

Pupil Premium Strategy Statement

St Elizabeth's Catholic Primary School 2025/2026

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	210 +26 FT Nursery
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr M Doyle
Pupil premium lead	Mr M Doyle
Governor / Trustee lead	Ms A Harkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 131,041.19
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 131,041.19

Part A: Pupil premium strategy plan

Statement of intent

The mission of The Holy Cross Catholic MAC, which we align with at St Elizabeth's Catholic Primary School, is 'Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents.'

Effective spend of pupil premium funding to effect excellent outcomes for our pupils is a whole school priority. With our drive to ensure high aspirations for all and to provide an outstanding education that enables pupils to reach their full potential academically and personally, we analyse data and draw on our close working relationships with pupils and families to identify and understand the barriers that our disadvantaged pupils face and offer effective, research-backed, value for money strategies to remove and overcome barriers. We recognise that prompt, early intervention is most effective in preventing gaps from growing.

Whilst many of our disadvantaged pupils achieve better or are broadly in line than disadvantaged pupils nationally, most children start from significantly lower starting points upon entry to school in Reception, for example, 46% of the Reception cohort achieved Good Level of Development (GLD) 26% lower than National non-disadvantaged. However, progress is rapid e.g. 82% of the school's disadvantaged cohort achieved the expected pass in phonics, 2% lower than National non-disadvantaged.

This accelerated progress continues through Key Stage 2:

87% of school's disadvantaged cohort achieved the expected standard in reading (13/15), this is 6% higher than national non-disadvantaged and 24% higher than National disadvantaged.

73% of school's disadvantaged cohort achieved the expected standard in mathematics (11/15), this is 7% lower than national non-disadvantaged but 9% higher than National disadvantaged.

87% of school's disadvantaged cohort achieved the expected standard in Grammar, Punctuation & Spelling (13/15), this is 8% higher than national non-disadvantaged and 27% higher than National disadvantaged.

73% of school's disadvantaged cohort achieved the expected standard in writing (11/15), this is 5% lower than national non-disadvantaged but 14% higher than National disadvantaged.

60% of school's disadvantaged cohort achieved the expected standard in reading, writing & maths (9/15), this is 8% lower than national non-disadvantaged and 13% higher than National disadvantaged.

Through targeted interventions, enrichment opportunities, and a culture of ambition, we are committed to raising attainment and ensuring every child reaches their full potential, inspired by our school mission statement:

St Elizabeth's School Mission Statement

Unlocking our potential

Achieving our best

Revealing who God wants us to be

When making decisions about using Pupil Premium funding at St Elizabeth's, it is important to consider the context of the school, and the varied and complex challenges faced by the school community and parish. We endeavour to adopt an evidence informed approach to spending, in particular reflecting on advice and evidence from the Education Endowment Foundation (EEF).

Within our plan we allocate funding through a tiered approach based around three key areas:

- Quality first teaching for all
- Targeted support
- Whole school wider strategies

The aim of our school and Holy Cross MAC mission is to create a school community united as the family of God, providing an outstanding Catholic education for all our pupils with Christ at the centre of all that we do. We thrive to inspire every child to be the best person they can be by developing their God given talents and prepare them for life as citizens of the future.

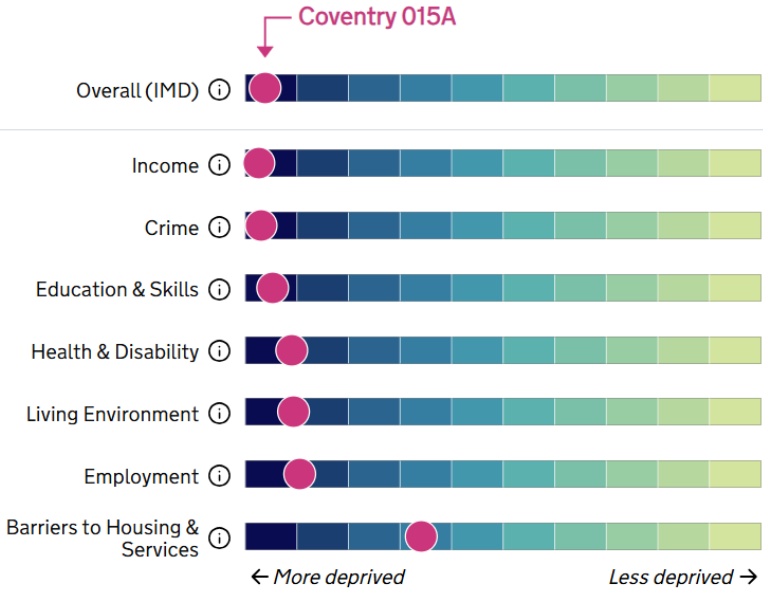
Evidence shows that children from disadvantaged backgrounds usually face extra challenges in reaching their full potential at school and often do not perform as well as their peers. Common barriers to learning for disadvantaged children at St Elizabeth's can include barriers to support at home, language (EAL) and communication skills, lack of confidence and resilience, resourcing, attendance and punctuality difficulties and a severe deprivation when comparing language and life experiences when compared to more affluent areas and families. In addition, there may be complex family situations involving external agencies which may prevent the children from flourishing.

Through effective use of additional funding, sharing of best practice, careful consideration of research and application of our wider calling, our aim is for all

disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.

Challenges

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

Challenge number	Detail of challenge																		
1	<p><i>Poverty is a key contextual factor for the school and our locality in CV6. The school resides in an area designated in 4th percentile of National Deprivation according to the National Data Indices October 2025. Increasing in poverty from the previous 6th percentile in the previous data set. This poverty impacts upon every aspect of our children’s lives, including: income crime, education & skills within the family, living environment, employment, barriers to housing & services.</i></p> <p>There are different types of deprivation in Coventry 015A</p> <p>The neighbourhood you selected is most deprived in relation to income. Only 3% of neighbourhoods in England are more deprived.</p>  <table border="1"> <caption>Relative Deprivation Levels for Coventry 015A</caption> <thead> <tr> <th>Category</th> <th>Relative Deprivation Level (1-10)</th> </tr> </thead> <tbody> <tr> <td>Overall (IMD)</td> <td>~2.5</td> </tr> <tr> <td>Income</td> <td>~1.5</td> </tr> <tr> <td>Crime</td> <td>~2.0</td> </tr> <tr> <td>Education & Skills</td> <td>~3.0</td> </tr> <tr> <td>Health & Disability</td> <td>~4.0</td> </tr> <tr> <td>Living Environment</td> <td>~2.5</td> </tr> <tr> <td>Employment</td> <td>~3.0</td> </tr> <tr> <td>Barriers to Housing & Services</td> <td>~2.5</td> </tr> </tbody> </table> <p>← More deprived → Less deprived →</p>	Category	Relative Deprivation Level (1-10)	Overall (IMD)	~2.5	Income	~1.5	Crime	~2.0	Education & Skills	~3.0	Health & Disability	~4.0	Living Environment	~2.5	Employment	~3.0	Barriers to Housing & Services	~2.5
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Barriers to Housing & Services	~2.5																		

Intended outcome	Impact
To achieve and sustain improved attendance for pupils, particularly those who fall into the persistent absence category.	Sustained good/high attendance from disadvantaged children 6.7% overall absence compared to 7.5% National disadvantaged. This is 0.8% lower than national disadvantaged. Persistent absence for disadvantaged is 5.1% lower than national disadvantaged.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improving oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes - that the percentage of disadvantaged pupils meeting the expected standard in line with national expectations.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes - that that the percentage of disadvantaged pupils meeting the expected standard is in line with national expectations.
To achieve and sustain improved wellbeing for all pupils in our school.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations, CPOMS data and a sustained offer and participation in enrichment activities.
Sustain & enhance transition arrangements to support the whole family	Families settle into school life quickly, feel well supported and are familiar with school standards and expectations to support pupils at home school to ensure that pupils get the best education giving their children the best start in life. Attendance figures show new families attendance figures meet school's target of 97% Assessment indicates pupils make accelerated progress from starting points Data shows participation in enrichment activities and home learning as an essential part of pupils' on-going learning experience.

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)

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuation of Rosenshine's Principles for Effective Learning</i>	Professional development programme using WalkThrus, supported by cognitive science research (Dylan William, Barak Rosenshine, Dan Willingham, Graham Nuthall, Efrat Furst). Provides a clear model for learning and informs key teaching techniques. https://educationendowmentfoundation.org.uk/news/eef-blog-new-voices-from-the-classroom-applying-rosenshines-principles-to-remote-learning	1, 2, 3, 4, 5
<i>Speech and Language Screening (Nursery & Reception)</i>	The EEF recommends that oral interventions show a clear link to the importance of spoken language and verbal interaction in the class and can lead to +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
<i>Early Years Education resourcing & development/CPD</i>	Supports practitioners to improve language development for disadvantaged pupils aged 2–4 years. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1
<i>Quality First Teaching and CPD High-quality teaching narrows the disadvantage gap.</i>	CPD improves teacher practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4, 5
<i>Phonics & Reading Comprehension and Assessment Strategies.</i>	EEF confirms CPD in reading strategies has high impact (+6 months progress) for disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3, 4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading skills development and targeted support & additional phonics in timetable)	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for DP. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,5
Structured Interventions, including nurture support, and targeted use of support staff in classes.	EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. This may vary from addressing low level disruption to aggression and violence. Both targeted interventions and universal approaches have positive overall effects (+4 months progress) EEF Behaviour Interventions Teaching assistants can provide a large positive impact on learner outcomes, however how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. EEF Teaching Assistant Interventions	1 and 2
Speech therapy intervention (1:1)	Education Endowment Foundation, DfE confirms that oral intervention has high impact (+6mths progress) for DP.	2
Teaching assistant intervention number and reading fluency	Education Endowment Foundation, DfE confirms this has high impact (+4mths progress) for DP.	1,2,3,4,5
Support emotional well-being through the continued running of Social Skills sessions with identified children	EEF toolkit recommends this as adding an extra +4 months progress to expected progress over a year. EEF evidence surrounding interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions. On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3

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

Budgeted cost: £21,041.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Learning mentor work overcoming barriers to attendance, including family support & targeting children who are often late to school	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,5
Establish Forest School provision. Train staff, provide appropriate resources and timetable classes & groups for stimulating outdoor education	Education Endowment Foundation, DfE confirms engagement and social and emotional learning has high impact (+4mths progress) for DP. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1,5
Enrichment Opportunities – play leaders/peace Makers in school	Ensures that all children within school have opportunity to grow in social confidence, as communicators and creative thinking through specific extracurricular opportunities.	3,5
Supporting family life and access to education in school through: Supporting educational visits and residentials, parental workshops reading, phonics, maths, MTC mornings/afternoons stay and play in EYFS sessions Supporting uniform costs	EEF evidence suggests involving parents and parental engagement in supporting their child’s academic learning has adds +3 months progress to progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3, 4
Enrichment Support through e.g. contributions to external and internal trips or experiences. Eg Bikeability, Doly Moch Wales Residential, Alton Castle Residential Music Tuition	Key findings from the Subject to Background Report March 2015 (P Sammans, K Toth, K Sylva) ‘Early years and primary school experiences, along with better home learning environments in the early years and up to the age of 7 provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage.’ EEF recommends that outdoor learning can have a positive impact of +4 months on academic learning and evidence suggests there is greater impact for more vulnerable students.	3, 4

<p>Attendance to be tracked and rigorously monitored</p>	<p>It is important to ensure that strategies to improve attendance are rooted in research evidence. The British Psychological Society sets out how to take a long-term approach in its 2017 report – Behaviour Change: Social attendance, exclusion and Persistent absence. There are four main categories identified by the report that need to be addressed: 1. Mental health issues, 2.</p> <p>Attendance research</p>	<p>Attendance to be tracked and rigorously monitored</p>
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Total budgeted cost: £ 131,041.19

Part B: Review of the previous academic year

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
n/a	n/a

Outcomes for disadvantaged pupils

Review of outcomes in the previous academic year including for disadvantaged children:

School Outcomes at EYFS and Key Stage One were:

Reception	All (School)
GLD	53.3%

Year 1 Phonics	All (School)
Phonics Screening	89.3%

Outcomes at Key Stage Two were:

Key Stage Two	All (School)
Achieving the expected standards in Writing	73%
Achieving the expected standards in Maths	77%
Achieving the expected standards in SPAG	87%

Achieving the expected standards in Reading	77%
Achieving the expected standards in RWM	62%
Achieving the higher standards in Writing	4%
Achieving the higher standards in Maths	38%
Achieving the higher standards in SPAG	46%
Achieving the higher standards in Reading	31%
Achieving higher in RWM	4%
Whole school Attendance 2024-2025	Primary National Attendance 2024/2025
95.6%	94.8%
Whole school Attendance Free School Meals 2024-2025	Primary National Attendance Free School Meals 2024/2025
93.9%	92.1%

Outcomes for disadvantaged pupils

School Context 2024/2025

Disadvantaged

83 of your school's n/a pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is n/a of your cohort.

This is -- the national average of 33.0%.

n/a (40) of your female pupils are disadvantaged, -- the national of 33.0%. n/a (43) of your male pupils are disadvantaged, -- the national of 32.9%.

Disadvantaged pupils contribute £n/a to the budget of your school in disadvantaged funding.

You can find more information on disadvantaged (Pupil Premium) funding [here](#)

Please note: Finance figures are based on the Pupil Premium file import, and as such do not include any spring census updates.

DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female	Male	Total (PP & Census)	Finance	Total (PP only)
R				n/a	n/a
1	2	9	11	n/a	n/a
2	9	5	14	n/a	n/a
3	4	7	11	n/a	n/a
4	4	3	7	n/a	n/a
5	9	6	15	n/a	n/a
6	4	7	11	n/a	n/a
Other	8	6	14	£0	0
Unknown	0	0	0	£0	0
Total	40	43	83	£0	0

SEN PROVISION (K/E)

DIFFERENCE -3.0%

SEN Support: ■ 19.3%, ■ 23.8%
SEN EHC Plan: ■ 7.2%, ■ 5.7%

26.5% (22) of your disadvantaged pupils have a SEN provision, 3.0% lower than the national of 29.5%.

MINORITY ETHNICITY

DIFFERENCE +45.5%

Minority Ethnicity: ■ 84.3%, ■ 38.8%

84.3% (70) of your disadvantaged pupils are minority ethnicity, 45.5% higher than the national of 38.8%.

EAL

DIFFERENCE +35.2%

EAL: ■ 57.8%, ■ 22.6%

57.8% (48) of your disadvantaged pupils have a first language other than English, +35.2% higher than the national of 22.6%.

■ School ■ National

Absence 2024/2025

Overall Absence

Your school's Disadvantaged cohort of 78 enrolments have an **Overall Absence** of **6.7%**.

This is **2.5%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 3.0%** from -0.5% in 2023/24, to +2.5% in 2024/25.

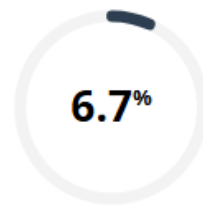
Your Disadvantaged cohort's **Overall Absence** has **increased by 2.7%** from 4.0% in 2023/24, to 6.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 40** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+2.5%
National: Disadvantaged	-0.8%
School: Non-Disadvantaged	+3.1%

SCHOOL: VALUE



Persistent Absence

19.2% of your school's Disadvantaged cohort are **persistently absent**, **15 pupils** out of 78.

This is **10.3%** higher than the **national Non-Disadvantaged** cohort at **8.9%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 10.0%** from +0.3% in 2023/24, to +10.3% in 2024/25.

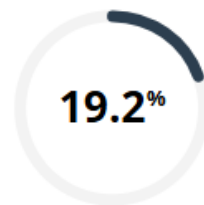
Your Disadvantaged cohort's **persistent absence** has **increased by 8.5%** from 10.7% in 2023/24, to 19.2% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 35** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+10.3%
National: Disadvantaged	-5.1%
School: Non-Disadvantaged	+12.1%

SCHOOL: VALUE



Severe Persistent Absence

1.3% of your school's Disadvantaged cohort are severely persistently absent, 1 pupils out of 78.

This is 0.7% higher than the national Non-Disadvantaged cohort at 0.6%.

Your school's gap to Non-Disadvantaged pupils nationally has increased by 1.3% from -0.6% in 2023/24, to +0.7% in 2024/25.

Your Disadvantaged cohort's severe persistent absence has increased by 1.3% from 0.0% in 2023/24, to 1.3% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 62 for severe persistent absence when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+0.7%
National: Disadvantaged	-0.3%
School: Non-Disadvantaged	+1.3%



SCHOOL: VALUE



Authorised Absence

Your school's Disadvantaged cohort of 78 enrolments have an Authorised Absence of 6.1%.

This is 2.8% higher than the national Non-Disadvantaged cohort at 3.3%.

Your school's gap to Non-Disadvantaged pupils nationally has increased by 2.9% from -0.1% in 2023/24, to +2.8% in 2024/25.

Your Disadvantaged cohort's Authorised Absence has increased by 2.7% from 3.4% in 2023/24, to 6.1% in 2024/25.

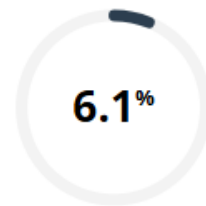
The Disadvantaged pupil(s) in your school are in percentile 71 for Authorised Absence when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+2.8%
National: Disadvantaged	+1.0%
School: Non-Disadvantaged	+3.0%



SCHOOL: VALUE



Unauthorised Absence

Your school's Disadvantaged cohort of 78 enrolments have an Unauthorised Absence of 0.6%.

This is 0.3% lower than the national Non-Disadvantaged cohort at 0.9%.

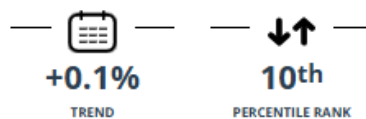
Your school's gap to Non-Disadvantaged pupils nationally has increased by 0.2% from -0.5% in 2023/24, to -0.3% in 2024/25.

Your Disadvantaged cohort's Unauthorised Absence has increased by 0.1% from 0.5% in 2023/24, to 0.6% in 2024/25.

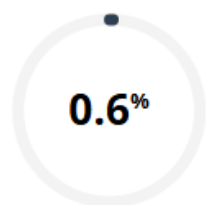
The Disadvantaged pupil(s) in your school are in percentile 10 for Unauthorised Absence when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-0.3%
National: Disadvantaged	-1.8%
School: Non-Disadvantaged	0.0%



SCHOOL: VALUE



EYFS GLD 24/25

Good Level of Development

45.5% of your school's Disadvantaged cohort achieved a good level of development, 5 - out of 11.

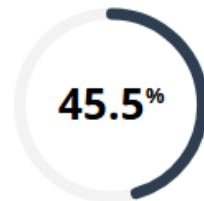
This is 26.0% - the national Non-Disadvantaged cohort at 71.5%.

The Disadvantaged pupil(s) in your school are in percentile 61 for EYFS good level of development when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-26.0%
National: Disadvantaged	-5.9%
School: Non-Disadvantaged	-12.4%

SCHOOL: VALUE



Average no. ELGs at expected level

Your school's Disadvantaged cohort of 11 - have an EYFS average number of ELGs at the expected level of 10.7.

This is 3.8 - the national Non-Disadvantaged cohort at 14.5.

The Disadvantaged pupil(s) in your school are in percentile 75 for EYFS average number of ELGs at the expected level when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-3.8
National: Disadvantaged	-1.5
School: Non-Disadvantaged	-2.9

SCHOOL: VALUE



Y1 Phonics Screening Check 24/25

Expected Standard (Year 1)

81.8% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **9 pupils** out of 11.

This is **1.6%** lower than the **national Non-Disadvantaged** cohort at **83.4%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 5.6%** from +4.0% in 2023/24, to -1.6% in 2024/25.

Your Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **decreased by 5.7%** from 87.5% in 2023/24, to 81.8% in 2024/25.

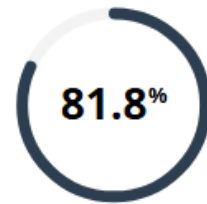
The Disadvantaged Year 1 pupil(s) in your school are in **percentile 29** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-1.6%
National: Disadvantaged	+15.0%
School: Non-Disadvantaged	-12.3%



SCHOOL: VALUE



Expected Standard (Year 2)

100.0% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, **3 pupils** out of 3.

This is **46.1%** higher than the **national Non-Disadvantaged** cohort at **53.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 4.1%** from +42.0% in 2023/24, to +46.1% in 2024/25.

Your Year 2 Disadvantaged cohort's **Phonics Expected Standard** has **remained the same** from 100.0% in 2023/24, to 100.0% in 2024/25.

The Disadvantaged Year 2 pupil(s) in your school are in **percentile 1** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+46.1%
National: Disadvantaged	+56.2%
School: Non-Disadvantaged	+40.0%



SCHOOL: VALUE



RWM Expected Standard

60.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **9 pupils** out of 15.

This is **8.8%** lower than the **national Non-Disadvantaged** cohort at **68.8%**.

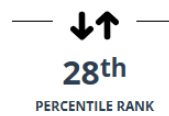
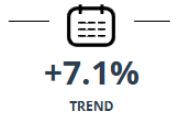
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 5.7%** from -14.5% in 2023/24, to -8.8% in 2024/25.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **increased by 7.1%** from 52.9% in 2023/24, to 60.0% in 2024/25.

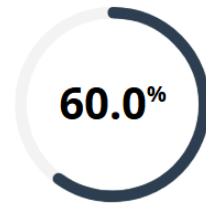
The Disadvantaged pupil(s) in your school are in **percentile 28** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-8.8%
National: Disadvantaged	+12.7%
School: Non-Disadvantaged	-3.6%



SCHOOL: VALUE



RWM High Standard

6.7% of your school's Disadvantaged cohort achieved the higher standard in Reading, Writing & Maths, **1 pupils** out of 15.

This is **3.7%** lower than the **national Non-Disadvantaged** cohort at **10.4%**.

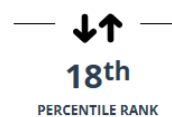
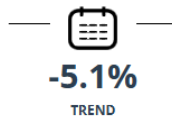
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 5.8%** from +2.1% in 2023/24, to -3.7% in 2024/25.

Your Disadvantaged cohort's **Reading, Writing & Maths Higher Standard** has **decreased by 5.1%** from 11.8% in 2023/24, to 6.7% in 2024/25.

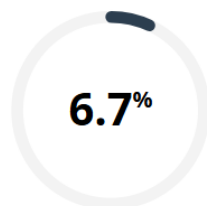
The Disadvantaged pupil(s) in your school are in **percentile 18** for **Reading, Writing & Maths Higher Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-3.7%
National: Disadvantaged	+3.2%
School: Non-Disadvantaged	+6.7%



SCHOOL: VALUE



Reading Expected Standard

86.7% of your school's Disadvantaged cohort achieved the expected standard in Reading, **13 pupils** out of 15.

This is **6.3%** higher than the **national Non-Disadvantaged** cohort at **80.4%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 27.2%** from -20.9% in 2023/24, to +6.3% in 2024/25.

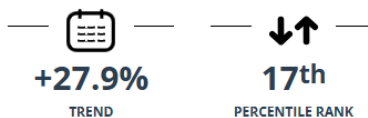
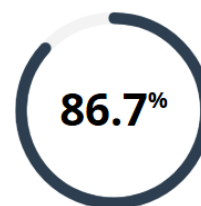
Your Disadvantaged cohort's **Reading Expected Standard** has **increased by 27.9%** from 58.8% in 2023/24, to 86.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 17** for **Reading Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+6.3%
National: Disadvantaged	+23.6%
School: Non-Disadvantaged	+23.1%

SCHOOL: VALUE



Reading High Standard

40.0% of your school's Disadvantaged cohort achieved the higher standard in Reading, **6 pupils** out of 15.

This is **1.3%** higher than the **national Non-Disadvantaged** cohort at **38.7%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 11.1%** from -9.8% in 2023/24, to +1.3% in 2024/25.

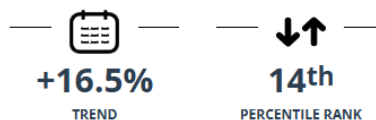
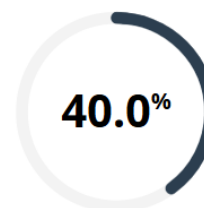
Your Disadvantaged cohort's **Reading Higher Standard** has **increased by 16.5%** from 23.5% in 2023/24, to 40.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 14** for **Reading Higher Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+1.3%
National: Disadvantaged	+18.8%
School: Non-Disadvantaged	+21.8%

SCHOOL: VALUE



Writing Expected Standard

73.3% of your school's Disadvantaged cohort achieved the expected standard in Writing, **11 pupils** out of 15.

This is **4.8%** lower than the **national Non-Disadvantaged** cohort at **78.1%**.

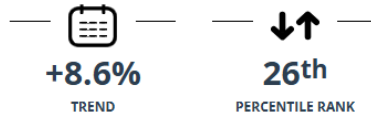
Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 8.1%** from -12.9% in 2023/24, to -4.8% in 2024/25.

Your Disadvantaged cohort's **Writing Expected Standard** has **increased by 8.6%** from 64.7% in 2023/24, to 73.3% in 2024/25.

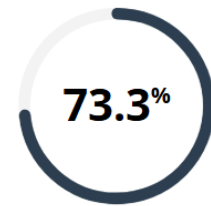
The Disadvantaged pupil(s) in your school are in **percentile 26** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-4.8%
National: Disadvantaged	+13.9%
School: Non-Disadvantaged	+0.6%



SCHOOL: VALUE



Writing Greater Depth

6.7% of your school's Disadvantaged cohort achieved the higher standard in Writing, **1 pupils** out of 15.

This is **8.8%** lower than the **national Non-Disadvantaged** cohort at **15.5%**.

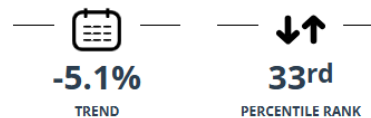
Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 4.8%** from -4.0% in 2023/24, to -8.8% in 2024/25.

Your Disadvantaged cohort's **Writing Higher Standard** has **decreased by 5.1%** from 11.8% in 2023/24, to 6.7% in 2024/25.

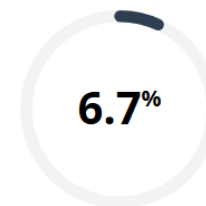
The Disadvantaged pupil(s) in your school are in **percentile 33** for **Writing Higher Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-8.8%
National: Disadvantaged	+0.1%
School: Non-Disadvantaged	+6.7%



SCHOOL: VALUE



Y6 KS2 Maths

Maths Expected Standard

73.3% of your school's Disadvantaged cohort achieved the expected standard in Maths, **11 pupils** out of 15.

This is **6.9%** lower than the **national Non-Disadvantaged** cohort at **80.2%**.

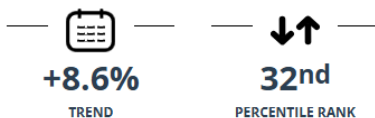
Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 7.8%** from -14.7% in 2023/24, to -6.9% in 2024/25.

Your Disadvantaged cohort's **Maths Expected Standard** has **increased by 8.6%** from 64.7% in 2023/24, to 73.3% in 2024/25.

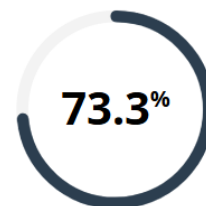
The Disadvantaged pupil(s) in your school are in **percentile 32** for **Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-6.9%
National: Disadvantaged	+12.8%
School: Non-Disadvantaged	-8.5%



SCHOOL: VALUE



Maths High Standard

40.0% of your school's Disadvantaged cohort achieved the higher standard in Maths, **6 pupils** out of 15.

This is **8.7%** higher than the **national Non-Disadvantaged** cohort at **31.3%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 8.1%** from +0.6% in 2023/24, to +8.7% in 2024/25.

Your Disadvantaged cohort's **Maths Higher Standard** has **increased by 10.6%** from 29.4% in 2023/24, to 40.0% in 2024/25.

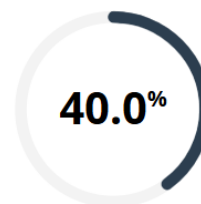
The Disadvantaged pupil(s) in your school are in **percentile 7** for **Maths Higher Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+8.7%
National: Disadvantaged	+25.0%
School: Non-Disadvantaged	+3.6%



SCHOOL: VALUE



Y6 KS2 GPS

GPS Expected Standard

86.7% of your school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **13 pupils** out of 15.

This is **8.3%** higher than the **national Non-Disadvantaged** cohort at **78.4%**.

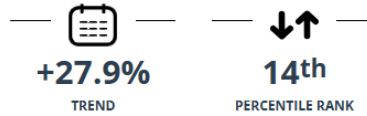
Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 27.7%** from -19.4% in 2023/24, to +8.3% in 2024/25.

Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Expected Standard** has **increased by 27.9%** from 58.8% in 2023/24, to 86.7% in 2024/25.

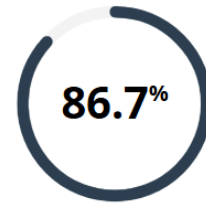
The Disadvantaged pupil(s) in your school are in **percentile 14** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+8.3%
National: Disadvantaged	+27.0%
School: Non-Disadvantaged	+4.9%



SCHOOL: VALUE



GPS High Standard

60.0% of your school's Disadvantaged cohort achieved the higher standard in Grammar, Punctuation and Spelling, **9 pupils** out of 15.

This is **25.7%** higher than the **national Non-Disadvantaged** cohort at **34.3%**.

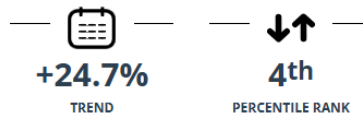
Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 27.7%** from -2.0% in 2023/24, to +25.7% in 2024/25.

Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Higher Standard** has **increased by 24.7%** from 35.3% in 2023/24, to 60.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 4** for **Grammar, Punctuation and Spelling Higher Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+25.7%
National: Disadvantaged	+41.5%
School: Non-Disadvantaged	+32.7%



SCHOOL: VALUE

