Mithian School

Vision statement

Primary Disadvantage Strategy

Academic Year 2025-2028

Truro & Penwith Academy Trust

Pupil Premium Strategy Statement

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	**Mithian School**
Number of pupils in school	**72**
Proportion (%) of pupil premium eligible pupils	**11%**
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	**2025-2028**
Date this statement was published	**January 2026**
Date on which it will be reviewed	**September 2026**
Statement authorised by	**Evey Evison**
Pupil premium lead	**Evey Evison**
Governor / Trustee lead	**Chris Watson**

Funding overview

Detail- 2025/26 Year	Pupil Premium	Previous Look After In Care	Forces
Pupil premium funding allocation this academic year	£12192		
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	£12192		

Mithian School approach to supporting disadvantaged pupils:

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community). As a school we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF research, the DFE approach to pupil premium and OFSTED. The DFE highlights a 3-tier approach which our trust strategy is based on. All the initiatives that we suggest supporting schools are based on research which is evidenced below.

Part A: Pupil premium strategy plan

Statement of intent

At Mithian School, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil Premium strategy is to provide targeted support for disadvantaged pupils, helping them to achieve this goal, while also ensuring that even our highest achievers continue to make progress.

We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- close the attainment gap between pupil premium and their peers.
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.
- Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals

Challenges

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

	Detail of challenge
1	**<u>Attainment</u>** Data: **2025** KS2 Data: Combined Expected Standard **63%** - Pupil Premium- **0%** KS2 Data: combined meeting Greater Depth Standard **6%** – Pupil Premium- **0%** Phonics data: **80** % = Pupil Premium **100% 2/2** **Phonics** Our phonics data for 2025 and for the past 3 years has been consistently strong with a high percentage of pupils passing year on year. For the academic year 2025, there were 2 pupils in Year 1 eligible for the Pupil Premium fund. Both of these children passed the Year 1 Phonics Screening Test. **KS2 Data** This cohort had been tracked closely through KS1 and KS2 with the % meeting EXS in RWM considerably below National through Years 4 and 5. 1 pupil looked after in care (foster parents) joined the cohort in late Year 4 but did not meet EXS in Reading, Writing or Maths, though he was beginning to work at a LKS2 level. Another pupil was previously looked after in care but working at a pre key stage level with high levels of SEN and so did not meet EXS in Reading, Writing or Maths. These pupils were the only pupils eligible for additional funding.
2	**<u>Attendance and Punctuality</u>** **<u>2024-2025</u>** Data: Attendance for all 2024/2025: **95.9%** Attendance for children who in receipt of Pupil Premium funding: **94.4%** Attendance for children who are not in receipt of Pupil Premium funding: **95.8%** % of children who are in receipt of Pupil Premium funding who are persistently absent: **14.3% (or 1 pupil out of 7)** % of children who are in receipt of Pupil Premium funding who need support with punctuality: **1.9% of their attendance instances were recorded as physically late. Among the reasons for absence**

	or lateness, 24.1% of the counts were recorded as late arrivals, and there was also a small percentage (0.51%) recorded as late after the register closed.
3	**<u>Experiences to broaden social/cultural capital and aspiration</u>** Mithian School runs academic, creative and sporting clubs which are mostly free. These are often run by teaching and support staff and are free, meaning pupils in receipt of pupil premium have limited barriers to their attendance. Mithian School has a proud history of musical showcase/instrument learning and pupil premium funding has been used to support payment for peripatetic lessons. Mithian School has also used pupil premium funding to support payment of, for example, payment or part payment of swimming lessons or camp trips (e.g. Porthpean) The wider offering is tracked to ensure that all pupils (including pupils in receipt of pupil premium) are engaged in the school offering. School Council elicit pupil responses to ensure that at least some of the club offering is pupil dictated (therefore increasing engagement and participation.)

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
<u>Challenge 1</u> Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: - By the end of 2025/2026, all year groups will achieve 60%+ in RWM PP aiming for 100% - By the end of 2026/2027, all year groups will achieve 65% in RWM PP aiming for 100% - By the end of 2027/2028, all year groups will achieve 65 + % in RWM - - By the end of 2025/2026, Y1 will achieve 100% in phonics - By the end of 2026/2027, all year groups will achieve 80% in phonics - By the end of 2027/2028, all year groups will achieve 85% in phonics *Monitored by LMC, SLT, Data leader in half termly progress meetings* **note low PP number of children means that data is often 0, 50 or 100%*
<u>Challenge 2</u> Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	Attendance for both non-PP children and PP children will be above 96% The number of children who are Pupil Premium who are persistently absent is less than 8% There will be less than 10 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices. *Monitored by Attendance Officer and SLT in fortnightly meetings*

Challenge 3 Children who are Pupil Premium will access wider opportunities as often as children who are not entitled to Pupil Premium	100% of children who are in receipt of Pupil Premium funding attend at least 1 weekly after school club (and have sustained participation). Spaces are reserved for children and parents are contacted quickly by teachers. 100% of children who are in receipt of Pupil Premium funding attend at least 1 residential in their time at our school. Spaces are reserved for children and parents are contacted quickly by teachers. 100% of children who are in receipt of Pupil Premium have a leadership role in the academic year (Reading champion, school council, monitors). Children are supported by school staff in preparing for presentations / speeches etc. Budget is allocated to support children with wider opportunities. Personal development curriculum is well sequenced and accessible on the website – this is referred to in meetings with parents of children who are in receipt of Pupil Premium funding. 100% of children who are in receipt of Pupil Premium funding mapped out visits to museums, galleries and theatres and are in involved in enrichments programmes and visitors in school – see Personal Development curriculum. Monitored by SENDCO, SLT, Personal Development leader, LMC in termly LMC meetings

Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach Challenge number(s) addressed	
Incremental coaching	To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building. The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term. STEPLAB TPAT pedagogy project ***Evidence:*** **- Rosenshine's Principles of Instruction** https://www.aft.org/sites/default/files/Rosenshine.pdf **- EEF: Teaching & Learning Toolkit** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,
Primary Assessment Strategy	Termly NfER Reading assessments and maths.co are used, analysed and inform future learning. Use of INSIGHT/SISRA/Juniper. Trust aligned pupil progress meetings to review pupil premium progress and provide intervention.	1

	Accurate assessment which identifies areas of strengths and areas where pupils need additional support Assessment is robust and provides quantitate measures and accurate indicative prediction of KS2 SATS outcomes. Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others Assessments allow progress to be tracked over time Assessments are used to measure the impact of interventions ***Evidence:*** **-EEF : making use of diagnostic assessment** https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	
Digital pedagogy for the Advantage Project	IPad use in digital pedagogy in Primary schools impact positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), creativity (encouraging innovative thinking and expression), parental Involvement (strengthens home-school connection). ***Evidence:*** **EEF: Harnessing the potential of EdTech:** https://educationendowmentfoundation.org.uk/news/effectiveness-of-edtech-reflections-from-new-review **EEF: Using Technology to improve learning** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	I
Access to NPQs and ECT support programme & professional development programme for support staff	Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. [epi.org.uk]. Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. [epi.org.uk]. Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice. [researchsc...ool.org.uk] ***Evidence:*** About us – The National Institute of Teaching **Educational Policy Institute – The effects of high quality professional development on teachers and students** https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ **EEF: SEN In Mainstream Schools** Special Educational Needs in Mainstream Schools | EEF	I, 2
Mastering number/Maths Hub	Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports	I, 2

training programmes	language development which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that is closes the gap. ***Evidence:*** **Mastering Number: Building Strong Foundations in Early Years** [www.ncetm.org.uk]	
ShREC to support EYFS	ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect ***Evidence:*** https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	I, 2
Agenda in PPA time / Staff training / SLT	Having the discussion about children who are in receipt of Pupil Premium funding (see 'First Learners') scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations. ***Evidence*** **DFE** https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf **EEF:** https://educationendowmentfoundation.org.uk/using-pupil-premium **Hampshire services:** https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf	I,2, 3
Attendance rewards	These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. ***Evidence*** **Attendance works** https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf **EEF Attendance and reading** https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	I, 2

Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions))

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group nurture and SEMH interventions e.g. TIS, Thrive, forest school	These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance. ***Evidence:*** Trauma Informed Schools UK https://www.thriveapproach.com/ **Early child developmental and care: forest schools** https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430 **EEF Outdoor Learning Experiences** https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning **Mentoring** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring **SEMH Interventions including Emotional Literacy Support Assistant (ELSA)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3
Targeted deployment of teaching assistants	Deployment of TAs in the classroom improves academic progress (especially in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management ***Evidence:*** **-EEF: Deployment of teaching assistants** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants **DfE: Deployment of Teaching assistants** https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf	1
Deployment of iPads to support home learning	There is growing evidence to support using iPads to support home learning. There are academic gains, higher levels of engagement, equity and pedagogical support. ***Evidence:*** Teaching and Learning Toolkit | EEF **Apple Education support** https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf	1
Use of key apps & online programme– iMovie/keynote/e	There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential	1, 2,

veryone can create materials/ TTRS / Spelling Shed	to close gaps. This is the same for other educational Apps or online platform ***Evidence:*** **TTRS** https://ttrockstars.com/data_files/file_4348e1749759lba2630d5bd8ff528e56.pdf **Spelling Shed** https://blog.edshed.com/spelling-shed-wins-a-bett-award/	
Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy,	These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication. ***Evidence*** **EEF: Oral language interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions **Reach out and read** https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/ **Nuffield Early Intervention (NELI)** https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention **Talk Boost** https://ican.org.uk/training-licensing/talk-boost-ksl/	I
Targeted English and Maths interventions e.g. RWI / Little Wandle, Mastering number, Third Space Learning, Improving Working memory	Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths. ***Evidence:*** **Literacy Trust** https://literacytrust.org.uk/programmes/interventions/ **Parliament** https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html **Third Space Learning** https://thirdspacelearning.com/blog/primary-school-interventions/ **Small Group Phonics** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	I
Revision support programme (KS2)	School based revision support programme, responsive to individual targets and QLA ***Evidence*** **EEF: Building Study habits** https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines **EEF: 7 steps programme** https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	I
Attendance support	Attendance rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. TPAT Attendance Policy and the Tiered approach supports individual families with attendance ***Evidence*** **DFE**	I, 2

	https://www.gov.uk/government/publications/link-between-attendance-and-attainment **Attendance works** https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf **Attendance Interventions** https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Music Hub	Evidence shows that learning an instrument gives academic gains (especially in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) ***Evidence:*** **EEF: Arts participation** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation **Cambridge University Press** https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB	1

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residentials, trips and visit	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. ***Evidence:*** **- EFF: Closing the Attainment Gap** https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap	1,2, 3
Extracurricular clubs (employing provider/ TA for dance, gardening etc)	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. ***Evidence:*** **- EFF: Closing the Attainment Gap** https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap **Nuffield: After school clubs** https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment	1, 2
TPAT attendance strategy	The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously and it supported by the TPAT inclusion team.	1, 2,

	Evidence: Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Funding children for breakfast club	Where Breakfast clubs are a part of wrap around care, children who are PP may get offered a place free of charge. This sets the children up for the day with a calm sense of belong and needs met. ***Evidence:*** **Benefits of Breakfast Club** https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs	I, 3
Tracking of Personal development	Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions ***Evidence:*** **NGA: Widening the Lens toolkit** https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf **NFER tracking: supporting disadvantaged pupils** https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	I, 2, 3
Music Hub	Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) ***Evidence:*** **EEF: Arts participation** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation **Cambridge University Press** https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB	I, 2
Parental Engagement	There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth. ***Evidence:*** **EEF: Parental Engagement** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement **NFER: Narrowing the Gap** https://www.nfer.ac.uk/media/pwajjzq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement | EE	I, 3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year.

Intended outcome	Success criteria	25-26	26-27	27-28
Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: - By the end of 2025/2026, all year groups will achieve 50% in RWM PP2/8 - By the end of 2026/2027, all year groups will achieve 55% in RWM PP 3/5 - By the end of 2027/2028, all year groups will achieve 65% in RWM PP 5/6 - - By the end of 2025/2026, all year groups will achieve 70% in phonics 6/10 - By the end of 2026/2027, all year groups will achieve 80% in phonics 4/8 - By the end of 2027/2028, all year groups will achieve 85% in phonics 3/4 *Monitored by LMC, SLT, Data leader in half termly progress meetings*			
Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	Attendance for both non-PP children and PP children will be above 96% The number of children who are Pupil Premium who are persistently absent is less than 8% There will be less than 10 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices. *Monitored by Attendance Officer and SLT in fortnightly meetings*			
Challenge 3 Children who are Pupil Premium will access wider opportunities as often as children who are not entitled to Pupil Premium	100% of children who are in receipt of Pupil Premium funding attend at least 1 weekly after school club (and have sustained participation). Spaces are reserved for children and parents are contacted quickly by teachers. 100% of children who are in receipt of Pupil Premium funding attend at least 1 residential in their time at our school. Spaces are reserved for children and parents are contacted quickly by teachers. 100% of children who are in receipt of Pupil Premium have a leadership role in the academic year (Reading champion, school council, monitors). Children are supported by school staff in preparing for presentations / speeches etc. Budget is allocated to support children with wider opportunities.			

	Personal development curriculum is well sequenced and accessible on the website – this is referred to in meetings with parents of children who are in receipt of Pupil Premium funding. 100% of children who are in receipt of Pupil Premium funding mapped out visits to museums, galleries and theatres and are in involved in enrichments programmes and visitors in school – see Personal Development curriculum. 100% of children who are in receipt of Pupil Premium funding have a structured entitled to SMSC and character education – see Personal Development curriculum. Monitored by SENDCO, SLT, Personal Development leader, LMC in termly LMC meetings			

Good Level of Development

	2025	2026	2027	2028
All children	66.7%			
PP	N/A (No PP)			
Non PP	66.7%			

Phonics

	2025	2026	2027	2028
All children	78% (7/9) (2 disapplied)			
PP	100% (2/2)			
Non PP	71% (5/7)			

MTC

	2025			2026			2027			2028		
	25/25	20/25 +	average	25/25	20/25 +	average	25/25	20/25 +	average	25/25	20/25 +	average
All children	46%	92%	24	38%	75%	23						
PP	0% (1 pupil)	100% (1 pupil)	24 (1 pupil	50% (1/2)	100% (2/2)	24						
Non PP	46%	92%	24	33%	66%	22						

KS2 reading

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	75%	44%	82%	53%				
PP	0%	0%	100%	0%				
Non PP	86%	50%	80%	60%				

KS2 writing

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All childr en	69%	6%	76%	24%				
PP	0%	0%	100%	0%				
Non PP	79%	7%	73%	27%				

KS2 Maths

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All childr en	63%	19%	82%	29%				
PP	0%	0%	100%	0%				
Non PP	71%	21%	80%	33%				

KS2 COMBINED

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All childr en	63%	6%	76%	18%				
PP	0%	0%	100%	0%				
Non PP	71%	7%	73%	20%				

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	
ELS Phonics	OUP
TT Rockstars	Maths Circle
White Rose	White Rose
EdShed	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was put together with the total PP funding
What was the impact of that spending on service pupil premium eligible pupils?	Participation/Engagement/Academic Equity (EXS in RWM)