



## Kingsnorth CE Primary School

# Pupil premium strategy statement 2025 / 2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The plan is updated annually, but is planned for a 3-year period, depending on Government funding.

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	421
Proportion (%) of pupil premium eligible pupils	15% (Below Average)
Academic year/years that our current pupil premium strategy plan covers	2025-26 to 2028-29 <i>(funding dependent)</i>
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Mr Iain Witts Headteacher
Pupil premium lead	Miss Denise Moore Acting DHT/SENCO
Governor / Trustee lead	Mr Chris Myres Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,415
Pupil premium funding carried forward from previous years for specific projects this academic year	£ 27,714
<b>Total budget for this academic year</b>	<b>£ 120,129</b>



## Part A: Pupil premium strategy plan

### Statement of intent

#### Ultimate objectives for disadvantaged pupils

- To ensure disadvantaged pupils (pupil premium, PP) in our school succeed academically and flourish socially, emotionally and spiritually so they leave primary school with strong reading, language and mathematics skills, positive attendance and the self-regulation and resilience to flourish in the next stage of their education.
- To eliminate the attainment gap between disadvantaged and non-disadvantaged pupils in our context, so that by the end of Key Stage 2 disadvantaged pupils make at least the same progress and achieve expected outcomes as their peers.
- To address identified barriers (speech & language, reading, maths, attendance and wellbeing) with sustainable, evidence-informed actions drawn from the DfE Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies).

#### How this strategy works towards those objectives

- We invest Pupil Premium funding to strengthen the everyday quality of teaching (Tier 1), provide high-impact targeted academic support for pupils who need to catch up (Tier 2), and remove non-academic barriers to learning (Tier 3).
- Activities are chosen and sequenced on the basis of high-quality evidence (primarily Education Endowment Foundation guidance + specialist language evidence) and matched to our school context: 2FE on the outskirts of Ashford, modern single-storey building, warm church school culture, PP = 15% (current year), SEN = 21%, EAL = 11%, average class size 30, small cohorts of disadvantaged pupils.
- We adopt a cycle of diagnose → intervene → monitor → adapt: robust baseline assessment (including language screens), targeted short-term interventions with clear success criteria, and termly evaluation of impact, cost and scalability.

#### Key principles of the strategy

- Evidence-led: interventions selected align with EEF guidance and high-quality trials (phonics, oral language, tutoring, SEL).
- Curriculum-first: strengthen high-quality classroom teaching so fewer pupils need intensive catch-up.
- Early identification and proportionate targeted support: spoken language and reading screened early and frequently; small-group or 1:1 tuition where diagnosis shows gaps.
- Whole-child: combine academic support with SEL, attendance and parental engagement to ensure pupils can access learning.
- Capacity-building: invest in staff CPD and TA training so the approaches are sustainable beyond funded delivery.
- Rigorous evaluation and transparent accountability: published outcomes for PP groups, review of impact vs cost and reallocation of funds to approaches that demonstrate impact in our setting.



## Challenges

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

Challenge number	Detail of challenge
1	<b>Fragile competence and confidence in Speech and Language skills</b> Fragile competence and confidence in speech, language and oral vocabulary among a sizeable subset of pupils (affecting access to curriculum and peer interaction). Early identification and targeted oral language support are required.
2	<b>Reading attainment</b> Low reading attainment for disadvantaged pupils (decoding and comprehension gaps). Current curriculum implementation is inconsistent in presentation of key knowledge and in task precision for disadvantaged pupils (Ofsted).
3	<b>Maths attainment</b> Low mathematics attainment for some disadvantaged pupils, with gaps in fluency and conceptual understanding that reduce KS2 outcomes.
4	Attendance for disadvantaged pupils is below that of non-disadvantaged peers (PP attendance 93.82% vs PP+ 96.72%; authorised 3.65% / unauthorised 2.53%). Persistent absence and episodic attendance reduce access to learning.
5	<b>Attendance rates for disadvantaged pupils</b> Wellbeing and emotional regulation: some disadvantaged pupils show reduced self-regulation, resilience and emotional confidence which reduces classroom engagement and learning stamina.

## 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
Strengthened oral language skills for identified pupils (Reception–KS2)	By end of year 1: 80% of pupils targeted for oral-language intervention show measurable improvement on school language screen (average +4–6 months progress where typical for small-group oral language interventions). At least 70% of targeted pupils reach age-appropriate oral vocabulary/listening skills within 12 months. Evidence of improved classroom participation logged by teachers.
Improved reading outcomes for disadvantaged pupils across school	By next end-of-year assessment cycle, reduce the gap in reading attainment between PP and non-PP pupils by at least 50% (measured in termly reading assessments and phonics checks). Increase proportion of disadvantaged pupils reading at age-related expectations in KS1 and KS2 by at least 20 percentage points within two years.
Improved maths attainment for disadvantaged pupils	By next KS2 cycle and interim assessments: disadvantaged pupils receiving targeted maths tuition/intervention make on average +3 months additional progress within a year (consistent with EEF trial evidence) and at least 50% of targeted pupils make expected progress (or better) in arithmetic and reasoning.



Increased attendance for disadvantaged pupils	Reduce the attendance gap: raise PP attendance from 93.82% to at least 96% within 12 months and reduce unauthorised absence for PP to below 1.5%. Fewer persistent absentees among PP cohort (persistent absence <5%).
Improved wellbeing, self-regulation and behaviour for learning	SEL measures (teacher-rated scales and bespoke wellbeing survey) show improved self-regulation and reduced incidents requiring pastoral intervention for targeted pupils. Pupils on nurture/SEL programmes show improved engagement and classroom readiness within 12 weeks of starting programmes.

## 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.

Note: activities are organised against the DfE Menu of Approaches tiers: Teaching (Tier 1), Targeted Academic Support (Tier 2), Wider Strategies (Tier 3). Each table lists activity, evidence and the challenge numbers addressed.

## Teaching (Tier 1 — High-quality teaching, CPD, recruitment & retention)

Budgeted cost: £50,185.81 (42%)

Activity - Tier 1	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to a range of standardised diagnostic assessment platforms. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the academic profile and areas of need for each pupil so that the correct support and intervention may be delivered.  <b>Standardised tests/ Assessing and Monitoring Pupil Progress / EEF</b>	1, 2, 3
To invest in technology - to increase alternative ways to capture and improve learning outcomes. - to provide access for staff to updated information and tracking systems Training for staff in order to ensure confidence in use of new systems, how to track and how these will inform assessments	Technology can improve the quality and quantity of pupil practice and has an engaging and motivating impact for pupils. It allows practitioners to adapt practice and enhance retrieval practice so that all groups of pupils learn and remember more. <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a>  Better tracking of wellbeing, attendance, lateness and safeguarding matters	1,2,3,4,5
Continued focus on whole school training for colleagues to ensure consistency in explicitly teaching and delivering vocabulary  Subject leader release and monitoring in order to measure impact and adjust practice,	Children with language difficulties at age 5 are four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed. (Law et al 2017) • Pupils with limited vocabularies read less and thus learn fewer new words. 'Matthew effect' (Stanovich 1986)	2



where required and in line with new Reading Framework expectations	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	
<p>Focus on Maths teaching and learning approaches in line with DFE and EEF guidance</p> <p>NCETM partnership programmes across school in order to develop maths confidence for all pupils and develop mastery</p>	<p>DFE non-statutory guidance has been produced in conjunction with NCETM for Teaching of Mathematics, drawing on evidence-based approaches; Maths Guidance KS1 and KS2;  <a href="http://www.assets.publishing.sevice.co.uk">www.assets.publishing.sevice.co.uk</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	3
Maths Leader release time for CPD training for colleagues	<p><a href="https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</a></p> <p><a href="https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/">https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	3
Embedding of whole school Nurture approach; particularly the development of Nurture spaces in classrooms Trauma Informed Practices developed across the school Training by SENCo	<p>To help pupils develop vital social skills, confidence, resilience strategies and self-esteem so that they are ready to learn.  <a href="http://www.nurtureuk.org">www.nurtureuk.org</a></p> <p><a href="#">Trauma Informed Schools UK</a></p>	1,4,5
<p>Assure consistency of SEL approaches in school Training by SENCo to deliver this</p> <p>Resources in order to support SEL approaches Trauma Informed School Training by SENCo and FLO Training by external agencies to complement school approach</p>	<p>There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><b>Metacognition and Learning / EEF</b>  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><b>SEL / EEF</b>  <b>EEF Understanding Adaptive Teaching</b>  <a href="#">Trauma Informed Schools UK</a></p>	1,4,5
Whole-school phonics fidelity programme (review and strengthen synthetic systematic phonics across EYFS–KS1; training for all staff; decodable reading texts matched to taught GPCs; frequent assessment & rapid catch-up lists)	<p>Phonics has strong evidence of impact for early reading and is a key EEF recommendation (+5 months): <a href="#">EEF Phonics guidance</a>. Also EEF Preparing for Literacy guidance highlights combining decoding &amp; language comprehension. <a href="#">EEF Preparing for Literacy</a></p>	2
CPD programme: "Precise	EEF guidance highlights that high-quality teaching and	2



presentation of new knowledge” training for all teachers tied to curriculum maps and implementing EEF recommendations on explicit instruction, lesson sequencing and retrieval practice	precise presentation of key knowledge reduces gaps: see Teaching and Learning Toolkit and Implementation guidance (EEF): <a href="#">A School’s Guide to Implementation (EEF)</a> and Teaching & Learning Toolkit principles.	
Oral language awareness CPD for staff and TA training (use of shared-book approaches, dialogic reading, PEER/CROWD frameworks, question prompts and vocabulary instruction across curriculum)	EEF guidance on early literacy and oral language: shared reading and vocabulary instruction produce gains; EEF improving literacy in early years guidance: <a href="#">EEF Preparing for Literacy / Improving Literacy KS1</a>	1, 2
Strengthen curriculum sequencing & assessment for maths (subject leader time, mastery training, staff modelling of concrete-pictorial-abstract and formative assessment - hinge questions)	EEF guidance on improving maths through quality teaching and diagnostic assessment and mastery approaches; tutoring guidance emphasises alignment of tuition with classroom methods: <a href="#">EEF Making a Difference with Effective Tutoring</a> and EEF maths implementation materials.	3, 2
Improve deployment & coaching for TAs: training TAs to deliver structured small-group phonics and language activities and to support guided practice in class	EEF: well-trained TAs can deliver effective small-group phonics and oral language support (+ evidence in phonics and oral language reports): <a href="#">EEF Phonics</a> and EEF guidance on TAs: <a href="#">Making Best Use of Teaching Assistants</a>	1, 2

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

Budgeted cost: £33,228 (28%)

Activity - Tier 2	Evidence that supports this approach	Challenge number(s) addressed
Continued additional phonic session targeted at disadvantaged pupils who require further phonic support The Kingsnorth English Hub will support and guide as required	Phonics approaches have a strong evidence base of positive impact, in particular for disadvantaged pupils. Best practice suggests these are most effective when delivered over a 12-week period on a regular basis. <b>Phonics / Toolkit Strand / EEF</b>	1,2
Access to SEND Teaching Assistances to target interventions. SEND Teaching Assistance to have targeted and specific CPD Training by SENCo	Interventions targeted at specific needs and knowledge gaps and be an effective method to support low attaining pupils or those who are falling behind either on one to one basis or in small groups.	1,2,3
Training and embedding of whole school Nurture approach; including the development of Nurture spaces in	To help pupils develop vital social skills, confidence, resilience strategies and self-esteem so that they are ready to learn. <a href="http://www.nurtureuk.org">www.nurtureuk.org</a>	4,5



classrooms Training by SENCo		
Assure consistency of SEL approaches in school Training by SENCo to deliver this Resources in order to support SEL approaches Trauma Informed School Training by SENCo and FLO Training by external agencies to complement school approach	There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. <b>Metacognition and Learning / EEF</b> SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <b>SEL / EEF</b> <b>EEF Understanding Adaptive Teaching</b> <a href="#">Trauma Informed Schools UK</a>	4,5
Targeted oral language interventions for Reception and KS1 (selected children) — adopt evidence-based programmes (NELI in Reception and Talk Boost for identified KS1/KS2 pupils where appropriate); delivered by trained TAs with fidelity and parental engagement	Nuffield Early Language Intervention (NELI) has demonstrated positive reception-year impacts and is recognised in trials; Speech & Language UK evaluations of Talk Boost show measurable gains in language skills; EEF oral-language evidence summary: <a href="#">NELI trial info (Oxford / Nuffield)</a> and <a href="#">Speech &amp; Language UK – Early Talk Boost / Talk Boost evaluations</a>	1
Small-group and 1:3 maths tuition for targeted PP pupils (weekly, 12–24 sessions per block; close alignment with classroom teaching; use Tutor Trust model or trained school tutors)	EEF Tutor Trust trial: small-group tuition produced ~+3 months progress in KS2 maths for targeted pupils; EEF guidance on tutoring emphasises frequency, alignment and selection: <a href="#">Tutor Trust evaluation (EEF)</a> and <a href="#">EEF Making a Difference with Effective Tutoring guidance</a>	3
Targeted phonics (RWI) catch-up interventions for older KS1/KS2 pupils behind in decoding (small groups, 4–5 times/week for up to 14 weeks)	EEF Teaching and Learning Toolkit: targeted phonics interventions have positive effects (one-to-one + small group phonics often produce larger gains): <a href="#">EEF Phonics</a>	2
Structured reading comprehension programme for pupils with decoding secure but comprehension weaker (teacher-led small groups using EEF reading comprehension strategies and explicit vocabulary instruction)	EEF guidance on improving literacy emphasises reading comprehension strategies and vocabulary instruction as evidence-based ways to boost comprehension: <a href="#">EEF Improving Literacy KS1/Comprehension projects</a> and EEF comprehension project summaries.	2
Short, high-quality 1:1 tuition for Year 6 PP pupils approaching SATs where gap is greatest (weekly blocks over spring term) — use	One-to-one tuition shows strong average effects (+5 months) in EEF toolkit when implemented with fidelity; EEF tutoring guidance emphasises selection, frequency and alignment: <a href="#">EEF Tutoring evidence &amp; guidance</a>	2, 3



trained tutors and school-teachers where possible		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,517 (25%)

Activity - Tier 3	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training on school behaviour policy. Revision of policy and practice and shared widely Training on embedding principles of behaviour and management and inclusive approaches in line with school vision and values	Both targeted interventions and universal approaches can have positive impacts; <b>Behaviour interventions / EEF</b>	4,5
Embedding and development of a Nurture Room (Rainbow Room) to offer an inclusive space for pupils to regulate and deescalate, learn strategies to manage their emotions and to develop resilience for learning.  Whole School support with embedding of The Boxal Profile so that there is a whole school approach to Nurture and Inclusive Practice.	To help pupils develop vital social skills, confidence and self-esteem so that they become ready to learn.  <a href="http://www.nurtureuk.org">www.nurtureuk.org</a>  Nurture best practice is evidenced in classroom situations	4,5
Embedding principles of good practice in the DFE's Improving School Attendance advice Training Time by FLO to attend webinars and forums	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence Response to Children's Commissioner's Blueprint for 100% attendance in schools	1,4,5
Subsidy and support for a range of enrichment experiences; swimming, school trips, breakfast club and music lessons	During the pandemic years disadvantaged pupils were disproportionately affected by lack of experiences. Funding is committed to the provision and entitlement to these experiences.	1,2,3,4,5
Contingency fund to manage specific issues; dinner debt / food parcels / vouchers	We have identified the need to set aside funding in order to respond dynamically to family crises.	1,2,3,4,5
Whole-school Social and Emotional Learning (SEL) plan: adopt EEF SEL recommendations (explicit teaching of SEL, SAFE curriculum, SEL woven into	EEF guidance: "Improving Social and Emotional Learning in Primary Schools" (evidence suggests SEL can yield +4 months and supports wellbeing and behaviour): <a href="#">EEF SEL guidance</a>	5



everyday teaching), targeted nurture groups and staff CPD		
Targeted pastoral support & Thrive/Nurture provision for pupils with emotional regulation needs, with regular measures and SEL progress tracking	EEF SEL guidance and wider research indicate targeted approaches reduce barriers to learning and can complement academic interventions; practical models referenced in the guidance: <a href="#">EEF SEL guidance</a>	5
Attendance improvement package for PP pupils: (a) early warning system and weekly tracking; (b) personalised parental communications ('nudge' letters/texts with days missed converted from percentages); (c) targeted parental engagement meetings and responsive casework; (d) incentives for sustained improvement (non-financial rewards)	EEF Rapid Evidence Review and attendance resources recommend tailored, parental-communication and responsive interventions as promising: <a href="#">EEF Rapid Evidence Review on Attendance &amp; Supporting Attendance resources</a> and <a href="#">EEF Supporting school attendance toolkit</a>	4
Breakfast club / targeted meal provision for vulnerable pupils (PP) on days with poor attendance or before assessments, and subsidy for school trips / uniform / resources to remove barriers to participation	EEF attendance evidence and other reviews suggest meal provision can remove practical barriers and support attendance for disadvantaged pupils (evidence mixed but promising as part of multi-component approach): <a href="#">EEF Rapid Evidence Review — attendance themes</a>	4, 5
Parent workshops and home-school reading support (dialogic reading workshops, phonics at-home guidance and resources) to build home learning environment	EEF Preparing for Literacy & parental engagement evidence: parental communication and support for reading at home supports literacy outcomes: <a href="#">EEF Preparing for Literacy</a> and EEF attendance/parent communication themes.	1, 2, 4

**Total budgeted cost: £ 112,930.81**

a balance of £7,198.19 unallocated



## Monitoring, Evaluation and Governance (summary)

- Termly monitoring: progress data (reading, maths, language screens), attendance and wellbeing measures reported to SLT and the Trust board each term.
- Intervention monitoring: for each targeted intervention we will log baseline → midpoint → endpoint measures, attendance to intervention, staffing cost and qualitative teacher/tutor feedback.
- Governor oversight: termly pupil premium report to governors/trustees including spend vs. impact and reallocation decisions - led by SENCo
- Success thresholds and adaptation: if an approach does not show evidence of pupil progress within agreed timescales (or cost-effectiveness is poor), funds will be reallocated to stronger-evidenced approaches.

## Evidence sources (key references used in designing this strategy)

- Education Endowment Foundation (EEF), Phonics (Teaching & Learning Toolkit): [EEF Phonics guidance](#)
- EEF, Preparing for Literacy / Early Years literacy guidance: [EEF Preparing for Literacy](#)
- EEF, Making a Difference with Effective Tutoring (guidance): [EEF Tutoring guidance](#)
- EEF, Tutor Trust evaluation (small-group maths tuition): [Tutor Trust evaluation \(EEF\)](#)
- Speech & Language UK, Getting in Early: Speech and language interventions that transform children's lives (overview of Talk Boost, Early Talk Boost, NELI and other programmes): [Speech & Language UK – Getting in early](#)
- Oxford / Nuffield Early Language Intervention information & trials: [Nuffield Early Language Intervention — effectiveness trial](#)
- EEF, Improving Social and Emotional Learning in Primary Schools: [EEF SEL guidance](#)
- EEF, Supporting school attendance resources and Rapid Evidence Review on attendance: [EEF Attendance resources](#)

## Implementation notes

- Small cohort sizes of PP pupils and single-form-entry pressures mean interventions must be flexible and often wraparound rather than delivered as large cohorts.
- Staffing choices will prioritise upskilling existing TAs for small-group delivery (NELI / Talk Boost / phonics catch-up) to ensure sustainability and to reflect Ofsted praise for high-quality TA practice.
- Activity sequencing: Term 1 — audit of phonics & language, baseline language screen and phonics checks, attendance tracking system strengthened, start CPD. Term 2 — start targeted NELI/Talk Boost/phonics catch-up and maths small groups. Term 3 — evaluate, reallocate funding, intensify Year 6 tuition where required.
- SEL and pastoral work will be integrated with curriculum routines (circle time/read-aloud sessions, feelings vocabulary across subjects) to normalise emotional literacy as part of the school's Christian values and SIAMS priorities.

This strategy is aligned to the DfE Menu of Approaches and to EEF evidence summaries. We will publish a short annual impact report summarising spend, outcomes against the success criteria above and intended refinements for the following year.

## Key contacts for the strategy

- Pupil Premium Lead / Inclusion Lead (school) — responsible for day-to-day monitoring and termly reports.
- SENCO — responsible for ensuring interventions dovetail with SEND provision.
- Aquila School Improvement Leads / Governors — oversight, accountability, funding decisions.



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school continues to be affected by the legacy of continued emerging pupil need and complexity of need, partly due to of COVID and lock down and changes to SEND support in the locality and nationally.

Emotional need has in turn impacted on academic outcomes and the school has worked hard to develop holistic strategies in order to mitigate for this, in line with our strategic plan. This was acknowledged in the Ofsted in April 2024.

The school continue to build on the Nurture provision so that we are in a strong position to support children with their emotional needs. This includes a nurture breakfast provision for those children, as well as further training for staff so that they are able to support children with transitions throughout the school. The school has also been accredited with the IQM Flagship Award and IQM Champion school for 25/26.

We have observed more relaxed parental attitudes to attendance, mirroring the national picture and this has presented as challenge, together with responding in a timely manner to the rapid rise in parental concerns for provision in school and the consequential referrals to external agencies with whom we continue to work closely.

YOY differential data shows impact in Writing and Maths for Key Stage 2. There were improved measures in Year 6 Reading however this remains an area where impact is not yet visible in all attainment data.

#### Data: September 2025 v July 2025 - Disadvantaged pupils v ALL



#### Attendance: September 2025 v July 2025 - Disadvantaged pupils v ALL

