

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 2025 to 2026 academic year.

Pupil Outcomes:

External school data was as follows for the KPIs:

EYFS	24/25	25/26
GLD (all)	21/31 68%	24/43 56%
GLD PP	7/12 58%	7/16 44%
GLD non PP	74%	17/27 63%
Gap PP:Non	-16%	-19%

PP vs Non-PP gap has continued to grow (now -19% gap , compared to -16% from last academic year.)

EYFS GLD

Legend

Well below

Just below

Expected

Above

No data

Pupil Premium, Boys

7 pupils · Average: **Not GLD**

57%

43%

Pupil Premium, Girls

9 pupils · Average: **Not GLD**

56%

44%

Not Pupil Premium, Boys

12 pupils · Average: **GLD**

42%

58%

Not Pupil Premium, Girls

15 pupils · Average: **GLD**

33%

67%

PP Girls have the biggest split between genders, closely followed by **PP Boys**. This is a reversal of data from last year where **PP Girls** were near parity.

Priority for EYFS to look at the disparity between both genders and continue to close the gap for **PP Boys**

Year 1	24/25	25/26
Phonics (all)	18/37 49%	18/30 60%
PP	8/20 40%	8/14 57%
Non PP	59%	10/16 63%
Gap PP:Non	-19%	-6%

PP pupils are currently 6% lower than their **non-PP** peers. This gap has closed significantly over the last year.

Reading

Legend

Well below

Just below

Expected

Above

No data

Pupil Premium, Boys

6 pupils · Average: **21**

67%

33%

Pupil Premium, Girls

8 pupils · Average: **27**

25%

75%

Not Pupil Premium, Boys

10 pupils · Average: **26**

50%

50%

Not Pupil Premium, Girls

6 pupils · Average: **35**

17%

83%

The gap is wider between **PP Girls** and **PP Boys** this academic year (-42%) and has widened over the last academic year. **PP Girls (75%)** and **Non-PP Girls (83%)** are closer to the national average for girls (84%), while both **PP Boys (33%)** and **Non-PP Boys (50%)** are falling behind the national average of around 75-78%

Priority for Phonics is to raise overall standard for all children to be in-line with national but also closing the gaps between **All boys** and **girls**

Year 2	July 24	July 25	July 26	Trend
Reading (all)	87	69	55	-32%
Reading Non-PP	78	72	73	-5%
Reading PP	72	66	44	-28%
Writing (all)	65	73	53	-12%
Writing Non-PP	66	72	67	+1%
Writing PP	50	75	44	-6%
Maths (all)	70	69	56	-14%
Maths Non-PP	66	71	80	+14%
Maths PP	55	67	40	-15%
Combined (all)	52	62	40	-12%
Combined Non-PP	56	67	53	-3%
Combined PP	39	58	32	-7%

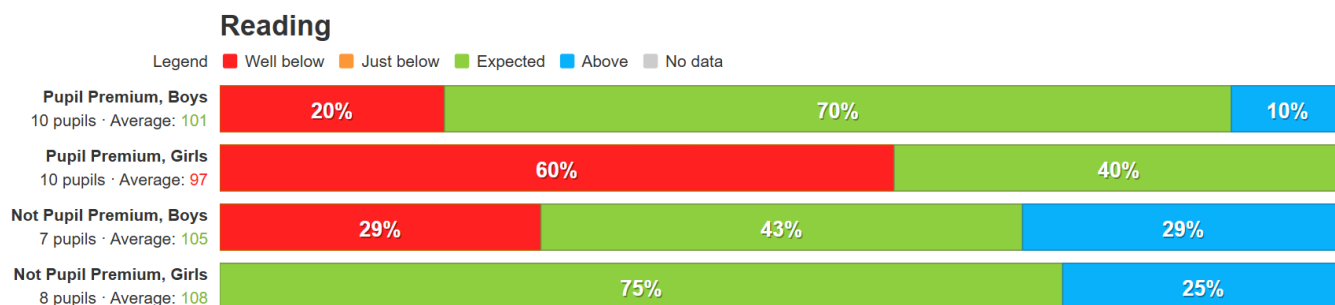
The three-year trend shows a significant dip after a few years of improvement. Therefore, the focus will be bringing **all children** back up with significant focus on **PP Pupils reading**.

PP Combined sits 21% below **Non-PP** a gap that has grown after years of closing.

Priorities for KS1 **PP Pupils**: close the gap across all areas with a particular focus on reading, getting as close to parity as possible.

Year 6	July 24	July 25	July 26	Trend
Reading (all)	76	73	71	-5%
Reading Non-PP	75	93	87	+12%
Reading PP	81	61	60	-21%
Gap PP Non	-6%	-32%	-27%	
Writing (all)	68	67	75	+7%
Writing Non-PP	75	93	86	+11%
Writing PP	69	50	65	-4%
Gap PP: Non	-6%	-43%	-21%	
Maths (all)	76	76	63	-13%
Maths Non-PP	88	93	80	-8%
Maths PP	76	66	50	-26%
Gap PP: Non	-12%	-27%	-30%	
Combined (all)	52	67	46	-6%
Combined Non-PP	50	93	67	+17%
Combined PP	56	50	30	-26%
Gap PP: Non	-6%	-43%	-37%	

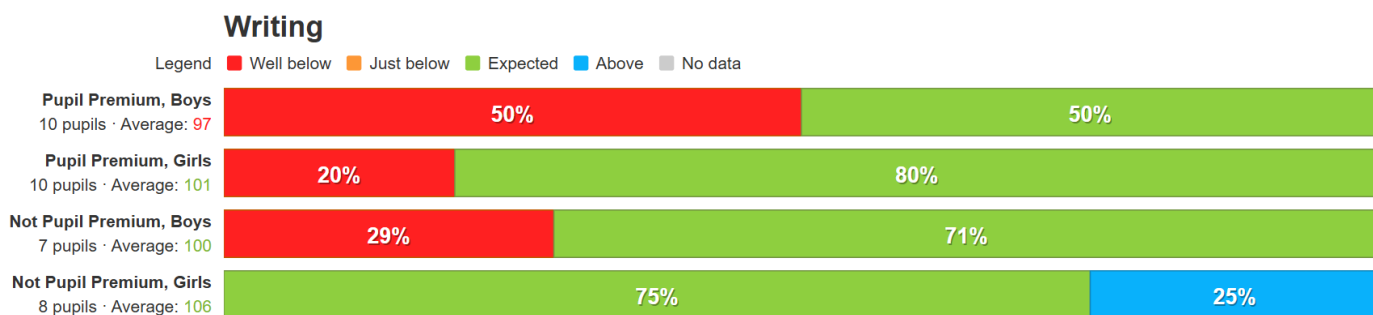
Despite reading being close to our three-year trend for **all pupils** there has been a downturn in **PP pupils**.



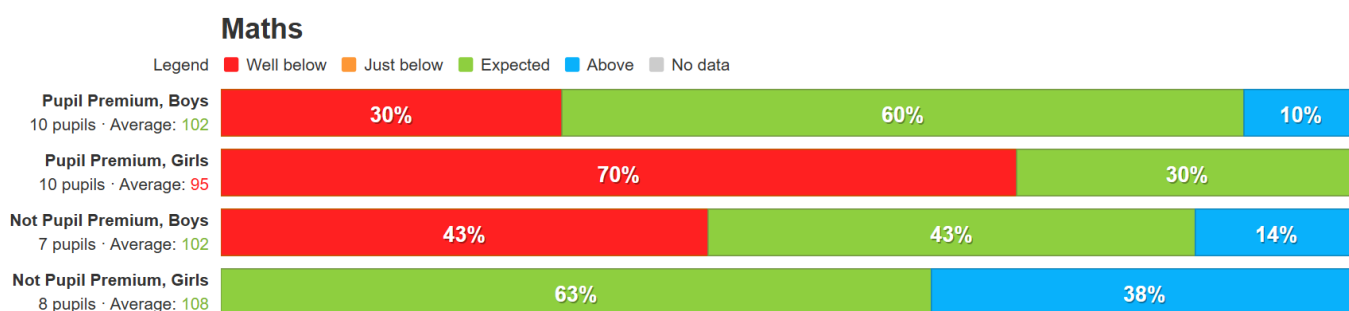
PP Girls are significantly behind their **Non-PP Peers** as well as **PP Boys**. **PP Boys** outperformed their **Non-PP Peers**.

Whilst whole-cohort reading outcomes remain broadly aligned with recent academy performance, a substantial attainment gap remains between **PP** and **Non-PP Pupils**. The 27% gap in reading represents one of the most significant areas of disadvantage across the academy and will remain a key priority for 2026/27.

Writing for **All Pupils** has continued to improve over the three years



PP Boys where the lowest attainers for writing.



PP Girls were the lowest attainers for maths while **PP Boys** outperformed their **Non-PP Peers**.

Priorities for KS2 will be building on the writing improvement and looking at **PP Girls** for maths and reading.

Attendance for 2025-2026

	23/24	24/25	25/26

	All	92.6%	93.7%	93.7%
	PP	90.9	92.2%	91.7%
	Non-PP	94.9%	95.3%	96%
	Gap PP: Non	-4.0%	-3.1%	-4.3%
	All	24.6%	15.8%	16.2%
	PP	32.5%	22.8%	25%
	Non PP	14.3%	9.0%	6.7%
	Gap PP: Non	+18.2%	+13.8%	+18.3%

Overall attendance remained stable at 93.7%; however, the attendance gap between **PP** and **Non-PP Pupils** widened from 3.1% to 4.3%. Persistent absence remains disproportionately high for **PP Pupils** and continues to be strongly linked to **SEND** and wider vulnerability

Priorities around attendance will be around **PP Pupils** PA absence and the link between **SEND** and **PP Pupil** absence

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
Times Table Rockstars	Maths Circle
Power Maths	Pearson
1Decision	1Decision
Little Wandle	Little Wandle
IMP, Music Express and Mash Up Initial Access	Lincolnshire Music Service
Spelling Shed	EdShed

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

