.0%	0.2%	5.0%	24.8%	70.0%
	Non Disadvantaged	5,497	3.6%	8.6%	3.7%	3.9%	31.2%	48.9%	33.1	0.0%	0.2%	3.4%	16.3%	80.1%
5202	Russell Hall Primary School	31	0.0%	19.4%	12.9%	9.7%	29.0%	29.0%	26.7	0.0%	0.0%	0.0%	41.9%	58.1%
	Disadvantaged	9	0.0%	55.6%	22.2%	0.0%	11.1%	11.1%	13.7	0.0%	0.0%	0.0%	77.8%	22.2%
	Non Disadvantaged	22	0.0%	4.5%	9.1%	13.6%	36.4%	36.4%	32.0	0.0%	0.0%	0.0%	27.3%	72.7%

Cohort: Current Year 1 pupils entered for phonics

Etab. No.	Etab. Name	Cohort	Mark						APS	Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCER National	601,000	3.6%	8.1%	3.7%	4.7%	30.1%	49.8%	33.3	-	0.2%	3.4%	16.5%	79.9%
-	Local Authority	7,189	4.0%	10.1%	4.2%	4.0%	31.7%	46.0%	32.4	0.0%	0.2%	3.8%	18.3%	77.7%
5202	Russell Hall Primary School	31	0.0%	19.4%	12.9%	9.7%	29.0%	29.0%	26.7	0.0%	0.0%	0.0%	41.9%	58.1%

Pupils eligible for Pupil Premium underperform in phonics primarily due to barriers linked to early language development and access to learning beyond the classroom. Many pupils have had reduced exposure to high-quality spoken language, stories, and books prior to starting school, which impacts phonological awareness and early decoding skills. Limited opportunities to practise phonics at home further affect the consolidation of taught sounds.

In addition, some Pupil Premium pupils experience inconsistent attendance or higher mobility, resulting in gaps in systematic phonics teaching. A proportion of pupils also present with speech and language needs or require additional time and repetition to secure phonics knowledge, which can slow progress compared to their peers.

To address these barriers, the school will provide targeted, evidence-informed phonics interventions, including daily catch-up sessions, increased opportunities for reading practice, and the use of trained adults to deliver structured support. Resources will be allocated to ensure access to decodable texts and to support parental engagement with phonics at home. Progress will be monitored closely to ensure timely intervention and to reduce the attainment gap. Further information on addressing these barriers is outlined in the report.

MTC results 2025

Numbers

	No score	0 to 5	6 to 10	11 to 15	16 to 20	21 to 25
whole school (26)	3	0	1	4	3	15
disadvantaged (11)	2	0	1	3	1	4
non disadvantaged (15)	1	0	0	1	2	11

Percentages

	No score	0 to 5	6 to 10	11 to 15	16 to 20	21 to 25
whole school (26)	12%	0%	4%	15%	12%	58%
disadvantaged (11)	18%	0%	9%	27%	9%	36%
non disadvantaged (15)	7%	0%	0%	7%	13%	73%

The timed and digital nature of the check presents an additional barrier for some Pupil Premium pupils. When analysing the individual children, there are often other barriers such as SEND and attendance. Further information on addressing these barriers is outlined in the report.

Lower confidence in mathematics, increased assessment anxiety, and less familiarity with online assessment, despite having a developing conceptual understanding of multiplication.

In addition, some pupils require more repetition and overlearning to achieve fluency and automaticity. Without regular retrieval practice, recall speed and accuracy can remain below expected levels for the demands of the MTC. Further information on addressing these barriers is outlined in the report.

All of the above data is analysed with staff during pupil progress meetings.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.