

FLANDERWELL PRIMARY Pupil Premium Strategy Statement

September 2026-July 2029

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available on the pupil premium page.

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

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2025 to 2026 academic year.

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	Flanderwell Primary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	1st November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	
Pupil premium lead	Adam Cornes
Governor / Trustee lead	Alison Adair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,990

Part A: Pupil premium strategy plan

Statement of intent

At Flanderwell Primary School we aim for all pupils to achieve their full potential regardless of educational and socio-economic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children, particularly but not exclusively, those who are identified as the lowest 20%, will be highly effective in meeting learning needs.

We believe that in order for our children to meet their potential the following must be true:

- ✓ All children access highly effective quality first teaching, with all approaches taken reviewed regularly and developed based on research.
- ✓ All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- ✓ All children are able to access the curriculum and make progress from their starting points through precise adaptations being implemented in the classroom.
- ✓ Children are fully supported to make excellent progress in reading and no children suffer 'reading failure': reading fluency is central to the work of the school and early reading for children in EYFS and KS1 and for those who have not met the standard in KS2 is prioritised.
- ✓ Children are fully supported to make excellent progress in the foundational skills in writing and early maths in EYFS and KS1 and for those who have not met the standard in KS2 is prioritised.
- ✓ Children are fully supported to increase their vocabulary knowledge and oracy skills across the curriculum to support them to articulate their understanding.
- ✓ The culture of the school fully supports all children to learn effectively through high expectations of behaviour and attitudes to learning.
- ✓ The needs of each individual are fully understood by leaders and teachers.
- ✓ Children are precisely targeted for high quality intervention.

We will know we have been successful when:

- Children in receipt of pupil premium will make accelerated progress from their starting point
- The attainment gap will have closed for our pupils in receipt of the pupil premium
- Outcomes show that children are securing the foundations of learning across the curriculum
- All measures of behaviour and attendance are in line with other pupils.

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1
Lower than average attainment of PP eligible pupils at the end of key stage 2</td><td>
Whole Cohort
<table>
<tr><th colspan="6">Key Results - 2025-2026</th></tr>
<tr><th>Assessment</th><th>Statistic</th><th>Cohort</th><th>School Result</th><th>National Comparison</th><th>National Result</th></tr>
<tr><td>KS2 Reading, Writing & Maths combined</td><td>% achieving the expected standard</td><td>59</td><td>53%</td><td>Below</td><td>63%</td></tr>
<tr><td>KS2 Reading, Writing & Maths combined</td><td>% achieving the higher standard</td><td>59</td><td>3%</td><td>Below</td><td>9%</td></tr>
<tr><td>Multiplication Tables Check (MTC)</td><td>% scoring full marks (25/25)</td><td>49</td><td>47%</td><td>At or above</td><td>~ 43%</td></tr>
<tr><td>Phonics Screening Check</td><td>% passing in Year 1</td><td>50</td><td>92%</td><td>At or above</td><td>82%</td></tr>
<tr><td>Early Years Foundation Stage</td><td>% achieving a Good Level of Development</td><td>54</td><td>81%</td><td>At or above</td><td>~ 73%</td></tr>
</table>
PP eligible
<table>
<tr><th colspan="4">Key Results - 2025-2026</th></tr>
<tr><th>Assessment</th><th>Statistic</th><th>Cohort</th><th>School Result</th></tr>
<tr><td>KS2 Reading, Writing & Maths combined</td><td>% achieving the expected standard</td><td>16</td><td>38%</td></tr>
<tr><td>KS2 Reading, Writing & Maths combined</td><td>% achieving the higher standard</td><td>16</td><td>0%</td></tr>
<tr><td>Multiplication Tables Check (MTC)</td><td>% scoring full marks (25/25)</td><td>13</td><td>54%</td></tr>
<tr><td>Phonics Screening Check</td><td>% passing in Year 1</td><td>6</td><td>83%</td></tr>
<tr><td>Early Years Foundation Stage</td><td>% achieving a Good Level of Development</td><td>5</td><td>80%</td></tr>
</table>
</td></tr>
<tr><td>2
Securing the foundations of Maths across key stage 2</td><td>
Whole cohort attainment in maths
<table>
<tr><td>Expected</td><td>64%</td></tr>
<tr><td>High score</td><td>14%</td></tr>
<tr><td>Average Score</td><td>101.1%</td></tr>
</table>
PP eligible children attainment in maths
<table>
<tr><td>Expected</td><td>44%</td></tr>
<tr><td>High score</td><td>0</td></tr>
<tr><td>Average Score</td><td>96.9</td></tr>
</table>
44% of children eligible for the pupil premium did not make at least expected progress across key stage 2 (7 out of 16)
</td></tr>
<tr><td>3
Securing the foundations of the English curriculum across key stage 2</td><td>
Whole cohort attainment in reading
<table>
<tr><td>Expected</td><td>68%</td></tr>
<tr><td>High score</td><td>19%</td></tr>
<tr><td>Average Score</td><td>103.2%</td></tr>
</table>
PP eligible children attainment in reading
<table>
<tr><td>Expected</td><td>44%</td></tr>
<tr><td>High score</td><td>0</td></tr>
<tr><td>Average Score</td><td>96.9</td></tr>
</table>
31% of children eligible for the pupil premium did not make at least expected progress across key stage 2 (5 out of 16)
</td></tr>
</table>

<table>
<tr><td>4
Adaptive teaching (engineering success for all)</td><td>14 of the 60 pupil premium eligible pupils also have an identified SEND.
In the previous academic year, a high proportion of these children did not make progress in line with their peers</td></tr>
<tr><td>5
Behaviour and Attendance</td><td>There were 9 suspensions and 1 permanent exclusion in the last academic year.

Attendance for children eligible for the pupil premium is not as high as the rest of the cohort. This is particularly true for children eligible for PP and have an identified SEND

<table>
<tr><td><u>Attendance</u></td><td><u>2025-26</u></td></tr>
<tr><td>Whole School</td><td>95.2%</td></tr>
<tr><td>Whole School PA</td><td>10.5%</td></tr>
<tr><td>Whole School Lates</td><td>0.34%</td></tr>
<tr><td>PP</td><td>93.6%</td></tr>
<tr><td>PP PA</td><td>15.8%</td></tr>
<tr><td>PP Lates</td><td>0.5%</td></tr>
<tr><td>FSM/SEND attendance</td><td>88.4%</td></tr>
<tr><td>FSM/SEND PA</td><td>29.4%</td></tr>
<tr><td>FSM/SEND Lates</td><td>1.02%</td></tr>
</table>
</td></tr>
</table>

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 achieve

Intended outcome	Success criteria
The attainment gap between children who are eligible to receive the pupil premium and other pupils will close at the end of key stage 2.	✓ PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE by the end of key stage 2.
Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age across the curriculum	✓ All PP pupils, other than those cognitively unable or unready, catch up quickly in reading, writing and maths and reach the expected standard. ✓ For those pupils who present with significant cognition and learning needs to close the gap to their peers bespoke SEN plans will be put in place and progress will be made against their targets
All children in receipt of PP secure the foundations in learning.	✓ As a result of quality first teaching and effective use of adaptations and precisely targeted interventions, progress will be evident in children securing the foundations of learning: spelling, handwriting, number formation, fact fluency, reading fluency and oracy development ✓ Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention
Pupil Premium pupil's oracy skills and vocabulary repertoire will continue to improve over time with a focus on application the wider curriculum across the whole curriculum.	✓ The systematic approach to the teaching of vocabulary will become embedded and pupils will apply learning within their writing. Strategies to support language acquisition across the curriculum impact significantly on progress. ✓ The approach to vocabulary development and use of pupil guides, will have been extended to support pupil's development of a richer vocabulary and knowledge across the curriculum. ✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form) ✓ Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary. Children will apply the discussion guidelines ✓ Pupils will make progress across a carefully planned oracy curriculum

	✓ Oracy is taught explicitly on a daily basis in EYFS and Y1 and weekly in year 2 to year 6. ✓ As a result of retrieval practice and the spiralised nature of the knowledge of vocabulary and sentence stems increased knowledge will be placed into long term memory- ***PP pupils will remember more!***
Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.	✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally. ✓ Pupil premium pupils are supported in a very timely way when a barrier is identified through careful monitoring. ✓ **Target for pupils eligible for PP*: 2026-27= 96%***
Good and better behaviour and behaviours for learning are achieved by all pupil premium pupils, and lead to high level engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data.	✓ All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum. ✓ All pupils will demonstrate good and better behaviours in school and will have a good understanding of risks in the community, how to keep themselves safe and how to behave well outside of school. ✓ Systems for monitoring behaviour and PSED lead to the appropriate PP pupils being identified for support, according to need. This will lead to the quality delivery of intervention. ✓ Pupils identified as requiring additional intervention will make strong measurable gains. As a result: - The % of serious incidents for pupil premium pupils continues to decrease.
An increased number of Pupil Premium pupils will be making a wider contribution to school life and/or engaging with wider opportunities	✓ The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why. ✓ All pupils in who are PP eligible will have the opportunity to participate in a school performance ✓ Pupil Premium pupils will engage with wider opportunities such as Pupil Leadership groups, play leaders, eco heroes, anti bullying council etc. Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop excellence within teaching and provide high quality feedback that impacts on children securing the foundations of learning **Lay the foundations for effective feedback** Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). **Deliver appropriately timed feedback that focuses on moving learning forward** Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. **Plan for how pupils will receive and use feedback** Teachers should provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	EEF: effective feedback: +6 months	2,3,4
To use feedback effectively to make adaptations to the curriculum and provision ensuring all children gain success **Adapt teaching to ensure all children gain success:** **Many misunderstand- pause and fix** If pupils don't get it, stop to address the misconception. Re-teach a key step, model the process again, or use a clearer example so everyone can move forward.	EEF: effective feedback: +6 months	2,3,4

Some pupils are unsure- adapt support If some pupils are unclear, adjust the support. Add or remove scaffolding, offer a prompt, or break the task into a smaller step to help them move forward. **Most understand- support and extend** If pupils are ready for more, deepen the learning. Ask for reasoning, connect ideas, or introduce peer teaching to take learning further.		
Develop an even greater level of intentionality in developing excellence within provision for children with additional needs: raising aspirations and expectations even further. - Ensure assessment and tracking systems are fit for purpose so PP, including those children with more complex needs/multiple barriers to learning have their needs identified quickly. - Develop adaptive teaching approaches such as the use of the Birmingham toolkit, the Get Writing Programme and RWI phonics to ensure activities are adapted to meet the needs of all (particularly the children with an additional vulnerability such as having an SEN) - Evaluate the impact of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice. Develop a CPD programme aimed at all TAs, initially focused on securing eh foundations of learning.	As above + EEF Toolkit: Teaching Assistants (impact-4+months) Work with external agencies	4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Securing the foundations of early reading and reading fluency. Develop excellence within the teaching of Phonics for PP children entering the school not yet at the standard of the Phonics Screen	EEF Toolkit: Phonics (impact-5 months) EEF one:one tuition (impact 5+ months) intervention	3

Ensure all children still working below the standard in reading and phonics expected at the end of KS 1 access fully decodable books. Introduce/refine a system for catch up 1:1 tutoring in phonics introduced into the afternoons to ensure no child falls further behind. Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress. Diagnostic assessments of the children's progress in reading fluency to be carried out and fluency interventions to take place. Reading comprehension interventions to be carried out in key stage 2 Establishing a reading for Pleasure approach to target and inspire PP children.	EEF reading comprehension interventions (impact + 7 months), Phonics, DFE Reading Framework Document and research into validated Phonics Programmes Research demonstrates that Reading efficacy supports full access to the wider curriculum.	
Securing the foundations of writing. Develop excellence in the teaching of 'Get Writing' and increase opportunities for dictation within groups. Through targeted feedback children in receipt of the pupil premium make accelerated progress in handwriting. Development of strategies for pre-teach and re-teach in core subjects, including RWI spelling, to ensure if a child falls behind they quickly catch up PP children are targeted for pre teach and post teach sessions focussing on vocabulary and oracy	EEF Toolkit: Phonics (impact-5 months) Teaching assistant interventions (impact- 4 months)	3
Securing the foundations of maths. The implementation of the 'Reflex programme to accelerate the progress in the learning of multiplication facts. Interventions provided for children through the use of mastering number in EYFS and KS1 and	EEF Toolkit: Teaching assistant interventions (impact- 4 months)	2

maths bot in key stage 2 for children requiring keep up progress.		
Supporting progress in Year 6 for PP and underperforming pupils: Booster interventions for Year 6 children: morning and after school support is provided in a targeted way by teachers and senior leaders. Resources to support the children prepare for the key stage 2 assessments will be provided	EEF Toolkit: Small Group Intervention (impact-4+ months) EEF Toolkit: Extending School (impact-3+ months)	1

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

Budgeted cost: £18,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development and Self-regulation Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics. Embed the relationships and behaviour policy based on trauma informed practice Embed the rights respecting school award in school Increase capacity in the pastoral team to support the children through a learning mentor and ELSA Work with outside agencies (Aspire, Early Help, Free to be you, With Me in Mind etc) to support children in their personal development. Implement and embed the zones of regulation	EEF behaviour (impact 3+months)	4
Attendance Review systems for securing good attendance: monitoring, tracking and rewards, with a particular focus on PAs.	EEF toolkit: Parental engagement (impact- 4+ months)	5

Introduce daily monitoring of PP children struggling with attendance, using individual family action plans when required. Increase communication with parents, class teachers and individual children through Dojo, email and displays. Engage all teachers in supporting attendance. Introduce attendance newsletters. Laisse with outside agencies to support with attendance concerns. Track attendance and support for groups vulnerable in terms of attendance- children in receipt of PP who are also on the SEND register and children in receipt of PP who are not homegrown	Internal data and monitoring outcomes Data analysis	
Behaviour Use forensic monitoring of behaviour data to identify all children whose behaviour is a barrier to their own and other children's learning, including in class and individual action plans. Introduce and embed the OPAL curriculum to support with behaviour at social times Embed the relationships and behaviour policy based on trauma informed practice Establish a tiered approach across school to support children make positive behaviour choices- Routines are embedded across school and carried out consistently. The PSHE and RSHE curriculum will be high quality and will support the development of Pupil's resilience and learning behaviours. The zones of regulation will established and implemented consistently in each classroom to support children to regulate their emotions	EEF Toolkit: Behaviour Interventions (impact- 3 months) Research linked to Tom Bennett's work- Running the Classroom	5
Pupil Engagement Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:	EEF toolkit: Arts participation (impact -3+ months)	5

Extra Curricular activities targeting developing communication and language needs through participating in a range of activities Target PP children for involvement in the following groups: *Pupil Leadership Team, House Captains; Playground leaders/buddies; Responsible jobs in the classroom; Anti bullying ambassadors.* Embed the 'Botheredness' curriculum and measure the impact on investment in learning	EEF toolkit: Parental engagement (impact- 4+ months) There are many challenges facing families in the community and a number have suffered hardship. Some families tell us that they sometimes find it challenging to support their children with learning or with their personal development. This can impact negatively on learning and progress and engagement.	
Parental Engagement and support programme Work with identified families to support and sign post when required, including support through Early Help, housing support, mental health work, parenting etc. Run a range of parental workshops linked to Rights Respecting schools and understanding protected characteristics, the importance of attendance supporting keeping children safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths. In addition to this we will run a session relating to our approach to Anti bullying Family workshops linked to Maths and Reading. Targeted parental programmes linked to behaviour, attendance and SEND.		5

Total budgeted cost: £108,990

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 2025 to 2026 academic year.

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	16	38%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	16	0%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	13	54%
Phonics Screening Check	% passing in Year 1	6	83%
Early Years Foundation Stage	% achieving a Good Level of Development	5	80%

Children in receipt of PP who are not on the SEND register

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	10	40%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	10	0%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	10	70%
Phonics Screening Check	% passing in Year 1	3	100%
Early Years Foundation Stage	% achieving a Good Level of Development	4	100%

Early Years Foundation Stage

	2022-2023		2023-2024		2024-2025		2025-2026		
Statistic	School	National	School	National	School	National	Cohort	School	National
% achieving a Good Level of Development	60%	-	50%	-	40%	-	5	80%	-
% at the expected level across all early learning goals	60%	-	50%	-	40%	-	5	80%	-
Average number of early learning goals at the expected level per pupil	12.2	-	14.8	-	14.2	-	5	13.6	-

Children in receipt of PP who are not on the SEND register

Early Years Foundation Stage

	2022-2023		2023-2024		2024-2025		2025-2026		
Statistic	School	National	School	National	School	National	Cohort	School	National
% achieving a Good Level of Development	75%	-	67%	-	100%	-	4	100%	-
% at the expected level across all early learning goals	75%	-	67%	-	100%	-	4	100%	-
Average number of early learning goals at the expected level per pupil	15.3	-	16.0	-	17.0	-	4	17.0	-

Phonics Screening Check

	2022-2023		2023-2024		2024-2025		2025-2026		
Statistic	School	National	School	National	School	National	Cohort	School	National
% passing in Year 1	100%	-	67%	-	100%	-	6	83%	-
% passing check by end of Year 2	100%	-	85%	-	75%	-	3	100%	-

Children in receipt of PP who are not on the SEND register

Phonics Screening Check

	2022-2023		2023-2024		2024-2025		2025-2026		
Statistic	School	National	School	National	School	National	Cohort	School	National
% passing in Year 1	100%	-	80%	-	100%	-	3	100%	-
% passing check by end of Year 2	100%	-	89%	-	83%	-	3	100%	-

Multiplication Tables Check (MTC)

	2022-2023		2023-2024		2024-2025		2025-2026		
Statistic	School	National	School	National	School	National	Cohort	School	National
% scoring full marks (25/25)	25%	-	6%	-	10%	-	13	54%	-
Average score (out of 25)	21.0	-	16.4	-	17.5	-	12	22.8	-

Children in receipt of PP who are not on the SEND register

Multiplication Tables Check (MTC)

	2022-2023		2023-2024		2024-2025		2025-2026		
Statistic	School	National	School	National	School	National	Cohort	School	National
% scoring full marks (25/25)	40%	-	11%	-	13%	-	10	70%	-
Average score (out of 25)	23.4	-	18.0	-	19.1	-	10	24.4	-

Key Stage 2

		2022-2023		2023-2024		2024-2025		2025-2026		
Subject	Statistic	School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% achieving the expected standard	-	-	65%	-	43%	-	16	38%	-
Reading, Writing & Maths combined	% achieving the higher standard	-	-	0%	-	0%	-	16	0%	-
Reading	% achieving the expected standard	-	-	82%	-	71%	-	16	50%	-
Reading	% achieving the higher standard	-	-	18%	-	43%	-	16	25%	-
Reading	Average scaled score	-	-	104.6	-	107.8	-	16	100.3	-
Writing	% achieving the expected standard	-	-	71%	-	71%	-	16	69%	-
Writing	% working at greater depth	-	-	0%	-	0%	-	16	19%	-
Maths	% achieving the expected standard	-	-	82%	-	57%	-	16	44%	-
Maths	% achieving the higher standard	-	-	12%	-	14%	-	16	0%	-
Maths	Average scaled score	-	-	104.6	-	103.3	-	16	96.9	-
GPS	% achieving the expected standard	-	-	71%	-	71%	-	16	56%	-
GPS	% achieving the higher standard	-	-	24%	-	14%	-	16	13%	-
GPS	Average scaled score	-	-	103.9	-	107.0	-	16	100.2	-
Science	% achieving the expected standard	-	-	71%	-	86%	-	16	69%	-

Children in receipt of PP who are not on the SEND register

Key Stage 2

Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% achieving the expected standard	-	-	100%	-	60%	-	10	40%	-
Reading, Writing & Maths combined	% achieving the higher standard	-	-	0%	-	0%	-	10	0%	-
Reading	% achieving the expected standard	-	-	100%	-	80%	-	10	60%	-
Reading	% achieving the higher standard	-	-	30%	-	60%	-	10	20%	-
Reading	Average scaled score	-	-	106.5	-	108.0	-	10	102.3	-
Writing	% achieving the expected standard	-	-	100%	-	100%	-	10	90%	-
Writing	% working at greater depth	-	-	0%	-	0%	-	10	20%	-
Maths	% achieving the expected standard	-	-	100%	-	80%	-	10	40%	-
Maths	% achieving the higher standard	-	-	20%	-	20%	-	10	0%	-
Maths	Average scaled score	-	-	106.9	-	105.6	-	10	97.9	-
GPS	% achieving the expected standard	-	-	90%	-	80%	-	10	70%	-
GPS	% achieving the higher standard	-	-	30%	-	20%	-	10	10%	-
GPS	Average scaled score	-	-	107.2	-	107.8	-	10	102.5	-
Science	% achieving the expected standard	-	-	100%	-	100%	-	10	90%	-

- The attendance percentage for pupils in receipt of the pupil premium in 2025-26 was 93.6% which compares to 95.3 for all pupils. The percentage of pupils who were persistently absent in 2025-26 was 15.8% which compares to 10.5% for all pupils. Attendance for children in receipt of the pupil premium improved on the previous year. The most vulnerable groups are children who are also on the SEND register (attendance- 87.6% with a PA figure of 22.2% and children who are not homegrown whose attendance is 91.1% with a PA figure of 15.8%)
- Flanderwell works in partnership with parents and outside agencies such as Early Help, Attendance and Inclusion, the Virtual School, Aspire, CDC and the Specialist Inclusion team so that the right support for attendance is accessed in a timely way.
- 9 suspensions equating to 15.5 days of lost learning occurred for PP eligible pupils in 2025-26
- 9 pupil eligible for PP represented Flanderwell in competition. 27 PP eligible children attended extra-curricular clubs in the Autumn term, 18 in the Spring term and 8 in the Summer term. 100% of children eligible for PP performed to an audience throughout the year.

Externally provided programmes

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

Programme	Provider

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.