

Pupil premium strategy statement – Priorslee Academy- 2025-2026

This statement details our school's use of pupil premium (and recovery 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	Priorslee Academy
Proportion (%) of pupil premium eligible pupils	FSM = 18.5% 2025
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jodie Cooper Headteacher
Pupil premium lead	Jodie Cooper Headteacher
Detail	Data

Governor / Trustee lead	Mark Davies Gareth Kibby
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,240
Pupil premium (and recovery premium*) funding carried	£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>	£102,240

Part A: Pupil premium strategy plan

Statement of intent

At Priorslee Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This is used alongside research conducted by the EEF. There is no “one size fits all”. We have ensured that all teaching staff have been involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Ultimate Objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally (KS2 59% achieving the treble, Phonics 83% - 100% of PP pupils scored 32 and above 2024 - 2025, GLD 65% - 60% of Pupil Premium Pupils achieving GLD)
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Directly supports pupils' access to the curriculum, enhancing their ability to communicate effectively, and strengthens social engagement with peers and adults.
- ✓ Ensure ALL pupils are able to manipulate numbers with confidence.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.
- ✓ Improve attendance for disadvantaged pupils by identifying and addressing barriers, promoting engagement and fostering a culture of belonging.

Our Context:

Priorslee Primary School converted to academy status in 2011. Upon conversion, the existing school closed and Priorslee Academy opened in its place. Priorslee Academy is a large, two-form entry school located in Priorslee, Telford, and is extremely fortunate to be set within beautiful and extensive grounds.

The school includes provision for three- and four-year-olds through its attached pre-school, *Little Seedlings*. The proportion of pupils eligible for free school meals is well below the national average, at 18.5%. The school currently has 427 pupils on roll (including pre-school), with 37.7% of pupils from minority ethnic backgrounds. In addition, 19.4% of children are identified as having English as an Additional Language (EAL).

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning, we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Appoint experienced teachers to provide outstanding quality first teaching opportunities.
- Guarantee that team leaders and subject leaders have adequate release time, in order to monitor, and undertake coaching to improve the quality of teaching and learning across the school.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Implement strategies and interventions that directly support pupils' access to the curriculum, enhance their ability to communicate effectively, and strengthen their social engagement with both peers and adults.
- Allocate learning support assistants to provide small group work focussed on overcoming gaps in learning every afternoon.

- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture from our pastoral team to support to enable pupils to access learning within and beyond the classroom.
- Implement targeted attendance strategies for disadvantaged pupils, including early identification of concerns, personalised support plans, regular communication with families, and positive reinforcement to promote consistent attendance.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1. Mental Health and Wellbeing	Several pupils experience anxiety and difficulty separating from parents when coming to school. This impacts both their attendance and academic progress.
2. Social and Emotional Skills	Some pupils are struggling to regulate their emotions and lack the social understanding needed in order to form effective relationships with their peers.
3. Reading, Writing and Maths	An attainment gap exists between pupils in receipt of pupil premium funding and those who do not receive this support.
4. Phonics and Early Reading	Strengthening early reading skills and addressing gaps in pupils' phonics knowledge to ensure a secure foundation for literacy.
5. Maths	Developing pupils' confidence and fluency in manipulating numbers to support problem-solving and reasoning.
6. Speech and Language	Some pupils have delayed speech and language development, limiting their ability to access the curriculum, communicate effectively, and engage socially with peers and adults.

7. Access to wider opportunities	A number of pupils have limited access to enrichment experiences beyond school, reducing their exposure to broader cultural, social, and learning opportunities.
8. Attendance	Disadvantaged pupils often have lower attendance rates due to barriers such as family circumstances, health concerns, and lack of engagement. This hinders consistent learning and academic progress.

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
Pupils are more willing to come to school (display reduced anxiety).	An improvement in attendance levels (including lateness) – 2024: whole school 3.9% in comparison to 6% PP pupils, 2023: whole school 4.8% in comparison to 7.5% PP pupils.
Pupils are more able to self-regulate and manage emotions in appropriate ways.	CPOMS logs show a reduction in negative incidents. Pupils form effective relationships with their peers.
Narrowing the attainment gap for pupils in receipt of Pupil Premium compared to their peers	Pupil data shows PP children achieving the same as their peers
Narrow the gap between non PP and PP pupils passing the Year One Phonics Screening Check	Pupil data from the screening check shows an upward trend of PP passing the screening check
Pupils with identified needs will demonstrate improved access to the curriculum, enhanced communication skills, and stronger social engagement with both peers and adults, enabling them to participate more fully in learning and school life.	Pupils demonstrate improved confidence and ability to communicate their ideas clearly in class discussions and group activities, leading to greater participation in learning and positive interactions with peers and adults. 60% of PP pupils achieving GLD during 2024 – 2025.
Children are experiencing wider opportunities.	An increase in pupil premium children accessing wider opportunities e.g. residential visits and trips
Improved attendance and punctuality for disadvantaged pupils.	Attendance tracking shows a reduction in persistent absence and improved punctuality among PP pupils. Whole school

	attendance 3.9% in comparison to 6% PP pupils, 2023: whole school attendance 4.8% in comparison to 7.5% PP pupils.
Improved speech and language development.	Pupils demonstrate increased vocabulary, improved sentence structure, and greater confidence in verbal communication, as evidenced through teacher assessments and speech and language specialist reports.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted estimated cost: £40, 736.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching: High quality teaching and curriculum</p> <p>Appointment of four TLR positions (Phonics/EYFS, Maths, Writing and Reading). A focus on raising standards through planning, modelling and team-teaching, as well as monitoring teaching and learning.</p>	<p>EEF Effective Professional Development for Staff EEF-Effective-Professional-Development-Guidance-Report.pdf d2tic4wvo1iusb.cloudfront.net</p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom</p> <p>TLR staff complete weekly/biweekly monitoring including learning walks, book and planning monitoring, deliver whole staff, staff meetings, coach staff with a range of different support strategies to improve the standard of teaching and learning e.g. planning, marking, delivery. Members of TLR staff complete logs of CPD and use of time.</p>	<p>3 & 4, 5</p>

<p>TLR payments =£12, 068</p> <p>TLR release time= £10, 336</p>		
<p>High Quality Teaching: Assessment</p> <p>Purchase of Standardised Assessments & Intervention Therapies</p> <p>£4320</p>	<p>EEF Teaching and Learning Toolkit (+6 months)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	<p>3 & 4</p>

<p>High Quality Teaching:</p> <p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>Release of Assistant Head from the classroom to support all staff in school</p> <p>£11,263</p>	<p>Release of Assistant Head from the classroom from September 2024</p> <p>EEF blog: Maximising professional development EEF</p> <p>Having a well-planned, well-implemented, and well-resourced programme of professional development (PD) for staff is one of the most important things a school can do to enhance the learning of its pupils.</p> <p>Assistant Head works with staff to coach and mentor them this includes subject leaders and ensuring that they are upskilled and confident to lead and monitor their subject. Conducting weekly monitoring in a variety of subjects, which then leads to coaching and supporting individual, as well as groups of staff allowing the development of teaching and learning standards.</p>	<p>3, 4 & 5</p>
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<p>SALT – CPD for all staff</p> <p>CPD for staff to enable them to deliver the ELSEC programme</p> <p>2 TA's 3 days = £203</p> <p>1 SLT 2 days = £577.58</p> <p>1 SLT 1 day = £288.79</p> <p>Release x 3 times per week £1293</p>	<p>Release of two members of support assistants to deliver oral language interventions Oral language interventions EEF</p> <p>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</p> <p>17/09/2025 – Teacher ELSEC Staff Meeting</p> <p>9th, 11th and 23rd September 2025 – ELSEC staff training dates in Shrewsbury</p> <p>2025 data: Pre-School: Red – 4, Amber – 16, Green - 5 Reception: Red – 9, Amber – 29, Green - 5 Year One: Red – 30, Amber – 22, Green – 5</p> <p>On site ELSEC lead throughout Autumn term with the need for support staff to work alongside her for each session for their own CPD.</p>	<p>1, 2 & 6</p>
<p>Zones of Regulation CPD for all staff</p> <p>Training: £225</p> <p>Staff meeting – support staff for one hour £161.64</p> <p>Resources made</p> <p>Specific half termly unit focus</p>	<p>CPD for all teaching and support staff to develop children being able to identify their emotions.</p> <p>Behaviour interventions EEF</p> <p>When adopting behaviour interventions – whether targeted or universal – professional development may support staff to ensure high quality delivery and consistency across the school.</p> <p>Staff meeting for all staff members 08/09/2025, 18/09/2025 follow up CPD with all staff</p>	<p>1 & 2</p>

	<p>Posters and resources created for each classroom including whole class chart (bespoke according to year groups)</p> <p>Half termly unit for RSHE for all year groups and letter sent out to all parents informing them of this half terms focus in September 2025</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted estimated cost: £28,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support: Intervention to support phonics and early reading development.</p> <p>Phonics Interventions with Support Assistants for Key Stage One and Year 3 pupils</p> <p>£5,008</p>	<p>EEF Teaching and Learning Toolkit (+5 months) Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Phonics data – 83% 2025. 100% of PP Pupils achieved 32 or more</p>	<p>3 & 4</p>

<p>Targeted Academic Support: Targeted interventions before school in each year group, delivered by learning support staff.</p> <p>£3,420</p>	<p>EEF Teaching and Learning Toolkit (+4 months) Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk</p> <p>Targeted deployment, where teaching assistants deliver an intervention to small groups or individuals that has a higher impact.</p> <p>Pupils from Year One to Year Six invited to targeted intervention groups with specific focuses e.g. Multiplication facts for Years Four and Five, SATs prep for Year Six, ELSEC for Year Two, Phonics for Year One. Timetable of pupils accessing 8:30am adjusted every term following pupil progress meetings with SLT. Parents informed if their child has been selected to attend, and if they will be invited to attend again the following term.</p>	<p>1, 3, 4 & 5</p>
<p>Targeted Academic Support: use of technology to improve learning (writing) Clicker (one school site license)</p> <p>£1,306</p> <p>Purchasing further devices to support targeted interventions and to support in class experience through 1:1 pupil devices for KS2 pupils</p> <p>£10,000</p>	<p>EEF Teaching and Learning Toolkit EEF Digital Technology Guidance Report.pdf d2tic4wvo1iusb.cloudfront.net</p> <p>Use of technology (Clicker) to improve pupils' access and engagement for writing. This programme has been recommended by the learning Support Advisory Team throughout the year.</p> <p>Using Digital Technology to Improve Learning EEF</p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <ul style="list-style-type: none"> - Clicker is used throughout KS2 and is helping to support a wide range of pupils access the curriculum and remove the barriers - 1:1 devices to be introduced to KS2 classrooms to support pupils learning and access to materials in lessons. Devices will also be used to support assessment of work and monitoring. 	<p>3</p>

<p>Targeted Academic Support: Targeted intervention plans in each year group delivered by teaching staff through the implementation of a new scheme, with high quality concrete resources.</p> <p>£2994.73 £2150.00</p>	<p>EEF Teaching and Learning Toolkit Ark Mathematics Mastery EEF</p> <p>Mathematics Mastery by Ark Curriculum Plus is a whole-school approach to teaching mathematics. It aims to raise attainment for all pupils and close the attainment gap between pupils from low-income families and their peers. The programme aims to deepen pupils' conceptual understanding of key mathematical concepts.</p> <p>Staff voice has shown that staff feel in Key Stage One and EYFS that children's oracy levels are quickly developing and improving, alongside their reasoning skills, and mental arithmetic. Monitoring by TLR member of staff has also evidenced use of concrete resources in all year groups in teaching sessions and targeted sessions.</p>	<p>1, 3, 4 & 5</p>
<p>SALT interventions Targeted intervention plans in EYFS, Year One delivered by support assistants through the implementation of the ELSEC scheme with high quality resources.</p> <p>Release for two members of support staff x 3 times per week</p> <p>£3151</p>	<p>EEF Teaching and Learning Toolkit Oral language interventions EEF</p> <p>Targeted interventions inside and outside of the classroom for a wide range of pupils to develop speech and language skills and confidence levels.</p> <p>Two members of ELSEC trained staff have been released for a minimum of three sessions per week to deliver targeted ELSEC sessions allowing intensive targeted sessions for pupils on Amber, with the aim of them reaching Green by Spring for a targeted intervention.</p>	<p>1, 2 and 6</p>

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

Budgeted estimated cost: £53,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies: Supporting pupils' social, emotional and behavioural needs.</p> <p>Behaviour and Emotional Support interventions with the Pastoral Lead.</p> <p>£20,000</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact) Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>Identification of EHA, BEEU and Cranston referrals have been completed by Pastoral lead this academic year helping to breakdown the barriers for pupils and their families.</p>	<p>1 & 2, 5</p>
<p>Wider Strategies: Communicating and Supporting Parents</p> <p>Time for Pastoral lead to meet with parents to offer support.</p> <p>£2,800</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact) Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or home-work; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	<p>1 & 2</p>

<p>Wider Strategies: Extracurricular activities</p> <p>Personalised budget (£50 per child/£150 for PP+ pupils), which allows families to access residential, trips and excursions.</p> <p>£3,500</p>	<p>EEF Teaching and Learning Toolkit (+3 months impact) Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p>	<p>1 & 2</p>
<p>Wider Strategies: Supporting pupils' social, emotional and behavioural needs</p> <p>Release of Assistant Head to support emotional and behavioural needs of all pupils, and to strategically direct all support and teaching staff.</p> <p>£11,263</p>	<p>EEF Making Informed Decisions about Behaviour Improving Behaviour in Schools EEF</p> <p>Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p> <p>Behaviour support from SLT throughout the school day for targeted intervention, in addition to meetings with professionals and pupils' families. Assistant head has also helped to refer to many outside agencies to support pupils and their families for targeted interventions.</p>	<p>1 & 2, 5</p>

<p>Wider Strategies: Supporting attendance</p> <p>Release of Assistant Head to support attendance of all pupils, alongside EWO and admin attendance team.</p> <p>£11,263 £750</p>	<p>EEF Supporting attendance EEF</p> <p>Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies.</p> <p>Assistant head leads weekly attendance meetings with attendance lead for the admin team, where analysis of pupils is conducted with next steps, and liaison with Pastoral Lead. Half termly meeting with EWO with in depth analysis. Assistant head leads meetings with families and professionals with the recently developed and improved policy and supporting documentation to improve attendance.</p>	<p>1 & 2, 5</p>
<p>Zones of regulation</p> <p>Dedicated teaching time allocated to each class to support children in learning to regulate their own behaviour. Autumn term to be allocated specifically for Zones of Regulation half termly unit for all pupils.</p> <p>£2912</p>	<p>EEF EEF Blog: New EEF case studies - Social and Emotional Learning... EEF</p> <p>A key high-quality teaching and targeted intervention strategy is improving social and emotional learning. When carefully implemented, social and emotional learning can increase positive pupil behaviour and well-being, and academic performance.</p> <p>Each class teacher has delivered a Zones of Regulation unit to their own class, with the opportunity for targeted interventions for pupils needing further support. This message is also reiterated by SLT when supporting pupils with behaviour.</p>	<p>1 and 2</p>

<p>Parent workshops and documentation</p> <p>Targeted parental workshops for each and every year group including SATs, Phonics, reading and Multiplications.</p> <p>£1092</p>	<p>EEF</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>All teaching staff have delivered a parental workshop during Autumn 1 2025, and this will continue in Spring 1 2026, and Summer 1 2026. All literature is emailed to parents who are unable to attend.</p>	<p>3, 4, 5 and 6</p>
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Total estimated budgeted cost: £122,345.01

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

National Data 2024 – 2025:

- **KS2 Reading, Writing & Maths Combined:**

- o **59%** of pupils met the expected standard, slightly below the national average of **62%**.
- o **2%** achieved the higher standard, below the national rate of **8%**.
- o **Percentile ranks:** 42nd (expected), 24th (higher standard).

- **Multiplication Tables Check (MTC):**

- o **18%** of pupils achieved full marks (25/25), significantly below the national benchmark of **37%**.
- o **Percentile rank:** 16th.

- **Phonics Screening Check (Year 1):**

- o **83%** of pupils passed, performing at or above the national average of **80%**.
- o **Percentile rank:** 57th.

- **Early Years Foundation Stage:**

- o **65%** of pupils achieved a Good Level of Development (GLD), slightly below the national average of **68%**.
- o **Percentile rank:** 33rd.

- **Overall Performance:**

- The school demonstrates strengths in **early reading**, with Phonics performing above national levels. EYFS outcomes are steady and close to national averages.
- Key development areas include **KS2 higher standard attainment** and the **Multiplication Tables Check**, where outcomes fall notably below national benchmarks.
- With targeted support—particularly for middle and higher prior attainers—the school has clear opportunities to raise performance and improve percentile rankings across KS2 and maths fluency.

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	59	59%	Below	62%	42nd
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	59	2%	Below	8%	24th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	61	18%	Below (significant)	37%	16th
Phonics Screening Check	% of pupils passing in Year 1	60	83%	At or above	80%	57th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	57	65%	Below	68%	33rd

National Data 2023 – 2024:

□ KS2 Reading, Writing & Maths Combined:

- 70% of pupils met the expected standard, exceeding the national average of 61%.
- 11% achieved the higher standard, outperforming the national rate of 8%.
- Percentile ranks: 74th (expected), 77th (higher standard).

• Phonics Screening Check (Year 1):

- 95% of pupils passed, significantly above the national average of ~80%.
- School ranks in the 92nd percentile nationally.

• Early Years Foundation Stage:

- 78% of pupils achieved a Good Level of Development, surpassing the national average of 68%.
- School ranks in the 81st percentile.

- Multiplication Tables Check (MTC):
- National benchmark: 34% of pupils scored full marks.
- Overall Performance:
- The school is performing at or above national standards in all reported areas, with particularly strong outcomes in phonics and early years development. These results place the school in the top quartile nationally across most metrics, reflecting effective teaching strategies and student support systems.

Key Results - 2023-2024

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	64	70%	● At or above	61%	74th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	64	11%	● At or above	8%	77th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	-	-	○ -	34%	-
Phonics Screening Check	% of pupils passing in Year 1	55	95%	⬆ Above (significant)	~ 80%	92nd
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	59	78%	● At or above	68%	81st

Externally provided programmes

Please include the names of any non-DfE programmes that you used for your pupil premium (or recovery premium) to fund in the previous academic year (2022-2023)

Programme	Provider
ELKLAN (3-5 years)	ELKLAN
TTRS	Maths Circle Ltd
WELLCOMM	WELLCOMM
1:1 specialist dyscalculia Maths tutoring	Jane James
Emotional Coaching	Telford and Wrekin Educational Psychology Team
Ark Maths Curriculum	Ark Curriculum
ELSEC	Telford and Wrekin
Zones of Regulation	Telford and Wrekin
Education Welfare Officer	Shropshire Council