

Pupil premium strategy statement 2025-26



This statement details our school’s use of pupil premium funding and recovery premium/school-led tutoring for the **2025 to 2026 academic year** to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Botolph’s CE Primary School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	22% - We have 82 children currently in school now on FSM and/or entitled to PP funding. We receive retrospective funding for 71 as a result of high mid-year mobility post Census date. This therefore means we are providing for 11 more children without receiving any additional funding.
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Emma Pepper
Governor leads	Danielle LeFort & Lorraine Hancox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108,680
Pupil premium funding carried forward from previous years	-£662 (overspend 2024-25)
Total budget for this academic year	£108,018

Part A: Pupil premium strategy plan

School context

Since Ofsted (Nov 2021), the context of the school has significantly changed. In February 2022, the school moved sites to the building of a former secondary school, the reason being to support the increasing popularity of the school (which was already well-over maximum capacity) and also to have the increased capacity to grow over the following 10-15 years to a 630 Primary School, in order to support all the housing developments in the area. On arrival at the new school, the PAL was increased to 60, to enable the development at first to a 420 Primary.

Since our arrival, mobility into the school, in all year groups and at all points in the year, has increased significantly. The most significant change has been the increasing proportion of pupils in our school identified as having a special educational need and/or disability that attract additional funding from the Local Authority as a result of their complex needs. The school has a very strong inclusive reputation within the Local Authority and across the county for its work in SEND, attracting a number of out of catchment requests for children with particularly complex needs. Whilst the number of identified SEND pupils appears in line with the national average, the number attracting additional funding and requiring adult support, is well above the national average. SEND distribution is spread across the school (20%+ of each key stage). Many of our pupils eligible for Pupil premium are also on our SEND register (30/79 = 38%), of which 21/79 (27%) receive EHCP/SENIF funding in addition to their pupil premium.

Statement of intent

St Botolph's Primary School is an aspirational, purposeful and happy school with a hardworking, enthusiastic and dedicated staff team and an experienced senior leadership team who care about the needs of every child.

We offer an amazing environment which develops each child's academic, physical and social potential. Children shine at St. Botolph's and have fun. Our curriculum is developed to build a community of learners with an excellent attitude to learning in a safe and caring environment and it is driven by a desire for our children to have a greater knowledge of the world and an awareness of the possibilities open to them in their future lives and careers, hence our vision:

"New day...endless possibilities"

Our aim is to promote aspirational, independent children who are happy, respectful and have self-belief. The targeted and strategic use of our pupil premium will support us in achieving our vision and improve the life chances for all our educationally disadvantaged pupils. We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils as they all fully understand the part they play in addressing educational disadvantage.

Our Ultimate Objectives:

To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils nationally and also within internal school data

For all our disadvantaged pupils in school to make accelerated progress rates in order for more children to reach age-related expectations by the end of Year 6

Through our effective leadership, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. We ensure that teaching and learning opportunities meet the needs of all of our pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable/disadvantaged groups and this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. As we receive funding retrospectively, we have always reserved the right to allocate some pupil premium funding to support pupils the school has legitimately identified as being socially disadvantaged and/or 'vulnerable' but that do not yet officially qualify for the funding. This enables us to be proactive in our response to an identified need.

The challenges are varied and there is no "one size fits all". We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We also ensure that all our work through the pupil premium is aimed at accelerating progress, moving more children closer to or beyond age-related expectations, ensuring that every year counts.

Challenges

When considering the nature of support needed, we give careful consideration to each individual child and the area(s) they need most support with. These fall under 6 main headings (considered in this priority order):

Challenge number	Detail of challenge	
1. Attendance	Attendance rates for some pupils eligible for PP/FSM or with SEND is below their non-equivalent peers AND was lower last year (for ALL pupils across the school) than historically:	
	Not Pupil Premium	94.56%
	Pupil Premium	90.5%
	Not FSM	94.89%
	FSM	90.9%
	No SEND	95.57%
SEND	88.44%	

	<p>This also includes inconsistent attendance for some and/or punctuality issues. This reduces their school hours and causes them to fall behind on average.</p>
<p>2. Behaviour/attitudes for learning</p>	<p>Behaviour difficulties for a small number of pupils eligible for PP/FSM (6/79 =8%) is having a detrimental effect as they are unable to always take responsibility/control their behaviour and become dysregulated, therefore impacting on their learning and ultimately their academic progress.</p> <p>Some low aspirations as a result of home environment/ personal experiences/ parental expectations also impacts negatively on their attitudes to learning and therefore their academic progress.</p>
<p>3. Social/Emotional/Mental Health needs</p>	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. SEMH issues for some of our pupils eligible for PP/FSM (eg. ACES, attachment, low self-esteem; bereavement; anger management difficulties) is having a detrimental effect as they are not always emotionally 'ready to learn' and therefore this impacts on their learning and academic progress.</p> <p>Teacher referrals for support have markedly increased since the pandemic. Currently (as of 18.11.25): 103 pupils have received/are receiving additional support with social and emotional mental health needs: 31 children attend our afternoon nurture provision (across FS - Y5); 22 children and families have received support from our Family & Mental Wellbeing Leader and 50 children are receiving 1:1 support or small group ELSA sessions each week.</p> <p>A number of our PP pupils (23/79 = 29%) are also currently involved with social services (CP/CIN/LAC) or have only recently ended their work with the service.</p>
<p>4. Academic (English & Maths)</p>	<p>On entry to EYFS this year, only 1 of our 5 disadvantaged pupils (1.85%) were at age related expectations in Communication & Language, Literacy (Comprehension) and PSE (Self regulation) when they entered reception, compared with the cohort figure of 57% (L&A); 55% (Sp); 56% (comp) and 35% (self regulation).</p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1. This slows academic progress in subsequent years, particularly in reading. In addition, for some pupils eligible for PP/FSM, a lack of home support (sometimes due to parents own educational experiences and abilities) impacts on their opportunities for continued support at home.</p> <p>SEND distribution is spread across the school (20%+ of each key stage). Many of our pupils eligible for Pupil premium are also on our SEND register (30/79 = 38%), of which 21/79 (27%) receive EHCP/SENIF funding in addition to their pupil premium.</p> <p>Their SEND complexities also add an additional challenge to their academic progress.</p>

5. Academic (other)	Some PP/FSM pupils find it challenging to apply their basic skills across the curriculum which ultimately impacts on them achieving the expected reading and writing standard at the end of KS2.
6. Wider opportunities	Some of our PP/FSM eligible pupils have less opportunities to participate in learning beyond the school day (both school clubs and externally) due to transport issues and/or home support

Intended outcomes

This explains the outcomes we are aiming for by the end of our current 3 year strategy plan (2025-2028):

Intended outcome	Success criteria
Attendance	For pupils eligible for Pupil Premium/FSM to have attendance in line with their non-equivalent peers
Behaviour/attitudes for learning	To reduce incidents of poor behaviour and develop effective strategies to support dysregulated behaviour
Social /Emotional/Mental Health needs	To ensure effective systems are in place to support our children with SEMH needs, ensuring practice is fully inclusive.
Academic	To embed 'High Quality First Teaching' to enable our disadvantaged children to: <ul style="list-style-type: none"> • have improved oral and language skills and vocabulary at the end of EYFS • achieve increasingly in line with national average expected standard in Year 1 Phonics Screening • have improved reading and writing attainment at the end of KS1 & KS2. • achieve above national average progress scores at the end of KS2 in reading, writing and maths
Wider opportunities	To increase the number of PP/FSM pupils taking part in extra-curricular activities in order to have a positive impact on pupils' mental health and wellbeing, as well as their physical health. This then leads to greater aspiration, develops capital and leads to higher academic standards.

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year and is taken from our previous 2024-2025 Strategy review. [Year group end of year data can be found in Appendix 1 \(p15-17\).](#)

1. Review of impact and expenditure				
i. Teaching				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual Cost
Improved attainment for all	<p>1) Targeted interventions across the school for all pupils not achieving expected progress</p> <p>2) Formal and informal feedback, peer coaching and mentoring across the school.</p>	<p>Pupil progress was at least maintained and improved for identified individuals across all year groups.</p> <p>Progress was good overall for the vast majority of pupils (see individual year group data)</p>	<p>High impact on learning and progress when interventions were specific and targeted and run their full length.</p> <p>Increased staff absence 2024-25 had a negative impact on the number of additional interventions that were able to run successfully and have the desired impact.</p> <p>Luckily many interventions were class-based and QFT enabled continued success.</p> <p>Half termly review and ongoing monitoring by KS leads ensured the provision was timely and effective.</p> <p>These approaches need to be continued with continued emotional support for our very vulnerable children.</p>	£6,600

Staff attending specific training on identified 'weaknesses'/curriculum priorities	SIP and CPD Priority.	<p>Clear impact trail evident from monitoring.</p> <p>Pupil progress was improved for identified individuals and across year groups and the whole school.</p> <p>Children's standardised scores and progress scores improved over the year.</p> <p>Attainment improved across the board at the end of Y6.</p>	The focus on improving the quality of teaching needs to remain a priority.	£13,000
Single-year teaching for all maths and English lessons across KS2	Appointment of an HLTA in UKS2 to enable single-year teaching for all maths and English lessons across KS2	<p>The majority of pupils in all year groups made good progress through pure year group teaching and assessment.</p> <p>This also enabled smaller teaching groups for Maths and English lessons which enabled greater targeted support and immediate intervention where it was needed.</p>	The full-time HLTA role in KS2 enabled all year groups to teach in pure year groups for English and Maths and needs to continue in 25-26.	£5,400
Accelerated progress towards termly targets	Assertive mentoring termly reviews with staff and pupils	Pupil progress was improved for identified individuals and across year groups and the whole school.	This approach needs to continue.	£5,500

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Maths and English core skills	One-to-one and small group provision: Additional phonics Toe-to-toe Dyslexia specialist input Core skill practice (handwriting; reading; spelling; number bonds/times tables) Additional staffing to enable targeting throughout the day.	The children who accessed the 1:1/small group provision made measurable steps of progress in the identified areas which impacted on their overall attainment. Additional staffing enabled a quick response and targeted work on identification. Unfortunately, increased staff absence 2024-25 had a negative impact on the number of additional interventions that were able to run successfully and have the desired impact. Luckily many interventions were class-based and QFT enabled continued success.	Whilst being a costly resource, this approach needs to continue as it enabled focussed response to identified needs.	£2,880
Improved Year 6 attainment/progress	Small group tuition, delivered by UKS2 teachers (during school time) that targets specific areas of weakness identified for our Year 6 pupils	Attainment for this cohort was much improved, internal data showed their progress from starting points to be strong and identified individuals, who received tuition, made identifiable accelerated progress.	This approach needs to continue as it enabled focussed response to identified needs. Despite the school-led tutoring grant ending, this targeted Y6 'tutoring' approach needs to continue and extend across KS2.	£1,980

Improved support for SEMH to ensure PP pupils are able to access learning.	Targeted support from SEND internal/external experts: SEND assessments Ashmount/Oakfield Ed Psych LAC targeted support (Occ Health, JE)	Identified children accessed relevant support (internal and external agencies) which enabled them to feel safe in school and access learning. Where applicable, funding was successfully gained to support our more complex SEND pupils	Whilst being a costly resource, this approach needs to continue as it enabled focussed support for our most complex children. We must maintain this support for our most vulnerable pupils.	£6,300
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iii. Wider strategies				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved support for SEMH to ensure PP pupils are able to access learning.	Targeted support from internal/external experts: a) Family & Mental Wellbeing Lead. b) ELSA c) Dedicated forest school sessions	Identified children accessed relevant support which enabled them to feel safe in school and access learning.	Whilst being a costly resource, this approach needs to continue as it enabled focussed support for our most complex children. We must maintain this support for our most vulnerable pupils. However, a continued increase in the number of pupils attending the school and requiring support has increased and as such the school needs more FMWL & ELSA time in 25-26.	a) £19,824 b) £4,320 c) £1,800

Increased attendance rates/punctuality	<p>Office staff member/FMWL to monitor pupils and follow up quickly on absences.</p> <p>FMWL offering focussed support re attendance & punctuality for PPG/LAC Parents and children.</p> <p>Free breakfast club for PP offered/ encouraged</p>	<p>Attendance was 94% overall and 91% for PP pupils</p> <p>Wraparound (breakfast/after school care) - attendance at this provision remained strong.</p>	<p>These approaches need to be maintained but become increasingly targeted from the start of the academic year, especially with the few complex cases that have a significantly detrimental impact on the overall percentages across the school.</p> <p>The Deputy being out of class and an additional day for FMWL should enable this to be successful.</p>	
Increased access to wider opportunities both within school and beyond	<p>Provide additional extra-curricular opportunities to enable a more engaging and innovative curriculum that inspires the pupils.</p> <p>Provide specific after school clubs driven by PP pupils.</p> <p>No charge for breakfast club/music tuition/school trips and after school provision.</p> <p>Staff to nominate/invite targeted children for breakfast club, sports clubs and/or afterschool clubs.</p>	<p>PP pupils were involved in an increased number of enrichment activities.</p> <p>All PP children attended at least 1 after school activity over a minimum 4 week period driven by their interests.</p> <p>The choices offered for clubs were enhanced through this personalised approach.</p>	<p>It is quite challenging to plan and deliver a bespoke/tailored programme of events and depending on the activity sometimes required increased staffing (for SEND pupils) in order to run successfully.</p> <p>However, the impact of having all children access something tailored to their interests/wishes means that this approach needs to be maintained.</p>	(covered within increased staffing, PE funding and opps funding)
Equal access to activities, additional opportunities and resources	Dedicated opportunities funding allocated for parents to enable access to a specified criteria	100% of funding was accessed ensuring all pupils benefitted.	This opportunity needs to be continued.	£21,000

TOTAL INCOME £87,870
TOTAL EXPENDITURE £88,532 (-£662 overspend)

Part C: Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed on page 3 & 4.

High Quality Teaching: Budgeted cost: £30,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions across the school for all pupils not achieving expected progress</p> <p>£10,950 (E01 - Teaching staff & E03 - support staff)</p>	<p>Detailed termly and end of year internal formal and informal data analysis, identifies gaps in maths/ reading/ writing knowledge within each year group. This additional targeted teaching enables individuals/small groups to have additional targeted teaching time, focused on either pre-teaching, recapping previous learning or filling gaps in their understanding.</p> <p>EEF - High impact at a moderate cost</p>	4
<p>Formal and informal feedback, peer coaching and mentoring across the school.</p>	<p>EEF - Quality, regular feedback, alongside peer coaching and mentoring is known to have a high impact on continued and accelerated progress at a relatively low cost.</p>	4
<p>Staff attending specific training on identified 'weaknesses'/curriculum priorities</p> <p>£10,000 (E09 - CPD)</p>	<p>EEF - Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Staff/s continued CPD is therefore vital.</p> <p><i>In addition, 2024-2026 will see significant senior staffing changes and there is an identified need for additional SLT training for future sustained success</i></p>	4
<p>Single-year teaching for all maths and English lessons across KS2</p> <p>£4,500 (E03- support staff)</p>	<p>Maths and English is best taught within year-groups as set out in the National Curriculum and through White Rose Maths. This also enables smaller teaching groups for Maths and English lessons which enables greater targeted support and immediate intervention where it is needed.</p>	4
<p>Assertive mentoring termly reviews with staff and pupils</p> <p>£5,500 (E02 - supply)</p>	<p>EEF - There is evidence to suggest that feedback may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback and this information informs their understanding of their specific strengths and areas for improvement.</p>	4

Targeted academic support: Budgeted cost: £18,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group provision:</p> <p>Eg.</p> <ul style="list-style-type: none"> ▫ Additional phonics ▫ Core skill practice (eg. handwriting; 1:1 reading; spelling; number bonds/times tables) ▫ Speech & Language intervention <p>£11,100 (E01- Teaching & E03 - support staff)</p>	<p>EEF - There is extensive evidence to show that additional phonics and 1:1 reading has a high impact, at a very low cost. 1:1 support overall is known to have a high impact on progress at a moderate cost; small group work is known to have moderate impact on progress at a relatively low cost.</p> <p>There is also extensive evidence to show that Speech & language interventions have a very high impact at a very low cost.</p> <p><i>Some funding will be enabling increased staffing capacity in order for these approaches to be carried out.</i></p>	4
<p>Small group provision delivered by teachers:</p> <p><i>Targeting specific areas of weakness during before and after school booster clubs for identified individuals in Year 6</i></p> <ul style="list-style-type: none"> ▫ School-led tutors <p>£1,800 (E01 -Teaching)</p> <p><i>3 teachers, 2 hours a week, 12 weeks</i></p>	<p>EEF - small group work is known to have a moderate impact on progress at a relatively low cost.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	4
<p>Targeted support from internal/external experts:</p> <ul style="list-style-type: none"> ▫ SEN assessments £1000 (E27) ▫ Ashmount/Oakfield ▫ Ed Psych £3,500 (E27) ▫ Jane Evans (LAC tuition) £1,500 (E02) <p>£6,000</p>	<p>EEF - 1:1 support overall is known to have a high impact on progress at a moderate cost</p> <p>Paying for the support of experts ensures our children get the right support when needed from the people with the right skills or contacts to ensure continued support and progress.</p>	2,3,4,5

Wider strategies: Budgeted cost: £60,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued and increased role of Named Family and Mental Health Wellbeing Lead (FMWL) - 3 days a week</p> <p>£29,736 (E03)</p>	<p>Historic internal impact of this role in supporting children and their families, ensures the very necessary continuation of this role. This was also recently highlighted as a very effective resource at our most recent Ofsted (Nov 21)</p>	<p>2,3</p>
<p>Targeted support from internal experts:</p> <ul style="list-style-type: none"> ▫ Family & Mental Wellbeing Lead ▫ ELSA £4,500 (E03) ▫ Dedicated forest school sessions £1,500 (E03) <p>£6,000</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social/emotional (SE) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SE skills are linked with poorer mental health and lower academic attainment.</p> <p>SE interventions in education are shown to improve SE 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>In addition evidence shows that effective intervention would use a combination of targeted and universal approaches.</p>	<p>2,3,6</p>
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> ▫ <i>Provide specific after school clubs driven by PP pupils.</i> <p><i>(funded through school PE/wellbeing budget and/or their dedicated Opps funding)</i></p>	<p>Taking part in extra-curricular activities will lead to a positive impact on pupils' mental health and wellbeing, as well as their physical health. This leads to greater aspiration, develops capital and leads to higher academic standards. Our disadvantaged pupils are offered the opportunity to learn an instrument and to have some extra-curricular activities funded or part-funded in addition to providing some bespoke sessions in response to their requests.</p>	<p>3,5,6</p>
<p>Subscriptions</p> <p><i>(funded through school curriculum budget)</i></p>	<p>Subscriptions are targeted at the needs of disadvantaged pupils, but benefit all children. Our pupils' times tables acquisition by Year 4 is quite low for many, so the purchase of subscriptions for TTRS and Numbots aims to close this gap. The purchase of Rising Stars for Y6s also supports home and school learning/progress.</p>	<p>4</p>
<p>Attendance support:</p>	<p>Our Attendance Team (Head, Deputy and FMWL) support pupils, families and the school to increase attendance for targeted individuals. This will then have a positive impact on pupil wellbeing and academic progress and attainment.</p>	<p>1</p>
<p>Dedicated opportunities funding allocated for parents to enable access to a specified criteria.</p>	<p>Historically 100% of funding (and more) has been accessed by our disadvantaged pupils and their families to ensure the children have equal opportunities to access learning and support beyond the academic curriculum and beyond the school day.</p>	<p>6</p>

<p>No charge for breakfast club/music tuition/school trips and after school provision.</p> <p>£24,600</p> <p><i>£300 per eligible child (set aside for all 82 children although budget received for 71)</i></p>	<p>This money is available to enable access to any of the following:</p> <ul style="list-style-type: none"> • School trips & Residential • Attendance at clubs - at school and outside agencies (including playschemes/holiday clubs) • Individual equipment/uniform/kit for wider activities • Commissioned activities specifically for your children • Individual tuition - academic/music • School uniform/school shoes/PE kit 	
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Total budgeted cost: £110,186 (£2,168 overspend)

APPENDIX 1: End of Year data 2024-25 - Comparison of Pupil Premium Attainment and progress to all pupils and their non-equivalent peers

1. WRITING

ALL Pupils :

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	17.6%	9.8%	66.7%	0%	0%	0%	94.1%
Year 2	5.6%	37%	51.9%	1.9%	0%	24.1%	72.2%
Year 3	11.4%	17.1%	60%	2.9%	0%	2.9%	88.6%
Year 4	1.5%	33.8%	63.1%	0%	0%	12.3%	86.2%
Year 5	8.7%	32.6%	52.2%	6.5%	0%	8.7%	91.3%
Year 6	2.3%	23.3%	74.4%	0%	0%	16.3%	83.7%
Total	7.5%	26.5%	61.2%	1.7%	0%	11.2%	85.7%

Not Pupil Premium:

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	10%	7.5%	77.5%	0%	0%	0%	95%
Year 2	2.3%	30.2%	62.8%	2.3%	0%	20.9%	76.7%
Year 3	8.3%	12.5%	66.7%	4.2%	0%	0%	91.7%
Year 4	1.9%	31.5%	64.8%	0%	0%	14.8%	83.3%
Year 5	3%	30.3%	60.6%	6.1%	0%	9.1%	90.9%
Year 6	0%	22.6%	77.4%	0%	0%	9.7%	90.3%
Total	4%	23.6%	68%	1.8%	0%	10.2%	87.1%

Pupil Premium:

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	45.5%	18.2%	27.3%	0%	0%	0%	90.9%
Year 2	18.2%	63.6%	9.1%	0%	0%	36.4%	54.5%
Year 3	18.2%	27.3%	45.5%	0%	0%	9.1%	81.8%
Year 4	0%	45.5%	54.5%	0%	0%	0%	100%
Year 5	23.1%	38.5%	30.8%	7.7%	0%	7.7%	92.3%
Year 6	8.3%	25%	66.7%	0%	0%	33.3%	66.7%

Total	18.8%	36.2%	39.1%	1.4%	0%	14.5%	81.2%
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2. READING

ALL Pupils:

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	13.7%	29.4%	51%	0%	0%	9.8%	84.3%
Year 2	3.7%	42.6%	37%	13%	0%	16.7%	79.6%
Year 3	11.4%	11.4%	60%	8.6%	0%	8.6%	82.9%
Year 4	4.6%	23.1%	64.6%	6.2%	0%	7.7%	90.8%
Year 5	8.7%	26.1%	50%	15.2%	0%	6.5%	93.5%
Year 6	2.3%	25.6%	39.5%	32.6%	0%	9.3%	90.7%
Total	7.1%	27.2%	50.7%	11.9%	0%	9.9%	87.1%

Not Pupil Premium:

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	10%	25%	60%	0%	0%	7.5%	87.5%
Year 2	2.3%	37.2%	41.9%	16.3%	0%	9.3%	88.4%
Year 3	4.2%	8.3%	70.8%	8.3%	0%	8.3%	83.3%
Year 4	3.7%	20.4%	68.5%	5.6%	0%	7.4%	90.7%
Year 5	3%	24.2%	54.5%	18.2%	0%	3%	97%
Year 6	0%	22.6%	32.3%	45.2%	0%	3.2%	96.8%
Total	4%	24%	55.1%	14.2%	0%	6.7%	90.7%

Pupil Premium:

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	27.3%	45.5%	18.2%	0%	0%	18.2%	72.7%
Year 2	9.1%	63.6%	18.2%	0%	0%	45.5%	45.5%
Year 3	27.3%	18.2%	36.4%	9.1%	0%	9.1%	81.8%
Year 4	9.1%	36.4%	45.5%	9.1%	0%	9.1%	90.9%

Year 5	23.1%	30.8%	38.5%	7.7%	0%	15.4%	84.6%
Year 6	8.3%	33.3%	58.3%	0%	0%	25%	75%
Total	17.4%	37.7%	36.2%	4.3%	0%	20.3%	75.4%

3. MATHS

ALL Pupils:

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	15.7%	9.8%	68.6%	0%	0%	5.9%	88.2%
Year 2	1.9%	38.9%	44.4%	11.1%	0%	16.7%	79.6%
Year 3	0%	22.9%	62.9%	5.7%	0%	5.7%	85.7%
Year 4	0%	26.2%	66.2%	6.2%	0%	1.5%	96.9%
Year 5	10.9%	17.4%	60.9%	10.9%	0%	8.7%	91.3%
Year 6	2.3%	20.9%	76.7%	0%	0%	18.6%	81.4%
Total	5.1%	23.1%	62.9%	5.8%	0%	9.2%	87.8%

Not Pupil Premium:

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	10%	7.5%	77.5%	0%	0%	2.5%	92.5%
Year 2	0%	34.9%	48.8%	14%	0%	11.6%	86%
Year 3	0%	8.3%	75%	8.3%	0%	0%	91.7%
Year 4	0%	22.2%	68.5%	7.4%	0%	1.9%	96.3%
Year 5	6.1%	15.2%	63.6%	15.2%	0%	3%	97%
Year 6	0%	19.4%	80.6%	0%	0%	12.9%	87.1%
Total	2.7%	19.1%	68%	7.6%	0%	5.3%	92%

Pupil Premium:

	Attainment Forecast					Progress	
	B	WTS	EXS	GDS	Ab	Concern	Good
Year 1	36.4%	18.2%	36.4%	0%	0%	18.2%	72.7%
Year 2	9.1%	54.5%	27.3%	0%	0%	36.4%	54.5%
Year 3	0%	54.5%	36.4%	0%	0%	18.2%	72.7%
Year 4	0%	45.5%	54.5%	0%	0%	0%	100%

Year 5	23.1%	23.1%	53.8%	0%	0%	23.1%	76.9%
Year 6	8.3%	25%	66.7%	0%	0%	33.3%	66.7%
Total	13%	36.2%	46.4%	0%	0%	21.7%	73.9%