



Pupil Premium Report – Autumn 2025

Attainment: Pupils working towards, at/above and above age expected levels for the end of Autumn term 2025

End of Autumn 2025			
Attainment			
reading	towards	at & above	above
boys	9	7	2
girls	2	10	1
all	11	17	3

writing	towards	at & above	above
boys	9	7	0
girls	5	7	0
all	14	14	

maths	towards	at & above	above
boys	9	7	1
girls	3	9	1
all	12	16	2

includes EYFS data

Progress: Pupils making no (red), some (amber) or better (green) progress between Spring and Summer term 2025 (does not include 4 pupils new to school)

Progress			
reading	red	yellow	green
boys	0	2	9
girls	0	0	8
all	0	2	17

writing	red	yellow	green
boys	0	4	7
girls	0	0	8
all	0	4	15

maths	red	yellow	green
boys	1	1	9
girls	0	0	8
all	1	1	17

excludes EYFS data and new pupils

Context

Eligible pupils			
	boys	girls	total
EYFS	3	3	6
Y1	2	4	6
Y2	1	0	1
Y3	1	1	2
Y4	2	2	4
Y5	1	1	2
Y6	6	1	7
	16	12	28

There is a total of 28 pupils entitled to Pupil Premium payments for this academic year. This is a change of +5 pupils. There are 16 boys and 12 girls. There has been an increase lower down the school with a combined total of 13 pupils in EYFS and KS1, compared to 15 in KS2 (a change from previous years). Payments for 2025/26 are **£1,515**.

There are 5 children working at a significantly lower level than their peers. There are 6 children on our SEND record and currently 1 child with an EHCP (a further child is on a pathway to an EHCP). Attendance will continue to be tracked carefully. Last year there were 6 children that had low attendance (less than 90%). There are 3 children that are currently receiving support from the local authority.

Attainment:

For this first report of the new academic year, it is worth reiterating that the process of making a teacher judgement is based on a range of evidence. Termly assessments provide a standardised score which, along with evidence in the classroom build a picture of the potential attainment at the end of the year. We want every PP child to attain in line with their peers, or in some cases close the gap between PP and non-PP children.

In all core areas, PP children are separated into 2, roughly equal groups. Those that are attaining well and those are working towards. In a few cases attainment is above their peers. In writing these groups are equal. In reading there are slightly more pupils currently working at or above. Boys attainment is similar in all areas. Overall, girls are attaining better, especially in reading.

Progress:

We arrive at a progress rating by looking back at the previous assessment point (summer 2025) and comparing to the end of the current term. If a child is still working at the same level, we can demonstrate they have made some progress (amber) as to continue to work at this level changes over the term. If a child has made better progress (potentially closing the gap on their peers) we can say they have made better progress (green). In an extreme case a child may have gone backwards with their attainment. This would indicate no progress (red).

From the data at the end of the autumn term, there was one pupil in maths who has made no progress. This is due to a lack of evidence in books and also a lower standardised score. The majority of pupils made better progress across the core areas. Again, the girls outperformed the boys, with every pupil making better progress across the term.

We will continue to track attainment and progress for the spring term to see whether these positive changes continue.