

General Statement - Attainment & Progress:

Attainment & progress for PPG children is tracked - on an individual basis - on a termly basis in line with the school data cycle. This informs the intervention programme that is offered to each child.

Progress and the chosen intervention are evaluated termly by the PPG Lead; discussions with year groups about the appropriateness of proposed intervention and ensuring the targeting of gaps is regular (including through the formal medium of termly Data Support Meetings).

The aim of the intervention programme is to support progress and ensure that disadvantaged difference in writing continues to reduce through the most appropriate use of resources. This programme is informed by rigorous evaluation of the different range of interventions offered each year.

Intended Outcome A:

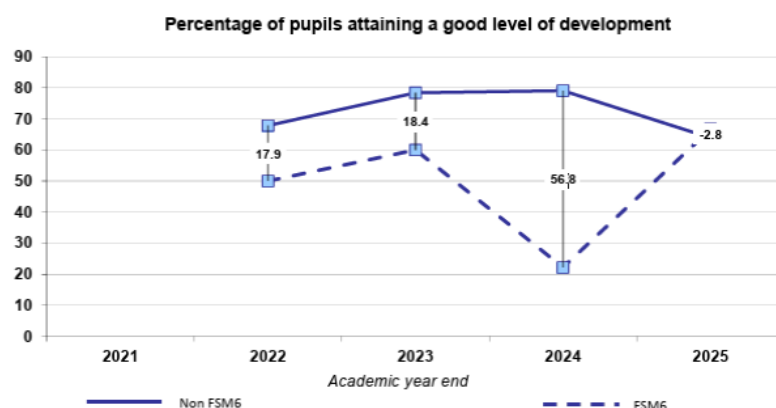
By the time that pupil premium children finish EYFS, they will have the skills needed to maximise their learning potential in school.

We recognise the importance of ensuring that pupil premium children make the best start to their time in primary school and, as such, these are focus pupils for the EYFS team.

In 2024 to 2025, there were 6 x FSM6 children. 67% (4 x children) achieved a good level of development which was in line with their non-FSM6 peers.

This is the first time in the last 4 years that there has been no difference in outcomes for pupil premium children (compared with their peers).

We continue to invest time and resources to further enhance the EYFS offer that will support all children - especially in respect of Phonics which is the foundation of the children's early reading and writing development.



Intended Outcome B:

Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting point.

26 of our PPG children are also on the SEND register (28%). When we include the children identified as vulnerable to SEND, the proportion of PPG children with additional needs is a significant 48%.

We would comment on their progress as follows.

Of the children on the SEND register:

10 x children (38%) are being assessed using B Squared recognising their cognition and learning needs - they are considered to be making at least good progress from their individual starting points.*

9 x children (34%) are making expected progress (considered as maintaining their attainment level in all core subjects across the academic year).

6 x children (23%) are making greater than expected progress (this is defined as moving up an attainment level in at least one core subject whilst maintaining attainment level in others).
1 x child (4%) is making less than expected progress (this is defined as moving down an attainment level in at least one subject).

Of the children considered vulnerable to SEND:

16 x children (88%) are making expected progress (considered as maintaining their attainment level in all core subjects across the academic year).

1 x child (6%) is making greater than expected progress (this is defined as moving up an attainment level in at least one core subject whilst maintaining attainment level in others).

1 x child (6%) is making less than expected progress (this is defined as moving down an attainment level in at least one subject).

*NB: we are currently undertaking a piece of work around the evaluation of progress for children being assessed by B Squared given the nature of these tracking tools.

Intended Outcome C:

Pupil Premium children in writing will achieve in line with their peers.

When considering the effectiveness of the strategy in terms of using quality whole class teaching & targeted intervention to ensure that PPG perform in line with their peers in writing, we need to consider:

*any disadvantaged differences that still exist across the school (and the trend in general);

*progress of the PPG children in writing.

*the range & the effectiveness of the interventions offered for writing;

*changes to quality first teaching in respect of writing (see above outline).

Disadvantaged Difference:

The table below shows the current attainment profile for PPG in writing compared with their non-PPG peers:

Year Group	Autumn 2023 Assessment Point M+			Summer 2025 Assessment Point M+		
	DIS	Non-DIS	DD	DIS	Non-DIS	DD
Year 1 (13/8%)				36%	76%	40pp
Year 2 (20/5%)	46%	71%	25pp	33%	68%	35pp
Year 3 (12/8%)	33%	67%	34pp	45%	63%	18pp
Year 4 (18/6%)	34%	80%	46pp	56%	89%	33pp
Year 5 (13/8%)	77%	77%	0pp	84%	79%	-5pp
Year 6 (15/7%)	43%	58%	15pp	64%	73%	9pp

NB: it is difficult to assess trends and progress for Year 1 given that this was the first year they were being assessed under the National Curriculum.

The data shows that in Years 3 to 6 inclusive, outcomes for writing at the expected level have strengthened for pupil premium learners since the inception of the new strategy in Autumn 2023 (with its increased focus on this core subject). The most significant improvement has been seen in Year 4 (+22pp) and in Year 6 (+21pp). Outcomes were already strong for PPG writers in Year 5, where they are outperforming their non-PPG peers, but there has been a further strengthening of 7pp.

Attainment levels in Year 2 are limited by notably high numbers of SEND children within the PPG cohort (60% of the PPG children in Year 2 are either on the register or considered vulnerable to SEND).

A similar picture is evident in Year 1 (crossover 46%).

Children in both year groups identified as having the potential to meet the age-related expectations in writing are being prioritised for support both within the classroom and through intervention.

In year groups where a legitimate comparison can be made, 4 out of 5 year groups have seen the disadvantage difference reduced through the provision made under the strategy.

The table below confirms the progress in these year groups for 24-25:

NB: Expected/good progress for children is defined as maintaining their attainment profile whilst better-than-expected progress is considered as moving up an attainment level, e.g. from working towards to meeting or from meeting to greater depth.

Year Group:	Less than expected progress:	Expected Progress:	Accelerated Progress:	Expected progress or better:
Y1 (13)	8%	84%	8%	92%
Y2 (20)	15%	85%	0%	85%
Y3 (12)	0%	100%	0%	100%
Y4 (18)	0%	94%	6%	100%
Y5 (13)	0%	88%	15%	100%
Y6 (15)	0%	80%	20%	100%
Average	4%	88%	8%	96%

The vast majority of PPG children (96%) are making at least expected progress in writing with an average of 8% making better than expected progress (11% in KS2).

In KS2, all of our pupil premium children are making expected or better progress in writing from their respective starting points.

Our current focus is on KS1 and work is taking place at a cohort, group and individual level (recognising that each PPG learner is unique).

Whole class teaching and intervention:

Following an 18-month whole school focus on writing through the school improvement plan, current whole school and keystage work is focusing on transcription and developing secure sentence structure (in line with the Writing Framework, July 2024). A new spelling programme is being trialled in KS2 together with a more consistent approach to ensuring fluent handwriting. In KS1, all monitoring supports the robustness of our Phonics programme; to support this and develop early writers, we are introducing Colourful Semantics, an approach to secure accurate sentence structure.

Vocabulary development continues to be a focus and is supported through whole class teaching approaches; continued emphasis on the importance of reading, and the mechanism of working walls.

Whilst the provision we make through whole school and class approaches is critical, PPG children also have an intervention programme geared towards their individual needs. This is evaluated termly by the PPG Lead - with direct feedback given to teams during individual meetings 3 x yearly.

In terms of academic support, the table below shows the proportion of PPG children being given additional support for writing, be this through regular targeting in class (individually or in small groups); appropriate allocation of resources (e.g. scribing and use of inclusive technology like Clicker). This support may include additional phonics; individualised spelling programmes; handwriting boosters or targeted intervention around composition and sentence structure.

	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of children accessing additional support in writing (see above)	7/8 = 87%	10/13 = 77%	17/20 = 85%	10/12 = 83%	12/18 = 67%	10/13 = 76%	13/15 = 87%

This clearly demonstrates that improving writing outcomes is a significant focus for children in the PPG group with resources allocated accordingly.

Staff are asked to prioritise PPG children for any proven intervention where they are not meeting age-related expectations.

Intended Outcome D:

Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved.

No pupil premium child was excluded from any trip or residential on the basis of cost.

Residentials took place in Year 4 & Year 6: In Year 4, 65% of our PPG children received financial support so that they could access the trip whilst 80% of the Year 6 PPG children were also subsidised.

Across Year 1 to 6, 11 children received subsidised music lessons (e.g. Rock Steady, guitar or piano) and a further 6 children had financial support to access other activities outside school, e.g. swimming lessons and basketball coaching.

Intended Outcome E:

Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.

We recognise the importance of attendance for all children but – in particular – our PPG children and this is proactively addressed by the Attendance Lead and the Wellbeing Support Assistant in conjunction with the PPG Lead. This entails regular interaction with families, both at Parents' Evenings and on a weekly basis, so that there is a shared appreciation of this.

We acknowledge that positive interaction with parents has a positive impact on achievement of their children (+4 months of progress) but also recognise that there are many barriers to this (e.g. poor educational experiences in their own right). Accordingly, this interaction with parents is carefully managed.

Year group staff also understand the part strong relationships can play in improving attendance & there are many instances where improved attendance can be attributed to these.

Attendance:

	Spring 2025:	Summer 2025:	End of Autumn 2025:
FSM children:	92.6%	92.2%	92.1%
Whole school:	95.5%	95.3%	95.5%
PP Children (national)	92.3%	92.2%	

Whilst at the end of the last academic year, our PPG children's attendance was comparable to their national peers, we recognise that this is an important area of focus (especially given Autumn 2025 figures).

In the last academic year, additional staff have been allocated to support families where attendance is of concern and much of their work is with the families of FSM children.

The focus is on identifying concerning trends early and being clear which children/ families need most support to improve attendance given our understanding of the context (NB: 65% of our PPG children had attendance in 2024-2025 of 95% or more).

A vital aspect of supporting attendance - and maximising engagement in learning - is ensuring that children's SEMH needs are met. We do this through a wide range of approaches or interventions:

- *ELSA programme;
- *Support from Wellbeing Assistant;
- *Support from SLT;
- *Support from class teachers and teaching assistants;
- *Rise & Shine (alternative provision for the start of the school day);
- *Liaising with Early Help & other external providers.

The table below shows the proportion of PPG children that are accessing the SEMH support provision as detailed above.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall
6/13 = 46%	9/20 = 45%	6/12 = 50%	10/18 = 56%	5/13 = 38%	12/15 = 80%	48/91 = 53%

This shows the importance of this provision for this group of children, recognising that children need to be emotionally secure before they can focus on their learning. This justifies the use of PP funding to partially cover the costs associated with both ELSA and the Wellbeing Support Assistant.

What do PPG children say about their experience at Lantern Lane?

Pupil voice in Spring and Summer 2025 demonstrated that 92%+ of our pupil premium children can explain both what they enjoy about their experience at Lantern Lane and how they are supported to learn.

On average, they rated their enjoyment of school as 8.5 out of 10 (8.9 in previous academic year).

Even the very youngest of our PPG children were able to identify positives from their experience at Lantern Lane; explain which lessons inspired them; give examples of how they were supported to learn and talk about some of the ways their learning experience had been enriched (e.g: trips, visitors to school, performances).

The majority of children interviewed (85%) recognised writing as the subject in school that they found most challenging; they cited the difficulty of "getting ideas", "choosing the right words" and writing sentences that "make sense". However, all of these children were able to explain how their teacher/ TA was supporting them to become a better writer and, where Clicker 8 and widget were being used as scaffolds, the children were universal in identifying the positive impact these had on their writing.

All children interviewed could explain who in school would/ could help them with a problem and ELSA and the role of the Wellbeing Support Assistant were identified as being a very important part of how we helped them to "feel settled enough to learn".

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