



Pupil Premium Report – Summer 2025

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

End of Summer 2025											
Attainment											
reading	towards	at & above	above	writing	towards	at & above	above	maths	towards	at & above	above
boys	8	8	1	boys	11	5	0	boys	8	8	0
girls	1	6	2	girls	2	5	0	girls	2	5	0
all	9	14	3	all	13	10	0	all	10	13	0
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				writing				maths			
boys	0	14	0	boys	0	14	0	boys	0	14	0
girls	0	4	1	girls	0	5	0	girls	0	4	1
all	0	18	1	all	0	19	0	all	0	18	1
includes EYFS data											

Context

Eligible pupils			
	boys	girls	total
EYFS	2	1	3
Y1	0	0	0
Y2	1	1	2
Y3	2	2	4
Y4	2	1	3
Y5	6	1	7
Y6	3	1	4
	16	7	23

4 children have been added to our Pupil Premium register during the summer term. Overall numbers are now at 23, 16 boys and 7 girls. The majority of pupils remain in KS2 (18 pupils) with 11 in upper KS2. We will lose 4 pupils at the end of the year as they move into Y7. Payments for 2024/25 are **£2,570** per child, payments for the new academic year are set at **£1,515**, a significant reduction which will have an impact on the support we can provide next year.

There are 3 children with an EHCP and a further 6 children who are on our SEND register. 7 pupils are working significantly below their peers at the end of the academic year. There are 8 children that have received family support from the LA. As we approach the end of the year, attendance has also been a factor for some children. However, there are less children on an attendance plan at the end of the year compared to the beginning (currently 4 children).

Attainment:

As we approach the end of the academic year, we can reflect on the overall attainment across the year. The majority of pupils are working below their peers. Of the 4 children new to school, 3 of them are working at age expected standards. This has supported an increase in all core areas compared to the end of the Spring term.

In reading there are now 14 children working at and above, compared to 9 at the end of Spring. In maths there are 16 pupils at and above, compared to 10 at the end of Spring. In writing, however, there has only been an increase of 1 pupil (from 9 to 10 pupils at and above).

In terms of girls and boys, the greatest increase has been in girl's reading with an increase of 4 pupils working at and above. There are no PP pupils working above in writing or maths with 3 pupils in reading achieving a higher result than their peers (no change from Spring).

Progress:

Progress across the year has been strong. During the Autumn term, PP pupils were making better than expected progress (leading to a narrowing of gap to non-PP pupils). Progress continues to happen, but now the majority is expected.

In the Summer term only one pupil made better than expected progress in any of the core areas (in reading and maths). However, every other PP child made expected progress across the term.

One conclusion that could be made is that staff have a more detailed picture of each child. Through formative and summative assessments, moderation (at school and Trust level) and conversations with senior leaders in school, judgements become more in depth.

Overall progress across the year remains positive. For every PP child their year-round progress is expected or better. The year group with the highest progress was Year 6 with 3 out of 4 pupils making better than expected progress across the year in core areas.