Caythorpe Primary School Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium for the 2025-26 financial year 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	Caythorpe Primary School
Number of pupils in school	September 2025: 105
Proportion (%) of pupil premium eligible pupils	October 2023 – 19.8% September 2024 - 23.7% October 2025 – 26.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023-24 2024-25 2025-26
Date this statement was published	06.11.25
Date on which it will be reviewed	September 2026 or as needed
Statement authorised by	Helen Hunt, Headteacher
Pupil premium lead	Helen Hunt
Governor / Trustee lead	Amy Fulcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,130 28xPP, 7x service pupils, 2x LAC/PLAC
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,130

Part A: Pupil premium strategy plan - Statement of intent

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Caythorpe Primary School, we will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6.

Our objectives for disadvantaged pupils at Caythorpe:

To provide an ambitious curriculum and ensure disadvantaged pupils make progress in line with their peers.

To maintain the quality of teaching across the school with an emphasis on phonics including early intervention for "keep up" sessions.

To close the attainment gap between non-pupil premium and pupil premium pupils in fluency of recall of number facts.

Pupils eligible for pupil premium grant have the same opportunities as non-pupil premium pupils regarding access to visits, residentials, additional responsibilities (sports ambassadors, eco-club, learning a musical instrument, monitors for computing/assembly and school council), learning and attending sporting activities etc.

Pupil premium pupils have access to pastoral provision at a range of levels and a range of support strategies in place to support emotional, mental and physical well-being so they feel safe and happy and enabled to reach their full potential.

How our current pupil premium strategy plan works towards achieving those objectives

Our current pupil premium strategy will use the tiered approach as set out in The Education Endowment Fund (EEF) "The Guide to Pupil Premium"

Tier 1 – Teaching

Tier 2 – Targeted academic support

Tier 3 – Wider Strategies

At Caythorpe Primary we are aware many of these strategies will overlap and the balance between the tiers will vary within the year and from year to year. We have used the tiered approach to support balancing the spending of the pupil premium funding.

The key principles of Caythorpe Primary School's strategy plan

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

Facilitating Quality First Class Teaching – As stated the best lever to improve outcomes for disadvantaged pupils is good teaching. There is strong evidence that "what happens in the classroom makes the biggest difference … good teaching for all pupils has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018). Staff will be deployed effectively with continuing professional development as a priority, including teachers and support staff, early careers teachers and for recruitment and retention. This also included the quality of the Caythorpe curriculum – to personalise the National Curriculum to meet the needs of all pupils and further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children

Early Intervention - A robust tracking of attainment will identify barriers to learning for vulnerable and/or disadvantaged children and ensure we are meeting the individual learning needs of pupils, including those who are higher attainers. Pupil progress meetings will identify pupils who are not making expected progress so targeted support can be provided. The impact of these interventions is analysed for impact.

Inclusion – We will ensure no child misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum. Ensuring pupils receive social and emotional support for mental well-being. We will ensure robust monitoring and addressing of low attendance.

All staff at Caythorpe Primary School acknowledges that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. Although quick fixes can work and show immediate success generally, we are looking at the long-term picture to ensure that achievement gaps do not widen before the end of a key stage. Although we have a strong desire for all children to reach age related expectations, on occasion and for some children, this may not be aspirational enough particularly for the more able pupil. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

Challenges

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Continue to monitor and refine quality of phonics teaching
It is vital that our staff have the skills necessary to support our pupils in the classroom.
Since introducing the Little Wandle Scheme, phonics has been successful in 2023, 2024 and 2025 however, Caythorpe's data is not always statistically viable due to fluctuating numbers within cohorts and current rise in mid-year admissions – Smaller cohort of 13 pupils due to take 2026 phonics screening as well as ensuring any newcomers do not have gaps within their phonics due to change of scheme from previous schools.
Historically (2023 and 2024), internal and external data shows pupil premium pupils at our school do not attain as well as non-pupil premium pupils.</td></tr>
<tr><td>2</td><td>Increase attainment in Reading for vulnerable pupils
Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.

<table>
<tr><th>Baseline assessments Sept 2024</th><th>Below ARE</th><th>At ARE</th><th>Baseline assessments Sept 2025</th><th>Below ARE</th><th>At ARE</th></tr>
<tr><td>PP/PLAC and service pupils</td><td>68%</td><td>32%</td><td>PP/PLAC and service pupils</td><td>61%</td><td>39%</td></tr>
<tr><td>Non-PP</td><td>38%</td><td>62%</td><td>Non-PP</td><td>40%</td><td>60%</td></tr>
<tr><td>End of KS2 SATS 2024</td><td></td><td></td><td>End of KS2 SATS 2025</td><td></td><td></td></tr>
<tr><td>PP/PLAC and service pupils</td><td>0%</td><td>100%</td><td>PP/PLAC and service pupils (2 pupils)</td><td>50%</td><td>50%</td></tr>
<tr><td>Non-PP</td><td>12.5%</td><td>87.5%</td><td>Non-PP (11 pupils)</td><td>9%</td><td>91%</td></tr>
<tr><td>End of KS1 2024</td><td></td><td></td><td>End of KS1 2025</td><td></td><td></td></tr>
<tr><td>PP/PLAC and service pupils</td><td>67%</td><td>33%</td><td>PP/PLAC and service pupils</td><td>20%</td><td>80%</td></tr>
<tr><td>Non-PP</td><td>80%</td><td>20%</td><td>Non-PP</td><td>30%</td><td>70%</td></tr>
</table>

Trend continues that disadvantaged pupils do not attain in line with non-disadvantaged pupils at baseline assessments.
Less engagement in Accelerated reader by pupil premium pupils is evident.</td></tr>
<tr><td>3</td><td>Increase attainment in Maths
Internal and national assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. End of KS2 results 202 showed none of pupils eligible for pupil premium or forces premium reached expected standard in maths.

<table>
<tr><th>Baseline assessments Sept 2024</th><th>Below ARE</th><th>At ARE</th><th>Baseline assessments Sept 2025</th><th>Below ARE</th><th>At ARE</th></tr>
<tr><td>PP/PLAC and service pupils</td><td>55%</td><td>45%</td><td>PP/PLAC and service pupils</td><td>62%</td><td>38%</td></tr>
<tr><td>Non-PP</td><td>31%</td><td>69%</td><td>Non-PP</td><td>40%</td><td>60%</td></tr>
<tr><td>End of KS2 SATS 2024</td><td></td><td></td><td>End of KS2 SATS 2025</td><td></td><td></td></tr>
<tr><td>PP/PLAC and service pupils</td><td>66%</td><td>33%</td><td>PP/PLAC and service pupils</td><td>100%</td><td>0%</td></tr>
<tr><td>Non-PP</td><td>50%</td><td>50%</td><td>Non-PP</td><td>37%</td><td>63%</td></tr>
<tr><td>End of KS1 2024</td><td></td><td></td><td>End of KS1 2025</td><td></td><td></td></tr>
<tr><td>PP/PLAC and service pupils</td><td>44%</td><td>66%</td><td>PP/PLAC and service pupils</td><td>20%</td><td>80%</td></tr>
<tr><td>Non-PP</td><td>0%</td><td>100%</td><td>Non-PP</td><td>20%</td><td>80%</td></tr>
</table>

Less engagement of pupil premium pupils in Numbots and TTRock Stars</td></tr>
<tr><td>4</td><td>Increase Attendance of pupils eligible for PP
2024-25 - 20% pupils persistent absence of which 8/19 were PP – 42%
Pupil Premium attendance 2024-25 – 88%. Non-Pupil premium was 92%</td></tr>
</table>

5	**Missing out on enriching life experiences due to financial implications** From pupil voice surveys, tracking of participation in extra-curricular clubs, children do not access to the same number of out-of-school clubs or experiences as their peers due primarily to financial implications but also time constraints, transport and lack of information of what is available.
6	Mental Health and Well-Being Through observations and discussions with pupils and families we have identified issues for many pupils which have had a detrimental effect on their social and emotional well-being, self-esteem and confidence. These include children experiencing unsettled home lives & levels of trauma. These challenges particularly affect disadvantaged pupils and their attainment. Over 50% of our children are within disadvantaged group or require additional support with social, emotional and mental health needs.

Intended outcomes

Intended outcome	Success criteria
*To improve the **quality of teaching** across the school.*	75% of teaching observed will be good or better. Staff have had access to high quality Professional Development. This will be seen through performance management outcomes.
To increase attainment in reading for vulnerable pupils. *To close the attainment gap between non-pupil premium and pupil premium pupils in **reading**.*	Achieve national average progress scores in Reading End of KS1 – 70 % at Age Related Expectation (75% National) End of KS2 – 80 % at Age Related Expectation (73% National) Disadvantaged pupils' progress will be the same or better that non-disadvantaged pupils.
To continue to monitor and refine the quality of phonics teaching	Continue to maintain successful scores in Year 1 phonics screening. Pupil premium children will make expected or better progress from their starting points. Phonics screening will be in line with or better than National expectation
To increase attainment in maths. *To close the attainment gap between non-pupil premium and pupil premium in maths.*	Increased % from 2022 of pupil premium pupils attain ARE. KS1 maths outcomes in 2022/23, 2023/24 and 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. (5 PPG pupils) KS2 maths outcomes in 2022/23, 2023/24 and 2024/25 show that more than 66% of disadvantaged pupils met the expected standard. (3 pupils PP)
Attendance – To increase attendance of pupils eligible for PP	Improve attendance of disadvantaged pupils to LA average 5.3% Improve attendance of persistent absentees to LA average 13.7% (2023/24 data)
Pupils eligible for pupil premium grant have the same access to **extra-Curricular engagement** *experiences and opportunities as non-pupil premium pupils.*	Pupils eligible for PP grant will have access to music provision through LA music service or Rock Steady sessions. All pupil premium pupils will have represented the school in at least one sporting event as part of CGS Outreach. All pupil premium pupils will have taken part in educational visits, visitors or residentials as planned as part of the enrichment of the curriculum. Children will have opportunities to experience activities on the Caythorpe passport to enhance their curriculum experiences. All pupil premium pupils will have attended at least one extra-curricular opportunity provided by the school 17 pupils did not (4PP) (lunchtimes/after school clubs)

	% of PP pupils representing the school in a sporting activity will be greater than 2024-25 (86.5%) % of PP pupils deemed inactive 2024-25 will decrease (82%)
*Improved **well-being** and access to well-being support.*	Children are able to talk about mental health and wellbeing. ELSA trained Teaching Assistant to support children's emotional needs in school. Emotional Support Plans show improvements in well-being and confidence through pupil voice. PP children, who have a social worker (or have had historic involvement) can name three safe adults in school and are not negatively impacted by their experiences (demonstrated via the pupil survey). Early identification and help for families that are experiencing incidents that have potential to become Adverse Childhood Experiences (ACEs) Research into training for staff to support children when this is already the case e.g. long term impact.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2024-25** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *18,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning To ensure high quality teaching and learning in the classroom. To ensure staff have access to high quality CPD. (Staff meetings/INSET Days	EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. EEF "High Quality Teaching"	1, 2, 3
Teaching and Learning To ensure a consistent approach to assessment across the school.	We must ensure that teaching builds on what children already know. It is important to assess what children do, and do not, know in order to extend learning for all children. EEF "Improving Mathematics in the Early Years and Key Stage 1" Standardised test to continue to be administered from Y2-6 (Star assessments maths and reading). EEF states in "Assessment and Feedback" that standardised tests can provide reliable insights into pupils strengths and weaknesses to ensure they receive timely and appropriate intervention.	1, 2, 3

Reading Embed Little Wandle and Accelerated Reader implemented across the school. Embed use of Accelerated Reader across all year groups to increase reading for pleasure. Teaching reading comprehension through modelling and supported practice. **Reading** Buy books and training for whole class sessions to ensure all children have access to high quality texts and teaching. **Reading** Fund external professionals/ consultants to work with the school and to support with teacher development and curriculum design. **Reading** Fund teacher release time to attend CPD and to engage in monitoring and scrutiny activities with external professionals/ consultants (e.g. English Hub, Catherine Caudwell consultancy).	Children from YR to Y2 will have reading books matched to their phonic ability. Children from Years 3- 6 have books which are matched to their reading ability and their reading habits and comprehension can be monitored effectively to support with intervention. Good reading habits and a love of reading can also be effectively developed effectively. Implementation of a reading curriculum based on guidance produced by the EEF. EEF: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. EEF "Literacy KS1 Guidance" EEF "Literacy KS2 Guidance" The DfE highlights the importance of reading in the following publication: DfE "Reading Framework"	2, 3
Phonics Understanding and Teaching Phonics Training Buy books to compliment the phonics scheme LEAD Audit for phonics support	Research shows that to get every child reading and spelling we need to teach **phonics** with a systematic and explicit approach. Little Wandle Phonics is a validated systematic synthetic phonics (SSP) programme approved by the DfE.	2
Mathematics: Enlist and engagement of KS1/EYFS staff into the Teaching for Maths mastery. Funded teacher release time for maths lead to embed key elements of guidance in school and to access White Rose Maths resources and CPD.	EEF "Improving Mathematics in the Early Years and Key Stage 1" by investing in CPD for teachers, practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. EEF "Improving Mathematics in Key Stages 2 and 3."	3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading TA Training – precision monitoring reading intervention	EEF: Extensive evidence from 8 meta-analyses has consistently demonstrated the impact of teaching metacognitive strategies for reading comprehension (much of research pupils 7-11)	2
Phonics TA support in delivery of phonics *TA to carry out "keep up" sessions*	Continue to update trained Tas and new staff to the school in the SSP Little Wandle Phonics revised to allow smaller working groups and accurate assessments of pupils at data points	2
Phonics *One-to-one/small group phonics sessions*	Little Wandle Phonics revised strategy has built in "Keep up" sessions for pupils falling behind. Little Wandle Phonics is a validated systematic synthetic phonics (SSP) programme approved by the DfE. EEF "Small group tuition" states this practice has an average of 4 months additional progress over a year.	2
Mathematics *One-to-one/small group maths intervention sessions – including multiplication recall Y3/4* *Pupils to be taught in year groups – need for teacher/TA to facilitate this*	EEF "Small group tuition" states this practice has an average of 4 months additional progress over a year. EEF supports the use of high-quality targeted support to help all children learn mathematics. EEF "Improving Mathematics in the Early Years and Key Stage 1" EEF "Improving Mathematics in Key Stages 2 and 3."	3
Well-Being Improve children mental health and so they are ready to learn. Ensure children have access to high quality Emotional Literacy Support (ELSA) Having an ELSA trained member of staff to support pupil's Social emotional mental health.	EEF (Social and Emotional Learning): On average, Social and Emotional Learning (SLE) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an overall impact of four months' additional progress on attainment. Improvements appear to more likely when SLE approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, then implementation of the programme and the degree to which teachers are committed to the approach appears important. Both targeted interventions and universal approaches can have positive overall effects EEF "Improving Behaviour in school"	6

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

Budgeted cost: £ *11,700*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance ad-vice.	CPD to have a better understanding of Lincolnshire attendance and absence procedures and strategies to improve engagement and attendance. The DfE guidance "Improving School Attendance" has been in-formed by engagement with schools that have significantly re-duced levels of absence and persistent absence.	4
Attendance *Breakfast Club*	Offer breakfast club for pupils to ensure they arrive on time, have breakfast and are ready for learning. Having a nutritious breakfast enables pupils to be more engaged in their learning and more likely to attend school. EEF "Improving Behaviour in school"	4
Attendance Ensure Inclusion Lead has time to support families with attendance and acute need Improving attendance and readiness to learn for the most disadvantaged pupils	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions	4
Extra-Curricular *Taking part in educational visits, residentials.* *CGS Outreach opportunities for all pupils within the year.*	Attending educational trips, visits and having visitors in the school make learning more memorable and increase participation and engagement in lessons, learning and school life.	5, 6
Extra-curricular and enrichment and Well-being Opportunities to access music lessons thorough LA music service or Rock steady Extend pupils experiences – Rock Steady bursary and match funding	Targeted pupils to attend "Rock Steady" Improved self-esteem. Widen pupil experiences. Improve social and emotional skills which in turn improves outcomes for pupils.	6
Well-Being Develop and embed well-being policy for both staff and pupils. SEL approaches will be em-bedded into routine educa-tional practices and supported by professional development and training for staff. ELSA (Emotional Learning Sup-port Assistant)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) Improving Social and Emotional Learning in Primary Schools The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to sup-porting children and young people with a range social and emo-tional needs.	6
Well-Being *Introduce and embed employment of Active Ambassadors.* Active interventions for pupils identified.	Continue targeting disadvantaged to be more active more of the time during breaktimes (Including KS1 Disney Active Storytelling club). PHE state - being active increases your chances of staying independent in later life. The benefits don't stop there. Being active is also good for children's educational attainment, it can boost workplace productivity and reduce sickness absence and it can even reduce crime and anti-social behaviour. Nurture groups at lunch breaks.	6

Total budgeted cost: £44,200

Review of outcomes 2024-25

Assessments were based on standardised National Testing 2025 Key Stage 2 SATS, phonics screening, EYFS profile and Year 4 multiplication check. Non-statutory testing using KS1 materials to support teacher assessment.

<table>
<tr><th>Aim</th><th>Outcome</th></tr>
<tr><td>Academic
To improve the quality of teaching across the school.</td><td>75% of teaching in maths, English and foundations subjects (lesson, books and pupil voice) observed was good or better.
75% of phonics and reading sessions observed were judged to be good or better.
Ofsted judged teaching and learning to be “good” across the school December 2024.</td></tr>
<tr><td>Academic
To increase attainment in reading.
To close the attainment gap between non-pupil premium and pupil premium pupils in reading.</td><td>
<table>
<tr><th></th><th></th><th>PP</th><th>Non-PP</th></tr>
<tr><td>KS2 Reading</td><td>2023</td><td>50%</td><td>69%</td></tr>
<tr><td></td><td>2024</td><td>100%</td><td>77.7%</td></tr>
<tr><td></td><td>2025</td><td>N/A</td><td>91.6%%</td></tr>
<tr><td>KS1 Reading</td><td>2023</td><td>50%</td><td>69%</td></tr>
<tr><td></td><td>2024</td><td>33%</td><td>80%</td></tr>
<tr><td></td><td>2025</td><td>66%</td><td>58%</td></tr>
<tr><td colspan="4">End of KS2 – 1 pupil was pupil premium and EHCP on roll from 01.12.2025 -was disapplied from KS2 SATs – progress made from baseline score.
End of KS1 3/8 pupils were pupil premium – 100% made progress on their baseline scaled scores.</td></tr>
</table>
</td></tr>
<tr><td>Academic
To close the attainment gap between non-pupil premium and pupil premium pupils in reading.</td><td>
<table>
<tr><td>Average scaled score points progress across Y2-6</td><td>2023</td><td>4</td><td>3.5</td></tr>
<tr><td></td><td>2024</td><td>6</td><td>9</td></tr>
<tr><td></td><td>2025</td><td>4.75</td><td>9.5</td></tr>
</table>
</td></tr>
<tr><td>Academic
To close the attainment gap between non-pupil premium and pupil premium pupils in phonics.</td><td>
<table>
<tr><th></th><th></th><th>PP</th><th>Non-PP</th><th>Boys</th><th>Girls</th><th>SEND</th><th>CiC</th><th>PLAC</th></tr>
<tr><td>Y1 Phonics Screening</td><td>2023</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>n/a</td><td>n/a</td></tr>
<tr><td></td><td>2024</td><td>100%</td><td>91.6%</td><td>88%</td><td>100%</td><td>50%</td><td>n/a</td><td>n/a</td></tr>
<tr><td></td><td>2025</td><td>83%</td><td>80%</td><td>83%</td><td>78%</td><td>0%</td><td>n/a</td><td>100%</td></tr>
<tr><td colspan="9">In implementing the Little Wandle scheme impact evident in 100% attaining a pass of the Phonics screening check 2023, 93% 2024 and 83% in 2025.
Assessment have been successful in ensuring any gaps are realised and interventions received.</td></tr>
</table>
</td></tr>
</table>

To increase attainment in maths.
To close the attainment gap between non-pupil premium and pupil premium in maths.

		PP	Non-PP
KS2 Maths	**2023**	75%	69%
	2024	33%	50%
	2025	N/A	58%
KS1 Maths	**2023**	50%	77%
	2024	66%	100%
	2025	66%	75%

KS2 – 2024 – smaller cohort – 3 pupils PP
2025 – End of KS2 – 1 pupil was pupil premium and EHCP on roll from 01.12.2025 -was disapplied from KS2 SATs – progress made from baseline score.
KS1 Increased consistently 16% each year on from 2023 of pupil premium pupils attaining ARE.

		PP	Non-PP
Average pupil scaled score points progress across Y2-6	**2023**	3.1	4.4
	2024	12.5	3.5
	2025	1.8	25.5
MTC – average score	**2024**	20.75	22.1
	2025	14	20.9

Attendance *– all pupils come to school.*

	2023-24	2024-25	National
Attendance	94%	92%	94%
Non-PP attendance	92%	92.4%	94.6%
PP attendance	90%	90%	89.8%
Persistent absence	14.3%	15%	17.6%
Pupil Premium PA	23.8%	22%	31%

Enrichment and Engagement
Pupils eligible for pupil premium grant have the same access to ***e*****xtra-Curricular engagement** *experiences and opportunities as non-pupil premium pupils.*

100% Pupil premium attended an event representing the school in 2023-24.
All pupils took part in sports day and school games day.
All pupil premium pupils engaged in educational visits, visitors as planned as enrichment of the curriculum.
Pupil premium and PLAC enrolled into Rock Steady music sessions.
2 pupil premium offered breakfast club - 1 pupil accessed breakfast club provision to support family in ensuring they arrived at school on time and had a substantial breakfast to prepare them for learning. This also boosted their confidence and social interaction with other children.
Educational Visits and residential opportunities – 100% Pupil premium pupils attended events.
One pupil identified to access Rock Steady - Inclusive programme that's accessible to all pupils, supports wellbeing and contributes to academic progress.

Well-being *Improved **well-being** and access to well-being support.*	Two staff members ELSA trained and continue to have ELSA supervision. 2/3 pupils who received ELSA were PP pupils received ELSA in 2023-34 10 pupils eligible for Pupil premium have received ELSA, daily or weekly check ins of morning interventions to support their emotional well-being. All pupils had access to daily emotions check in. All pupils had access to PSHE well-being curriculum. TAs support pupil's emotional well-being as needed (check ins in morning/afternoon and/or at transition points) 8 PP targeted for Nurture groups attended. Active Ambassadors continued supporting pupils' playtimes. 100% participation in School Games day and Sports Day 100% of KS2 PP entitled pupils represented the school in at least two sporting events. 45% improvement on 2021-22. 55% attended 3 or more events. Of the 6 KS2 pupil premium pupils identified as inactive in 2019-20, 100% attended a sporting event or targeted lunchtime club in 2020-21. All PP pupils attended sporting event 2022-23.

Externally provided programmes

Programme	Provider
A complete suite of interactive language (French) lessons and resources – this can also be used for remote learning	Language Angels
Complete sports package, including Active Schools coordinator to deliver curriculum PE, sports interventions and clubs. Additionally, access to a range of sporting opportunities and events, for a range of abilities and ages. Provides pathways for children to attend external sporting clubs.	Carres Outreach Services (CGS)
Complete PSHE progressive scheme of work with resources. Assemblies included with whole school themes. Strong emphasis on emotional literacy and well-being.	Jigsaw – PSHE A mindful approach
Accelerated reader – engaging quizzes to develop reading skills and improve engagement in reading	Renaissance
A carefully sequenced programme of daily times tables practice. To improve recall of times table facts.	Times Table Rock Stars
Weekly primary pack is created for children aged 5 – 11. The resources are designed to expose children to current affairs, discover their interests and bring the world closer to their everyday lives. Resources tailored for EYFS, primary and secondary with relevant and meaningful links to British Values and supporting pupils personal development.	Picture News

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Lincolnshire music services music lessons for those who opted into the service 2024/5 – Forces Champion Introduced
What was the impact of that spending on service pupil premium eligible pupils?	Developing skills playing guitar and piano, learning to read music and gaining confidence playing a musical instrument Forces pupil won competition – 2025 Camo Day – raising awareness

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.