Pupil premium strategy statement

School overview

Detail	Data
School name	Pear Tree Mead Academy
Number of pupils in school	452 Pupils (inclusive of 8 pre-school and 31 nursery)
Proportion (%) of pupil premium eligible pupils	Y1-6 123/354 33% Pre-N 11/39 28% Reception 19/59 32% **Total: 153/452 34%**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Christine Peden
Pupil premium lead	Lacey Davies
Governor / Trustee lead	Rebecca Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,650
EY pupil premium	£6930 Annual
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tuition premium	N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£197,580 – including a years' worth of EY PP for the identified children (projection)

Part A: Pupil premium strategy plan

Statement of intent

At Pear Tree Mead Academy, our core intention is to create an inclusive learning environment where every pupil can achieve their full potential. We adopt a pedagogy-driven approach that prioritizes equity, high expectations, and responsive teaching. Our strategies are grounded in research and aim to remove barriers to learning caused by personal circumstances or gaps in prior knowledge.

Common barriers to learning for disadvantaged pupils may include:

- High levels of adverse childhood experiences (ACEs)
- Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
- Oral language and/or communication skills, bridging across to reading and writing
- Parental engagement in education
- Limited outdoor space
- Lost learning due to COVID19

There may also be complex family situations that prevent children from flourishing. We recognize that these challenges are varied and require individualized, adaptive support rather than a one-size-fits-all approach.

Our teaching and learning objectives are to:

- **Close the attainment gap** between disadvantaged and non-disadvantaged pupils through targeted, high-quality instruction.
- Ensure **full access to a rich, challenging curriculum** for all learners.
- Address barriers related to **SEMH, self-regulation, and metacognition** through explicit teaching strategies.
- **Act early** by using formative assessment and timely interventions.
- Build **strong, trust-based relationships** with pupils and families to foster engagement and belonging.

How We Achieve This

We implement a **tiered approach to support**, aligned with evidence-based pedagogy:

Assessment-Informed Practice

- o Frequent monitoring of qualitative and quantitative data to identify needs early.
- o Use of diagnostic tools to inform targeted interventions.

High-Quality Teaching

- o Adaptive teaching strategies that differentiate for diverse needs.
- o Embedding **oracy, phonics, and metacognitive strategies** across the curriculum.
- o CPD for staff on **attachment theory, trauma-informed practice, and positive behaviour approaches**.

Targeted Interventions

- Structured programmes for literacy and numeracy gaps.
- SEMH support through learning mentors and family liaison team.
- Oracy-focused interventions such as **Welcomm** and **Colourful Semantics**.

Pastoral and Practical Support

- Breakfast club and provision of uniform/equipment to ensure readiness to learn.
- Mental health support through Learning Mentor and Councillors, and access to safe spaces.
- Parent workshops to strengthen home-school partnerships.

Enrichment and Outdoor Learning

- Outdoor classroom sessions, OPAL play provision, and allotment/pond activities to promote holistic development.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to breakfast club and equipment and uniform provision
- ensuring that vulnerable learners have access to high quality pastoral care and mental health support
- having a clear induction process to the school that involves a parents meeting to divulge information on any previous experiences we need to be aware of
- identifying children with additional SEMH needs – pastoral care through our learning mentor and family support team

- imploring interventions which work for our children and meet their needs
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and not all pupils who are socially disadvantaged are registered, or qualify for free school meals. We reserve the right to allocate pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

Range of provision but not limited to:

- frequent monitoring of progress and attainment (PSM)
- class provision and intervention forms for all pupils – monitored frequently
- interventions tracked half termly to ensure impact (EduKey)
- English and maths support which includes in class support and withdrawal
- Lower fees for breakfast club to all disadvantaged pupils, ensuring vulnerable pupils are prepared for the day
- frequent contact with parents regarding uniform, equipment, extra curricular trips, and further support
- regular workshops for parents e.g. early phonics, early numeracy, welcome to reception, year group meetings etc
- providing priority for any child needing learning mentor support
- allocating high quality learning support assistants to support wellbeing
- training and CPD on behaviour, attachment and TPP
- interventions concentrating on oracy/speaking and listening in EY - Welcomm (developed into Y1 where necessary) and colourful semantics across the school
- Phonics, reading and writing interventions
- Opportunities for all pupils to take part in outdoor learning sessions; woodland area, use of the pond area and allotment.
- OPAL outdoor provision used across Reception, KS1 and KS2

Principles Underpinning Our Pedagogy

- **Equity over equality**: Resources and support are allocated based on need.
- **Evidence-based practice**: Interventions are chosen for proven impact.
- **Relational pedagogy**: Strong teacher-pupil relationships are central to engagement.
- **Metacognitive development**: Pupils are taught to plan, monitor, and evaluate their own learning.
- **Cultural capital**: Opportunities are provided to broaden experiences and aspirations

Challenges

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

Challenge number	Detail of challenge
1	High levels of adverse childhood experiences Trauma informed schools UK: Increased numbers of children are presenting with mental health difficulties and high adverse childhood experiences (ACEs) impacting on future life chances, mental and physical health and progress and attainment.
2	Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties – referrals made to outside agencies and internal provisions (nurture/LM support/counselling) remain high
3	Oral language and/or communication – 25% on track (at expected) at the start of reception – bridging across to reading and writing delay
4	Overall attainment of disadvantaged pupils is lower than non-disadvantaged: 22/23 – KS2 outcomes expected + reading (30% difference dis/non), writing (88% difference dis/non) Maths (14% difference dis/non) 23/24 – KS2 outcomes expected + reading (12% difference dis/non), writing (24% difference dis/non) Maths (13% difference dis/non) 24/25 – KS2 outcomes expected + Reading (31% difference dis/non) Writing (29% difference dis/non) Maths (15% difference dis/non)
5	Lost learning due to Covid-19 pandemic

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

Attainment in maths – disadvantaged children achieve, at least, in-line with or above national attainment at the end of EY and KS2	The % of disadvantaged pupils achieving expected in maths is in-line with or above national. The % of disadvantaged pupils achieving expected in maths is in-line with non-disadvantaged. Progress of disadvantaged is accelerated.
Attainment in reading and writing – disadvantaged children achieve, at least, in-line with or above national attainment at the end of EY and KS2 • With particular focus on percentage achieving expected in writing • A consistent delivery of the phonics scheme across EY and KS1 to secure attainment in line with national averages (Oxford Owl – Essential letters and sounds) • A rigorous and sequential approach to the reading curriculum supports pupil's fluency, language comprehension, confidence and enjoyment in reading	The % of disadvantaged pupils achieving expected in reading and writing is in-line with or above national. The % of disadvantaged pupils achieving expected in reading and writing is in-line with non-disadvantaged, Progress of disadvantaged is accelerated.
Ready to learn – disadvantaged pupils are punctual, equipped and ready to learn. Continue to improve attendance and punctuality, decreasing persistent absence.	Affordable uniform with financial support available to disadvantaged learners. Equipment, such as laptop loans, available to all learners. Teaching staff are quick to highlight any pupils that need financial support. Disadvantaged pupils access to breakfast club, are punctual and have energy for their day. Attendance data is in-line with national data and shows a decrease in persistent absent pupils, narrowing the gap between disadvantaged and all pupils

	Autumn term 2022 - disadvantaged 92.45%
	Autumn term 2022 - not disadvantage 94.88%
	2022/2023
	Disadvantaged was 91.62%
	Non Disadvantaged was 93.92%
	National for the year was 92.50%
	Disadvantages attendance had increased, however so has non-disadvantaged, making the gap increase between groups. However, disadvantaged is closer to national attendance across the year.
	2023/2024
	Disadvantaged was 93.1%
	Non Disadvantaged was 95.3%
	National for the year was 92.80%
	Disadvantaged attendance has increased again this year. This is the same for non-disadvantaged, making the gap similar to last year. Both groups are above national averages.
	2024/2025
	Disadvantaged was 93.04%
	Non-disadvantaged was 96.07%
	National for the year was 93.37%
	Disadvantaged pupils' data this year is inline with national and last years disadvantaged group.
Embed trauma perspective practice and attachment awareness through a whole school approach towards behaviour – all staff are trained to support complex SEMH needs (all staff and family support team)	Decrease in external suspensions (2022-2023 totalling 19) (2023-2024 totalling 15) (2024-2025 totalling 9)
Trained counsellors – seeing identified pupils weekly	Trauma informed framework is fully embedded and pupils feel supported

Further support harder to reach families	Greater knowledge of individual children's backgrounds and appropriate identified support • Induction meetings • Home visits – EY, on entry to school and throughout time with us when identified as necessary • Wealth of knowledge about local area, groups and charities to offer and signpost support to families that fit their needs and encourage them to engage

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 cost: £109,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium leadership and management Closely monitor and intervene where the progress of disadvantaged learners is below that of their expected attainment outcomes. Liaise with SENDco, working together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils.	'Good teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils' EEF guide to the PP Promote positive engagement and teaching strategies for PP pupils Track PP progress and discuss with teachers, signposting needs for targeted intervention	3, 4 and 5

QFT/Adaptive teaching CPD and employed by staff		
Dedicated interventions LSAs	Using trained teachers and LSAs to provide interventions to pupils who need it in previous years, supporting us in accelerating progress.	3, 4 and 5
Dedicated LSA to analyse data and offer support and guidance	Data analysis to support choices and change anything that is not having an impact term on term – suitable for each individual child's needs	
English leads – promotes literacy, provides staff CPD and monitors/supports phonics and early reading interventions alongside approaches in class	Reading is a key determiner for academic success. Closing the reading gap leads to greater confidence, engagement and greater outcomes.	3, 4 and 5
Maths lead – promotes numeracy, provides staff CPD and monitors/supports interventions alongside approaches in class	Numeracy is a key determiner for academic success and financial competency in adult life	3, 4 and 5
Building on use of the EFF toolkit, identifying and implement an evidence informed approach catered to our pupils – based on outcomes for parental engagement, reading comprehension and metacognition strategies	EEF teaching and learning toolkit (EY and Primary) EY – Parental engagement EEF R-Y6 – Reading comprehension (oral language) EEF R-Y6 – Metacognition and self-regulated learning EEF	1, 2, 3, 4 and 5
Parental workshops continuously offered to engage parents – varied (ACL) Tapestry – parental engagement with child's learning EY Specified weekly news letters to parents to support engagement and organisation (EYFS/Y1)	Positive parental response to parent view – engagement, education and communication	

Fun homework – maps Class emails to support communication Teacher support for adult (parent) learning – maths and reading/phonics Individual implementation plans in place – outlined on class forms		
Continue to develop high quality teaching around language development and communication. Training in place for identified staff on intervention programmes within EY – Wellcomm Phonics lead/Phase leaders – embed phonics approach. EY and KS1 to have extra phonics sessions (2 per day) English leads to monitor the development of language	Essex disadvantaged strategy – Marc Rowland Language development and comprehension Oral language intervention EEF- very high impact for very low cost based on extensive evidence+6 months /Reading comprehension EEF - very high impact for very low cost based on extensive evidence R-Y6, bridging into writing – Class disadvantaged forms Sharing good practice across schools Metacognition and self regulated learning EEF (YR-6) - very high impact for very low cost based on extensive evidence	3

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

Budgeted cost: £55,022

Activity	Evidence that supports this approach	Challenge number(s) addressed

LSA booster 'tutor' groups Identification of children who need further support in reading, writing or maths Paired class tuition – 6 sessions a term. Maths focus for the year to develop tutors. Pairing of classes older with younger.	Small group tuition EEF - Moderate impact for low cost based on moderate evidence Peer tutoring EEF - high impact for very low cost based on extensive evidence	3, 4, and 5
Embed regular focused pupil standards meetings from EYFS to Y6 to identify barriers to learning and ensure these are addressed. Lead by DHT Identify support for individuals (including overall provision and intervention), changeable throughout the year – put onto the class disadvantaged forms and EduKey	EEF Behaviour – Essex Therapeutic Thinking Approach /Paul Dix Interventions – range Reading comprehension – class based, interventions and EEF strategy focus Small group interventions EY interventions	1, 2, 3, 4, 5
Interventions – consistently delivered Do not impact on core subjects and are varied to ensure impact does not occur on broader curriculum subjects Training given to staff who are to deliver (teachers and LSAs) Wellcomm (this year aimed to support EAL pupils also) Rapid reading Reading fluency	All interventions have been chosen due to previous success within the intervention or evidence base is high	3, 4 and 5

Writing – SC led and gaps in knowledge (end of KS outcomes)		
EPS maths intervention		
Precision monitoring		
Phonics – Essential Letters and Sounds		
Nurture group		
Life skills group		
1stClass@number (arithmetic element)	DfE approved	
Drawing and talking		
Clicker		
Working in-line with evidence based work schemes:		
Grammarsaurus		
Primary stars		
White Rose		
ELS		

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

Budgeted cost: £33,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed our Essex Steps – therapeutic thinking approach to behaviour

Embedding trauma informed practice – whole school approach | Trauma informed schools UK: Increased numbers of children are presenting with mental health difficulties and high adverse childhood experiences (ACEs) impacting on future life chances, mental and physical health and progress and attainment.

Trauma halts the capacity to learn. Multiple adverse childhood experiences | 1 and 2 |

TPP training completed for all staff and upskilled (2 current trainers in school/elements 1-8 training completed but consistent return)

Attachment Awareness school – train the trainer, again led by SLT

Regular support for SLT trainers through Essex

Learning mentor to support SEMH

SENDco and assistant SENDco to support SEMH in identified pupils | disrupt neural development and impair social, emotional and cognitive development.
Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.

Star analysis
Adult response plans
Individualised learning
Behaviour curriculum through PSHE and zones, as well as embedded throughout | |
| Pastoral team expertise is developed to support complex SEMH needs – SENDco, assistant SENDco and learning mentor, HT/DHT/AHT
Referrals for external and internal services remain high – LM register fluctuates at 40% disadvantaged

TPP training from Essex and with guided support

Early identification of need and level of vulnerability – early help (FST)

Children as wellbeing champions – supporting other pupils with mental health needs (supported | High quality provision for children with complex SEMH needs – EEF toolkit

Benny Kuruvilla – Role and impact of Learning Mentors: The findings indicated that although not measurable in quantitative terms, mentoring support has a positive impact on the social and academic outcomes of the mentees, as it provided them with an opportunity to realise their potential.

Social and emotional benefits:
Children's academic development is closely linked to the consistency and quality of their social interactions (Mulryan-Kune,2014). Many advocates stress the benefits of playtimes for social and emotional wellbeing and development, including learning how to negotiate and problem solve; to deal with conflicts, falling out and teasing; and learn how to compromise; to deal with fear and take risks, and to develop friendships (eg American Academy of | 1 and 2 |

by the Onegoal initiative) Play leaders and Play leader mentors– supporting younger pupils to engage in play and model positive social interactions Outdoor space and experiences: OPAL Allotment Pond Gym Adventure Woodland school Sensory spaces across the school Swimming pool (lessons, fun swims and gala)	Pediatrics, 2013; Baines and Blatchford, 2011; Goudreault and Guimont, 2017; Jarrett et al., 2009). Opal initiative – research Lots of pupils in our school do not have gardens, and/or are constantly limited by indoor activities and restrictions. 17.6% of our school population has SEND needs, provision for this group and other groups who need to physically move around and have outdoor space to learn benefit - Outdoor learning environments are less structured and formal than classroom environments, allowing more physical mobility. In comparison to a classroom environment, outdoor learning increases the physical space around children. Greater physical activity has been shown to impact on children's educational attainment (Ahamed et al., 2007; Trudeau & Shephard, 2008). Research – outdoor learning spaces: The case of forest school	
Attendance officer – closely monitors and supports PP attendance	Pupil premium strategy – 'interventions may well be one part of an effective pupil premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.	1, 2, 3, 4 and 5
Other support: Breakfast club and trip support Residentials Equipment, uniform and supplies Technology Data management Finance management	Removing potential barriers to participation and increasing attendance Tracking and monitoring progress to implement interventions effectively	1, 2, 3, 4 and 5

Providing food for families at home	15	
Meet and greets		
Teacher/pupil relationship (specified 1:1 time)		
Class responsibilities		

Total budgeted cost: £ 197,580

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using statutory assessments at the end of key stage 2 for performance data, phonics check results, GLD and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was below our expectations, however the attainment gap has stayed the same as last year, bar reading, between our disadvantaged pupils and non-disadvantaged pupils (see below data). We have considered our approaches for this academic year and believe that sustaining our identified course is now somewhat reflected in the data, and have chosen to strengthen the above approaches by embedding them further into day-to-day practice – with further focus and CPD on EEF reading comprehension. Our analysis suggests that the attainment gap is narrowing to some extent but needing further work to sustain and continue, this appears due to cohort differences and demographic. We have refined areas of our approach and streamlined effective strategies within classes and as part of the school culture e.g. EEF strategies employed in classes. Changes have been reflected in our approaches for 25/26 (as above), supporting phonics and early reading.

Attendance among disadvantaged pupils has increased in the past 3 years, as has data for all pupils. Attendance for disadvantaged pupils is in-line with National (as was last years data) Raising attendance of disadvantaged pupils has been part of our previous 3 year plan and will continue to be a focus as outlined above.

Our observations and assessments demonstrated that pupil behaviour faced challenges in relation to wellbeing and mental health in 2022 to date, and remain significantly higher than before the pandemic, impacting on disadvantaged pupils in particular. In response, this has stemmed some of our other initiatives such as OPAL (outdoor play and learning), counselling (start of 24/25 academic year) and in-house interventions specifically for SEMH (drawing and talking).

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. We also understand that some elements of the strategy need continued time to embed, supporting further data outcomes.

Year 6 Outcomes:

22/23 – KS2 outcomes expected +

reading (30% difference dis/non),
writing (88% difference dis/non)
Maths (14% difference dis/non)

23/24 – KS2 outcomes expected +

reading (12% difference dis/non),
writing (24% difference dis/non)
Maths (13% difference dis/non)

24/25 – KS2 outcomes expected +

Reading (31% difference dis/non)
Writing (29% difference dis/non)
Maths (15% difference dis/non)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	66	62%	62%	Close to average (non-sig)	80%	-17	Not applicable	Not applicable
2025	27	56%	63%	Close to average (non-sig)	81%	-25	Widening	-
2024	20	80%	62%	Above (non-sig)	80%	0	No gap	-
2023	19	53%	60%	Close to average (non-sig)	78%	-26	Not available	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	66	62%	59%	Close to average (non-sig)	78%	-16	Not applicable	Not applicable
2025	27	59%	59%	Close to average (non-sig)	78%	-19	Widening	-
2024	20	70%	58%	Close to average (non-sig)	78%	-8	Narrowing	-
2023	19	58%	58%	Close to average (non-sig)	77%	-19	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	66	77%	60%	Above (sig+)	80%	-2	Not applicable	Not applicable
2025	27	78%	61%	Above (non-sig)	81%	-3	Widening	-
2024	20	80%	59%	Above (non-sig)	79%	1	Positive gap	-
2023	19	74%	59%	Above (non-sig)	79%	-6	Not available	-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	66	70%	59%	Above (non-sig)	78%	-9	Not applicable	Not applicable
2025	27	70%	60%	Close to average (non-sig)	79%	-8	Widening	-
2024	20	80%	59%	Above (non-sig)	78%	2	Positive gap	-
2023	19	58%	59%	Close to average (non-sig)	78%	-20	Not available	-

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	66	47%	46%	Close to average (non-sig)	68%	-21	Not applicable	Not applicable
2025	27	37%	47%	Close to average (non-sig)	69%	-32	Widening	-
2024	20	60%	46%	Above (non-sig)	67%	-7	Narrowing	-
2023	19	47%	44%	Close to average (non-sig)	66%	-19	Not available	-

24-25 KS2 SATs disadvantaged comparison

Pupils (from 2024-2025) in Year 6

Assessments: 2024-2025   Summer 2

Generated less than a minu

		All Pupils		Disadvantaged		Not Disadvantaged	
		% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above
Reading	SAT Scaled Score	74%	26%	54%	13%	86%	35%
Writing	SAT TA	75%	15%	58%	4%	86%	22%
Maths	SAT Scaled Score	89%	39%	79%	21%	95%	51%
GPS	SAT Scaled Score	82%	43%	71%	21%	89%	57%
Reading/Writing/Maths	SAT Scaled Score/SAT TA	62%	10%	33%	4%	81%	14%

This data shows that the amount of disadvantaged achieving Exp+ is lower in all areas than last year, however the amount of pupils achieving GD in all areas has increased significantly in all areas for disadvantaged pupils.

24-25 GLD disadvantaged

Pupils (from 2024-2025) in Reception

Assessments: 2024-2025   Summer 2

		EYFS GLD
		% of pupils Expected or higher
EYFSP	All Pupils	64%
	Disadvantaged	55%
	Not Disadvantaged	66%

Disadvantaged achieving GLD at PTM from 23/24 to 24/25:-
55% which is (-15%) from last year but above national at 51.5%. GLD was high last year at 70% of disadvantaged pupils achieving which was also above national.

Year 1 Phonics: 67% pass - Disadvantaged pupils 11/19 -58% pass (8% increase on last year) – further intervention and approaches to support identified above and within the schools development plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
1stClass@number	Every Child Counts
Rapid reading (intervention programmes)	Pearson
EPS maths intervention	Essex Educational Psychology Service
Drawing and talking	Mental health hub
TPP	Essex