Pupil Premium Strategy Statement

Cherrywood Community Primary School

2025 - 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cherrywood Community Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	37.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kirsty Lewis - Headteacher
Pupil premium lead	Kirsty Lewis
Governor lead	Betty Read Louise Humphreys Tash Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Cherrywood is to ensure that all pupils, including those who are disadvantaged, receive a high-quality, inclusive education that enables them to achieve well and be fully prepared for the next stage of their education. As a one-form entry primary school serving a richly diverse community with high numbers of children eligible for additional funding support and many families who speak English as an additional language. While our families bring a wider range of cultural backgrounds, experiences, and strengths, some face socio-economic pressures and limited access to wider opportunities. These factors can affect attendance, engagement with education and access to enrichment beyond school.

Our aim is that every child leaves our school with the academic, social, and emotional skills necessary to succeed at secondary school and to contribute positively to their community, their country, and the wider world. We are committed to fostering a strong sense of belonging, responsibility, aspiration, and pride in all pupils, particularly those who are disadvantaged.

We know that disadvantaged pupils may face additional challenges; however, given the high proportion of pupils eligible for support, our approach is based on strengthening whole-school provision rather than creating separate pathways. Our strategy prioritises high-quality teaching, strong pastoral support, targeted academic intervention, and a rich curriculum that broadens horizons and increases cultural capital for all learners.

Through a nurturing and inclusive environment, we aim to raise aspirations by ensuring that pupils understand their potential, value education, and develop ambition for their futures—educationally, in their careers, and in their life experiences. Our use of pupil premium funding is designed to remove barriers to learning, improve outcomes, and provide opportunities that disadvantaged pupils may otherwise not experience.

Our ultimate ambition is that disadvantaged pupils achieve outcomes at least in line with their peers nationally, feel confident in their identity and abilities, and leave our school equipped to succeed and thrive in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Data analysis alongside feedback from parents and children indicates that there is a low value of education. This is shown in attendance figures but also through low levels of parental involvement in their child's learning experiences. There is a lack of understanding of the factors contributing to educational success and how this impacts life opportunities.
2	Conferencing of children has highlighted that many have limited life experience opportunities, alongside a lack of positive role models. Alongside this is an overemphasis on the digital world that impedes communication and language development and contributes to low educational and career aspirations.
3	Assessments and observations have shown an increasing number of children having low levels of resilience. This is seen within learning behaviours as well as interpersonal interactions when dealing with conflict and challenge.
4	Data analysis and conferencing of children show inconsistency in the reading outcomes of children. Issues around fluency and a value of the importance of reading impacts on the robustness of skills and the development of a love of reading.

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
All children achieve their curricular targets as a result of both pupils and parents valuing education as demonstrated by strong attendance and parental support.	• All groups of children achieve their end of year targets • Attendance for disadvantaged pupils is at least 95% and persistent absence below national average • Parental engagement increases for all groups of children (tracked via workshop attendance and surveys) • Home learning completion rates match those of non-disadvantaged peers • Value of education positively noted in child and parent questionnaires • Parents and children adhere to the expectations set out in the home-school agreement made when they join the school

All children demonstrate strong levels of engagement and positive learning behaviours and outcomes, through increased cultural capital opportunities	• Participation in enrichment activities rises year-on-year • 80% of disadvantaged pupils report enjoyment and engagement in pupil voice surveys • Behaviour logs show reduction in disengagement incidents
All children make progress against their curricular and developmental targets as a result of being reflective learners and demonstrating increased resilience in handling challenges.	• Observations show pupils using self-regulation strategies • Wellbeing assessments show measurable improvement termly • Teacher assessments indicate disadvantaged pupils meet/exceed progress targets
All children's reading outcomes are at least in line with their peers nationally and locally, which enables them to effectively access the entire curriculum and fosters a lifelong enjoyment of reading.	• Phonics screening pass rate for disadvantaged pupils meets national average • KS2 reading attainment meets/exceeds national benchmarks • Reading for pleasure surveys show increased engagement • Library usage and book borrowing increases term-on-term

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Social, Emotional and mental Health Learning Support Assistant employed to support class based colleagues in developing interactions which result in improved engagement in learning and a reduction in time out	There is evidence within the school that targeted support/ interaction within the classroom rather than through interventions delivered outside of the class, leads to increased engagement and improved progress Social and emotional learning | EEF Behaviour interventions | EEF Metacognition and self-regulation | EEF EEF | Personal Social and Emotional Development Improving Social and Emotional Learning in Primary Schools | EEF	3

Delivery and implementation of bespoke CPD for groups and individuals focused on metacognition through: • Coaching • Plan-do-review • Facilitated peer observations	Supporting high quality teaching is pivotal in improving children's outcomes and narrowing the disadvantaged gap. https://iammetacognition.wixsite.com/metacognition Metacognition and self-regulation | EEF Teacher Feedback to Improve Pupil Learning | EEF Effective Professional Development | EEF Learning behaviours | EEF	1, 2, 3, 4
Retention of family Support Worker to engage with parents who find it hard to access support to improve understanding of how to support their child's learning	Analysis of the impact of our Family Support Worker demonstrates that improved parental engagement significantly aids the progress of the predominantly disadvantaged families who find it difficult to access support. Parental engagement | EEF Working with Parents to Support Children's Learning | EEF	1, 2, 3, 4
Deputy Headteacher to ensure the school's curriculum and enhanced activities represents the cultural diversity of the school, provides positive role models and broadens the understanding of future choices and aspirations	School analysis of pupil engagement shows that the inclusion of hands-on experiences and opportunities to increase their understanding of what the world offers, significantly improves the learning behaviours of children. This results in sustained concentration and improved recorded outcomes. Life skills and enrichment | EEF Arts participation | EEF Outdoor adventure learning | EEF	5, 7
Retention of Family Support Worker to engage with EAL families in developing an improved understanding of how to support their child's learning	Analysis of the impact of our Family Support Worker shows that EAL parents have a committed attitude to supporting their child's development but a lack of understanding in how this is best achieved. A small amount of guidance can lead to significant change. Parental engagement | EEF Working with Parents to Support Children's Learning | EEF Impact of EEF-funded trials on the educational attainment of… | EEF	5, 7

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

Budgeted cost: £116,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Aiming High Champion to work with higher attaining pupils and underperforming higher attainers leading to	Historically pupil conferencing has demonstrated that children do not have wide aspirations with regards to future education and career choices. Children currently do not have real life context for speaking in front of an audience in a formal capacity.	2

an improved understanding of educational and career choices and increased aspirations	Many children do not speak to their parents about their learning reflecting on achievements and challenges. Collaborative learning approaches | EEF Mentoring | EEF	
Retention of Speech and Language LSA to provide targeted intervention for groups and individuals making use of resources and interventions from NELI and Elklan training	There is a strong evidence base that suggests that oral language intervention, including activities such as high-quality classroom discussion, are inexpensive to implement with high levels of impact. Oral language interventions | EEF	1, 4
Purchase of language link subscription for diagnostic assessment to inform intervention	There is a strong evidence base that suggests that oral language intervention, including activities such as high-quality classroom discussion, are inexpensive to implement with high levels of impact. Oral language interventions | EEF Assessment and feedback | EEF	1, 4
Retention of Learning Support Assistants to deliver pre-teach and re-teach interventions including phonics and number fluency	There is strong evidence both nationally and within the school historically that reducing the group size with bespoke focus on eliminating gaps with experienced professional improves the progress of all pupils including disadvantaged Teaching Assistant Interventions | EEF Small group tuition | EEF Phonics | EEF Reading comprehension strategies | EEF	1, 4

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

Budgeted cost: £51,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Family Support Worker to support families to support improved attendance	There is national evidence that improved attendance has a significant impact on pupil progress and attainment. Attendance interventions rapid evidence assessment | EEF Working together to improve school attendance - GOV.UK Toolkit for schools: communicating with families to support attendance - GOV.UK	1
Retention of Social, Emotional and Mental Health Learning Support Assistant employed to lead targeted intervention e.g. Lego Therapy, Drawing and Talking Therapy	Mental health and wellbeing of pupils is vital in their ability to self-regulate and demonstrate resilience to learning challenges. Social and emotional learning | EEF Behaviour interventions | EEF EEF | Personal Social and Emotional Development	1, 2, 3

	Improving Social and Emotional Learning in Primary Schools | EEF	
Retention of FSW and SEMH LSA to support families and children with challenges including mental health, behaviour difficulties, school refusal	Mental health and wellbeing of pupils is vital in their ability to self-regulate and demonstrate resilience to learning challenges. Historically the Family Support Worker has shown the greatest impact when children and parents from our most vulnerable families are both supported. Social and emotional learning | EEF Behaviour interventions | EEF EEF | Personal Social and Emotional Development	1, 3
Retention of Play therapist / councillor employed to work with targeted children	Mental health and wellbeing of pupils is vital in their ability to self-regulate and demonstrate resilience to learning challenges. Social and emotional learning | EEF	3
Purchase of 'Storm Break' programme to teach children self-awareness and self-regulation supporting their ability to be resilient and cope with expectations of independence and challenge.	Pupil conferencing has shown that children have improved learning behaviours and resilience when they are able to recognise their reactions to challenge and can articulate their feelings. Social and emotional learning | EEF	4
Subsidising educational visits and visitors to improve cultural capital	Ensuring that all children, including our disadvantaged, are able to access a wide curriculum of enhanced experiences including visits and visitors is fundamental to our school vision.	2
Ensuring free breakfast club to support attendance and 'readiness' for learning	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	1

Total budgeted cost: £225,023

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity (year three of our three-year strategy) had on pupils in the 2024 to 2025 academic year.

This explains the outcomes we are aiming to achieve by the end of our current strategy plan (July 2025) and our current progress against the success criteria.		
Intended outcome	**Success criteria**	**Updated November 2025**
Children are able to keep up with the demands of the curriculum through improved understanding of topic specific vocabulary. *This will be measured through pupil conferencing, lesson observations and analysis of data.*	• Improvement noted in the quality and quantity of oral contributions across all year groups. • Recorded outcomes, across all subjects, are grammatically accurate and demonstrate a strong understanding of the vocabulary learnt. • Through improved fluency and vocabulary understanding all children make at least expected progress in reading, with 10% of PP children making accelerated progress. • All children make at least expected progress in writing as a result of improved vocabulary choices and sentence structure, with 10% making accelerated progress. • The percentage of children working at Age Related Expectation across all subject areas is in line with National Standards..	• Governor monitoring of ROAR scheme (children from years 4 to 6) indicated that children confidently provided oral contributions in an intense interview / presentation format. • Local Authority English Advisor visit noted that there was evidence of pupils editing and correcting extended pieces of writing. • Local Authority monitoring visit noted that the early years curriculum is thoughtfully designed to cater for the needs of the cohort, emphasising communication and language development.
Children are able to recall and retrieve prior learning and – • Build upon this • Apply this to their current learning • Consider its relevance to their current learning • Use it as a comparison to their current learning As appropriate. *This will be measured through pupil conferencing, lesson*	• All children can confidently discuss their current learning drawing upon prior learning and experiences that are relevant to this. • All children are able to describe how their knowledge and skills have developed across different subjects. • The percentage of children working at Age Related Expectation across all subject areas is in line with National Standards.	• School pupil conferencing indicates that children across the school can confidently talk about how previous learning in maths supports their current learning. • School pupil conferencing indicates that the texts selected to support our curriculum are enjoyed by children. Pupils from all year groups recalled, with high levels of engagement, texts from across the school; in some cases how they link to other year groups and other subjects. • School pupil conferencing indicated that where subjects include hands on practical activities children could recall this learning more easily and discuss how it supports other learning. This was particularly the case for Science and Geography.

observations, analysis of data.		
Children are able to articulate themselves appropriate to context and communicate well with others as a result of strong levels of language skills and social confidence and ability. *This will be measured through pupil conferencing and lesson observations.*	• All children can confidently talk about their learning across all subjects. • All children can converse confidently and appropriately with peers and adults. • Outcomes produced through collaborative work are of a high standard. • There are high levels of pupil engagement in learning, from all groups of children, due to their skills and confidence to interact with their peers.	• Governor monitoring of ROAR scheme indicated that children involved (years 4-6) were able to demonstrate all of these success criteria and showed the school values to a strong standard. • School pupil conferencing indicates that children across the school can confidently talk about how previous learning in maths supports their current learning. • Observations of learning in classes in the summer term noted that the majority of children showed high levels of engagement. This was particularly the case during activities which involved a practical element or the opportunity to work with others.
All children demonstrate positive learning behaviours as a result of increased self-awareness leading to greater resilience and independence. *This will be measured through pupil conferencing, lesson observations and recorded outcomes.*	• All children demonstrate increased stamina and produce a greater quantity of written outcomes whilst maintaining the expected standard. • All children have confidence to self-edit and improve their outcomes without prompting. • Improved written and oral mathematical explanations and reasoning leading to all children making at least expected progress in maths with 10% accelerated progress. • There is an increased reflective response to oral and written feedback from all children. • All children are inquisitive about their learning, through an enhanced cultural capital, asking relevant and meaningful questions. • All children can enthusiastically articulate their learning processes. • Social issues are resolved effectively, reducing the impact on learning time for those involved and their peers.	• Governor monitoring of ROAR scheme indicated that children demonstrated strong levels of independence and resilience. • Monitoring from the Primary Behaviour Support Service referenced that behaviour and attitudes to learning across the school were good and the children's needs were being met. Aspects referenced in this report included; use of school values, emotional check-ins used, regular verbal transition warnings, behaviour policy being followed • Consistently high contributions to discussions, including those as part of assemblies, show high levels of curiosity and the desire to ask questions as well as share knowledge. • There has been a year-on-year reduction in school suspension data. However, this continues to be higher than the national average and therefore remains a focus for the school. • Ofsted noted – staff have high expectations for pupils' behaviour. Starting from early years, children learn positive routines, such as taking turns, listening and helping each other. As pupils move through the school, expectations

		are consistently reinforced. The vast majority of pupils show high levels of respect and behave well. They are enthusiastic about their learning and build positive relations with each other.
Curriculum provision and enhancements motivate all children resulting in high levels of engagement and an interest in the wider world. *This will be measured through pupil conferencing.*	• All children have an understanding of their educational journey through their current learning journey, across their year group and across the school. • All children recognise the relevance that learning in school has on real life contexts e.g. their interactions with the wider world, running a household, their career choices. • All children have a cultural capital that they are able to draw upon when communicating with others in formal and informal situations. • All children are able to articulate their future educational and career aspirations. • Children demonstrate enthusiasm for learning across the curriculum and can make links to their current and future lives.	• Governor monitoring of ROAR scheme indicated that all children involved demonstrated an awareness and interest in worldwide issues and spoke in confidence with knowledge in a very formal situation. • School pupil conferencing indicates that children across the school can confidently talk about how previous learning in maths supports their current learning. • School pupil conferencing indicates that the texts selected to support our curriculum are enjoyed by children. Pupils from all year groups recalled, with high levels of engagement, texts from across the school; in some cases how they link to other year groups and other subjects. • School pupil conferencing indicated that where subjects include hands on practical activities children could recall this learning more easily and discuss how it supports other learning. This was particularly the case for Science and Geography. • Children across all year groups look forward to Raising Aspirations day and there is a buzz in conversation around possible future education and career paths. Parent conferencing also showed the excitement and enthusiasm generated by this. • Local Authority monitoring visit noted that in the Early Years provision, independence and problem-solving skills are encouraged, and children demonstrate resilience and high levels of engagement in their learning. • Ofsted noted – The school encourages pupils to be curious and resilient. Pupils enjoy discovering new knowledge and sharing their ideas.

Children will have access to the whole curriculum through Increased attendance rates and improved punctuality. *This will be measured through attendance data analysis.*	• School attendance data will be in line with national. • The number of persistent absentees among children eligible for PP will reduce to 10% or less. • Targeted pupils will achieve their numerical targets due to a reduction in missed learning.	<table><tr><td></td><td>2022-2023</td><td>2023-2024</td><td>2024-2025</td></tr><tr><td>Attendance</td><td>93.91%</td><td>94.33%</td><td>92.59%</td></tr><tr><td>Persistent Absentees</td><td>17.35%</td><td>17.13%</td><td>24.53%</td></tr></table> • Following an improvement in attendance figures and a decline in persistent absentee figures from 2021-2022, this was not maintained in 2024-2025 • Ofsted noted – most pupils attend school regularly and are keen to learn. The school takes effective action to promote positive attendance, and it is thorough in following up where pupils do not attend as often as they should. • This will continue to be an area of focus for the school
Parents are able to support their child's educational experience learning through an improved understanding of the factors that influence this. *This is measured through parent feedback, pupil conferencing and analysis of data.*	• All parents demonstrate an interest in their child's learning e.g. through attendance at workshops, exhibitions and progress meetings. • All parents are able to articulate their child's curriculum and learning experiences through improved access to and awareness of this information. • Children reference family experiences when talking about their learning. • Parents can articulate their improved resilience and skills in supporting their child's educational experience. • Targeted children demonstrate increased levels of concentration through improved diet. • Targeted children demonstrate increased levels of engagement through improved bedtime routines. • The percentage of children working at Age Related Expectation across all subject areas is in line with National Standards	• Parent conferencing by the school council demonstrated that parents enjoyed the varied opportunities they have to come into school – assemblies, computing workshops and exhibitions, and appreciated the involvement in their child's learning that these provided. • Parents have responded positively to the curriculum information shared in home / school diaries. • Parents who have been supported by our Family Support Worker have commented on the positive impact this has had both educationally and on home routines such as bedtimes.
All children have successful transition into the school, across year groups and into their secondary provision.	• Parents report positively on the steps taken to support their child at transition points. • All children can articulate how their transition is supported and display an eagerness for the next step of their educational journey.	• Children with complex needs who have previously found moving to a new year-group challenging, were more settled due to the transition activities completed. This has been demonstrated in a reduction in suspension data.

This is measured through pupil conferencing.	• There is a reduction in the number of children reporting or displaying anxiety about transition. • All staff are confident in the provision required by all pupils they are working with at the beginning of the autumn term enabling them to provide a curriculum that supports progresses. • Staff and children have positive relationships that enable children to express their concerns so that these can be quickly resolved.	• Parent conferencing by the school council showed that parents felt that the extended transition event supported their child in being less anxious about their transition to their next class. • Children across all cohorts expressed excitement and enjoyment of their extended end of year transition experience. • Year 6 pupils shared that they felt well prepared for secondary school. • All staff gave positive feedback on transition arrangements and the positive impact this had on the start of term in September – this included members of staff new to the school.

Summary of Key Data from July 2025

Key Stage 2 Outcomes

	Cohort Profile		Reading ARE +		Writing ARE +		GPS ARE +		Maths ARE+		Science ARE		RWM ARE +	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Cohort	25	100%	16	64%	16	64%	16	64%	14	56%	20	80%	11	44%
Dis	13	52%	8	62%	7	54%	8	62%	6	46%	10	77%	4	31%
Non-dis	12	48%	8	67%	9	75%	8	67%	8	67%	10	83%	7	58%
Girls	14	56%	10	71%	9	64%	10	71%	8	57%	12	86%	6	43%
Boys	11	44%	6	55%	7	64%	6	55%	6	55%	8	73%	5	45%
EAL	13	52%	8	62%	9	69%	8	62%	7	54%	9	69%	6	46%
SEND	9	36%	5	56%	3	33%	4	44%	2	22%	62	689%	2	22%

Trends over time

	Cohort					Disadvantaged					Non-Disadvantaged				
	2022	2023	2024	2025	2025	2022	2023	2024	2025	2025	2022	2023	2024	2025	2025
Reading ARE +	73%	57%	67%	57%	64%	63%	69%	73%	57%	62%	86%	47%	67%	57%	67%
Writing ARE +	63%	53%	67%	57%	64%	50%	61%	73%	50%	54%	79%	47%	63%	64%	75%
GPS ARE +	76%	57%	67%	64%	62%	69%	61%	64%	57%	62%	79%	58%	68%	57%	67%
Maths ARE +	63%	63%	67%	50%	56%	63%	61%	64%	43%	46%	64%	64%	68%	57%	67%
RWM ARE +	50%	43%	60%	39%	44%	38%	53%	64%	29%	31%	64%	35%	58%	50%	58%
Science ARE	67%	76%	67%	75%	80%	69%	76%	73%	71%	77%	64%	76%	63%	79%	83%

Year 4 Multiplication Tables Check Outcomes

	Cohort Profile		Score of 25		Score of 24+		Score of 23+		Average Score
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
Cohort	27	100%	7	26%	9	33%	13	48%	18
Disadvantaged	6	22%	0	0%	0	0%	1	17%	11.8
Non-disadvantaged	21	78%	7	33%	9	43%	12	57%	19.8
Girls	13	48%	4	31%	5	38%	6	46%	18.6
Boys	14	52%	3	21%	4	29%	7	50%	17.5
EAL	14	52%	5	36%	7	50%	9	64%	20.5
SEND	8	30%	1	13%	1	13%	1	13%	10.4

Trends over time

	Cohort				Disadvantaged				Non-Disadvantaged			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Score of 25	31%	46%	53%	26%	18%	33%	47%	0%	72%	58%	62%	33%
Score of 24+	48%	54%	80%	33%	27%	42%	71%	0%	61%	67%	92%	43%
Score of 23+	62%	71%	90%	48%	45%	58%	88%	17%	72%	83%	92%	57%
Average Score	21	23	24	18	19	22	24	11.8	23	23	24	19.8

Key Stage 1 – Year 2 Phonics Screening

	Cohort profile (as of 20th June 2025)		Pupils who have achieved the expected level by the end of year 2		Profile of 'retake group'		Pupils who achieved the expected level		Average score		
	Number	per	Number	per	Number	per	Number	per	end of year 1	retake group	end of year 2
cohort	28	100%	26	93%	4	100%	2	50%	34.7	28	36.1
disadvantaged	5	18%	5	100%	0	0%	0	0%	36.7	0	36.7
non-dis	23	82%	21	91%	4	100%	2	50%	34.3	28	36
girls	14	50%	14	100%	1	25%	1	100%	34.9	36	37.4
boys	14	50%	12	86%	3	75%	1	33%	34.7	25.3	34.9
EAL	16	57%	14	88%	4	100%	2	50%	32.9	28	35.2
SEND	6	21%	5	83%	2	50%	1	50%	34	26.5	33.3

Trends over time

	Cohort				Disadvantaged				Non-disadvantaged			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Percentage of cohort who achieved in year 1 & 2 combined	90%	90%	94%	93%	92%	70%	88%	100%	89%	100%	100%	91%
Percentage of 'retake group' who achieved in year 2	63%	67%	80%	50%	50%	40%	50%	0%	67%	100%	100%	50%
Average score of 'retake group'	31	27	33	28	29	21	30	0	31	36	35	28

Key Stage 1 – Year 1 Phonics Screening

	Cohort Profile		Achieved the Expected Standard		Average Score
	Number	Percentage	Number	Percentage	
Cohort	25	100%	20	80%	32.6
Disadvantaged	5	20%	3	60%	22.4
Non-disadvantaged	20	80%	17	85%	35.2
Girls	10	40%	9	90%	36.1
Boys	15	60%	11	73%	30.3
EAL	13	52%	12	92%	35.9
SEND	6	24%	3	50%	22.7

Trends over time

	Cohort				Disadvantaged				Non-disadvantaged			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Percentage of pupils reaching the expected standard	67%	87%	83%	80%	50%	88%	100%	60%	75%	86%	75%	85
Average score	30	35	33	32.6	26	34	37	22.4	32	36	33	35.2

EYFS – End of Year Profile

	Cohort Profile		Word Reading		Writing		Number		Achieved GLD		Average Point Score
	Number	Per	Number	Per	Number	Per	Number	Per	Number	Per	
Cohort	28	100%	22	79%	21	75%	24	86%	21	75%	32
Disadvantaged	10	36%	8	80%	7	70%	10	100%	7	70%	32.6
Non-disadvantaged	18	64%	14	78%	14	78%	14	78%	14	78%	31.7
Girls	12	43%	10	83%	9	75%	11	92%	9	75%	33.2
Boys	16	57%	12	75%	12	75%	13	81%	12	75%	31.1
EAL	14	50%	12	86%	12	86%	12	86%	12	86%	33.2
SEND	5	18%	1	20%	1	20%	1	20%	1	20%	24.2

Trends over time

	Cohort				Disadvantaged				Non-disadvantaged			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Achieved GLD	79%	69%	72%	75%	86%	67%	50%	70%	71%	70%	78%	78%
Average Point Score	32	32	33	32	33	33	33	32.6	31	31	33	31.7

Externally provided programmes

The school did not use any non DfE programmes

Programme	Provider