

Pupil premium strategy statement – Walton Primary Academy

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	343
Proportion (%) of pupil premium eligible pupils	8.7% (30 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Bean
Pupil premium lead	C Thorpe
Governor / Trustee lead	M Morrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 8 x £2,570 (LAC & PLAC) = £20,560 24 x £1,480 (FSM) = £35,520	£55,585
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£55,585

Part A: Pupil premium strategy plan

Statement of intent

At Walton Primary Academy, we are committed to ensuring that all pupils, regardless of background or circumstance, have access to the same high-quality education, opportunities and life chances. While Walton serves a predominantly affluent community, we recognise that a small number of pupils face disadvantage which, if not addressed precisely and proactively, can present significant barriers to learning, attainment, wider development & opportunities. We believe that all that school does is an entitlement for our disadvantaged pupils, not an offer.

Our Pupil Premium strategy is therefore focused on equity rather than equality. We do not assume that all pupils require the same support; instead, we aim to identify and remove individual barriers so that disadvantaged pupils are able to access learning, experiences and opportunities on an equal footing with their peers. This includes barriers related to academic attainment, attendance, social and emotional development, and additional needs. Our approach is firmly rooted in the Education Endowment Foundation's (EEF) guidance, particularly the tiered model which places high-quality teaching as the most effective lever for improving outcomes for disadvantaged pupils.

We prioritise consistent, evidence-informed classroom practice, ensuring that teaching is responsive, inclusive and well adapted to meet pupils' needs. Where high-quality teaching alone is insufficient, we provide targeted academic support that is sharply focused, time-limited and informed by accurate assessment. In addition, we invest in wider strategies to address non-academic barriers, recognising that attendance, wellbeing and emotional regulation are critical enablers of success in school. Our approach is grounded in the principle that high-quality teaching – every day, for every child – is the most powerful lever for closing gaps. It is the heart of our curriculum entitlement and approach. Where additional support is used, this compliments, not replaces, quality first teaching and relationships.

Given the relatively small number of pupils eligible for Pupil Premium at Walton, our strategy emphasises precision, early identification and evaluation. Decisions about spending are based on clearly identified need and evidence of impact, rather than entitlement alone. We carefully monitor progress and adjust provision to ensure that support remains appropriate and effective over time. Ultimately, our intent is that pupils eligible for Pupil Premium leave Walton Primary Academy with the knowledge, skills, confidence and experiences necessary to thrive academically, socially and emotionally, fully prepared for the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<p>Quality-First Teaching for all & Attainment</p> <p>There remains variability in outcomes for disadvantaged pupils. Further strengthening and consistency of high-quality teaching will ensure all pupils achieve as well as they can.</p>
2	<p>SEND</p> <p>43% of disadvantaged pupils are also on the SEND register. These pupils often face multiple and interconnected barriers to learning, requiring highly adaptive teaching, targeted intervention and carefully planned support to enable them to achieve their potential.</p>
3	<p>Attendance</p> <p>The rate of persistent absence among disadvantaged pupils is lower than their non-disadvantaged peers. This means that pupils in this group are more likely to develop gaps in their learning and make less progress.</p>
4	<p>Social, emotional and mental health</p> <p>A significant number of disadvantaged pupils experience social, emotional and mental health needs which can affect their readiness to learn, attendance, behaviour, self-regulation and engagement with the curriculum. Some pupils require additional support to develop emotional literacy, resilience, self-awareness and strategies to manage their emotions effectively, enabling them to access learning successfully.</p>
5	<p>Wider Opportunities</p> <p>Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the acquisition of language and vocabulary. Discussions with the community informs leaders that financial restraints of some families result in limited extra-curricular experiences when outside of school.</p>

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
<p>Disadvantaged pupils achieve well across the curriculum through consistently high-quality teaching and effective identification of, and response to, barriers to learning.</p>	<ul style="list-style-type: none"> • All pupils make at least expected progress in Reading, Writing and Mathematics, with a significant proportion of pupils, particularly those eligible for the Pupil Premium, making accelerated progress from their starting points. • Attainment gaps between disadvantaged pupils and their peers diminish over time. • Staff can clearly articulate the barriers faced by disadvantaged pupils and implement effective strategies to overcome them. • Teachers accurately identify gaps in learning and address misconceptions swiftly through responsive teaching and timely intervention. • Assessment systems, including the Wakefield Progression Steps, are used effectively to monitor attainment and progress and inform provision. • Internal and external monitoring confirm that teaching is consistently effective and secures strong outcomes for disadvantaged pupils. • Monitoring demonstrates a consistently strong quality of education over time, including the effective application of evidence-informed teaching strategies and a culture of professional collaboration and sharing of best practice.
<p>Disadvantaged pupils with SEND receive highly effective provision that enables them to access the curriculum successfully, make strong progress from their individual starting points and achieve their potential.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils with SEND make measurable progress from their starting points, including through the Wakefield Progression Steps where appropriate. • Staff demonstrate a secure understanding of the needs, barriers and strengths of disadvantaged pupils with SEND and adapt provision effectively to meet these needs. • SEND plans and provision maps accurately identify need and ensure that support is timely, targeted and impactful. • Internal monitoring demonstrates that disadvantaged pupils with SEND access a high-quality, ambitious curriculum that is appropriately adapted to meet their needs. • Curriculum leaders and inclusion leaders can clearly articulate the attainment, progress, barriers and provision for disadvantaged pupils with SEND. • Attainment and progress data demonstrate that disadvantaged pupils with SEND achieve increasingly positive outcomes over the life of the strategy.

<p>Disadvantaged pupils attend school regularly and on time, enabling them to fully access the curriculum, make strong progress and participate fully in school life.</p>	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils is at least in line with national averages and continues to improve over the life of the strategy. • Persistent absence among disadvantaged pupils reduces over time and is no higher than that of their peers nationally. • Attendance gaps between disadvantaged pupils and their non-disadvantaged peers diminish. • Disadvantaged pupils at risk of poor attendance are identified early and receive timely and effective support. • Leaders can demonstrate the impact of attendance strategies through improved attendance, reduced persistent absence and improved engagement with learning.
<p>Disadvantaged pupils are supported to develop positive mental health, emotional literacy and self-regulation skills, enabling them to engage successfully with learning, build positive relationships and thrive within school.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils demonstrate improved self-regulation, emotional literacy and resilience over the life of the strategy. • Pupils are increasingly able to identify, understand and communicate their emotions using appropriate language and strategies. • Pupils engage positively with learning and are able to access the curriculum successfully. • Staff consistently implement evidence-informed approaches, including Emotion Coaching and adaptive classroom strategies, to support pupils' social, emotional and mental health needs. • Pupils requiring additional SEMH support are identified early and receive timely and effective intervention. • Monitoring demonstrates positive outcomes in pupils' wellbeing, engagement, behaviour for learning and readiness to learn. • Leaders can evidence the impact of SEMH provision through improved pupil outcomes, participation and engagement in school life.
<p>Disadvantaged pupils access the same breadth of opportunities, experiences and enrichment as their peers, enabling them to develop their knowledge of the world, cultural capital, confidence, aspirations and wider talents.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils participate fully in educational visits, residential, clubs, leadership opportunities, performances and enrichment activities. • Financial barriers do not prevent disadvantaged pupils from accessing the wider curriculum and extra-curricular opportunities. • Disadvantaged pupils demonstrate increased confidence, engagement and aspiration through participation in enrichment activities. • Monitoring demonstrates that disadvantaged pupils access opportunities at rates comparable to their peers. • Pupils can draw upon a broad range of experiences, knowledge and vocabulary beyond their immediate context, supporting their learning across the curriculum.

	<ul style="list-style-type: none">• Leaders can evidence the positive impact of enrichment and wider opportunities on pupils' personal development, wellbeing and engagement with school.
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching and Professional Development (including StepLab, WalkThrus, ECT development and NPQs)	The EEF Guide to the Pupil Premium identifies high-quality teaching as the most important in-school factor for improving outcomes for disadvantaged pupils. Evidence suggests that sustained, evidence-informed professional development is more likely to improve teaching quality and pupil outcomes than one-off training. Instructional coaching provides a structured approach to developing teacher expertise and embedding effective classroom practice.	1, 2, 4
Development and Refinement of Teaching through the Accelerated Learning Cycle	The Accelerated Learning Cycle supports the implementation of several evidence-informed approaches identified within the EEF Teaching and Learning Toolkit, including Metacognition and Self-Regulation (+7 months) and Feedback (+6 months). Explicit teaching, retrieval, guided practice and responsive feedback support pupils to acquire, retain and apply knowledge effectively.	1, 2, 4
Curriculum Leadership and Quality Assurance (including subject leader release time to monitor curriculum implementation, teaching quality and outcomes for disadvantaged pupils)	EEF evidence highlights the importance of responsive teaching, accurate assessment and effective feedback in identifying gaps in learning and adapting provision. Regular monitoring ensures that disadvantaged pupils access a consistently ambitious curriculum and receive timely support when required. Feedback (+6 months).	1, 2
Maths Teaching and Learning Development (including NCETM Maths Hub involvement, mastery approaches,	The EEF Teaching and Learning Toolkit identifies Mastery Learning (+5 months) as having a positive impact on pupil outcomes. Participation in NCETM Maths Hub programmes supports the development of teacher expertise, mathematical fluency, reasoning and problem-solving. Maths fluency and number sense will continue to be	1, 2

curriculum refinement, staff development and associated resources)	prioritised to ensure pupils develop secure foundations for future learning.	
Collaborative Planning and Phase Team Development (release time to enable teachers to plan collaboratively, evaluate pupil outcomes and develop consistent approaches across year groups)	The EEF Guide to the Pupil Premium identifies high-quality teaching as the most important in-school factor for improving outcomes for disadvantaged pupils. Collaborative professional development enables teachers to share expertise, develop consistent pedagogical approaches and improve curriculum implementation. Consistency of practice across year groups supports improved outcomes for disadvantaged pupils.	1, 2, 4
Cross-School Collaboration and School-to-School Support (release time for staff to work alongside colleagues from partner schools, share effective practice and develop subject expertise)	Evidence from the EEF highlights that sustained professional development is most effective when it is collaborative, evidence-informed and focused on improving classroom practice. Opportunities for staff to engage with colleagues beyond their own setting support professional learning, strengthen curriculum leadership and improve teaching quality over time.	1 ,2 , 4

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
Targeted Small Group Tuition and Intervention (Reading, Writing and Maths)	The EEF Teaching and Learning Toolkit identifies Small Group Tuition (+4 months) as having a positive impact on attainment. Small group approaches allow teaching to be targeted to specific gaps in learning and are particularly effective when delivered by trained staff and linked closely to classroom teaching.	1, 2
Year 6 Small Group Tuition	The EEF Teaching and Learning Toolkit identifies Small Group Tuition (+4 months) as having a positive impact on attainment. Structured support enables pupils to address gaps in knowledge and build confidence ahead of statutory assessments.	1, 2
Little Wandle SSP, Rapid Catch-Up and 1:1 Phonics Tutoring	The EEF Teaching and Learning Toolkit identifies Phonics (+5 months) as having a strong evidence base, particularly for younger pupils and those from disadvantaged backgrounds. Early intervention and systematic phonics teaching support pupils to become fluent readers and access the wider curriculum successfully.	1, 2
AI Lexplore Reading Fluency Project	The EEF Teaching and Learning Toolkit identifies Reading Comprehension Strategies (+6 months) as having a significant positive impact on pupil outcomes. Accurate identification of reading barriers, combined with targeted intervention, supports pupils to develop fluency, comprehension and confidence as readers.	1, 2
WellComm Speech and Language Intervention	The EEF Teaching and Learning Toolkit identifies Oral Language Interventions (+6 months) as having a significant positive impact on learning. Early identification and targeted support help pupils develop vocabulary, communication skills and language comprehension, enabling them to access learning more effectively.	1, 2, 4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Provision to provide individual support, small group interventions, attendance support, pastoral provision and family liaison for disadvantaged pupils.	The EEF Teaching and Learning Toolkit identifies Behaviour Interventions (+4 months) and Metacognition and Self-Regulation (+7 months) as having a positive impact on pupil outcomes. Targeted pastoral support can improve attendance, engagement, behaviour and readiness to learn.	3, 4
Attendance Support and Early Intervention	DfE The Academy Attendance Leader will work closely with the Trust Attendance Officer and Education Welfare Officer to monitor, track and support attendance. This will include personalised support for families, attendance initiatives and rewards to promote strong attendance. Working Together to Improve School Attendance highlights the importance of early identification, strong relationships with families and targeted support. Improved attendance increases access to learning and reduces the likelihood of pupils falling behind academically.	3
Subsidised Breakfast Club and Wraparound Provision	DfE research into breakfast club provision demonstrates positive impacts on pupils' readiness to learn, concentration, wellbeing and attendance. Funding will be used to support disadvantaged pupils in accessing breakfast club, after-school provision and holiday club opportunities where financial barriers may otherwise prevent participation.	3, 4, 5

<p>ELSA, Drawing and Talking and SEMH Support</p>	<p>The EEF Teaching and Learning Toolkit identifies Social and Emotional Learning (+4 months) as having a positive impact on academic outcomes and wellbeing. ELSA support, Drawing and Talking therapy and targeted SEMH interventions help pupils develop emotional literacy, resilience, self-regulation and positive relationships, enabling them to engage more successfully in learning.</p>	<p>4</p>
<p>Enrichment, Wider Opportunities and Cultural Capital</p>	<p>The EEF Guide to the Pupil Premium highlights the importance of addressing wider barriers to learning and ensuring disadvantaged pupils can access the same opportunities as their peers. Funding will be used to support access to educational visits, residential visits, musical instrument tuition, extra-curricular clubs, the Primary Enterprise Challenge and additional sporting opportunities, ensuring financial barriers do not limit participation. These experiences help develop confidence, aspirations, cultural capital and engagement with school.</p>	<p>5</p>
<p>Specialist Curriculum Enrichment</p>	<p>The EEF Guide to the Pupil Premium highlights the importance of ensuring disadvantaged pupils have access to a broad and ambitious curriculum. Access to specialist computing provision (Junior Jam) and curriculum enrichment opportunities beyond the National Curriculum supports engagement, develops knowledge and skills and contributes to wider personal development.</p>	<p>1, 5</p>

Total budgeted cost: £70,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As outlined within this strategy, Walton Primary Academy has a relatively small disadvantaged cohort. Whilst this allows leaders to know pupils and families well and provide highly personalised support, it also means that the outcomes of one or two pupils can have a significant impact on percentages and headline measures. Therefore, leaders consider both quantitative data and qualitative evidence when evaluating the effectiveness of pupil premium spending and identifying priorities for future improvement.

Attendance

Analysis of attendance over the past six academic years demonstrates that attendance at Walton Primary Academy has remained consistently strong. In 2024–2025, overall attendance was 96.0%, continuing a sustained period of attendance above national averages and representing an improvement on previous years. Attendance for disadvantaged pupils remained below that of their peers and continued to represent a barrier to learning for a small number of pupils. In 2024–2025, disadvantaged attendance was 93.1%, a drop from the previous year, but impacted by a small group with mitigating circumstances. Whilst this remained below whole-school attendance, it demonstrated a need for more of a focus on targeted attendance interventions, pastoral support and strengthening family engagement. Persistent absenteeism increased for disadvantaged pupils, which had led to a renewed focus on mentoring and targeted family support in 2025-26; however, this also reflects the changing needs of the community. Overall, attendance remained a strength of the school. However, leaders recognised that attendance and persistent absence continued to have a disproportionate impact on disadvantaged pupils and therefore remained a key priority within the current pupil premium strategy.

EYFS

Analysis of Early Years outcomes for 2024–2025 indicates that children achieved strong overall attainment across the prime and specific areas of learning. The proportion of children achieving a Good Level of Development (GLD) was 84%, demonstrating secure readiness for Key Stage 1 and reflecting the impact of a well-sequenced curriculum, effective teaching and strong provision across the Early Years Foundation Stage.

Interpretation of disadvantaged outcomes requires significant caution due to the extremely small cohort size. In 2024–2025 there was one disadvantaged child within the Reception cohort. Whilst this child did not achieve a Good Level of Development, they achieved the expected standard in all areas of Communication and Language, Physical Development, Literacy and Mathematics. The child narrowly missed GLD due to outcomes within Personal, Social and Emotional Development.

Assessment information demonstrates that disadvantaged pupils (including those who are not officially DIS, but internally we are aware of barriers) were able to access the curriculum successfully and achieve positive outcomes across the majority of areas of learning. Leaders reviewed this carefully and recognised the importance of continuing to prioritise communication and language, personal, social and emotional development and early identification of need to ensure all pupils are fully prepared for the transition into Key Stage 1. Overall, EYFS outcomes demonstrated that children were well supported to achieve strong early learning foundations. These findings informed the continued focus on communication and language development, personal development and targeted support for vulnerable pupils within the current pupil premium strategy.

Phonics

Analysis of the 2024–2025 Year 1 Phonics Screening Check demonstrated that phonics outcomes remained broadly positive over time. In 2024–2025, 78% of pupils achieved the expected standard. Whilst this was below the previous year's outcome, Walton's three-year trend remained broadly positive and reflected the impact of a systematic approach to the teaching of early reading. Outcomes for disadvantaged pupils were affected significantly by the small cohort size and pupils who were also SEND, but made progress from starting points. Leaders reviewed cohort performance carefully and identified that phonics remained an area where early intervention and targeted support could further strengthen outcomes for disadvantaged pupils. Overall, phonics continued to be a priority within the school improvement and pupil premium strategies. The continued implementation of Little Wandle, rapid catch-up programmes and targeted phonics interventions aimed to ensure that all pupils became confident and fluent readers as early as possible.

Year 4 MTC

Outcomes in the Year 4 Multiplication Tables Check remained a strength of the school. In 2024–2025, pupils achieved an average score above the national average, continuing a positive trend over time. This reflected the impact of strong teaching, a consistent approach to fluency and the prioritisation of number knowledge across the curriculum. Leaders recognised the positive impact of the school's work on mathematical fluency and continued to prioritise fluency, reasoning and problem-solving through engagement with NCETM and Maths Hub programmes. Overall, outcomes in the Multiplication Tables Check demonstrated that pupils were developing secure mathematical knowledge and provided a strong foundation for future success in mathematics. Disadvantaged pupils performed inline with national, and above in full marks % and slightly above in average score.

KS2

Key Stage 2 outcomes for all pupils were positive in 2024–2025. Attainment in reading, writing and mathematics compared favourably to national averages, reflecting the impact of effective teaching, curriculum development and targeted support. Outcomes for disadvantaged pupils were particularly strong in reading and writing. Disadvantaged pupils achieved outcomes above national disadvantaged figures in both subjects and performed positively in the combined reading, writing and mathematics measure. Whilst mathematics outcomes were broadly in line with national disadvantaged outcomes, leaders identified this as an area where further improvement could be secured. Interpretation of disadvantaged outcomes should be made cautiously due to the cohort consisting of only five pupils. Nevertheless, the outcomes demonstrated that disadvantaged pupils could and did achieve well when attendance was strong and appropriate support was in place. Overall, Key Stage 2 outcomes demonstrated that disadvantaged pupils were capable of achieving highly and that the school's approach to teaching, intervention and support was having a positive impact. These findings informed the continued focus on high-quality teaching, mathematics development and targeted academic support within the current pupil premium strategy.

Overall Evaluation of Outcomes for Disadvantaged Pupils

Review of outcomes during 2024–2025 identified several barriers which continued to impact disadvantaged pupils. Attendance and persistent absence remained less strong for disadvantaged pupils than for their peers, despite improvements over time. Analysis also highlighted the significant overlap between disadvantage and SEND, with 43% of disadvantaged pupils also identified as having special educational needs and/or disabilities. Leaders also identified that some disadvantaged pupils required additional support with social, emotional and mental health needs, emotional regulation and wellbeing in order to engage

successfully with learning. In addition, some disadvantaged pupils continued to face barriers in accessing wider opportunities, enrichment activities and experiences beyond the classroom. These findings directly informed the priorities identified within the current pupil premium strategy. The continued focus on Quality First Teaching and Attainment reflects the need to secure consistently strong outcomes for disadvantaged pupils across all areas of the curriculum. The priority relating to SEND reflects the significant overlap between disadvantage and additional needs and the importance of ensuring pupils receive effective adaptive teaching and personalised provision. The priority relating to Attendance was informed by attendance and persistent absence data, whilst the focus on Social, Emotional and Mental Health reflects the barriers experienced by a number of disadvantaged pupils during the year. Finally, the priority relating to Wider Opportunities, Enrichment and Cultural Capital reflects the school's commitment to ensuring that financial circumstances do not prevent disadvantaged pupils from accessing the same breadth of experiences and opportunities as their peers.

Overall, leaders used the review of 2024–2025 outcomes carefully to identify both strengths and remaining barriers. The priorities within the current pupil premium strategy have therefore been designed to build upon successful practice whilst directly addressing the factors that had the greatest impact on disadvantaged pupils during the previous academic year. This ensures that pupil premium funding continues to be targeted effectively and that disadvantaged pupils are supported to achieve well academically, attend regularly and participate fully in the wider life of the school.

Select year <input type="text" value="2025"/>															
Group	Pupils	EHCPs	Communication & Language		Personal, Social & Emotional Development			Physical Development		Literacy			Mathematics		GLD
			Listening, attention & understanding	Speaking	Self-regulation	Managing self	Building relationships	Gross motor skills	Fine motor skills	Comprehension	Word reading	Writing	Number	Numerical patterns	
All pupils	44	2	95%	95%	91%	95%	95%	95%	95%	95%	95%	91%	95%	95%	84%
Boys	27	2	93%	93%	85%	93%	93%	93%	93%	93%	93%	89%	93%	93%	78%
Girls	17		100%	100%	100%	100%	100%	100%	100%	100%	100%	94%	100%	100%	94%
Disadvantaged	1		100%	100%	0%	100%	0%	100%	100%	100%	100%	100%	100%	100%	0%
Non-disadvantaged	43	2	95%	95%	93%	95%	98%	95%	95%	95%	95%	91%	95%	95%	86%
SEND	6	2	67%	67%	33%	67%	67%	67%	67%	67%	67%	67%	67%	67%	17%
No SEND	38	0	100%	100%	100%	100%	100%	100%	100%	100%	100%	95%	100%	100%	95%
EAL	2		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Autumn born	9		100%	100%	89%	100%	89%	100%	100%	100%	100%	100%	100%	100%	89%
Spring born	14	2	86%	86%	86%	86%	93%	86%	86%	86%	86%	86%	86%	86%	79%
Summer born	21		100%	100%	95%	100%	100%	100%	100%	100%	100%	90%	100%	100%	86%

Multiplication Tables Check overview - 2025

Group	Pupils	Full marks	Full marks count	Full marks vs previous	Full marks vs national	Average mark	Average vs previous	Average vs national
All pupils	44	57%	(25/44)	-3%	+20%	22.9	+0.6	+1.9
Boys	19	58%	(11/19)	0%	+19%	22.7	+1.2	+1.5
Girls	25	56%	(14/25)	-6%	+21%	23.0	-0.1	+2.3
Disadvantaged	3	33%	(1/3)	0%	+6%	19.3	+0.8	+0.0
Non-disadvantaged	41	59%	(24/41)	-8%	+18%	23.2	0.0	+1.5
EHCP	2	0%	(0/2)	0%	-9%	11.0	+3.3	-4.6
SEND K	4	0%	(0/4)	-25%	-19%	20.3	+3.1	+2.9
No SEND	38	66%	(25/38)	+6%	+24%	23.4	-0.6	+1.5
EAL	3	67%	(2/3)	-33%	+22%	23.0	-2.0	+1.0
Core	39	59%	(23/39)	+1%	+22%	23.1	+1.1	+2.1
Mobile	5	40%	(2/5)	-40%	+3%	21.2	-3.4	+0.2
Core 22	44	57%	(25/44)	-3%	+20%	22.9	+0.6	+1.9
Mobile 22	44	57%	(25/44)	-3%	+20%	22.9	+0.6	+1.9
Total	44	57%	(25/44)	-3%	+20%	22.9	+0.6	+1.9

Group	Pupils	Combined	vs National	Reading	vs National	Writing	vs National	Maths	vs National	GPS	vs National
All pupils	42	71%	+9%	83%	+8%	93%	+21%	81%	+7%	76%	+4%
Boys	22	68%	+11%	73%	+2%	91%	+26%	86%	+12%	68%	-1%
Girls	20	75%	+11%	95%	+17%	95%	+17%	75%	+2%	85%	+9%
Disadvantaged	6	67%	+21%	100%	+38%	100%	+42%	67%	+8%	67%	+8%
Non-disadvantaged	36	72%	+5%	81%	+1%	92%	+14%	83%	+4%	78%	0%
EHCP	4	25%	+16%	50%	+31%	50%	+38%	25%	+8%	25%	+8%
SEND K	6	67%	+41%	83%	+35%	100%	+64%	83%	+39%	83%	+45%
No SEND	32	78%	+6%	88%	+4%	97%	+14%	88%	+5%	81%	-2%
EAL											
Core	38	74%	+12%	84%	+9%	95%	+23%	82%	+8%	79%	+7%
Mobile	4	50%	-12%	75%	0%	75%	+3%	75%	+1%	50%	-22%
Core 22	40	73%	+11%	83%	+7%	93%	+21%	83%	+8%	75%	+3%
Mobile 22	2	50%	-12%	100%	+25%	100%	+28%	50%	-24%	100%	+28%
Total	42	71%	+9%	83%	+8%	93%	+21%	81%	+7%	76%	+4%

Group	Pupils	Combined	vs National	Reading	vs National	Writing	vs National	Maths	vs National	GPS	vs National
All pupils	42	10%	+2%	43%	+14%	36%	+23%	17%	-7%	21%	-11%
Boys	22	9%	+3%	41%	+16%	23%	+13%	18%	-9%	9%	-20%
Girls	20	10%	+1%	45%	+13%	50%	+34%	15%	-6%	35%	0%
Disadvantaged	6	0%	-3%	50%	+32%	17%	+11%	17%	+4%	17%	-3%
Non-disadvantaged	36	11%	+1%	42%	+9%	39%	+23%	17%	-12%	22%	-15%
EHCP	4	0%	-1%	0%	-5%	0%	-1%	0%	-4%	0%	-5%
SEND K	6	0%	-1%	50%	+38%	0%	-3%	17%	+9%	0%	-11%
No SEND	32	13%	+4%	47%	+13%	47%	+31%	19%	-10%	28%	-10%
EAL											
Core	38	11%	+3%	45%	+16%	39%	+26%	18%	-6%	24%	-8%
Mobile	4	0%	-8%	25%	-4%	0%	-13%	0%	-24%	0%	-32%
Core 22	40	10%	+2%	43%	+14%	38%	+25%	18%	-7%	23%	-10%
Mobile 22	2	0%	-8%	50%	+21%	0%	-13%	0%	-24%	0%	-32%
Total	42	10%	+2%	43%	+14%	36%	+23%	17%	-7%	21%	-11%

