



Pupil Premium Strategy Statement (2025-2026) and Review (2024-2025)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Aut 1= October Census)	Aut 1 2024: 328 (+13 Nursery) = 341 Sum 2 2025: 338 (+15 Nursery) = 353 Aut 1 2025: 323 (+ 14 Nursery) = 337
Proportion (%) of pupil premium eligible pupils (as at October Census) <i>NB This figure had increased again to 30% by November 17th 2025</i>	Aut 1 2024: 27% Sum 2 2025: 30% Aut 1 2025: 29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 1: 2025-2026 Year 2: 2026 -2027 Year 3: 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	By December 2025 By April 2026
Statement authorised by	Barbara Graham (Headteacher)
Pupil premium lead	Catherine Fennell (Assistant Head/ SENCo)
Governor / Trustee lead	Pauline Hughes (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Earlsmead Primary School we believe that all children should be able to achieve to their full potential and that education is a lever for social mobility and equality. Pupils in receipt of the Pupil Premium Funding face specific barriers and our ultimate goal is to narrow the gap between advantaged and disadvantaged pupils in terms of health, education, cultural capital and attendance. To support this, we seek to offer them access to a variety of exciting opportunities and a rich and varied curriculum.

How does your current pupil premium strategy plan work towards achieving these objectives?

- Earlsmead Primary School uses research from the Education Endowment Foundation (EEF) and Sutton Trust to support decision making on pupil premium spending for the highest impact.
- Impact is reviewed at least termly via pupil progress meetings, monitoring and data reporting. Impact is also reviewed via pupil and parent voice.
- Earlsmead Primary adopts a longer-term approach to Pupil Premium planning via a 3-year strategy as recommended by the Department for Education (DfE) and EEF.
- To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of Teaching i.e. consistently good or better teaching, broad and coherent curriculum, staff training and development.

2. Targeted Support i.e. interventions, booster clubs, SEN support, pastoral support via a **Learning Mentor, financial support for vulnerable families.**

3. Wider Strategies i.e. effective transitions, parental engagement, attendance rewards, restorative justice behaviour principles, wrap around care including breakfast club and after school clubs.

What are the key principles of your strategy plan?

Through the following key principles, we believe that we can maximise the impact of our funding:

1. High Expectations

Providing a culture where staff believe in all children and make no excuses for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

2. High Profile

Narrowing the attainment gap is a priority in this school. We adopt a whole school approach with all staff involved in identifying pupils' needs and barriers to their learning. Pupil premium progress is tracked termly and reviewed by class teachers, the Senior Leadership Team and Governors.

3. Early Intervention

We recognise that high quality early years provision with a strong emphasis on developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage early in life. Similarly, mobile pupils (those who join us within a school year) are assessed quickly so that needs and appropriate interventions can be addressed.

4. Inclusive Provision

We acknowledge that pupil premium children are not always socially disadvantaged or at risk of under achievement. Likewise, there are many pupils that we would consider to be vulnerable, such as 'working poor' families, which are not in receipt of pupil premium funding. Our interventions seek to ensure that all pupils have their needs met.

5. High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We give high priority to performance management systems, monitoring and professional development for all staff. We will continue to ensure that all pupils receive good or better teaching through consistent application of key elements including:

- Planning
- Marking, Feedback and Assessment
- Differentiation
- A Broad and Coherent Curriculum

6. Emphasis on Key Skills

We will concentrate our spending on achieving the highest possible standards in core subjects. This may be in the form of direct teaching and interventions, booster groups, learning support or external experiences and trips to apply learning. It may also be through indirect strategies including improving attendance, behaviour or access to resources and family support.

Challenges

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

Challenge number	Detail of challenge
1	COVID-19: Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch up so that they are working at age-related expectations. Some of our younger pupils particularly, need further catch up in speaking and listening, social and behaviour/readiness for learning.
2	Attendance: Overall attendance for 2024 – 2025, 94.7 %. This is above national average 93.2%. Our target remains at 96%.
3	Mobility: Earlsmead has a history of high mobility and it still remains high. For example, 25% over Autumn term 2024 and 80 children either joined or left Earlsmead from September 2024 – April 2025.
4	Additional Barriers: <ul style="list-style-type: none"> • There are uneven distributions of boys and girls in some of our classes e.g. Year 3 currently has 33 boys and 20 girls. This can have an impact on outcomes in certain subjects e.g. English, Maths. • Currently 75% of our pupils have English as an Additional Language. This has grown, for example in 2021-2022 it was 64%. • 7% of our pupils have an EHCP with a total of 30% on the SEN register – however, we have noted a significant increase in SEN needs across the school (particularly in the younger year groups) which are in process via our graduated response to SEND.
5	Communication and Interaction: Disadvantaged pupils, particularly our younger pupils, have lower than typical starting points. This gap widened during the pandemic, particularly in the areas of speaking/listening, social interaction and behaviour for learning.
6	Cultural Capital: Our Pupil Premium numbers have grown by 3% in one academic year (2024-2025) While only 29% of our community are PP eligible, a further portion of our community struggle economically. This can impact attainment, aspiration, family engagement levels and cultural capital experiences.
7	Budget Constraints: An ongoing ‘cost of living’ crisis has additionally driven up the costs of goods and services.

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 & RAG Rating (2022 – 2023)	Success Criteria & RAG Rating (2023 – 2024)	Success Criteria & RAG Rating (2024-2025)
1. To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics.	<ul style="list-style-type: none"> 80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths. Targeted interventions and support for at risk pupils, beginning in Autumn 1. Interventions and Quality First Teaching reviewed through half-termly monitoring and termly pupil progress meetings for every class. 	<ul style="list-style-type: none"> 80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths – 70% PP progress in R, W and M. Targeted interventions and support for at risk pupils, beginning in Autumn 1. Interventions and Quality First Teaching reviewed through half-termly monitoring and termly pupil progress meetings for every class. 	<ul style="list-style-type: none"> 80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths Targeted interventions and support for at risk pupils across all three terms. Interventions and Quality First Teaching reviewed through half termly monitoring and termly pupil progress meetings for every class.
2. Develop strong phonics and reading systems for a cohesive, whole school approach to literacy.	<ul style="list-style-type: none"> One whole school synthetic phonics programme in place. Targeted interventions for the lowest attaining 20% of pupils in place by Aut 1. Phonics pass in line or above national averages (NA: 2021 - 2022: Y1: 76%; Y2: 44%) 80%+ 'Effective' or better staff feedback on training. 	<ul style="list-style-type: none"> One whole school synthetic phonics programme in place. Targeted interventions for the lowest attaining 20% of pupils in place by Aut 1. Phonics pass in line or above national averages NA 2023 – 2024: Y1: 80%, PP 68% Y2: 89%, 80%+ 'Effective' or better staff feedback on training. 	<ul style="list-style-type: none"> One whole school synthetic phonics programme in place. Targeted interventions for the lowest attaining 20% of pupils in place. Started Aut 1 and continued throughout the year. Phonics pass in line or above national averages 80%+ 'Effective' or better staff feedback on training.
3. To reduce the effect of the local socioeconomic gaps through participation in cultural capital and extra-	<ul style="list-style-type: none"> 70%+ of KS1 – KS2 pupils to participate in at least one club per term. Reintroduce residential and class trips/workshops with financial support for disadvantaged pupils. 	<ul style="list-style-type: none"> 70%+ of KS1 – KS2 pupils to participate in at least one club per term. Reintroduce residential and class trips/workshops with financial support for disadvantaged pupils. 	<ul style="list-style-type: none"> 70%+ of KS1 – KS2 pupils to participate in at least one club per term. For example, 52 % of all pupils attended a club in the summer, 29% of these were PP. Reintroduce residential and class

<p>curricular activities.</p>	<ul style="list-style-type: none"> Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> 80%+ My child can take part in clubs and activities at this school. 	<ul style="list-style-type: none"> Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> 80%+ My child can take part in clubs and activities at this school. 	<p>trips/workshops with financial support for disadvantaged pupils. For example Year 6 went on PGL trip (1 night away), 42% PP</p> <ul style="list-style-type: none"> Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> 94% of parents say the school supports children's wider development.
<p>4. For all pupils to attend school regularly.</p>	<ul style="list-style-type: none"> 96%+ attendance. 	<ul style="list-style-type: none"> 96% attendance: 95%+ attendance for PP children. PP PA reduced by two-thirds from 2022 – 2023 to 10.23%. 	<p>Whole school target: 96%</p> <p>2024-2025 96.2%</p> <p>93.9% (PP)</p> <p>12.6% PA & 15.5% PP PA</p>
<p>5. Parents will engage more positively with the school and will be better equipped to support their children at home with their learning.</p>	<ul style="list-style-type: none"> Achievement of Family School Partnership Award. Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> 80%+ My child is happy at this school. 80%+ The school makes me aware of what my child will learn during the year. 80%+ The school lets me know how my child is doing. 75%+ There is a good range of subjects at this school. At least 3 x parent-teacher meetings offered annually. 	<ul style="list-style-type: none"> Achievement of Family School Partnership Award. Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> 98%+ My child is happy at this school. 97%+ The school makes me aware of what my child will learn during the year. 95%+ The school lets me know how my child is doing. 95%+ There is a good range of subjects at this school. At least 3 x parent-teacher meetings offered annually. At least 5 parent workshops offered annually e.g. phonics, reading, SEND, SATs, ESafety etc. 	<ul style="list-style-type: none"> Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> *98% of parents say their children are happy at this school. * 95% of parents say their children feel safe at this school. * 97% of parents say the school lets them know what their children will learn. * 100% of SEND parents say their children receive the support they need. * 91% of parents say the school has high expectations for children. * 94% of parents say their child does well here. * 95% of parents say the school informs them about how their child is doing.

	<ul style="list-style-type: none"> • At least 5 parent workshops offered annually e.g. phonics/reading, SEND, oral hygiene, ESafety etc. • At least 3 open mornings/afternoons offered annually where parents may participate in lessons. 	<ul style="list-style-type: none"> • At least 3 open mornings/afternoons offered annually where parents may participate in lessons. • Introduction of Parenting and English classes. 	<ul style="list-style-type: none"> * 95% of parents agree that there is a good range of subjects available. * 94% of parents say the school supports children's wider development. * 97% of parents would recommend this school. • At least 3 x parent-teacher meetings offered annually. • At least 5 parent workshops offered annually e.g. phonics, reading, maths, SEND, SATs, ESafety etc. • At least 3 open mornings/afternoons offered annually where parents may participate in lessons.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.

Teaching (for example, CPD, recruitment and retention)

A) Teaching

Budgeted cost: **£10,100**

- English, including ELS SSP and Ready, Steady, Write and training (27%): £1,700
- Maths, including White Rose and training (29%): £500
- Development of Guided Reading system research and training (29%): £500
- Foundation Schemes, including Kapow and Charanga and training (29%): £3,500
- Data Services, including Bromcom Assessment and training (29%): £1,400
- Internal and External CPD & Staff Development (29%): £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Comprehension Strategies	<ul style="list-style-type: none"> Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction. Can be taught effectively in a range of contexts, for example, as part of pupils' usual literacy activities, in lessons across the curriculum, or in specialised reading sessions, either to the whole class or a targeted group. (EEF Teaching and Learning Toolkit 2025)	1, 4, 5
Systematic synthetic phonics and reading scheme.	<ul style="list-style-type: none"> High impact for very low cost based on very extensive evidence. +5 months' progress over course of a year. Phonics can be especially beneficial for children who are low attaining. (EEF Teaching and Learning Toolkit 2025) (DfE Reading Framework 2025)	1, 4, 5
Maths Mastery whole school approach via White Rose.	<ul style="list-style-type: none"> High impact for very low cost. +5 months progress over course of a year. (EEF Teaching and Learning Toolkit 2025)	1, 3
Collaborative Learning Approaches	<ul style="list-style-type: none"> High impact for very low cost. + 5 months' progress over course of year. The most promising collaborative learning approaches tend to have group sizes between 3 and 5 pupils and have a shared outcome or goal. (EEF Teaching and Learning Framework 2025)	1, 2, 3
Targeted CPD for all teaching staff according to role and experience.	<ul style="list-style-type: none"> 40% additional gains in learning with highly effective teachers. (Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011)	1, 3, 4, 5

Termly tracking and planning for disadvantaged pupils with every class teacher via Pupil Progress Meetings.	<ul style="list-style-type: none"> Disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers. <p>(Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011)</p>	1, 4, 5
-------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

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

Budgeted cost: **£ 138,500**

- Support Staff costs and training (29%): £125, 000
- Edukey and training (29%): £3,500
- Peer Reading supervision (29%) 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff in every class.	<ul style="list-style-type: none"> Moderate impact for moderate cost based on moderate evidence. +4 months progress over the course of a year. <p>(EEF Teaching and Learning Toolkit 2025)</p>	1, 3, 4
Teaching Assistant Interventions	<ul style="list-style-type: none"> Moderate impact for low cost based on moderate evidence. +4 months progress over the course of a year. <p>(EEF Teaching and Learning Toolkit 2025)</p>	1, 3, 4, 5
Teacher Booster Interventions	<ul style="list-style-type: none"> Has a positive impact, on average, of 2 months' additional progress. <p>(EEF Teaching and Learning Toolkit 2025)</p>	1, 3, 4, 5
1:1 Peer Reading with secondary students.	<ul style="list-style-type: none"> Moderate impact for very low cost based on limited evidence. +4 months of progress over the course of a year. <p>(EEF Teaching and Learning Toolkit 2025)</p>	1, 5, 6
Disadvantaged/SEND individual targets set and tracked via Edukey.	<ul style="list-style-type: none"> Moderate impact for low cost based on moderate evidence. +4 months progress over the course of a year. 	1, 3, 4, 5

	(EEF Teaching and Learning Toolkit 2025)	
Introduction of electronic assessment system to track progress of disadvantaged pupils in all subjects.	<ul style="list-style-type: none"> Moderate impact for low cost based on moderate evidence. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2025)	1, 4, 5

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

Budgeted cost: **£ 65,500**

- Pastoral Team (29%): £18,200
- Attendance Team (29%): £35,000
- Educational Psychologist (29%): £1,500
- Before/After School Clubs (29%): £8,000
- Class Trips/Workshops/Sporting Events (27%): £1,100
- Attendance (29%): £1,000
- CPOMs and training (29%): £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised residential, sporting events, class trips and/or workshops at least once per term.	<ul style="list-style-type: none"> Unclear impact for moderate cost based on insufficient evidence. (EEF Teaching and Learning Toolkit 2025) <ul style="list-style-type: none"> Strongly supported by parents. (https://www.oxfordhomeschooling.co.uk/blog/parents-opinions-on-school-trips/)	5, 6
Attendance rewards and sanctions; ACE & Breakfast Club.	<ul style="list-style-type: none"> Moderate impact for very low cost. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2025)	2
CPOMS used to track and monitor behaviour.	<ul style="list-style-type: none"> Moderate impact for low cost. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2025)	1, 4
Engagement with typically hard to reach families via technology e.g. Family Support Partnership, Class Dojo.	<ul style="list-style-type: none"> Moderate impact for very low cost. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2025)	1, 2, 3, 4

Targeted emotional health support via Pastoral Lead, Learning Mentor	<ul style="list-style-type: none"> Moderate impact for very low cost. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2025) 	1, 2, 3, 4, 5
----------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------

Total budgeted cost: £ 214,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For reference:

2024 - 2025						
Year Group	No. of PP	% of PP	No. of SEND	% of SEND	No. of PP + SEND	% of PP + SEND
R	14/47	30%	9	19%	2	4%
1	11/44	25%	7	16%	2	5%
2	12/51	24%	7	14%	0	0%
3	18/54	33%	9	17%	3	6%
4	17/44	39%	5	11%	2	5%
5	18/50	36%	9	18%	6	12%
6	18/47	38%	16	34%	6	13%
R-Year 6	108/337	32%	62/337	18%	21/337	6%

Objective 1: To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in reading, writing and mathematics.

Success Criteria:

- 80% + of disadvantaged pupils to make at least expected progress in reading, writing and maths.
- Targeted interventions and support for at risk pupils beginning in Autumn 1.
- Interventions and Quality First Teaching reviewed termly through pupil progress meetings for every class.

Evidence and Impact:**EYFS GLD**

Attainment of GLD at the end of Reception:

	All	PP	Non-PP	National Average
2022 – 2023 (57 Pupils)	53%	75%	49%	67%
2023 – 2024 (45 Pupils)	58%	50%	51%	67%
2024 – 2025 (48 Pupils)	50%	36%	56%	68%

- 19% (9) SEND in cohort with 5 EHCP's.
- 17% of the cohort joined during the spring or summer term.
- Among home-grown pupils, 50% achieved GLD
- Ofsted, June 2025 said:
In some instances, published outcomes do not fully reflect the quality of education provided. This is due to high levels of pupils moving in and out of the school. This means that, over time, some pupils have not had the full benefit of the school's curriculum. Nevertheless, irrespective of when they join the school, pupils are well supported to make progress through the curriculum.

Objective 2: Develop strong phonics and reading systems for a cohesive, whole school approach to literacy.

Success Criteria:

- One whole school synthetic phonics programme in place.
- Targeted interventions for the lowest attaining 20% of pupils
- Phonics pass in line with national average

Evidence and Impact:

- Streamed phonics interventions were demonstrated to be effective during the academic year 2023/24 and continued into the following year (2024/25).
- Our Year 1 phonics screening data is the same as the official national average results (80%).
- Among the 3 pupils who did not meet the expected standard and are not registered on our SEN register, just 1 started at Earlsmead at the beginning of Year

1, while the other two joined the school in February and May of Year 1, respectively.

- 82% of disadvantaged pupils achieved the expected standard, in contrast to the national average of 67%.
- Of the pupils who began Year 1 at Earlsmead, 82% successfully passed the screening check, with only 1 pupil, who does not have an EHCP (either confirmed or submitted), failing to pass. Of the pupils retaking the screening check, 42% joined Earlsmead in Year 1.
- Six out of the eight pupils who started in Year 1 at Earlsmead passed their resit.
- Of the two pupils who did not pass, one has an Education, Health, and Care Plan (EHCP) and was unable to sit the phonics screening check.
- The remaining eleven pupils joined throughout Year 2.
- Three of these new joiners were below the standard required for the screening check and were unable to sit it; one of these pupils is a non-verbal child with special educational needs (SEN).

	2022-2023			2023-2024				2024-2025			
	EPS	DIS	NA	EPS	DIS	NA	NA DIS	EPS	DIS	NA	NA DIS
Y1	55% (31)	44% (9)	79%	68% (38)	75% (12)	80%	68%	80% (35)	82%	80%	68%
Y2	70% (14)	100% (4)	59%	80% (24)	88% (8)	89%	n/a	53% (10)	50% (2)	89%	68%

2025 Y1 phonics data	Boys	Girls	PP	EAL	Non-EAL	SEND
EPS	82%	77%	82%	86%	50%	14%
NA	77%	84%	67%	80%	81%	43%

- The 2 PP pupils who did not pass were SEN.
- 2 out of the 5 EAL pupils who did not pass were SEN.
- 5 out of the 7 pupils with SEN have an EHCP.
- 4 out of the 8 Non-EAL pupils have SEN

Key

	Improvement/ maintenance for cohort on previous year
	Decrease for cohort from previous year

2022 – 2023 Attainment at Age Related Expectation:

	Reading			Writing			Maths		
	All	PP	SEN	All	PP	SEN	All	PP	SEN
Year 1	47%	50%	75%	42%	43%	75%	44%	50%	75%
Year 2	65%	50%	33%	68%	60%	33%	65%	70%	33%
Year 3	42%	18%	20%	32%	9%	0%	21%	9%	0%
Year 4	33%	33%	17%	29%	25%	17%	36%	33%	17%
Year 5	47%	41%	0%	42%	29%	0%	40%	24%	0%
Year 6	67%	50%	20%	82%	73%	20%	79%	64%	20%
Ave Y1 - 6	50%	40%	28%	49%	40%	24%	48%	42%	24%

2023 – 2024 Attainment at Age Related Expectation:

	Reading			Writing			Maths		
	All	PP	SEN	All	PP	SEN	All	PP	SEN
Year 1	49%	42%	25%	30%	33%	25%	47%	50%	50%
Year 2	55%	60%	60%	44%	40%	40%	51%	47%	40%
Year 3	67%	53%	33%	62%	53%	33%	62%	53%	33%
Year 4	40%	31%	17%	36%	25%	17%	40%	38%	17%
Year 5	41%	33%	14%	26%	20%	14%	21%	20%	14%
Year 6	58%	47%	0%	72%	53%	0%	65%	47%	0%
Ave Y1 - 6	52%	44%	25%	45%	37%	22%	48%	43%	26%

2024 – 2025 Attainment at Age Related Expectation:

	Reading			Writing			Maths		
	All	PP	SEN	All	PP	SEN	All	PP	SEN
Year 1	49%	49%	0%	28%	23%	0%	38%	34%	0%
Year 2	42%	64%	0%	28%	45%	0%	34%	55%	33%
Year 3	50%	50%	25%	43%	33%	0%	54%	28%	13%
Year 4	50%	35%	50%	45%	35%	50%	50%	47%	50%
Year 5	35%	17%	11%	30%	11%	0%	41%	37%	11%
Year 6	59%	61%	20%	48%	44%	13%	61%	56%	27%
Ave Y1 - 6									

Year 6 Disaggregated SAT's Attainment

- In total, there were thirteen new arrivals throughout Year 5 and Year 6, accounting for 28% of the class. The majority of these pupils were working at Year 1 to Year 3 age-related expectations at the time of the SATs.

- Predictions indicate that pupils who joined in Year 5 or 6 and were performing well below ARE, along with pupils in the ARP, comprise 32% of the class.

	Earlsmead 2024 55 pupils (5 removals)		Earlsmead 2025 40 pupils (7 removals)		Internal Disaggregated 2025 <i>(SEND - ARP)</i>		Internal Disaggregated 2025 <i>(ARP + Arrivals from 2024 onwards)</i>		National 2025	
	AS	GD	AS	GD	AS	GD	AS	GD	AS	GD
Reading	67%	22%	69%	10%	77%	11%	81%	6%	75%	33%
Writing	80%	13%	67%	21%	74%	23%	77%	19%	72%	13%
SPAG	73%	42%	64%	26%	71%	29%	74%	26%	73%	30%
Maths	71%	24%	64%	15%	70%	17%	71%	13%	74%	26%
Combined	53%	13%	56%	5%	63%	6%	65%	6%	62%	8%

Year 4 Multiplication Check

		All	PP	SEN
2022-2023	Score of 19 +/ 25	68%	67%	33%
2023-2024		66%	56%	0%
2024-2025		80%	44%	33%

Objective 3: To reduce the effect of the local socioeconomic gaps through participation in cultural capital and extra-curricular activities.

Success Criteria:

- 70%+ of KS1-KS2 pupils to participate in at least one club per term.
- Reintroduce residential and class trips/ workshops with financial support for disadvantaged pupils.

Evidence and Impact:

After school club's/ lunchtime club's on offer

Autumn term 2024 Clubs			Spring term 2025 clubs		Summer term 2025 clubs	
Year Groups	Club	PP	Club	PP	Club	PP
Y1 & 2	Board Games	25%	Arts and crafts	30%	Arts and Crafts	8%
	Football	0	Maths computer games	17%	Comic	40%
	Multi sports	8%	Board games	11%	Multi sports	50%
	Singing	0	Yoga	14%	Lego	8%
	Drawing	8%	Phonics	25%	Board Games	8%
Y2					Scooter	20%
Y3 & 4	Badminton	15%	Badminton	27%	Badminton	60%
	Dodgeball	19%	Sewing	33%	Cycling	29%

					Bocce ball	17%
					Computing	43%
Y4, 5, 6					Cricket	42%
Y5 & 6	Netball	32%	Netball	30%	Rounders	4%
	Football (Boys)	0	Football	35%	NFL Flag	50%
	Football (Girls)	0				
KS1 & 2					Mindfulness	13%
					Musical theatre	8%
KS2			Writing	44%	Gardening	0
			Maths	42%	Homework	33%

- Greater variety of summer term clubs led to higher numbers of PP pupils attending.
- Physical sports such as badminton, football, cricket and netball within KS2 have strong % of PP pupils attending,
- Writing, maths and homework clubs were well attended in KS2 for PP pupils, which supported particularly those in Year 6 for SATS.
- Arts and crafts, comic and multi sports was more popular for KS1 PP pupils to attend.

Objective 4: For all pupils to attend school regularly

Success Criteria:

- 96%+ attendance
- Reduction of PA for both PP and non-PP groups

Attendance data:

	2022 - 2023		2023 - 2024		2024 - 2025	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Attendance	91.18%	92.69%	95%	93.78%	94.7%	93.2%
Persistent Absence	25.83%	27.52%	10.23%	22.53%	12.5%	18.4%

- Despite a slight reduction in PP pupils % for attendance, the systems in place at Earlsmead for identifying pupils who may not be attending or arriving late are more robust. Meetings with parents take place much earlier and as and when needed our liaison attendance officer, joins meetings.
- The numbers of our families who live in temporary accommodation continues to rise and this is a contributory factor towards our high numbers of mobility at Earlsmead.

- We had a growing number of Parents using our foodbank. This is more than we have seen in previous year and is due to the cost of living crisis.
- Case studies are in place for harder to reach parents.
- 2024 – 2025: 194 pupils with 96%+ attendance.

Objective 5: PP parents will engage more positively with the school and will be better equipped to support their children at home with their home learning.

Success Criteria:

- Improve parental engagement evidence by meeting logs. Increased engagement is evident in classroom observations, access to the curriculum and progress. Parents feel more well informed and empowered to support their children.

Evidence and Impact

Parent Open Mornings/ Workshops Engagement

	Years	% PP attendance
Parent Teacher Information sessions		
Reading Workshop 3 rd , 4 th & 5 th December 2024	EYFS KS1 KS2	10% 31% 28%
Maths Open mornings 14 th January 2025	1 2 3 4 5 6	15% 45% 27% 8% 78% 44%
Readiness for Learning 26 th March 2025	KS1	25%
Foundation Open mornings 28 th April 2025	1 2 3 4 5 6	20% 27% 29% 33% / 33%

- Our Christmas fair and ‘Dressing the tree’ assemblies were well attended
- Our summer fair was well attended by parents.
- Our KS1 & KS2 sports days were well attended by parents

Parent surveys show strong upward trends in every area since 2022:

Key: <input type="checkbox"/> Upward Trend/Improvement	Aut 2022	Sum 2023	Aut 2024
My child is happy at this school.	92%	95%	98%
My child feels safe at this school.	92%	89%	95%
Pupils are well behaved.	86%	91%	91%
The school makes me aware of what my child will learn through the year.	78%	84%	97%
When I have raised concerns they have been dealt with properly.	72% 14% DK	74% 11% N/A	90% 7% DK
My SEND child gets the support they need to succeed.	78% 11% DK	90% 0% DK	100%
The school has high expectations for my child.	66% 22% DK	72% 18% DK	91% 8% DK
My child does well at this school.	88%	84%	94%
The school lets me know how my child is doing.	77%	80%	95%
There is a good range of subjects available at this school.	72% 20% DK	77% 16% DK	95%
My child can take part in clubs and activities at this school.	84% 10% DK	81% 12% DK	88%
The school supports my child's wider personal development.	67%	80%	94%
I would recommend this school.	77%	86%	97%

During the summer term 2025, we had Ofsted and a parent survey was sent out by them.