

# Maybury Primary: Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Maybury Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	44.5% (93 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alison Grantham (Headteacher)
Pupil Premium lead	Alison Grantham
Governor / Trustee lead	Richard Morrell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,895
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,895

# Part A: Pupil premium strategy plan

## Statement of intent

Maybury Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years. 72.8% of pupils live in the 10% most deprived households nationally (IDACI 2024).

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that **every** pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be ‘low-attainers’, tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

## Challenges

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

Challenge number	Detail of challenge
1	Oracy Skills: Internal assessments, observations and pupil discussions show that underdeveloped language skills impede our disadvantaged children's access to the curriculum and independent learning strategies. Poor language acquisition, speaking and listening skills, alongside limited vocabulary, are evident from EYFS to Year 6.
2	Phonics and Reading fluency & comprehension: Both internal assessments, standardised assessments and children's work show that our children from disadvantaged backgrounds often find early reading skills and phonics difficult to grasp. Although they are able to master individual sounds, they are slower at being adept at oral blending which impacts on their ability to become fluent readers by the end of Year 1. This in turn impacts on writing and learning in other curriculum areas.
3	Although outcomes at the end of KS2 in both 2024 and 2025 showed favourable comparison between disadvantaged children and others, this needs to be sustained. Gaps in attainment in reading, writing and maths are evident between our disadvantaged children and others from FS2 up to Year 6.
4	Personal, social, health and emotional factors: Our assessments, observations and discussions with pupils and families show an increasing number of families needing support at home. Families require additional support to increase parental capacity to support their children due to vulnerability factors and home circumstances. We have a growing number of families receiving support from external agencies reflected in the numbers of children who are subject to CIN plans, CP plans, the referrals we make to EHASH/Early help and the number of Operation Encompass notifications we receive.
5	Attendance and punctuality: Although our absence for all pupils has been favourable in comparison with the national average for and 2023/24 and 2024/25, attendance levels still remain below the rate seen before the onset of the pandemic. Internal data shows us that our disadvantaged children have a much higher rate of absence than the rest of our population – particularly those disadvantaged children who are also identified as SEN Support
6	Equality of opportunity: Limited opportunities outside school leading to a narrower range of enrichment experiences to support learning. This can impact on vocabulary development and understanding of the world. This is particularly important for our disadvantaged children who, through pupil voice and discussions, we know are less likely to attend local clubs and societies or experience enrichment opportunities beyond the school gates. Further work is needed to ensure all children have equality of access.

## 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
Improved oral language skills and vocabulary which secures high levels of learning across the curriculum	<p>By 2026/2027</p> <ul style="list-style-type: none"> <li>• Oral language skills of disadvantaged pupils in line with others. Measured through observational assessments – in-house and external</li> <li>• Outcomes in reading at EXS for disadvantaged children in-line with NA for others</li> <li>• C&amp;L of disadvantaged children at the end of EYFS narrows the gap to all others</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>• Reach targets agreed with the Trust for children across the school at EXS and GD</li> </ul>
Improved phonics attainment for disadvantaged pupils	<p>By 2026/2027</p> <ul style="list-style-type: none"> <li>• KS1 phonics data in Year 1 will show that disadvantaged pupil attainment will be in line with national average and with all others</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>• Ensure that phonics outcomes at least compare favourably to national outcomes for all our children</li> <li>• Narrow the gap for disadvantaged children between their phonics outcomes and those for other children</li> </ul>
Improved outcomes in GLD, reading, writing and maths and across the wider curriculum	<p>By 2026/2027</p> <ul style="list-style-type: none"> <li>• % of disadvantaged children achieving GLD is no more than 5% below national average</li> <li>• % of disadvantaged children achieving EXS in reading, writing and maths across the school is in line with outcomes for other children</li> <li>• % of disadvantaged children achieving full marks on the Multiplication Check in Year 4 is at least in line with national for all others</li> <li>• % of disadvantaged children at end of KS2 achieving EXS in reading, writing and maths is in line with other children nationally</li> </ul>

	<ul style="list-style-type: none"> <li>• % of disadvantaged children achieving at the higher standard in reading, writing and maths at KS2 closes the gap to other children nationally</li> <li>• % of disadvantaged children achieving curricular goals across the curriculum is in line with other children</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>• Reach targets set with the Trust for all children at EXS and GD</li> <li>• Narrow the gap for disadvantaged children across the school so that the gap narrows between their outcomes and those for other children</li> </ul>
Sustained high levels of well-being, social and emotional development, inclusion particularly for our disadvantaged pupils	<p>By 2026/2027</p> <p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>• Data from pupil voice, parent questionnaire, teacher observations/surveys</li> <li>• Engagement in learning evidenced in work and outcomes</li> <li>• CPOMS data shows reduction in children's well-being issues and positive impact of school and external partner support</li> <li>• High level of parental engagement in school led workshops, information sessions and school activities</li> <li>• High proportion of disadvantaged children engage with extra-curricular and out of school activities</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>• Ensure that all disadvantaged children have access to trips, visits and visitors and that cost is not a barrier</li> <li>• Increase the participation of disadvantaged children in enrichment, experiences, activities and clubs</li> <li>• Increase the participation in parent/carer engagement in school led workshops and activities through careful planning and targeting</li> </ul>
Maintain the focus on attendance with a particular emphasis on reducing the rates of persistent absence and children punctual to school	<p>By 2026/2027</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils is in line with the national figure</li> </ul>

	<ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and others is in line with the national figure</li> <li>• The percentage of all pupils who are persistently absent is in line with national average</li> <li>• The gap between disadvantaged pupils and others is in line with national average</li> </ul> <p>On an annual basis</p> <ul style="list-style-type: none"> <li>• Narrow the absence gap between disadvantaged pupils and others</li> <li>• Narrow the absence gap for those who are disadvantaged and SEN Support</li> <li>• Continue to sustain high attendance rates for our EHCP disadvantaged children</li> <li>• Narrow the rate of persistent absence between disadvantaged and others</li> <li>• Reduce the number of pupils late to school (before and after the register closes)</li> </ul>
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## 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: £79,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund CPD to develop quality first teaching so that all children, including the disadvantaged, are able to flourish and achieve.</p> <p>Fund additional staffing capacity:</p> <ul style="list-style-type: none"> <li>so that release can be given to English lead to attend training and lead CPD</li> <li>so that release can be given to Mathematics lead to attend training and lead CPD</li> <li>so that staff continue to be supported to study for professional qualifications e.g. NPQs, SEND L3 &amp; L5</li> <li>so that all staff are able to attend available training to improve their knowledge and practice</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>The evidence acknowledges that CPD can improve teacher practice and can have a significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes. Every teacher is supported to keep improving the quality of their pedagogical content knowledge through CPD sessions. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting.</p> <p>Offering effective professional development is key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>High quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. School plans to maximise teaching</p>	<p>1,2,3</p>

	quality may include: high quality daily teaching: the 'five-a-day' approach.	
<p>Coaching for all teachers to be embedded in CPD practice of school. Additional funding in place so that:</p> <ul style="list-style-type: none"> <li>• responsive coaching is fully rolled out across the school led by 1<sup>st</sup> cohort of key staff trained in the academic year 2024-25</li> <li>• release can be given for 2<sup>nd</sup> cohort of key staff to attend Trust Teacher Development training focusing on Responsive Coaching</li> <li>• all staff continue to benefit from coaching, mentoring and peer review to develop school's identified teaching techniques based upon '5 a day strategies' for effective teaching</li> </ul>	<p><a href="#"><u>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</u></a></p> <p><a href="#"><u>NIOT mentoring and coaching - Key Takeaways.pdf</u></a></p> <p>Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes. Mentoring and coaching can be an important source of support where teaching 'experts' work with teachers to discuss classroom practice on a one-to-one, regular, and sustained basis. Experts may observe the teacher in action, before encouraging focused practice of specific teaching skills.</p> <p><a href="#"><u>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</u></a></p> <p>High quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. School plans to maximise teaching quality may include: high quality daily teaching: the 'five-a-day' approach.</p>	1,2,3



<p>Continue to fund CPD for all staff in phonics teaching, including that led by own identified staff experts teachers and TAs:</p> <ul style="list-style-type: none"> <li>include release time for staff to take part in training as well as release time for deputy head and phonics lead to continue to work alongside (train, monitor and coach) staff across the school.</li> </ul> <p>Continue to purchase materials – including training - from DfE accredited synthetic phonics programme (Read Write Inc):</p> <ul style="list-style-type: none"> <li>in Foundation 2 and Key Stage 1 to continue to secure strong teaching and high levels of learning in phonics</li> <li>for use in whole class phonics sessions in identified Lower Key Stage 2 classes to secure children's phonics learning and support their reading and writing</li> <li>Ongoing purchase of home reading books that match phonic knowledge and age interest</li> </ul>	<p><a href="#">Education Endowment Foundation T&amp;L Toolkit - Phonics</a></p> <p>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.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach.</p>	2
<p>Fund ongoing CPD for teachers and teaching assistants to ensure all staff understand how embedding oracy impacts on children's achievement across the curriculum:</p> <ul style="list-style-type: none"> <li>Embed a programme of carefully chosen whole class oracy strategies across the school to continue to develop language to support learning. This will also include those in EYFS (e.g. development of a language rich environment (ShREC), reading to children, phonological awareness) as well as the careful choice and purchase of books to read aloud to children in order to develop vocabulary</li> </ul>	<p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Oral Language Interventions</a></p> <p><a href="#">Education Endowment Foundation Early Years Toolkit - communication and language approaches</a></p> <p>Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of</p>	1

<ul style="list-style-type: none"> <li>Implemented through training, monitoring, coaching and support. This will include release time for staff to take part in training and peer to peer observations; as well as release time for key staff: Deputy Head, Maths Lead, English Lead and SENCo to coach, support monitor and challenge</li> </ul>	<p>6 months' additional progress. Training can support staff to ensure they model and develop pupils' oral language skills and vocabulary development. Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.</p> <p>Spoken language underpins the development of reading and writing. Through stories, children encounter vocabulary that they are unlikely to hear in everyday conversation but will come across in writing, once they can read for themselves.</p>	
<p>Continued subscription of Reading Plus for all children in Year 5 and 6 to develop fluency and reading comprehension including:</p> <ul style="list-style-type: none"> <li>Ongoing training for staff in Y5 and Y6 to use diagnostic testing for children using Reading Plus in order to set programmes and support children's learning</li> <li>Release time for English lead to monitor and support staff to use programmes and diagnostic tool effectively to raise standards in reading</li> </ul>	<p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - reading-comprehension-strategies</a></p> <p><a href="#">Education Endowment Foundation - Diagnostic Assessment - Evidence Insights</a></p> <p>Reading comprehension strategies are high impact on average +6 months. Alongside phonics it is a crucial component of early reading instruction. There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p>	3
<p>Purchase of standardised tests in reading to identify gaps in learning and learning that needs re-teaching to inform planning</p> <p>Provide training for staff in how to interpret the outcomes of assessment in order to plan the next steps in learning</p>	<p><a href="#">Education Endowment Foundation - Using your Pupil Premium Funding effectively</a></p> <p><a href="#">Education Endowment Foundation - Diagnostic Assessment - Evidence Insights</a></p> <p>The EEF states that strong evidence needs to be used to back up strategy. And that when used effectively, can indicate areas for development across classes and year groups. This can help teachers isolate the specific misconceptions that pupils might hold.</p>	3

	This enables staff to adjust curriculum content in the medium or long term. Staff must be trained in how to interpret the outcomes and how to plan the next steps in learning from this.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of language intervention programmes and professional support from Bridge SLT to assess and target work on language acquisition and speech therapy in EYFS</p> <p>Purchase of additional Language Intervention Programmes from Dyslexia Sparks or similar as required, to work with targeted children in Key Stage 2</p> <p>Training and regular professional support and review given to TAs to deliver individual and small group speech and language programmes from critical cases from across the school</p>	<p><a href="#">Education Endowment Foundation Early Years Toolkit - communication and language approaches</a></p> <p>Communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds</p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Oral Language Interventions</a></p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up w with peers, particularly when this is provided one-to-one.</p> <p>EEF state that interventions led or supported delivered trained teaching assistants have broadly the same impact as if delivered by a teacher.</p>	1
<p>Phonics catch up intervention: RWI phonic assessment in F2, Y1 and Y2 to identify children for small group sessions (L3 TA 0.5)</p> <p>Daily same day intervention for phonics (following the RWI programme) to ensure children are keeping up with the phonics programme (trained TA) –</p>	<p><a href="#">Education Endowment Foundation T&amp;L Toolkit - Phonics</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Small Group Tuition</a></p> <p>The EEF states that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	2

<p>identified through RWI assessment and teacher observation in the lesson</p> <p>Additional phonics sessions for children in Key Stage 2 for struggling readers whose decoding has been identified as being poor. RWI phonic assessment used to identify gaps in phonic knowledge and plan and deliver appropriate intervention (teacher 0.2)</p>	<p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>The EEF state there is evidence that using phonics with older readers can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure release time for key identified staff so that overall wellbeing of children coordinated and led at senior leadership level:</p> <ul style="list-style-type: none"> <li>Advice, support and development of programmes to support staff with identified children</li> <li>Training for staff to support children's wellbeing</li> <li>Purchase of additional materials Jigsaw/PSHE life programme</li> </ul> <p>Bespoke external service support for targeted disadvantaged children including:</p> <ul style="list-style-type: none"> <li>Advotalk as necessary</li> <li>Dog Therapy</li> <li>SEMH support</li> <li>Counselling</li> </ul>	<p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Social and Emotional Learning</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Social and Emotional Learning</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</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>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to</p>	4

	academic progress and should be carefully monitored.	
Attendance: <ul style="list-style-type: none"> <li>• Sustain capacity within SLT to lead on attendance to ensure strong ethos in school with clear lines of authority</li> <li>• Maintain designated admin support to assist with analysis and co-ordination of information</li> <li>• Training for all staff on updated DfE statutory guidance, attendance policy, practice and procedures so that attendance remains an effective whole school approach</li> <li>• Robust monitoring and analysis of daily attendance so that early identification leads to swift action and immediate follow up</li> <li>• Embedding identified principles of good practice set out in the DfE's Working together to improve school attendance 2024 adopted in our school's attendance policy</li> <li>• Engagement with partner agencies and support for parents to address attendance</li> </ul>	<a href="https://educationendowmentfoundation.org.uk">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a>  Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance  <a href="https://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>  DfE states that pupils need to attend school regularly to get the most out of their school experience, including their attainment, wellbeing and wider life chances. Regular attendance is also an important protective factor for the most vulnerable pupils.  Schools and partners should work in partnership with pupils and parents collaboratively. Effective practices for securing good attainment will involve close interaction with school's efforts on curriculum, behaviour, bullying, SEN support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.	5
Provide free universal before school breakfast clubs to prepare for learning and support school attendance (supported by funding from Pupil Premium Grant)	<a href="https://educationendowmentfoundation.org.uk">Free school breakfast provision   EEF (educationendowmentfoundation.org.uk)</a>  Addressing pupil hunger may lead to improvements in concentration in the classroom and ultimately improvements in pupil attainment.  Studies suggest there is a small positive impact of breakfast provision on attendance.	4,5
Equality of opportunity: Enrichment through visits and visitors heavily subsidised ie coach travel, entrance fees and overnight stays	<a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  Arts participation approaches can have a positive impact on academic outcomes in	6

<p>Enrichment through opportunities including development of menu of extra-curricular activities</p> <p>Funding of instrumental lessons and music entrance fees to support opportunities for all pupils- with a focus on the disadvantaged- take full advantage of instrumental tuition and performance opportunities</p>	<p>other areas of the curriculum. Arts engagement is valuable in and of itself.</p> <p><a href="https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music">https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music</a></p> <p>The Ofsted music review series states Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them. The central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical.</p>	
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**Total budgeted cost: £ 142,025**

## 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. Impact is judged against national outcomes for 2025 for EYFS, Phonics , and Key Stage 2

Data from across the school in 2024-25 show that the performance of our disadvantage pupils remains lower than that of all other children by the end of EYFS. However, data from 2024-25 also shows that by the time children leave Maybury, the disadvantaged gap is eradicated in reading, writing and maths combined. This was also the case in the 2023-2024 data.

#### Early Years Foundation Stage

##### 2025 Data shows the following:

- 50% of disadvantaged pupils achieved GLD
- 57% of all pupils achieved GLD (NA 68%)
- 60% of all pupils not known to be disadvantaged achieved GLD in school
- Gap between disadvantaged pupils and pupils not known to be disadvantaged in school (60%) is -10%
- **The gap between disadvantaged pupils in school and NA pupils not known to be disadvantaged (NA 2025 73%) is -23%**

In 2025, ten pupils out of the EYFS cohort of 30 were disadvantaged.

#### Key Stage 1

##### Phonics Screening Check – Year 1

- 70% of disadvantaged pupils reached the required standard
- 83% of all pupils reached the required standard (NA 80%)
- 90% of all pupils not known to be disadvantaged reached the required standard in school
- Gap between disadvantaged pupils and pupils not known to be disadvantaged in school (90%) is -20%
- **The gap between disadvantaged children in school and NA pupils not known to be disadvantaged (NA 2025 84%) is -14%**

In 2025, 10 out of the Year 1 cohort of 30 were disadvantaged.

##### Phonics Screening Check- Year 2

- 75% of disadvantaged pupils reached the required standard
- 83% of all pupils reached the required standard (NA 90%)
- 93% of all pupils not known to be disadvantaged reached the required standard in school
- Gap between disadvantaged pupils and pupils not known to be disadvantaged in school (93%) is -18%
- **The gap between disadvantaged children in school and NA pupils not known to be disadvantaged (NA 2025 92%) is -17%**

In 2025, 16 out of the Year 2 cohort of 30 were disadvantaged.



## Key Stage 2

### Y4 Multiplication Tables Check

#### Achieving 25/25

- 45% of disadvantaged pupils in school achieved 25/25 in 2025
- 47% of all pupils in school achieved 25/25 (NA 2025 37%)
- 50% of pupils not known to be disadvantaged in school achieved 25/25
- The gap between disadvantaged pupils in school and pupils not known to be disadvantaged in school is -5%
- **The gap between disadvantaged pupils in school and NA pupils not known to be disadvantaged (NA 2025 37%) is +8%**

#### Average Score

- The average score for disadvantaged pupils in school was 20.2
- The average score for all pupils in school was 21.3 (NA 2025 21.0)
- **The gap between disadvantaged pupils in school and NA pupils not known to be disadvantaged (NA 2025 21.7) is -1.5%**

In 2024, 22 out of the Year 4 cohort of 30 were disadvantaged.

### Attainment and Progress at End of Key Stage 2

#### Reading Writing and Maths Combined

EXS+:

- 74% of disadvantaged children in school achieved EXS across reading, writing and maths
- 80% of all children in school achieved EXS across reading, writing and maths (NA 2025 62%)
- 91% of all children not known to be disadvantaged in school achieved EXS across reading, writing and maths
- The in-school gap between disadvantaged pupils in school and all pupils not known to be disadvantaged in school is --17%
- **The gap between disadvantaged pupils in school and NA all pupils not known to be disadvantaged (NA 2025 69%) is +5%**

In 2025, 19 out of the Year 6 cohort of 30 were disadvantaged.

#### Greater Depth:

- 5% of disadvantaged children achieved GDS across reading, writing and maths
- 7% of all children in school achieved GDS across reading, writing and maths (NA 8%)
- 9% of all children not known to be disadvantaged in school achieved GDS across reading, writing and maths
- The in-school gap between disadvantaged pupils in school and all pupils not known to be disadvantaged in school is -4%
- The gap between disadvantaged pupils in school and NA all pupils not known to be disadvantaged (NA 2025 11%) is -6%



## Reading

### EXS+:

- 74% of disadvantaged pupils in school achieved EXS
- 83% of all pupils in school achieved EXS (NA 2025 75%)
- 100% of pupils not known to be disadvantaged in school achieved EXS
- In-school gap between disadvantaged pupils and pupils not known to be disadvantaged in school at EXS is -26%
- **The gap between disadvantaged children in school and NA pupils not known to be disadvantaged (NA 2025 81%) is -7% at EXS**

## Writing

### EXS+:

- 79% of disadvantaged pupils in school achieved EXS
- 83% of all pupils in school achieved EXS (NA 72%)
- 91% of pupils not known to be disadvantaged in school achieved EXS
- In school gap between disadvantaged pupils and pupils not known to be disadvantaged in school at EXS is -12%
- **The gap between disadvantaged children in school and NA pupils not known to be disadvantaged (NA 2025 78%) is +1% at EXS**

## Mathematics

### EXS+:

- 79% of disadvantaged pupils in school achieved EXS
- 87% of all pupils in school achieved EXS (NA 74%)
- 100% of pupils not known to be disadvantaged in school achieved EXS
- In school gap between disadvantaged pupils and pupils not known to be disadvantaged in school is -21%
- **The gap between disadvantaged children in school and NA pupils not known to be disadvantaged (NA 2025 80%) is -1% at EXS**

## Grammar Punctuation and Spelling

### EXS+:

- 84% of disadvantaged pupils in school achieved EXS
- 90% of all pupils in school achieved EXS (NA 73%)
- 100% of pupils not known to be disadvantaged in school achieved EXS
- In school gap between disadvantage pupils and pupils not known to be disadvantaged in school at EXS+ is -16%

**Attendance, absence and persistent absence 2024-25**

- Attendance: All pupils 95.0%; disadvantaged pupils 94.1%; pupils not known to be disadvantaged 95.9%
- Gap between disadvantaged pupils and NA pupils not known to be disadvantaged is -1.6%
- Persistent Absence: All pupils: 9.2%; disadvantaged pupils 12.6; pupils not known to be disadvantaged 5.4
- Gap between disadvantaged pupils for Persistent Absence and NA pupils not known to be disadvantaged is -1.6%

Planned actions all took place and purchases made as planned to support the activities identified in the plan.

Targeted support as well as well-planned interventions took place consistently and regularly throughout the year in a drive to improve outcomes for the disadvantaged. The impact could be seen in this year's outcomes for Year 6 where the gap was eradicated in outcomes for reading, writing and maths combined.

Intervention sessions across the school ranged from 15 minutes to one hour and delivery ranged daily to once a week. These children received intervention in the core areas determined in our plan for speech & language, phonics, reading, writing, handwriting, spelling and maths. A number of children were also involved in interventions to support their social and emotional development, which, in turn, supported their readiness to learn in the classroom.

## Externally provided programmes

Programme	Provider
Reading Plus	Dreambox Family

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Continued engagement with Maths Hub Teaching for Mastery to ensure that maths teaching and resources support the very best outcomes in maths for all children including the disadvantaged
- EYFS and KS1 engagement with Mastering Number with NCTEM – training and concrete resources to support mastery of maths

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we ensured that we followed the guidance provided by the Education Endowment Foundation. We used evidence from the outcomes of a range of monitoring including the analysis of internal data, lesson observations, pupil and staff interviews and work scrutiny.

[Education Endowment Foundation - Putting evidence to work: A school's guide to implementation](#)

We looked at external evidence around the impact of school closures due to Covid-19 and related this to our own school population. In our school we are aware that the gap between the lowest attaining pupils and those achieving at ARE has widened. [Education Endowment Foundation - summary of research on impact of Covid-19 on the attainment gap](#)

The economic impact of lockdown has resulted in more pupils becoming eligible for the Pupil Premium and the importance of understanding barriers to learning and adopting a 'less is more' focused approach cannot be over emphasised.

Within school and across the Humber Education Trust, we have robust evaluation procedures and these will help us identify successes and make amendments to our plans, if needed to secure the best possible outcomes for our disadvantaged pupils.