

Pupil premium strategy statement – [Godmanchester Bridge Academy]

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	271
Proportion (%) of pupil premium eligible pupils	31.3% - 85 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 – 27
Date this statement was published	December 2023
Date on which it will be reviewed	
Statement authorised by	Claire Pirrie
Pupil premium lead	Dominic Williams
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,565
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£107,565
Total Budgeted expenditure for this year	

Part A: Pupil premium strategy plan

Statement of intent

Our goal at Godmanchester Bridge Academy is to ensure that all pupils, regardless of their background or challenges, make significant progress and achieve high attainment in all subjects. To achieve this, our pupil premium strategy focuses on supporting disadvantaged pupils, including those who are already high attainers, to reach their full potential. We aim to use the funding to improve and sustain higher attainment for our most disadvantaged pupils, ensuring their outcomes are comparable to or better than their non-disadvantaged peers.

As we implement our strategy, we will carefully consider the challenges that our disadvantaged pupils face, such as a lack of cultural capital, oral fluency, vocabulary, aspirations, and expectations. Our approach will be rooted in robust diagnostic assessments and analysis, allowing us to address both common challenges and individual needs, rather than relying on assumptions.

At Godmanchester Bridge Academy, we believe that high-quality teaching is essential to our students' success, particularly for disadvantaged pupils. We have fostered a culture of collective responsibility for these pupils, involving governance, senior leadership, subject leadership, phase leadership, classroom teachers (where the real difference is made), and pastoral care.

The approaches we have adopted are designed to complement each other to help pupils to excel. To ensure they are effective we will:

- Set challenging work from our ambitious curriculum for all pupils including disadvantaged.*
- Intervene at point of identification of need.*
- Adopt a 360 approach where all staff take responsibility for the outcomes of our disadvantaged pupils and are committed to raising expectations and outcomes for all.*

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Whole School Academic Attainment Gaps</u></p> <ul style="list-style-type: none"> • Maths attainment gap (Summer 2025) of 19.5% between PP pupils and pupils not eligible for Pupil Premium funding. • Reading attainment gap (Summer 2025) of 16.6% between PP pupils and pupils not eligible for Pupil Premium funding. • Writing attainment gap (Summer 2025) of 22% between PP pupils and pupils not eligible for Pupil Premium funding. <p>Implication: High quality teaching and targeted support is essential to reduce the attainment gap and bring PP data closer to national average.</p>
3	<p><u>Parental Engagement</u></p> <ul style="list-style-type: none"> • Historically low parental engagement with events • Limited parental engagement can reduce reinforcement of learning at home • 60/85 parents (70%) of PP parents booked a parents evening appointment (October 2025) <p>Implication: Increasing parental engagement is essential in improving outcomes and improving home-school relations</p>
4	<p><u>SEND</u></p> <ul style="list-style-type: none"> • SEND - As of September 2025, 25% of pupils in receipt of Pupil Premium funding are also on the SEND register. This has a significant impact on the attainment data – wave 1 approaches implemented in all classrooms to support the learning of pupils with SEND. • Varying range of SEND needs also has an impact of academic attainment of PP pupils with SEND. <p>Implication: High level of communication and support required from class teachers and SENDCo when supporting PP pupils who also have SEND to make best progress academically and personally.</p>
5	<p><u>Cultural capital</u></p> <ul style="list-style-type: none"> • PP pupils have limited participation in clubs; pupil voice highlights different clubs PP would like to attend. • Some of our families have limited opportunities to explore beyond their local area, which can restrict their children's exposure to diverse experiences. This lack of exposure can impact their aspirations and limit their potential for personal growth. <p>Implication: PP need to have opportunity to broaden their experiences regardless of family situation. School have a responsibility to support these pupils through clubs, trips and experiences.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance and persistent absence</p> <ul style="list-style-type: none"> Attendance of pupils eligible for pupil premium funding in line with pupils not eligible for pupil premium funding. (95%) Persistent absence rates for pupils eligible for pupil premium funding reduced & in line with non-pp pupils. 8.8% of whole school and 11.5% of PP pupils were persistently absent in academic year 24/25 	<ul style="list-style-type: none"> Daily monitoring of PP pupils attendance by Family Support Lead. Attendance of PP pupils improved from 93.79% (24/25) to 95% (25/26) PP persistent absence rates reduced to >10% by end of academic year 25/26
<p>Academic Attainment</p> <ul style="list-style-type: none"> Maths attainment gap (Summer 2025) of 19.5% between PP pupils and pupils not eligible for Pupil Premium funding. Reading attainment gap (Summer 2025) of 16.6% between PP pupils and pupils not eligible for Pupil Premium funding. Writing attainment gap (Summer 2025) of 22% between PP pupils and pupils not eligible for Pupil Premium funding. 	<ul style="list-style-type: none"> Attainment gap in maths between PP and non-PP pupils reduced to >17% (25/26) and >10% by end of 27/28 academic year. Attainment gap in writing between PP and non-PP pupils reduced to >18% (25/26) and >12% by end of 27/28 academic year. Attainment gap in reading between PP and non-PP pupils reduced to >15% (25/26) and >10% by end of 27/28 academic year. <80% of PP pupils achieve their personal target Academic assessment shows consistent progress and attainment gaps closing.
<p>Pupil engagement and enrichment</p> <ul style="list-style-type: none"> Pupil Premium pupils engage in extra-curricular activity Pupil Premium pupils given opportunities for new experiences not related to curriculum while in school Increased roles and responsibilities for pupils to engage in 	<ul style="list-style-type: none"> 100% of pupil premium children to attend a club each year PP lead to monitor pupil premium representation in pupil roles and responsibilities Pupil voice and teacher observations shows increased wellbeing for PP pupils PP/Sport premium funding used to support pupils attending extra-curricular clubs out of school Successful engagement in PP-only club

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: £

Activity	Evidence that supports this approach	Success Criteria	Challenge number(s) addressed
<p>English lead created new Writing scheme of work to support and inspire all pupils when writing across the curriculum.</p> <p>This will involve the English lead running CPD, purchase of online training and resources and funding release time to follow the English lead to work with staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>‘Some examples include their recommendations to: ‘Teach writing composition strategies through modelling and supported practice’ ‘Develop pupils’ language capabilities’</p>	<ul style="list-style-type: none"> • Attainment gap between PP and non-PP pupils closed in writing by Summer 2027 • 65% of pupils eligible for pupil premium funding to reach the expected standard or higher in writing. 	1, 2, 4
<p>Develop and embed the use of White Rose Mastery Maths approach ensuring all teachers and TAs (including new staff) and trained and supported to deliver quality first teaching.</p> <p>This will involve the maths lead having time out to support and</p>	<p>The EEF states that, “Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.” They state that this is crucial for closing the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<ul style="list-style-type: none"> • Progress in maths of pupils eligible for pupil premium funding is in line with others. • 65% of pupils eligible for pupil premium funding to reach the expected 	1, 2, 4

<p>plan with staff, deliver training and the purchase of supporting resources. We will also benefit from support and training from The Maths Hub.</p>		<p>standard or higher in maths.</p>	
<p>Annual schedule of CPD for all staff to support high quality teaching and learning supported by Rosenshine key principles.</p>	<p>Our popular approach to explicit instruction is Rosenshine’s ‘Principles of Instruction’. Worked examples with the teacher modelling self-regulation and thought processes is helpful. EEF Blog – Five evidence-based strategies for supporting teaching of pupils with SEND</p>	<ul style="list-style-type: none"> • High quality teaching and learning delivered by teachers and teaching assistants – monitored by regular book looks, learning walks and monitoring by SLT & subject leads. • Academic progress of pupils eligible for pupil premium funding in line with their peers • Academic attainment of pupils eligible for pupil premium funding in line with their peers. 	<p>1, 2, 4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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): Improving Social and Emotional Learning in Primary Schools EEF</p>	<ul style="list-style-type: none"> • Academic progress of pupils eligible for pupil premium funding in line with their peers • Academic attainment of pupils eligible for pupil premium funding in line with their peers. • Pupil voice 	<p>1, 2, 3, 4, 7</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Success Criteria	Challenge number(s) addressed
Multiple CPD sessions ran by Claire Gadsby to support approaches to adaptive teaching to meet the needs of all pupils	<p>Provide opportunity for all pupils to experience success by:</p> <ul style="list-style-type: none"> • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF</p>	<ul style="list-style-type: none"> • Academic progress of pupils eligible for pupil premium funding in line with their peers • Academic attainment of pupils eligible for pupil premium funding in line with their peers. 	1, 2, 4
Nurture group provision provided for English and Maths sessions for pupils who require a tailored curriculum to enable best progress.	<p>One to one tuition is an effective strategy for providing targeted support for children that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One-to-One Tuition EEF educationendowmentfoundation.org.uk</p> <p>Small group tuition is most likely to be effective if it is targeted at children's specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small Group Tuition EEF educationendowmentfoundation.org.uk</p>	<ul style="list-style-type: none"> • Increased academic progress of pupils in nurture group provision to close the gap to their peers 	1, 2, 3, 6, 7
Targeted 1:1 read write inc phonics intervention.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective	<ul style="list-style-type: none"> • Phonics data for pupils eligible for pupil premium funding at or above at national average. 	2, 3, 4

	<p>strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>EEF – One to One tuition</p>		
<p>Before school daily 1:1 reading intervention for pupils identified to be academically behind their peers.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>EEF – One to One tuition</p>	<ul style="list-style-type: none"> • 70% of PP pupils reaching academic target in reading. • Reading attainment of PP pupils in line with non-pupil premium pupils. 	<p>2, 3, 4, 6</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Success Criteria	Challenge number(s) addressed
Family support worker	EEF report that 'parental engagement is consistently associated with pupils' success at school' and that parental involvement programmes are often associated with reported improvements in school ethos or discipline. The EEF Teacher Toolkit also found that 'Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.'	Attendance of all of our pupils continues to be in line with the national average of 95%	3, 5, 6, 7
Provide a range of after school and lunchtime experiences to inspire the children, including OPAL play, to promote development of social skills and language.	Children talk to a range of peers in a range of year groups, creating stories, rehearsing vocabulary, taking risks, communicating, and enhancing social skills. Parents see us as approachable and talk to us and we offer early support. EEF – Play based learning	Reduced behaviour instances logged on Arbor.	5, 6,7
To look after staff wellbeing to raise staff retention	Staff feel happy, confident and supported to carry out their role effectively. https://www.gov.uk/government/publications/teacherwellbeingat-work-in-schools-and-furthereducationproviders/summary-andrecommendations-teacherwellbeing-research-report	Evidence of increased staff wellbeing through staff pulse surveys.	7
Blue smile- counselling provision for identified children	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and Emotional Learning EEF educationendowmentfoundation.org.uk	Reduced behaviour instances logged on Arbor. Wellbeing of pupils raised – monitored through pupil voice.,	5, 6, 7

<p>Financial support towards trips, visits, events and extracurricular clubs</p>	<p>With reference to residential trips, EEF reports that ‘adventure learning consistently shows positive benefits on academic learning.’ There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students. EEF’s ‘Improving Literacy in KS1’ report states that: ‘Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for ‘wider learning through talk’.</p>	<p>Pupils eligible for pupil premium funding continue to receive opportunities to experience new things. At least 50% of pupils eligible for pupil premium funding to attend at least one extra-curricular club.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Support and counselling to be provided for pupils by Mel Chubb (councillor).</p>	<p>We know from experience and from Maslow’s Hierarchy of Need that children need to feel safe, secure and value themselves to be able to learn and be challenged.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF – Social and emotional learning</p>	<p>Parent questionnaires show families feel supported with their children’s wellbeing.</p> <p>Continued high attendance of all pupils (95%+) across school.</p>	<p>7</p>
<p>Experiences for pupils to increase cultural capital in school. Eg: whole school pantomimes, Rocksteady music assemblies</p>	<p>Cultural capital is understood to contribute to ‘getting on in life’ or ‘social status’, i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.</p> <p>Early Education – Cultural Capital EEF – Guest Blog, Learning about Culture</p>	<p>All pupils to attend at least one visit out of school each year.</p> <p>Funding used to enable all pupil premium pupils to access these trips.</p>	<p>7, 5</p>

Total budgeted cost: £ [107,535]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Class Breakdown 2024/25

Class	Number of pupils in class	Number of PP pupils	Number of non-PP pupils
Whole School	261	87	174
Butterfly	29	7	22
Ladybird	28	10	18
Robin	26	7	19
Wren	27	10	17
Owl	30	11	19
Swift	30	8	22
Kingfisher	33	11	22
Hawk	30	8	22
Eagle	28	15	13

Attendance – Academic Year 24/25

All Pupils	Non-PP Pupils	PP Pupils
94.34%	94.99%	92.9%

Persistent absence	28/239 (11.6% of all pupils)
Number of pupil premium eligible pupils recording persistent absence	16/59 (27% of pupil premium pupils)
Number of non-pupil premium eligible pupils recording persistent absence	12 (6.6% of non-pupil premium pupils)

PP Clubs – 2024/2025

49/87 pupils eligible for PP funding attend a club (56%)

5 PP pupils attend more than one club

84/174 non PP pupils attend a club (48%)

133/261 (50%) of all pupils attend a club.

Data

Reading

	Baseline (Summer 24)				Autumn				Spring				Summer			
	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap
Whole School	70.4 %	60.9 %	74.8 %	13.9 %	61.7 %	49.2 %	67.4 %	18.2 %	64 %	47.8 %	72.4 %	24.6 %	65.2 %	54.3 %	70.9 %	16.6 %
Year 1 – Robin	70.4 %	57.1 %	75 %	17.9 %	59.3 %	42.9 %	65 %	22.1 %	65.3 %	42.9 %	73.7 %	30.8 %	65.3 %	42.9 %	73.7 %	30.8 %
Year 1 – Wren	79.2 %	80 %	78.9 %	1.1 %	59.3 %	33.2 %	70 %	36.8 %	55.6 %	40 %	64.7 %	24.7 %	48.1 %	40 %	53 %	13 %
Year 2	63.4 %	36.4 %	78.9 %	42.5 %	63.3 %	36.4 %	79 %	42.6 %	60 %	36.4 %	73.7 %	37.3 %	56.7 %	45.5 %	63.4 %	17.9 %
Year 3	73.4 %	83.3 %	70.8 %	12.5 %	48.4 %	42.9 %	50 %	7.1 %	50 %	25 %	59.1 %	34.1 %	60 %	50 %	63.7 %	13.7 %
Year 4	78.2 %	70 %	82 %	12 %	71.9 %	60 %	77.3 %	17.3 %	75 %	60 %	81.9 %	21.9 %	81.8 %	72.7 %	86.4 %	13.7 %
Year 5	73.3 %	40 %	80 %	40 %	55.1 %	40 %	60.8 %	20.8 %	63.4 %	37.5 %	72.8 %	35.3 %	63.3 %	37.5 %	72.7 %	35.2 %
Year 6	66.7 %	71.4 %	62.6 %	8.8 %	72.4 %	73.3 %	71.5 %	1.8 %	78.6 %	73.3 %	84.7 %	11.4 %	78.6 %	73.3 %	84.6 %	11.3 %

Maths

	Baseline (Summer 24)				Autumn				Spring				Summer			
	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap
Whole School	69.2 %	56.6 %	74.8 %	18.2 %	63.2 %	47.6 %	70.2 %	22.6 %	63.1 %	49.2 %	70.1 %	20.9 %	67.2 %	54.3 %	73.8 %	19.5 %

Year 1 – Robin	70.4 %	42.9 %	80%	37.1 %	63%	42.9 %	70%	27.1 %	57.6 %	42.9 %	63.2 %	20.3 %	65.3 %	42.9 %	73.7 %	30.8 %
Year 1 – Wren	70.8 %	60%	73.7 %	13.7 %	66.7 %	49.8 %	75%	25.2 %	63%	50%	70.6 %	20.6 %	66.7 %	60%	70.6 %	10.6 %
Year 2	66.7 %	45.5 %	78.9 %	33.4 %	63.3 %	36.4 %	79%	42.6 %	63.3 %	36.4 %	79%	42.6 %	63.4 %	45.5 %	73.7 %	28.2 %
Year 3	63.3 %	50%	66.7 %	16.7 %	51.6 %	42.9 %	54.1 %	11.2 %	53.3 %	37.5 %	59.1 %	21.6 %	60%	37.5 %	68.2 %	30.7 %
Year 4	84.4 %	90%	81.8 %	8.2%	81.3 %	70%	86.3 %	16.3 %	84.4 %	80%	86.3 %	6.3%	81.8 %	72.7 %	86.3 %	13.6 %
Year 5	66.6 %	20%	73.1 %	53.1 %	51.7 %	20%	60.8 %	40.8 %	50%	25%	59.1 %	34.1 %	63.3 %	50%	68.2 %	18.2 %
Year 6	66.6 %	57.1 %	75.1 %	18%	65.5 %	60%	71.5 %	11.5 %	67.9 %	60%	76.9 %	16.9 %	67.8 %	60%	76.9 %	16.9 %

Writing

	Baseline (Summer 24)				Autumn				Spring				Summer			
	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap
Whole School	58.4 %	45.7 %	64%	18.3 %	49%	38.1 %	53.9 %	15.8 %	52.2 %	34.8 %	61.2 %	26.4 %	55.9 %	41.4 %	63.4 %	22%
Year 1 – Robin	66.7 %	42.9 %	75%	32.1 %	48.1 %	42.9 %	50%	7.1%	50%	42.9 %	52.6 %	9.7%	53.8 %	42.9 %	57.9 %	15%
Year 1 - Wren	75%	60%	78.9 %	18.9 %	48.1 %	33.2 %	55%	21.8 %	48.1 %	40%	52.9 %	12.9 %	48.1 %	40%	52.9 %	12.9 %
Year 2	46.7 %	27.3 %	57.9 %	30.6 %	33.3 %	27.3 %	36.8 %	9.5%	46.6 %	27.3 %	57.9 %	30.6 %	56.7 %	45.5 %	63.2 %	17.7 %
Year 3	60%	50%	62.5 %	12.5 %	45.2 %	14.3 %	54.2 %	39.9 %	50%	12.5 %	63.6 %	51.1 %	53.3 %	25%	63.6 %	38.6 %
Year 4	59.4 %	50%	63.7 %	13.7 %	59.4 %	50%	63.6 %	13.6 %	59.4 %	50%	63.6 %	13.6 %	60.6 %	54.6 %	63.6 %	9%
Year 5	60%	40%	64%	24%	37.9 %	20%	43.4 %	23.4 %	43.3 %	12.5 %	54.5 %	42%	53.3 %	25%	63.6 %	38.6 %
Year 6	66.6 %	57.1 %	75.1 %	18%	69%	60%	78.6 %	18.6 %	67.9 %	46.7 %	92.3 %	45.6 %	65.2 %	46.7 %	84.6 %	37.9 %

EYFS Data

Reading												
	Autumn				Spring				Summer			
	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap
Combined	56.4%	28.6%	65.9%	37.3%	80.3%	60%	87.8%	27.8%	73.7%	52.9%	82.5%	29.6%
Ladybird	53.6%	40%	61.1%	21.1%	78.6%	70%	83.3%	13.3%	67.9%	60%	72.2%	12.2%
Butterfly	59.3%	0%	69.3%	69.3%	82.1%	40%	91.3%	51.3%	79.3%	42.9%	90.9%	48%
Writing												
	Autumn				Spring				Summer			
	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap
Combined	63.6%	57.1%	65.9%	8.8%	78.5%	66.6%	82.9%	16.3%	70.2%	47.1%	80%	32.9%
Ladybird	71.4%	80%	66.7%	13.3%	82.2%	90%	72.2%	17.8%	67.9%	60%	72.2%	12.2%
Butterfly	55.6%	0%	65.2%	65.2%	75%	20%	87%	67%	72.4%	28.6%	86.4%	57.8%
Maths												
	Autumn				Spring				Summer			
	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap	All Pupils	PP Pupils	Non-PP Pupils	Gap
Combined	58.2%	35.7%	65.9%	30.2%	76.8%	60%	82.9%	22.9%	86%	70.6%	92.5%	21.9%
Ladybird	50%	50%	50%	0%	71.4%	70%	72.2%	2.2%	78.6%	70%	83.3%	13.3%
Butterfly	66.7%	0%	78.3%	78.3%	82.1%	40%	91.3%	51.3%	93.1%	71.4%	100%	28.6%

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils