

Pupil premium strategy statement – Fleckney C of E Academy 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fleckney CE
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	14.0%
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2026-2027
Date this statement was published	December 2024
Date this statement was last reviewed	December 2026
Date on which it will be reviewed	April 2026
Statement authorised by	Mr. J. Richards
Pupil premium lead	Mr. J. Richards
Governor / Trustee lead	Mr. G. Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£92,400

Part A: Pupil premium strategy plan

Statement of intent

At Fleckney CE Primary School, we have a clear and uncompromising commitment to ensuring that all pupils, including those who are disadvantaged, achieve well and make strong progress from their starting points. Rooted in our Christian vision and values of fairness, compassion and aspiration, we promote high expectations for every pupil and place equity at the centre of our school improvement work.

Our Pupil Premium strategy is sharply focused, responsive and informed by robust assessment. It is designed to address the specific barriers faced by disadvantaged pupils, recognising that disadvantage can be complex and multifaceted. This includes pupils who have a social worker, young carers, and those experiencing social, emotional and mental health challenges. We ensure that support is timely, targeted and proportionate, enabling pupils to access learning successfully and make sustained progress.

High-quality teaching is the core driver of our approach. We prioritise consistently strong classroom practice, ensuring learning is ambitious, appropriately pitched and inclusive. Teachers use assessment effectively to identify misconceptions and gaps in learning, with regular opportunities for retrieval and recall to secure knowledge over time. This focus on quality-first teaching has the greatest impact on reducing gaps in attainment and benefits all pupils, including those who are high attaining.

Our curriculum is coherently planned, well sequenced and inclusive by design. It is regularly reviewed through diagnostic assessment and detailed tracking to ensure it meets the needs of disadvantaged pupils. Where gaps in learning are identified, pupils receive targeted in-class support and evidence-informed interventions, carefully matched to need. The impact of these interventions is monitored closely and adjusted where necessary to ensure pupils make accelerated progress.

We recognise the strong link between attendance, wellbeing and achievement. As such, we place a high priority on supporting pupils' emotional health and personal development so that they are ready to learn. We adopt a rigorous and proactive approach to attendance and punctuality, working in close partnership with families to remove barriers to regular attendance. Pupils who require additional pastoral or emotional support have access to skilled adults and targeted provision, including ELSA, ensuring pupils feel safe, supported and able to engage fully in school life.

Our Pupil Premium strategy contributes directly to the school's wider education recovery priorities, particularly for pupils whose learning has been most disrupted. It is evidence-informed, drawing on research from the Education Endowment Foundation (EEF) and Oracy 21, and reflects our commitment to approaches that are cumulative, sustainable and embedded across the school.

To ensure effective implementation and impact, we:

- Promote a whole-school culture where all staff are accountable for the progress and attainment of disadvantaged pupils
- Identify need early and intervene swiftly, using assessment to inform next steps
- Ensure disadvantaged pupils have equitable access to high-quality learning experiences and wider opportunities
- Monitor attendance and engagement closely across all groups
- Maintain high levels of challenge and ambition in the work pupils are set
- Actively raise pupils' aspirations through curriculum design and an understanding of future education and career pathways

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with staff indicate that disadvantaged pupils in EYFS and Key Stage 1 experience greater difficulties with phonics acquisition and early language development than their peers. These gaps in early reading and language skills limit pupils' ability to access the wider curriculum and, if not addressed promptly, increase the risk of continued underachievement as pupils progress through school.
2	Formative and summative assessment indicate that pupils in Key Stage 2 who are eligible for Pupil Premium attain below their peers nationally. Diagnostic assessment has identified knowledge and attainment gaps that disproportionately affect disadvantaged pupils. Currently 43% of Pupil Premium pupils are working below age-related expectations, highlighting the need to address gaps earlier through high-quality classroom teaching and targeted support to accelerate progress and reduce the attainment gap.
3	Assessments, observations and discussions with pupils and families indicate that a significant proportion of disadvantaged pupils experience social, emotional and behavioural challenges which impact on their wellbeing, engagement and attainment. Wellbeing assessments show that the positive mental health of many disadvantaged pupils has been adversely affected and is a barrier to learning and future wellbeing. Currently, Over 60% of disadvantaged pupils in UKS2 require additional support for emotional needs, highlighting the need for increased pastoral support, targeted SEMH provision and nurture-based approaches to support pupils' resilience, mindset and readiness to learn.
4	Although attendance for disadvantaged pupils compares favourably with national figures for disadvantaged pupils, it remains lower than that of their non-disadvantaged peers within school. Persistent absence is a significant concern, with over 20% of disadvantaged pupils identified as persistently absent. This impacts pupils' continuity of learning, engagement with the curriculum and overall progress, highlighting the need for targeted attendance support and early intervention.
5	Some disadvantaged pupils and their families experience financial barriers which limit access to enrichment activities, extracurricular opportunities and the purchase of school uniform when compared with their non-disadvantaged peers. This can restrict pupils' full participation in school life and wider curriculum experiences, impacting on engagement, inclusion and personal development.

In each year group there is a small number of pupils eligible for the pupil premium. (14% as opposed to the national average of; around 28%) therefore each pupil's unique circumstances are identified and addressed on a child by child basis as well as the common challenges above

Over 50% of our disadvantaged pupils are also SEND.

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
To improve phonically knowledge and reading skills among disadvantaged pupils.	<ul style="list-style-type: none"> • Little Wandle termly assessments indicate children are keeping up with their peers and become confident fluent readers. • Triangulated evidence including engagement in lessons and both formative and summative assessment show disadvantaged children are keeping up with their peers. • Phonic screening in 2025, 2026 and 2027 is better than national.
To maintain good reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 reading outcomes in 2025, 2025 and 2027 close to or in line with national and disadvantaged attainment is in line with national dependant on cohort size and context (SEND) • Personalised intervention specifically matched to the gaps in learning for disadvantaged pupils, through diagnostic assessment and detailed tracking. • Ongoing monitoring ensures adjustments are made pro-actively to intervention to ensure learning is accelerated.
To maintain good writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> • KS2 writing outcomes in 2025, 2025 and 2027 close to or in line with national and disadvantaged attainment is in line with national dependant on cohort size and context (SEND) • Personalised intervention specifically matched to the gaps in learning for disadvantaged pupils, through diagnostic assessment and detailed tracking • Ongoing monitoring ensures adjustments are made pro-actively to intervention to ensure learning is accelerated.
To maintain good maths attainment for disadvantaged pupils	<ul style="list-style-type: none"> • KS2 Maths outcomes in 2025, 2025 and 2027 close to or in line with national and disadvantaged attainment is in line with national dependant on cohort size and context (SEND) • Year 4 multiplication screening results show progress towards national in 2025 and are in-line with national in 2026 and 2027 • Personalised intervention specifically matched to the gaps in learning for disadvantaged pupils, through diagnostic assessment and detailed tracking • Ongoing monitoring ensures adjustments are made pro-actively to intervention to ensure learning is accelerated.
To ensure pupils are able to sustain their positive mental health and know the strategies to use and how to access support within school when they need it.	<ul style="list-style-type: none"> • Pupils demonstrate a positive mental health, they are able to readily seek and access help when needed from the school's layered support provision. <p>Support has led to sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student surveys, family feedback and teacher wellbeing assessment • the impact of our PSHE curriculum effectively supports pupils' healthy adoption of positive mental health strategies; • Evaluation of in-class PSHE lessons by the curriculum leader shows a high impact on ongoing pupil wellbeing; • Pastoral support evaluations show a high impact on pupil and family wellbeing • Children's well-being needs are met and supported.

	<ul style="list-style-type: none"> Children are attending school regularly and able to access high quality teaching
To achieve and sustain improved attendance for our disadvantaged pupils.	<ul style="list-style-type: none"> Overall absence rates for all pupils are maintained at a high level, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. Pupils at risk of persistent absence are closely monitored, with timely and targeted support provided to improve attendance and engagement. Attendance of disadvantaged children at both overall and persistent absence improves from 24/25, 25/26 and 26/27
To ensure that our disadvantaged children have the same access to the schools enrichment and personal development offer as all other children	<ul style="list-style-type: none"> Disadvantaged pupils participate in clubs, trips, residential trips, and other enrichment activities at rates comparable to their non-disadvantaged peers. Percentages above show that disadvantaged children are taking up the offer above. Financial or other barriers to participation, including access to school uniform, are identified and effectively removed. Pupils benefit fully from the wider curriculum and personal development opportunities, demonstrating increased engagement, confidence, and sense of belonging.

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach <i>Quotes and evidence for EEF unless stated</i>	Challenge number(s) addressed
Continue to purchase resources for the Systematic Synthetic Phonics scheme to secure stronger teaching of phonics to all pupils.	<p>There is very strong evidence that the teaching of phonics has a positive impact on word reading</p> <p><i>-Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>EEF Link - Phonics</p>	1 and 2

<p>To continue to strengthen our whole school Personal Development programme focused on improving pupils' mental health and wellbeing with layered support for emotional and mental health needs.</p> <p>Training for staff in:</p> <ul style="list-style-type: none"> Supporting specific SEMH needs and delivering personalised programmes Precision teaching using the new materials and resources to deliver high-quality sessions. supporting the mental health needs in class and making referrals to in-school pastoral service. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><u>EEF - Improving SEL in Primary Schools</u></p> <p>The EEF guidance document on improving social and emotional learning in primary schools recommends 6 key actions for schools to take, which we have considered as part of our strategy.</p> <ol style="list-style-type: none"> 1. Teach SEL skills explicitly. 2. Integrate and model SEL skills through everyday teaching. 3. Plan carefully for adopting a SEL programme. 4. Use a SAFE curriculum: Sequential, Active, Focused, Explicit. 5. Reinforce SEL skills through whole school ethos and activities. 6. Plan, support and monitor SEL implementation. 	<p>2 and 3</p>
<p>Enhancement of our Writing teaching and curriculum in line with supporting evidence from the EEF and CPD</p>	<p>CPD in line with supporting evidence from the EEF that will help support the progress of disadvantaged children.</p> <p><u>EEF Link – Improving Literacy in KS1</u> <u>EEF Link – Improving Literacy in KS2</u></p>	<p>2</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p><i>'When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups'</i></p> <p><u>EEF - Diagnostic assessment</u></p>	<p>2</p>
<p>LSAs to access CPD opportunities to grow specialisms to support interventions across the school.</p>	<p>LSAs will be used across the school for targeted interventions both academically and socially.</p> <p><u>EEF - Teaching and Learning Toolkit</u> <u>EEF Small group tuition</u> <u>EEF – Social and Emotional Learning</u></p>	<p>1, 2 and 3</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>EEF - Oral language interventions</u></p>	<p>1 and 2</p>
<p>Continue development of the teaching of core subjects across the school.</p> <p>Release of DHT, English and Maths lead to support development of core subjects across the school.</p>	<p>CPD and adaptations to core subject curriculum and planning in line with supporting evidence from the EEF and other sources.</p> <p>Release time to enable coaching time for experienced reading teachers to mentor and develop staff.</p> <p><i>- As a whole, current research provides strong support for the promise of instructional coaching, in which a trained expert works with teachers individually, generally to help them learn to implement new practices and to provide feedback on their performance (Kretlow and Bartholomew 2010).</i></p> <p><i>- Coaches can foster positive shifts in classroom instruction and promote students' skills and achievement (Jennifer Jacobs, Alison Boardman, Ashley Potvin & Chao Wang 2017)</i></p> <p><u>EEF Link – Improving Literacy in KS1</u> <u>EEF Link – Improving Literacy in KS2 Reading Fluency Coaching</u> <u>EEF Link – Maths Mastery</u> <u>EEF Link – Teaching For Mastery</u> <u>EEF Link – Improving Maths EY and KS1</u> <u>EEF Link – Improving Maths KS2 and KS3</u> <u>Maths Guidance – DfE and NCETM</u></p>	<p>1, 2 and 3</p>

Targeted academic support

Budgeted cost: £35,000

Activity	Evidence that supports this approach <i>Quotes and evidence for EEF unless stated</i>	Challenge number(s) addressed
<p>Phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with the school's SSP scheme.</p> <p>Purchase additional resources and training from the SSP to allow the growing intake of children to access high-quality phonics teaching.</p>	<p>There is very strong evidence that the teaching of phonics has a positive impact on word reading</p> <p><i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i></p> <p>EEF Link - Phonics</p>	1 and 2
<p>Class teachers to lead the deployment of LSAs/HLTAs to deliver focused support for PP students.</p> <p>This includes:</p> <ul style="list-style-type: none"> • in-class targeted support • personalised intervention linked to pupils' needs • Pre/post teaching sessions • Dedicated pastoral support for SEMH needs <p>This will include, but not limited to, support children with learning in class, interventions, gap filling from diagnostics tests, leading the class to allow teacher to work with disadvantaged children.</p>	<p>The EEF guidance document on the use of teaching assistants makes the following recommendations that we have considered as part of our approaches in particular</p> <p><i>'Integrating learning from work led by teachers and TAs.'</i></p> <p>Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions</p> <ul style="list-style-type: none"> • The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. <p><i>- Within class attainment grouping has a positive impact, on average, of 2 months additional progress. One advantage of within class grouping might be flexibility in grouping arrangements.</i></p> <p>EEF – One to One Tutoring EEF – Small Group Tuition EEF – Best use of Teaching Assistants EEF – Within Class attainment grouping</p>	1, 2 and 3

<p>Targeted, evidence-informed interventions delivered by teachers, HLTAs or LSAs to address learning gaps and accelerate progress for disadvantaged pupils.</p> <p>The impact of these sessions is monitored through assessment data and pupil voice to ensure pupils consolidate learning and make sustained progress.</p> <p>Additional targeted 1:1 and group reading intervention focused on:</p> <ul style="list-style-type: none"> • language acquisition • phonic acquisition and decoding • inference, explanation and comprehension 2,3,4 <p>Additional targeted writing intervention focused on:</p> <ul style="list-style-type: none"> • manipulating vocabulary and grammatical structures • re-reading and self-editing 2,3,4 <p>Additional targeted mathematics intervention focused on:</p> <ul style="list-style-type: none"> • place value / conservation of number • written arithmetic - providing opportunities for pupils to rehearse and improve their times table recall and written calculation skills. • reasoning problems (verbal / written questions) 	<p>Evidence from EEF and other sources suggest strong evidence of structure interventions having a positive impact of learners and particularly disadvantaged children.</p> <p>Recommendation 6: Adopt evidence based interventions to support TAs in their small group and 1:1 instruction.</p> <ul style="list-style-type: none"> • Schools should use structured interventions with reliable evidence of effectiveness. • Sessions are often brief (20 50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). <p><i>There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support - The pupils that received Catch Up Literacy made more progress than pupils that did not</i></p> <p><u>EEF – One to One Tutoring</u> <u>EEF – Small Group Tuition</u> <u>EEF – Evidence based strategies to support high-quality teaching</u> <u>EEF – Reading Comprehension Strategies</u></p>	<p>1, 2 and 3</p>
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Wider strategies

Budgeted cost: £10,000

Activity	Evidence that supports this approach Quotes and evidence for EEF unless stated	Challenge number(s) addressed
<p>Activities to improve: Attendance, Punctuality and Persistent Absence.</p> <p>Breakfast club (staff and food) funded for disadvantaged pupils whose attendance is poor to ensure pupils in school, on time having had a healthy and nutritious breakfast to encourage attendance and punctuality;</p> <p>Member of admin team to engage with families particularly disadvantaged pupils with attendance difficulties:</p> <ul style="list-style-type: none"> • No notification of absence text and follow up phone call • First day of absence phone calls • Support for pupils • Support and challenge for challenge for target families. <p>Engage with external attendance officer to support and challenge families.</p>	<p>There is strong evidence to show a correlation with attendance and attainment.</p> <p>The school will use all available guidance and advice to ensure good consistent attendance for the disadvantaged pupils.</p> <p><i>- Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils' concentration (Alex Cunningham, Acting CEO of Magic Breakfast)</i></p> <p><i>- Our own research shows that 93% of schools see an increase in concentration and energy amongst children attending our breakfast clubs (Alex Cunningham, Acting CEO of Magic Breakfast)</i></p> <p><i>- The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. (The Key)</i></p> <p><i>- Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. (UCL)</i></p> <p><i>- Pupils from low-income households see a larger negative effect from each day of absence. (UCL)</i></p> <p><u>DfE – Improving School Attendance</u> <u>DfE – Working Together to Improve School Attendance</u> <u>EEF – Attendance Interventions</u> <u>EEF – Trial – Impact of Pupil's Attainment on Free Breakfasts</u> <u>The Key – Attendance vs Attainment</u> <u>The Key – Improving Attendance</u></p>	<p>2, 3, 4 and 5</p>
<p>School to fund or partially fund extracurricular activities, enrichment</p>	<p>There is evidence that suggest providing equal opportunities for all children provides a solid basis for children to reach their full potential in</p>	<p>4 and 5</p>

<p>activities such as, but not limited to, FCS clubs, after school club, school trips (residential and day) and school uniform.</p>	<p>the future</p> <p><i>- Effective inclusive practice provides all children with access to opportunities and support during the earliest and most influential years of their learning and growing. It also helps enable children to be confident in who they are and what they aspire to in the future.</i></p> <p>(Early Years Alliance)</p>	
<p>Mental wellbeing</p> <p>Opportunities for disadvantaged pupils to access 'The Hive' or Lego Therapy, Draw for Talking, pastoral provision, 'The Orchard Room' to support mental wellbeing;</p> <p>Training for staff to effectively run these programs and support disadvantaged pupils effectively.</p> <p>Tailored and intensive support is provided in school for the most vulnerable pupils. The children are given individual or group sessions depending on need.</p> <p>SENDCO and SEMH staff offer support group working on specific needs developed through discussions with our vulnerable families - allowing them to access key services.</p>	<p>There is evidence to suggest that children that have a strong mental health, excellent resilience will flourish in their settings, thus ensuring the children have the access to interventions and a whole school approach will empower this to happen.</p> <p><i>-Social and emotional learning matters for a range of outcomes, as lower levels of SEL (Social and Emotional Learning) skills are associated with poorer mental health and academic attainment.</i></p> <p><i>- Support schools to develop pupils into well-rounded, confident, happy, and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens. (Department for Education)</i></p> <p><i>- Many schools are developing whole school approaches to promoting resilience & improving emotional wellbeing, preventing mental health problems from arising and providing early support where they do. Evidence shows that interventions taking a whole school approach to wellbeing have a positive impact in relation to both physical health and mental wellbeing (Department of Health)</i></p> <p><i>-Schools should be places where students can live mentally healthy lives. Schools cannot control what happens to students outside of the school environment, but they can create mentally healthy environments which enable students to thrive and be resilient to the challenges they face (Glazzard 2019)</i></p> <p><u>Lego Therapy</u> <u>Children's Mental Health and Attainment</u> <u>DFE Strategy</u> <u>EEF – Social and Emotional Learning</u></p>	<p>3 and 4</p>

Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL
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Total budgeted cost: £95,000

Part B: Review of outcomes in the previous academic year

	Fleckney	National 2025	Fleckney PP (No. of children)	National PP 2025	Gap Fleckney PP vs national
Foundation - GLD	72.5%	68.3%	57.1% (7 – 0 SEND)	51.4%	11.2% (0 children)
Year 1 - Phonics	89.5%	79.9%	75% (8 – 3 SEND)	66.8%	4.9% (0 children)
Year 2 - Phonics 2	50% (2)				
Year 6 – Reading	61.3%	75.1%	28.6% (14 – 10 SEND)	63.2%	46.5% (6 children)
Year 6 – Writing	62.7%	72.3%	35.7% (14 – 10 SEND)	59.4%	36.6% (5 children)
Year 6 – Maths	68.0%	74.1%	35.7% (14 - 10 SEND)	60.5%	38.4% (5 children)
Year 6 – Combined	50.7%	62.2%	14.3% (14 – 10 SEND)	47.6%	47.9% (7 children)
	Fleckney	National	Fleckney PP (No. of children)	National PP 2024	Gap Fleckney PP vs national
Year 4 - MTC	19.1	20.6	15.3 (11 – 9 SEND)	18.9	5.3

KS2 3-year disadvantaged non-SEND analysis

SATS 2025

Name	Reading	Writing	Maths	Combined
Pupil A				
Pupil B				
Pupil B				
Pupil D				

SATS 2024

Name	Reading	Writing	Maths	Combined
Pupil E				
Pupil F				
Pupil G				
Pupil H				
Pupil I				
Pupil J				
Pupil K				

SATS 2023

Name	Reading	Writing	Maths	Combined
Pupil L				
Pupil M				
Pupil N				
Pupil O				
Pupil P				

3 year trend

	Reading	Writing	Maths	Combined
<i>Fleckney Non-SEND PP</i>	75%	81%	69%	44%
<i>National</i>	74%	72%	73%	61%
<i>National PP</i>	62%	59%	60%	46%

Early Years GLD is +5.7pp above national PP, and Year 1 Phonics exceeds national PP by +8.2pp, reflecting strong early foundations and effective targeted support.

Out of the 7 children who were PP in FS 2025 – 4/7 achieved a GLD – those 3 children who did not achieve GLD as being well-supported in year 1 with targeted interventions.

KS2 2025 figures, show disadvantaged children are below national and national PP children. This is 5/14 children off the national figure in

Maths and Reading. 71% of the disadvantaged children in year 6 were also SEND.

Over a three-year trend, non-SEND PP pupils consistently perform above national averages in Reading (75%) and Writing (81%), with Writing particularly strong (+9pp).

Across all subjects, non-SEND PP outcomes surpass national PP benchmarks, demonstrating the school's sustained capacity to reduce disadvantage where additional SEND needs are not present.

The school's well-being provision has supported over 40% PP students in the last academic year – over 70% in UKS2. Reports from families and the pupils have provided evidence of the high impact of this approach. The refined pastoral programme has further extended the support the school can provide.

Class teachers provide a first point of support and have utilised the PSHE SoW materials and the expertise of our school's pastoral team in recognising and delivering day to day check-ins to boost wellbeing.

Our layered referral approach continues through in-class and intervention-based groups, before moving to the school's dedicated well-being provision. Monitoring by the personal development subject leader demonstrated a high impact on ongoing pupil well-being during lessons, whole school and extra-curricular activities.

10% Persistent Absence Gaps to National

	21/22	22/23	23/24	24/25
Cohort	42	54	61	63
% Cohort	11.1%	13.9%	15.0%	15.1%
Selection	26.19%	18.52%	31.15%	23.81%
National	30.65%	29.40%	27.10%	
Diff to Nat	-4.46%	-10.88%	4.05%	

The above data for persistent absence for disadvantaged children shows that compared to the same group nationally, 3 out of the 4 years compares favourably (prediction for 24/25 being around 25-26%). However, the national average for all children in a primary school is around the 13-16%.

10% Persistent Absence Gaps to National

Cohort	42	54	61	63
% Cohort	11.1%	13.9%	15.0%	15.1%
Selection	8.12%	7.15%	7.85%	7.77%
National	8.51%	8.48%	8.07%	
Diff to Nat	-0.39%	-1.33%	-0.22%	
	21/22	22/23	23/24	24/25

The above data again shows favourably for our disadvantaged compared to disadvantaged national – averaging over the 4 years at 92.27% compared to the average of 91.65%. National other children's average is 94.1%, which aligns without ambitious target of 96% for all pupils.

To ensure that disadvantaged pupils have equal access to extracurricular opportunities, the school introduced a free weekly block of clubs in 2024–25, running Monday to Friday and covering a wide range of activities, including art, sport, and board games. This provision removed financial barriers and enabled engagement in enrichment experiences that might otherwise be inaccessible. As a result, over 65% of pupils eligible for the Pupil Premium Grant attended at least one club, with 55% consistently participating across all three club blocks. This demonstrates the school's success in promoting inclusion, broadening experiences, and supporting

the social, creative, and physical development of disadvantaged pupils.

To ensure that disadvantaged pupils have equal access to enrichment, extracurricular activities, and school experiences, the school has introduced a range of targeted support.

In 2024–25, a weekly block of free clubs ran Monday to Friday, offering art, sport, and board games, with over 65% of Disadvantaged pupils attending at least one club and 55% attending consistently across all three blocks. In addition, the school now subsidises 50% of the cost for breakfast and after-school clubs for up to three days a week, and offers 50% support for all residential trips and school day-trips.

This support has enabled high participation in residential experiences, with 63% of Year 6 disadvantaged pupils attending the four-night residential in November 2025 and 75% of Year 4 disadvantaged pupils attending the February 2026 residential. These measures demonstrate the school's commitment to removing financial barriers, ensuring disadvantaged pupils can fully engage in enrichment opportunities, and promoting equity in social, cultural, and personal developmen

Externally provided programmes

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

Programme	Provider
N/A	N/A