

Pupil Premium Strategy Statement

2025-2028

(Review of 25/26 and revisions for 26/27)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	South View Community Primary School
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mrs Joanne Tomlins
Pupil premium lead	Mrs Carrie Henderson
Governor / Trustee lead	Mr Paul Quinnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,749
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,395
Total budget for this academic year	£179,144

Part A: Pupil premium strategy plan

Statement of intent

South View is at the heart of our community. Ensuring no child is left behind.

Key Principles

- ALL children have the right to high quality teaching.
- Children's attainment is supported by good attendance.
- High quality teaching should ensure all children know and remember more.
- Every child should be a confident reader who loves to read.
- Every child should be given opportunities to develop their talents, skills and knowledge across a broad and balanced curriculum.
- Every child should have the opportunity to visit new places, talk with experts from a wide range of areas and develop an understanding of the wider world with first hand experiences where possible.
- Children's wellbeing impacts on their ability to learn.

Ultimate Objectives

- To narrow the attainment and attendance gap between disadvantaged and non-disadvantaged children.
- For all children to have the knowledge, skills and confidence to access all areas of the curriculum fully.
- To support our children's health and wellbeing to enable them to access learning and to gain effective strategies that enable them to succeed in all aspects of life.

Achieving these Objectives

Our plan focuses on developing the whole child, ensuring they become confident readers, fluent mathematicians and have a broad balanced understanding of the wider world. Our plan aims to enhance the aspirations of our most vulnerable children, giving them key life skills and the knowledge that they are valued and can contribute to the wider world.

Challenges

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

Challenge number	Detail of challenge
1	Reception Baseline and EYFS assessment information indicate that disadvantaged pupils enter school with lower attainment in communication, language and literacy skills than their peers, impacting readiness for reading and writing.
2	Writing – Our internal and end of KS2 data shows that our lowest 20% and highest 20% of writers are not in line with National data. We need to ensure all children have access to high quality teaching, intervention and writing materials; including understanding terminology to describe sentence structure and word classes (as assessed in the KS2 Grammar paper). <i>In writing, 60% for disadvantaged pupils and 79% for other pupils.</i> https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment
3	Maths - Our internal and end of KS2 data shows that we do not consistently meet National outcomes for our disadvantaged pupils, we Ensuring our most vulnerable children are fluent in written and mental calculations. That they can confidently work out calculations efficiently and accurately. <i>In maths, attainment 62% for disadvantaged pupils and 82% for other pupils.</i> https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment
4	Reading - Ensuring our most vulnerable readers– the lowest 20% - have access to high quality teaching, intervention and reading materials; with particular reference to those children who do not get supported with reading at home. <i>In reading, attainment remained stable for disadvantaged pupils at 63% and 81% for other pupils.</i> https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment
5	Retaining and Remembering Key Information across the Curriculum - Ensuring gaps are closed for the children find who find it difficult to retain/recall prior knowledge. Internal assessment, book scrutiny, pupil interviews and retrieval assessments indicate that some disadvantaged pupils struggle to retain and recall previously taught knowledge, limiting their ability to build on prior learning. <i>The disadvantage gap index has increased from 3.16 in 2025 to 3.22 in 2026.</i> https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment
6	Emotional Wellbeing and Mental Health - Children and family's emotional wellbeing and mental health. Safeguarding of vulnerable children. Difficulty in accessing support for mental health needs, lack of local provision, particularly for vulnerable <i>including Young Carers</i> and/or SEN children.
7	Disadvantaged children have less experiences of the wider world - Many of our disadvantaged children have never left Crowland, they have not visited places of historical, cultural, social or natural beauty beyond what exists within walking distance.
8	Attendance of disadvantaged/vulnerable children - Low attendance means less exposure to teaching; resulting in a higher risk of children falling behind in their learning and making below expected progress. <i>Data for Autumn 25/26. Absence rate for pupils eligible for free school meals was 9.98% compared to 5.03% for those pupils not eligible for free school meals. Persistence absentees (10% missed) 30.46% for FSM eligible and 12.57% for those not eligible. Severe absentees (50% missed) 3.62% for FSM eligible and 0.99% for those not eligible.</i> https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england/2025-26-autumn-term

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
Improve literacy outcomes for our youngest children. Through ensuring opportunities to engage in a language rich environment, high quality teaching of early reading and early writing and high quality phonics teaching.	- Early Learning Goals for Listening, Attention and Understanding; Speaking; Comprehension; Reading: Word Reading and Writing will be in line with national outcomes. - Y1 phonics will be at least in line with national outcomes. - Y2 retakes will be at least in line with national outcomes.
Improve writing outcomes Using best current practice in our school and incorporating evidence based best practice as shared in the DfE's Writing Framework, KS2 writing results improve to be in line with national outcomes.	- KS2 Writing and Grammar, Punctuation and Spelling attainment for disadvantaged children at the end of KS2. - Evaluation and monitoring demonstrate effective teaching and learning of writing.
Improve maths outcomes KS2 maths results improve to consistently be in line or better than national outcomes. Our children can solve mathematical problems by using effective strategies and knowing key facts.	- Arithmetic Scores in assessments will demonstrate more children getting 75% or more term on term and year on year. - Year 4 Multiplication check score will show our data is inline or better than National data. - KS2 maths outcomes show that disadvantaged pupils met the expected standard in line with national data for disadvantaged pupils.
Improve maths and Writing Outcomes Development and implementation of Foundational Knowledge Progression Grids in Maths and Writing to ensure essential knowledge is identified, sequenced and revisited systematically, reducing knowledge gaps for disadvantaged pupils. Subject leaders will review attainment and curriculum retention of disadvantaged pupils alongside whole-school cohorts.	- Long term success criteria is for the lower previous attainers to achieve better progress scores than mid and high attainers. - Use of diagnostic assessment and tracking systems will rapidly identify gaps in foundational knowledge and target support for disadvantaged pupils. - Monitoring and analysis of Foundational Knowledge attainment and progress for disadvantaged pupils compared with non-disadvantaged pupils will see the gaps closing with appropriate intervention. 80% of disadvantaged children will achieve ALL foundational knowledge steps for their academic year.

Intended outcome	Success criteria
Improve reading outcomes Disadvantaged children make good or better progress in reading, through KS2 they improve their comprehension skills and identify themselves as readers – both for pleasure and for information.	- Children in KS2 are expected to score above 85% on AR reading assessments and Termly Star Reading tests demonstrate accelerated learning for disadvantaged children. - Reading SATs outcomes show that disadvantaged pupils met the expected standard in line with national data for disadvantaged pupils.
Improve know more, remember more across the whole curriculum. ALL children, including disadvantaged, vulnerable and SEN can demonstrate they know more and remember more across the whole curriculum. Subject leaders will review attainment and curriculum retention of disadvantaged pupils alongside whole-school cohorts.	- Disadvantaged children make at least expected progress from previous end of year data/end of key stage data. - Subject leaders and teachers are clear on what key knowledge should be taught, when it is taught and when it is revisited. - Assessment for Learning is used to identify and address gaps in learning.
Improve access to effective SEMH support Staff are increasingly confident in supporting children and families in managing and improving their wellbeing and mental health, through signposting and advocating best practice strategies. Our children have strategies to support and manage their own wellbeing. Children are confident on who can help them in school and out of school. Families know that school can signpost families to sources of support. Children are effectively safeguarded. All adults in school are clear about procedures and who to approach when a concern arises. Children can identify a trusted adult to whom they can communicate their worries. All staff confidently use myconcern to record concerns and Designated Safeguarding Leads (DSLs) create, monitor and evaluate actions and impact against actions taken. Leaders ensure that new children to school have the opportunity to visit the school, to share information about themselves and their family in a supportive and non-judgemental way. Leaders have strong relationships with existing partners to assure all transitions are effective, including information sharing.	- Learning mentor, SENCo and DSLs identify and support families and children who need additional support. - Wellbeing TAs are used to effectively support children across the school. - Identified families are offered Early Help Assessments, access to parenting courses, linked to LCPF. - EYFS Team identify families in need of additional Early intervention during home visits and visits to pre-school providers. - Identified children are supported through learning mentor, Young carers lead, Healthy Minds, Small group activities, nurture clubs or keeping healthy clubs. - Safeguarding concerns are followed through quickly. DSLs act swiftly to keep children safe. Staff are confident in reporting and recording concerns. Myconcern is used to effectively scrutinise chronologies for most vulnerable children and look for patterns of concerns. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences. - New children to school, at any time of entry, are well supported to transition into SVCPS – key staff are aware of strengths, challenges and relevant vulnerabilities and are able to scaffold support and challenge quickly and effectively.

Intended outcome	Success criteria
	- EYFS children have home visits, visits to settings and meetings with any professionals involved prior to starting at SVCPS.
Improve understanding of the wider world Children understand the Wider World by interacting with it. Children have the opportunity to develop skills beyond the National Curriculum.	- Disadvantaged children have the opportunity to visit a place of religious, historical and cultural significance. - Disadvantaged children have the opportunity to take part in high quality provision in the PE and Arts sector via visits, visitors, before and after school clubs or residential.
Improve attendance Disadvantaged pupils will meet or exceed national expectations for attendance and persistence absence.	- Disadvantaged pupils' attendance will be in line with non-disadvantaged children. (96+%) - PA levels for disadvantaged pupils will be in line with non-disadvantaged pupils. - Attendance Audit will demonstrate effective school procedures are in place by all stake holders.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximising Learning Staff training on diagnostic assessment/assessment for Learning. Effective assessment of learning and assessment for learning considered in all stages of the planning, teaching and reviewing cycle. Coaching and mentoring, modelling from senior staff Expansion of Senior Leadership Team to increase capacity of support in teaching and learning	Teacher Feedback to Improve Pupil learning (EEF) Principles, methods and implementation. Effective Professional Development Guidance Report (EEF) Teaching Walkthrus – Tom Sherrington and Oliver Caviglioli <u>OFSTED Feedback November 2023:</u> In some lessons, teachers do not check closely enough on what pupils know and can do. The school must sharpen the use of formative assessment, checking on progress	1 2 3 4 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD provided by recognised external providers including for ECTs. CPD via instructional coaching Staff training on making knowledge stick. Staff training on effective use of Arbor and HelloData to support identifying gaps in knowledge, curriculum and learning.	closely in lessons and moving pupils on to new content when they are ready. In some subjects, pupils do not remember the important knowledge they have been taught. The school must ensure that teachers systematically revisit the key content pupils need to retain, helping them to remember it over the long term and use it again.	
Curriculum Audit to identify foundational knowledge. Development of progression skills in maths and Writing. Use of assessment grids to track gaps and identify appropriate interventions. Sharing of gaps with children and parents to support self-regulated learning and parental engagement.	Improving Mathematics in the Early Years and Key Stage 1 (EEF) Improving Literacy in Key Stage 1 (EEF) Special Educational Needs in Mainstream Schools (EEF) Metacognition and Self-Regulated Learning (EEF) Parental Engagement (EEF) Ofsted Curriculum Research Reviews - Learning should be sequenced so that essential knowledge is taught, practised and revisited over time. - Secure foundational knowledge enables pupils to access more complex learning in later years.	1 2 3 5
Ensure new staff have expert coaching on RWInc scheme. CPD on how to maximise impact through quality first teaching and intervention.	Improving Literacy in Key Stage 1 (EEF) Point 3 – Effectively implement a systematic phonics programme.	1 2
Embed Active English and Active Spelling schemes. Ensure teachers are systematically revisiting the key content pupils need to retain through Monitoring and evaluation and personalised CPD.	Improving Literacy in Key Stage 1 (EEF) Point 5 – Teach pupils to use strategies for planning and monitoring their writing. Point 6 – Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling. Improving Literacy in Key Stage 2 (EEF) Point 4 – Teach writing composition strategies through modelling and supported practice. Point 5 – Develop pupil’s transcription and sentence construction skills through extensive practice.	1 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide parenting workshops for parents on how to support developing fluency. CPD for staff on effective teaching strategies, particular focus on fluency and retention of number bonds and tables. Ensure teachers are revisiting the key content pupils need to retain through monitoring and evaluation.	Improving Mathematics in the Early Years and Key Stage 1. (EEF) Improving Mathematics in Years 4 and 5. Point 1 – develop practitioners understanding of how children learn mathematics. Point 2 – Dedicate time for children to learn maths and integrate mathematics throughout the day. Point 3 – Use manipulatives and reasoning to develop understanding. Point 4 - Ensure that teaching builds on what children already know. Effective Professional Development (EEF) Parental Engagement (EEF)	3
Highly structured number bonds class teach, and intervention strategy introduced to all children in EYFS (summer term), Y1 and y2. Interventions for children in Years 3 - 6	Improving Mathematics in the Early Years and Key Stage 1. (EEF) Point 5 – Use high quality target supported help all children learn mathematics. Improving Mathematics in Key Stages Two and Three (EEF) Point 7 - Use structured interventions to provide additional support.	3
Coaching and Mentoring support for staff from identified coaches.	Effective Professional Development Guidance Report (EEF) Teaching Walkthrus – Tom Sherrington and Oliver Caviglioli	1 2 3 4 5
Effective ECT through mentor and tutor framework and LEAD provision	Effective Professional Development Guidance Report (EEF)	1 2 3 4 5
Effective Transition from class to class; for new arrivals to our school and children moving on from our school.	EEF Blog: Supporting pupils through transitions – a trio of challenges	1 2 3 4 5 6
Ensuring effective teaching through additional nationally recognised qualifications and retention of key staff.	The EEF Guide to the Pupil Premium Page 3.	1 2 3 4 5

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

Budgeted cost: £69,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo monitor impact of individual and group interventions to support staff in ensuring all intervention is effective and appropriate. Use of ProvisionMapper to support analysis of interventions.	Special Educational Needs in Mainstream Schools (EEF) Point 2 - Build an ongoing, holistic understanding of your pupils and their needs. Point 4 - Complement high quality teaching with carefully selected small-group and one-to-one interventions	1 2 3 4 5 6
Project X to support children in developing comprehension skills particularly those children working at the lowest 20%. NB children will have completed Phonics programme before embarking on Project X.	Improving Literacy in Key Stage 2 (EEF) Point 2 – support pupils to develop fluent reading capabilities. Point 3 – Teach reading comprehension strategies through modelling and supported practice.	4
Embed ReadWriteInc scheme - intervention for children who need to catch up. Embed best practice in Fresh Start to support children in developing decoding skills particularly those children working at the lowest 20% in Year 5 and 6.	Improving Literacy in Key Stage 1 (EEF) Point 3 – Effectively implement a systematic phonics programme. Point 8 – Use high quality structure interventions to help pupils who are struggling with their literacy. Improving Literacy in Key Stage 2 (EEF) Point 2 – support pupils to develop fluent reading capabilities.	1 4
Use of Nessy, Widgit and other resources to support children with dyslexia and specific literacy difficulties.	Improving Literacy in Key Stage 2 (EEF) Point 6 - Target teaching and support by accurately assessing pupils needs. Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy.	1 2 4
Use of Chatterdillo based Communication and Language programme in EYFS and KS1 to develop early communication and language skills	Oral Language Interventions – EEF Improving Literacy in Key Stage 1 (EEF) Point 1 = Develop pupils speaking and listening skills and wider understanding of language.	1 2 4 5
Use of Number Stacks/Maths for Life intervention to support children with very early	Improving Mathematics in the Early Years and Key Stage 1. (EEF) Point 5 – Use high quality target supported help all children learn mathematics.	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
mathematical concepts and to fill gaps. Focusing on the lowest 5% of children.	Improving Mathematics in Key Stages Two and Three (EEF) Point 7 - Use structured interventions to provide additional support	
Tutoring for identified individuals and groups. Use of technology to support overlearning of key skills, practice identified areas from assessment for learning and offer a bespoke learning journey for identified children.	Improving Mathematics in the Early Years and Key Stage 1. (EEF) Point 5 – Use high quality target supported help all children learn mathematics. Improving Mathematics in Key Stages Two and Three (EEF) Point 7 - Use structured interventions to provide additional support. Improving Literacy in Key Stage 2 (EEF) Point 6 - Target teaching and support by accurately assessing pupils needs. Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy.	1 2 3 4

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

Budgeted cost: £57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Attendance - Work with families through Attendance officer to encourage better attendance. - Regular analysis of attendance and individual vulnerable pupils to ensure appropriate and rapid intervention. - Use of Arbor communications package to improve parental engagement and understanding around attendance.	Supporting Attendance (EEF) Parental Engagement (EEF)	8

Improving Emotional Health and Wellbeing - Availability of learning mentor - Introduction of Wellbeing TAs. - Learning mentor to continue to develop her ELSA role through appropriate training. - Signpost families to other services that can support promptly. - Attachment training - Trauma awareness training for key staff. - Restorative practice training for all staff. - Additional support at times of transition. - Improve support for PLAC and Young Carers through quicker identification and knowledge of key support mechanisms.	SEL, Well-being and mental Health (EEF) Teaching of five core competencies - Self -awareness - Self-regulation - Social awareness - Relationship skills - Responsible decision making	6
Improving behaviour of children who struggle to self-regulate/ have worries/anxieties that impact on learning. - Work closely with BOSS. - Whole school training on regulation - Positive Handling training for selected Staff. - Access training through WTT. - Additional lunch support to enable more supported play activities. - Create a more coherent response to Character and Personal development.	Improving Social and Emotional Learning in Primary Schools (EEF) Teaching of five core competencies - Self -awareness - Self-regulation - Social awareness - Relationship skills - Responsible decision making	6
Ensuring our most vulnerable children are effectively safeguarded. - Regular training for all staff	Keeping Children Safe in Education - Effective use by all staff of to record safeguarding concerns from anywhere. Concerns can be recorded when school is providing, remote, blended or in school learning.	6

- Enhanced training for DSLs – Lincolnshire's 6 Year pathway. - Effective recording, monitoring and action around safeguarding needs/issues. - Uniform/PE kit provided so children have a sense of belonging.	The software ensures records are managed, analysed and acted upon effectively.	
Ensuring children experience cultural, spiritual, sporting and other extra-curricular activities. - Funding for trips including residential. - All children can access a visit to place of worship.	There is a growing body of evidence demonstrating the positive impact of residential experiences both on young people's academic outcomes and their wider development – the independent research by York Consulting into residential learning provides insights into the difference these trips can make.	7
Effective Transition for most vulnerable children - Home visits to all new EYFS children. - Visits to all nurseries/ pre-school providers for all new children. - Referrals for new families (TAF) -before they start school if need identified.	EEF Blog: Supporting pupils through transitions – a trio of challenges https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges	6 8
Ensuring the responsibilities that Young Carers may have do not negatively impact on attendance, wellbeing, engagement, enrichment opportunities and educational outcomes. - appointment of YC Lead - YC programme, inc targeted pastoral support, practical life-skills education, wellbeing opportunities and access to enrichment experiences.	Carers Trust - guide to supporting Young Carers in School https://youngcarersinschools.com/ycis-guide/	6 7 8

Total budgeted cost: £ 179,100

Part B: Review of outcomes in 2025-2026

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2025/26 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

EYFS (Perspective EYFSP on a Page) – FSM6 DATA – 7 children (each child is 14.3%)

ASSESSMENTS

Item	Crowland South View Community Primary School (2084)	NCER National	
	Value	Value	Gap
Good Level of Development ●	57.1% 	54.8% 	+2.3%
Average no. ELGs at expected	13.0 	12.4 	+0.6
All Goals, Exp+	57.1% 	53.0% 	+4.1%
Prime Goals, Exp+	57.1% 	62.8% 	-5.7%
Com. & Lang. Goals, Exp+ ●	57.1% 	68.6% 	-11.5%
PSE Goals, Exp+ ●	85.7% 	74.1% 	+11.6%
Phys. Dev. Goals, Exp+ ●	57.1% 	74.8% 	-17.7%
Specific Goals, Exp+	57.1% 	53.9% 	+3.2%
Literacy Goals, Exp+ ●	57.1% 	56.6% 	+0.5%
Maths Goals, Exp+ ●	85.7% 	64.5% 	+21.2%
Und. The World Goals, Exp+	71.4% 	68.9% 	+2.5%
Exp. Arts & Des. Goals, Exp+	71.4% 	76.5% 	-5.1%

● Good level of development = at least expected in all prime, literacy and mathematics goals.

- = value suppressed, negligible or unavailable

EYFS Summary

Except for Physical Development Goals at -17.7%, every other Gap is within 1 child (14.3%) of National Data. This was the same area of concern as previous year for FSM6 children in EYFS.

Phonics Y1 (Perspective Phonics Benchmark) – FSM6 DATA – 13 children (each child is 7.7%)

Estab. No.	Estab. Name	Cohort	Mark						APS	Outcome				
			No Score	0-15	16-23	24-30	31-36	37-40		Q	A	D	WT	WA
-	NCER National	125,070	6.8%	15.2%	5.0%	4.7%	29.8%	38.5%	30.2	0.0%	0.4%	6.4%	24.8%	68.3%
2084	Crowland South View Community Primary School	13	0.0%	23.1%	15.4%	15.4%	30.8%	15.4%	25.7	0.0%	0.0%	0.0%	53.8%	46.2%

Phonics Y2 (Perspective Phonics Benchmark) – FSM6 DATA – 4 children (each child is 25%)

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-30	31-36	37-40		Q	A	D	WT	WA
-	NCER National	48,400	14.2%	20.1%	9.3%	9.9%	28.9%	17.6%	26.0	0.0%	0.8%	13.3%	39.3%	46.5%
2084	Crowland South View Community Primary School	4	0.0%	0.0%	25.0%	0.0%	25.0%	50.0%	33.5	0.0%	0.0%	0.0%	25.0%	75.0%

Phonics Summary

Phonics outcomes for our disadvantaged year 1 children are not as strong as they have been in previous years, this means that phonics and specific interventions for these children will be prioritised in Year 2. In Year 2, Phonics outcome for disadvantaged children have exceeded National demonstrating the effectiveness of the phonics teaching within year 2.

KS2 – (Perspective KS2 on a Page) FSM6 DATA – 15 children (each child is 6.7%)

ATTAINMENT & ASSESSMENTS

Subject	Level	Crowland South View Community Primary School (2084)	NCER National	
		Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	40.0%	48.4%	-8.4%
	GDS/High Score	0.0%	3.7%	-3.7%
Reading	≥Exp.Std.	66.7%	62.7%	+4.0%
	High Score	13.3%	19.2%	-5.9%
Writing (TA)	≥EXS	53.3%	60.4%	-7.1%
	GDS	0.0%	6.9%	-6.9%
Maths (test)	≥Exp.Std.	86.7%	61.7%	+25.0%
	High Score	0.0%	15.2%	-15.2%

PROGRESS

Subject	Level	Crowland South View Community Primary School (2084)	NCER National	
		Value	Value	Gap
Reading	Avg. Prog. Score	1.36	-0.66	+2.02
	Conf. Int.	±3.49 -2.13 to +4.85	±0.03 -0.69 to -0.63	n/a
Writing	Avg. Prog. Score	0.27	-0.44	+0.71
	Conf. Int.	±3.44 -3.17 to +3.71	±0.03 -0.47 to -0.41	n/a
Maths	Avg. Prog. Score	3.15	-0.83	+3.98
	Conf. Int.	±3.42 -0.27 to +6.57	±0.03 -0.86 to -0.80	n/a

Cohort numbers across different subjects may vary from the stated figure.

- = value suppressed, negligible or unavailable

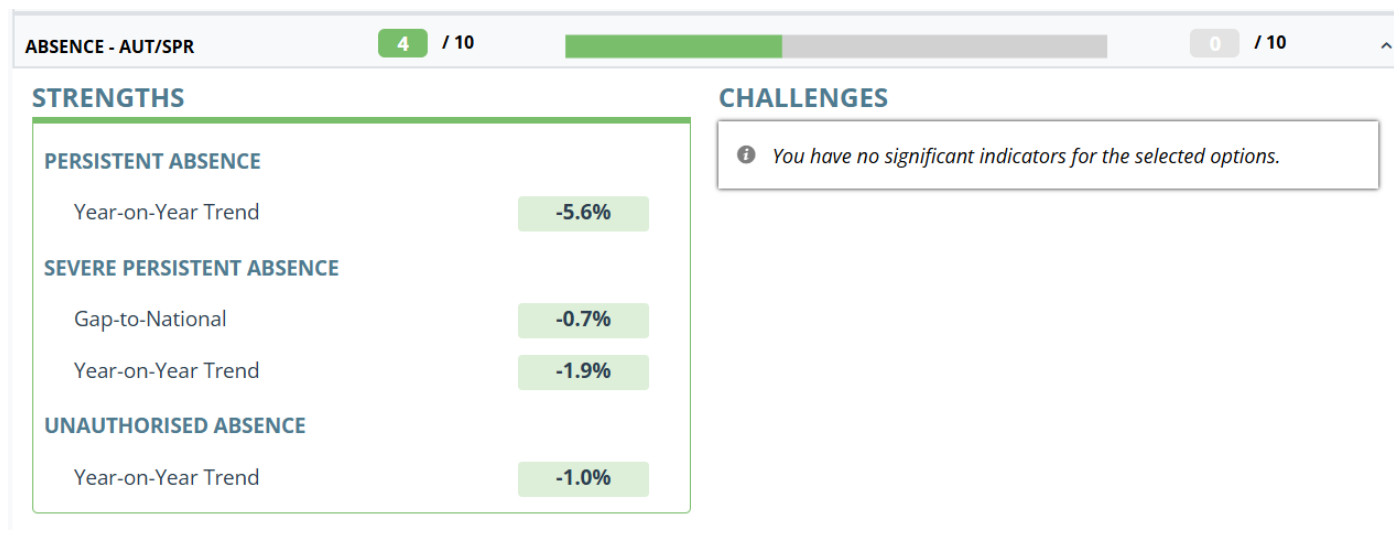
KS2 Summary

- Maths expected plus exceeds national.
- RWM combined at expected plus and GDS, Reading at expected plus and GDS, Writing at expected plus and GDS are broadly in line with national.
- Maths GDS is below national.

Progress data is above national for reading, writing and maths.

Attendance Data (data from perspective – Analysis (Insight) – Autumn and Spring – Characteristic Group: Disadvantaged).

Attendance mentoring improved attendance for targeted pupils, however persistent absence among disadvantaged pupils remains significantly higher than non-disadvantaged pupils. Attendance therefore remains a strategic priority for 2026-27.



Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance UK Ltd
Times Table Rockstars / Number Bots	Times Table Rockstars
Myconcern	The Safeguarding Company
Nessy	Nessy
ProvisionMap	Edukey
ReadWriteInc Phonics / Oxford OWL	Ruth Miskin
Mastering the Curriculum	Closing The Gap
NumberStacks	NumberStacks
SPAG	Orchard Digital
Tapestry	Tapestry
Twinkl	Twinkl
Maths For Life	Maths For Life Ltd
Doodlelearning	Discovery Education
Active English/Active Spelling	LEAD Teaching School Hub
Chatterdillo	Chatterdillo

Service pupil premium funding (Brief outline as this is less than 5 children and does not have to be reported but can be amalgamated with information above)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	• Contributing to the salary of the Learning Mentor, ensuring children have direct access to her during times of parental deployment. • Improving communication upon arrival into school by sharing contact details and explicit support avenues. • Providing targeted support during transitions to new schools.
What was the impact of that spending on service pupil premium eligible pupils?	• Children were able to access support from the Learning Mentor and/or Wellbeing TAs as needed. • Improved communication and clarity with Service families, including a website update to clearly differentiate Pupil Premium and Service Premium. • Positive feedback received from families and new schools regarding transition success.