Part B: Review of outcomes in the previous academic year 2025–26

Intended outcome	Review of outcomes 2025–26
EAL language and curriculum access	53 EAL pupils in F2–Y6: 57% reached expected or above in reading, 43% in writing and 64% in maths. This is a higher percentage compared to July 2025. However, whilst this is an increase, we would want to attainment percentages to be higher. Additionally, because of the low starting points of some pupils, they may have remained WTS but have made strong progress because they have moved from lower end of WTs to top end of WTS.
Writing	PP attainment increased from July 2025 in Years 4, 5 and 6 but declined in Years 2 and 3. Year 6 57% of Year 6 PP pupils made positive progress in writing, 33% made negative progress and 10% were new to the country. Our disadvantaged progress score for writing was 0, which is better than the national average for disadvantaged pupils.
Reading	PP attainment increased from July 2025 in Years 3–6 and declined slightly in Year 2. Year 6 5/21 (24%) made better than expected progress by lifting up a judgement. 14/21 (67%) made typical progress by staying at the same judgement. 2/21 (10%) made less than typical progress by dropping back a judgement. However, our progress score for disadvantaged pupils -2.5 which is negative. This is because whilst some children attained EXS or WTS, their scaled score was in the lower range of this judgement band.
Maths	PP attainment improved in Years 2, 3, 5 and 6, and was unchanged in Year 4. Year 6 4/21 (19%) made better than expected progress by lifting up a judgement. 13/21 (62%) made typical progress by staying at the same judgement. 3/21 (14%) made less than typical progress by dropping back a judgement. However, our progress score for disadvantaged pupils -3.3 which is negative. This is because whilst some children attained EXS or WTS, their scaled score was in the lower range of this judgement band.

Intended outcome	Review of outcomes 2025–26
Attendance	Our PP pupil's attendance at 92.7% is above that over PP pupils nationally at 92.0 %. Persistence absence for PP pupils was 24.1% which is lower than the National average of PP children at 27.3%. However, PP pupils' absence was greater than absence nationally for all pupils and we wish to close this gap.
PSHE and ELSA	PP pupils accounted for 30% of children receiving ELSA. The review states that support improved outcomes for 79% of those children, based on SDQs from children, staff and parents.
Enrichment	Of pupils accessing clubs, 46% were PP and 54% non-PP. Within the PP cohort, 61% accessed a club. The share of club attendees does not demonstrate equal participation rates between groups. Residential and music participation data were not supplied; track these separately in 2026–27.