PUPIL PREMIUM

Impact Statement 2025–2026

Ray Lodge Primary School

46%	63.9%	94.8%
Disadvantaged Reception pupils achieving GLD in 2026	Disadvantaged pupils achieving combined KS2 Expected Standard	Overall attendance for disadvantaged pupils

Review of outcomes

Self-evaluation during 2025–2026 indicates that the school's Pupil Premium strategy has continued to have a positive impact on outcomes for disadvantaged pupils. The strategy has built on the strengths identified in the previous year while responding to the key challenges identified through forensic analysis of disadvantage: early language, vocabulary and communication; number fluency and mathematical confidence; attendance, punctuality and engagement; and equitable access to wider school opportunities.

Ray Lodge Primary School continues to serve a highly diverse community, with low starting points for some pupils. Many pupils require significant early intervention, including support with speech and language and family engagement. Against this context, the outcomes achieved by disadvantaged pupils during 2025–2026 demonstrate encouraging evidence of the impact of the strategy.

Key Stage 2 attainment

One of the strongest examples of evidence of impact from the Pupil Premium strategy is seen in the outcomes achieved by disadvantaged pupils at the end of Key Stage 2. Disadvantaged pupils achieved outcomes above the national average for disadvantaged pupils across all reported KS2 measures (see Figure 1), with particularly strong performance in writing, grammar, punctuation and spelling (GPS), mathematics and the combined reading, writing and mathematics measure.

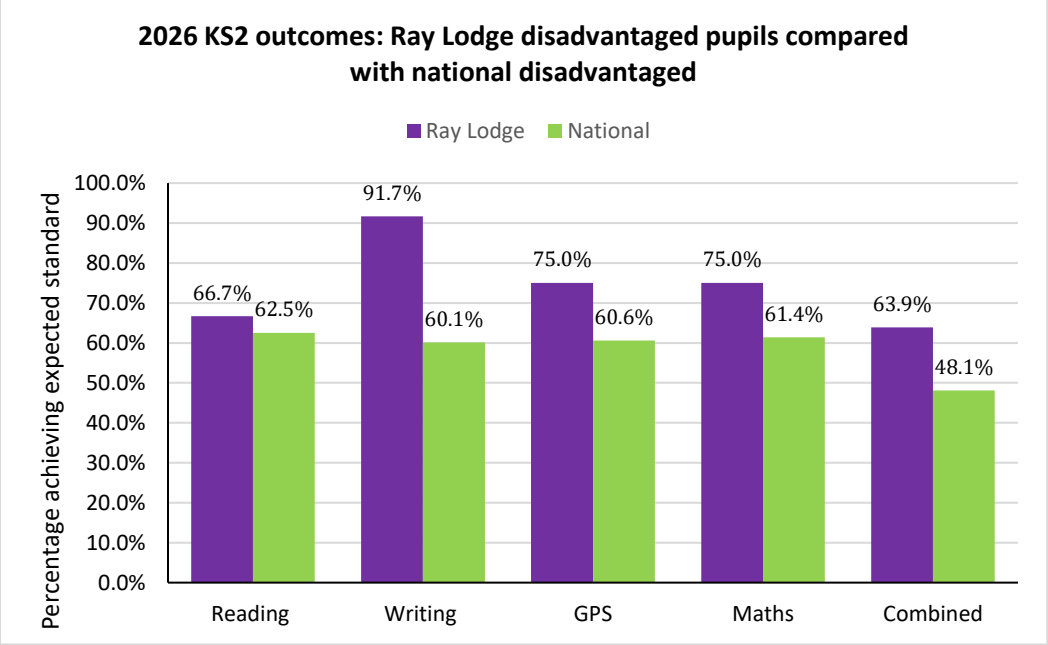


Figure 1. 2026 KS2 outcomes: disadvantaged pupils compared with national outcomes for disadvantaged pupils.

Reading: 66.7% of disadvantaged pupils achieved the Expected Standard, compared with 62.5% of disadvantaged pupils nationally. Writing: 91.7%, compared with 60.1% nationally. GPS: 75.0%, compared with 60.6% nationally. Mathematics: 75.0%, compared with 61.4% nationally. Combined reading, writing and mathematics: 63.9%, compared with 48.1% nationally.

Outcomes were also strong when compared with national outcomes for non-disadvantaged pupils (see Figure 3). In writing, disadvantaged pupils at Ray Lodge achieved 91.7%, compared with 73.2% of non-disadvantaged pupils nationally. In GPS, the school outcome of 75.0% was above the national non-disadvantaged figure of 73.7%, while mathematics was broadly in line with the national non-disadvantaged figure (75.0% compared with 75.1%). For the combined measure, disadvantaged pupils at Ray Lodge achieved 63.9%, slightly above the national non-disadvantaged outcome of 63.2%.

These outcomes provide strong evidence that the strategy is having a positive impact on attainment for disadvantaged pupils. The school has been particularly successful in writing, GPS and mathematics, where disadvantaged pupils performed in line with or above their non-disadvantaged peers nationally. Reading remains an area for continued focus: although the school's disadvantaged outcome of 66.7% was above the national disadvantaged figure of 62.5%, it remained below the 75.1% achieved by non-disadvantaged pupils nationally. This will continue to inform the school's priorities and targeted provision for disadvantaged pupils.

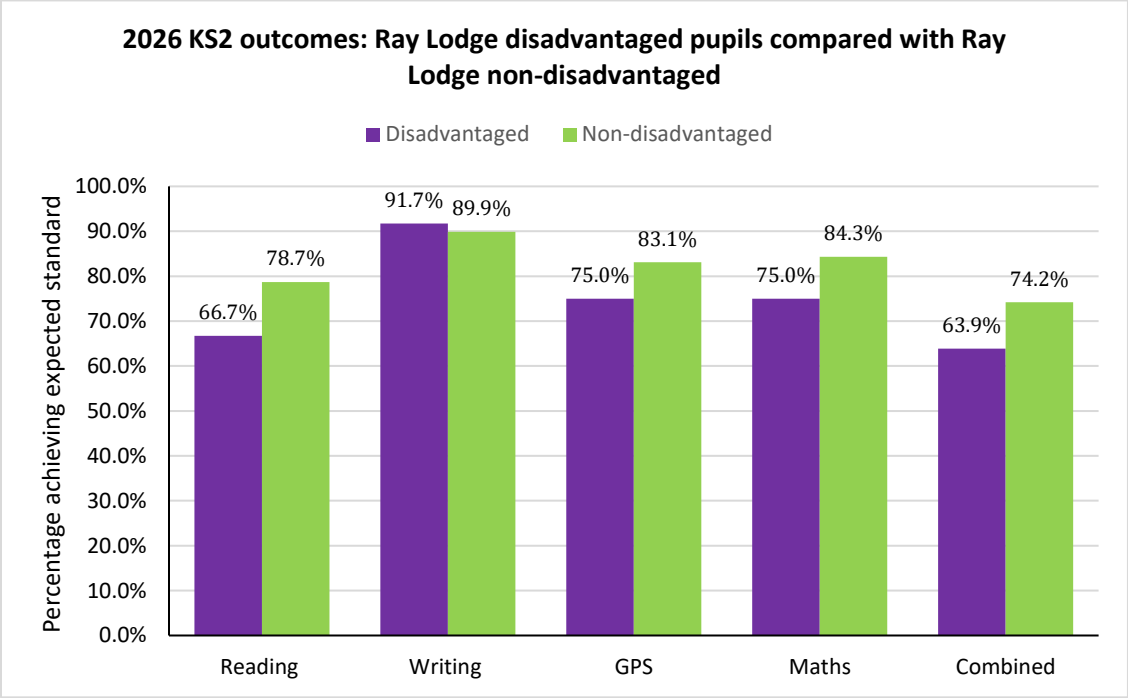


Figure 2. 2026 KS2 Expected Standard outcomes: disadvantaged and non-disadvantaged pupils at Ray Lodge.

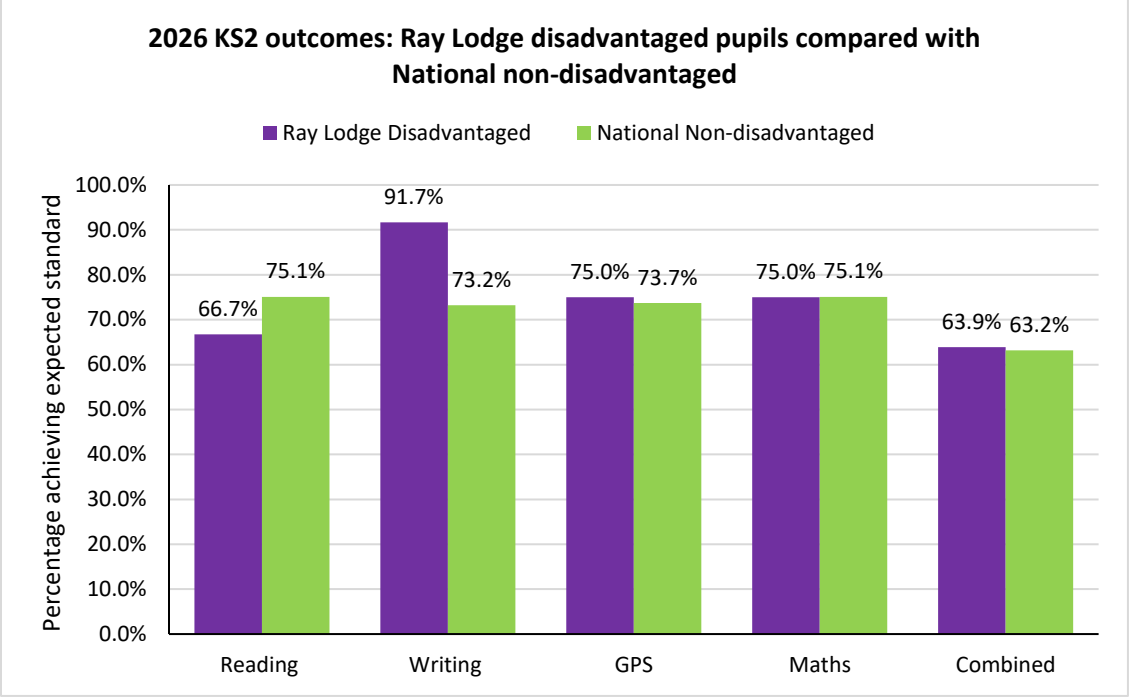


Figure 3. 2026 KS2 Expected Standard outcomes: Ray Lodge disadvantaged and National non-disadvantaged pupils.

Outcomes at the Higher Standard show particular strengths in writing, GPS and mathematics. Disadvantaged pupils exceeded national disadvantaged outcomes in writing (8.3% compared with 6.8%), GPS (38.9% compared with 18.9%) and mathematics (19.4% compared with 15.1%). GPS was especially strong, with disadvantaged pupils also performing above the national non-disadvantaged figure of 30.2%. Reading and the combined measure remain areas for development, with outcomes below national disadvantaged figures, indicating a continued focus on increasing the proportion of disadvantaged pupils attaining at the highest levels.

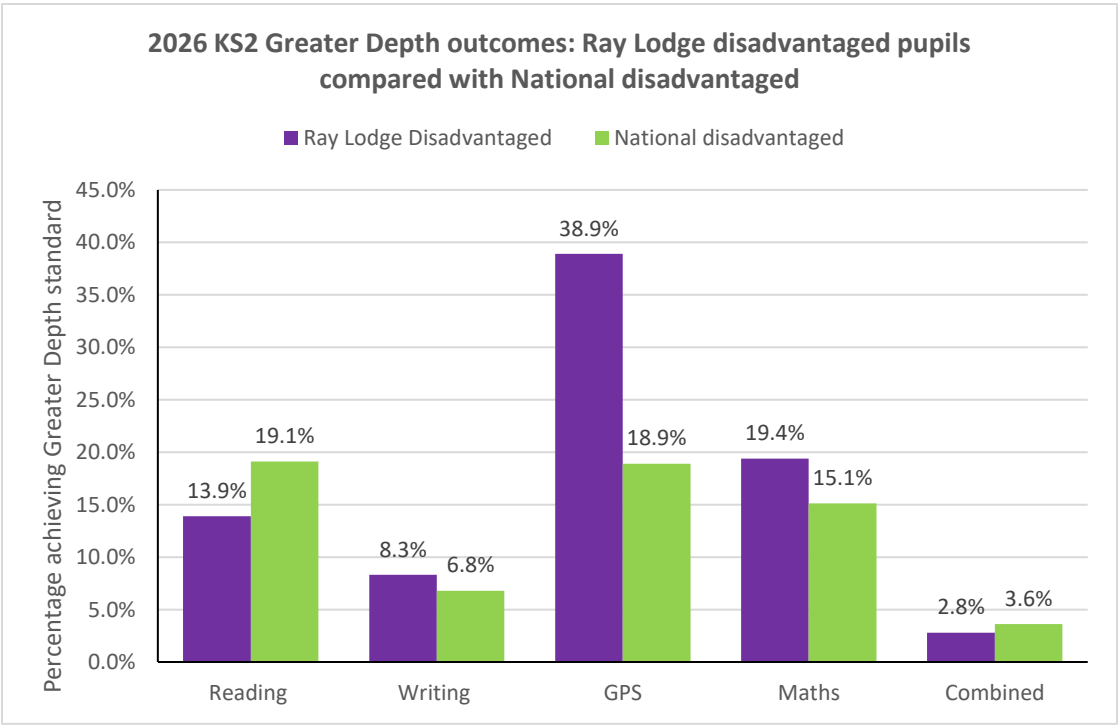


Figure 4. 2026 KS2 Greater Depth Standard outcomes: Ray Lodge disadvantaged and National non-disadvantaged pupils.

Number fluency, mathematics and responsive teaching

Mathematics continues to be a strength for disadvantaged pupils. In 2026, 75.0% of disadvantaged pupils achieved the Expected Standard at the end of Key Stage 2, compared with 61.4% of disadvantaged pupils nationally. This outcome was also broadly in line with the national non-disadvantaged figure of 75.1%. At Greater Depth, 19.4% of disadvantaged pupils achieved the higher standard, compared with 15.1% of disadvantaged pupils nationally.

The Year 4 Multiplication Tables Check provides further evidence of strong mathematical fluency. Disadvantaged pupils achieved an average score of 23.6, compared with 20.1 for disadvantaged pupils nationally. Notably, this was also above the national non-disadvantaged average of 22.3.

Taken together, these outcomes provide strong evidence of the positive impact of the school's mathematics provision for disadvantaged pupils. They support the strategy's continued emphasis on precise assessment, responsive teaching, targeted intervention and the consistent implementation of the Trust's mathematics principles. The outcomes suggest that these approaches are supporting disadvantaged pupils not only to achieve well in relation to disadvantaged pupils nationally, but also to perform in line with, and in some measures above, national outcomes for non-disadvantaged pupils.

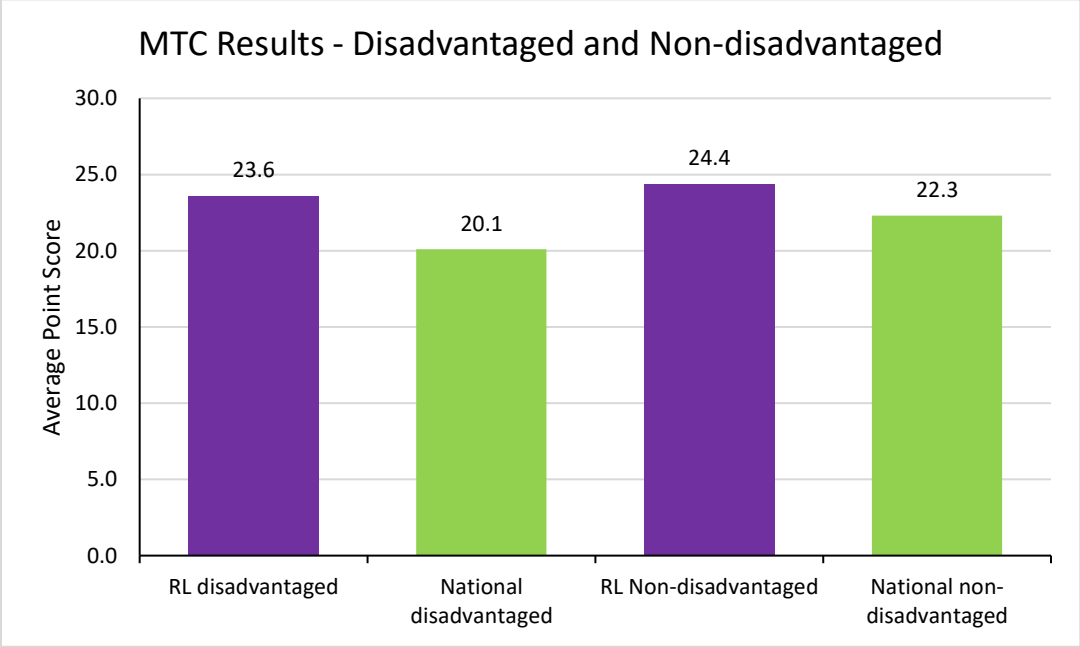


Figure 5. 2026 MTC outcomes for disadvantaged and non-disadvantaged compared to national.

Early language, vocabulary, communication and reading

EYFS outcomes have fluctuated over the three-year period. In 2026, 46% of disadvantaged pupils achieved a Good Level of Development (GLD), compared with 68% in 2025 and 39% in 2024. Improving outcomes for disadvantaged children at the end of EYFS remains a priority.

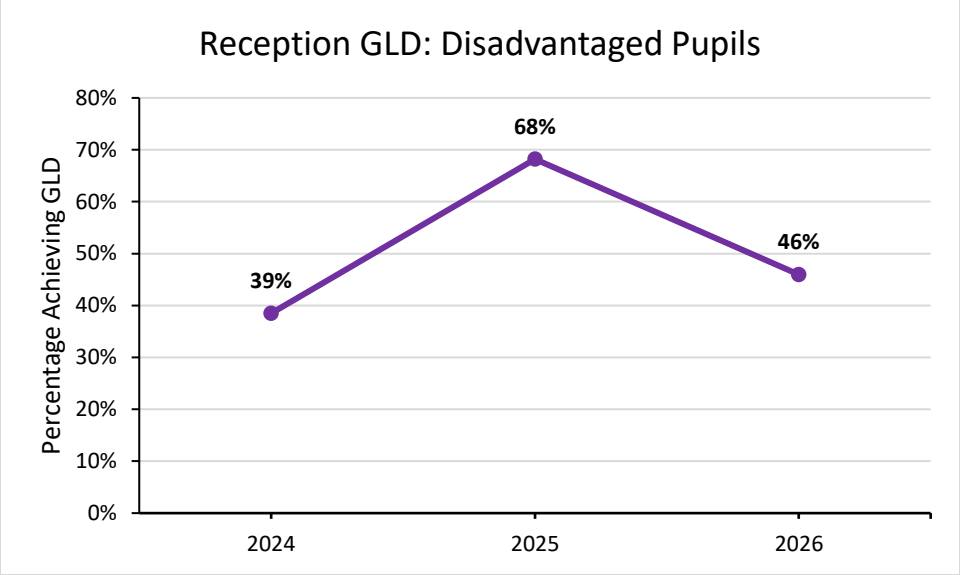


Figure 6. Reception GLD outcomes for disadvantaged pupils.

Evidence of impact can also be seen in the Year 1 Phonics Screening Check. At Ray Lodge, 71.4% of disadvantaged pupils met the expected standard, compared with 68.4% of disadvantaged pupils nationally. This represents a 3.0 percentage point advantage over the national disadvantaged outcome.

However, a significant gap remains between disadvantaged and non-disadvantaged pupils within the school. While 71.4% of disadvantaged pupils met the expected standard, this compared with 92.8% of non-disadvantaged pupils at Ray Lodge. The school's non-disadvantaged outcome was also above the national non-disadvantaged figure of 85.7%.

These outcomes indicate that provision for disadvantaged pupils is supporting attainment above that of disadvantaged pupils nationally. However, closing the gap between disadvantaged and non-disadvantaged pupils remains an important priority. The school will therefore continue to focus on high-quality phonics teaching, early identification of pupils at risk of falling behind, and timely, targeted intervention to ensure disadvantaged pupils develop secure early reading skills.

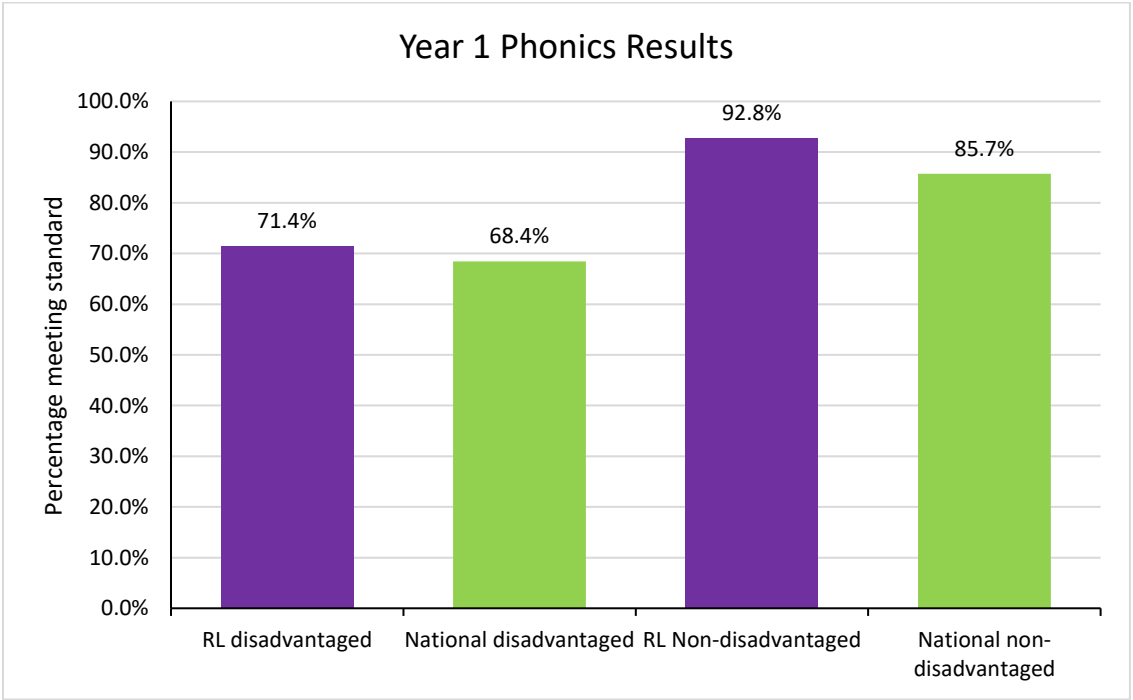


Figure 7. Year 1 phonics outcomes for disadvantaged pupils, 2024–2026.

Attendance, punctuality and engagement

Attendance has also been an area of improvement. Overall attendance for disadvantaged pupils was 94.8%, compared with 95.30% for non-disadvantaged pupils. The attendance gap has therefore effectively been eliminated at whole-school level.

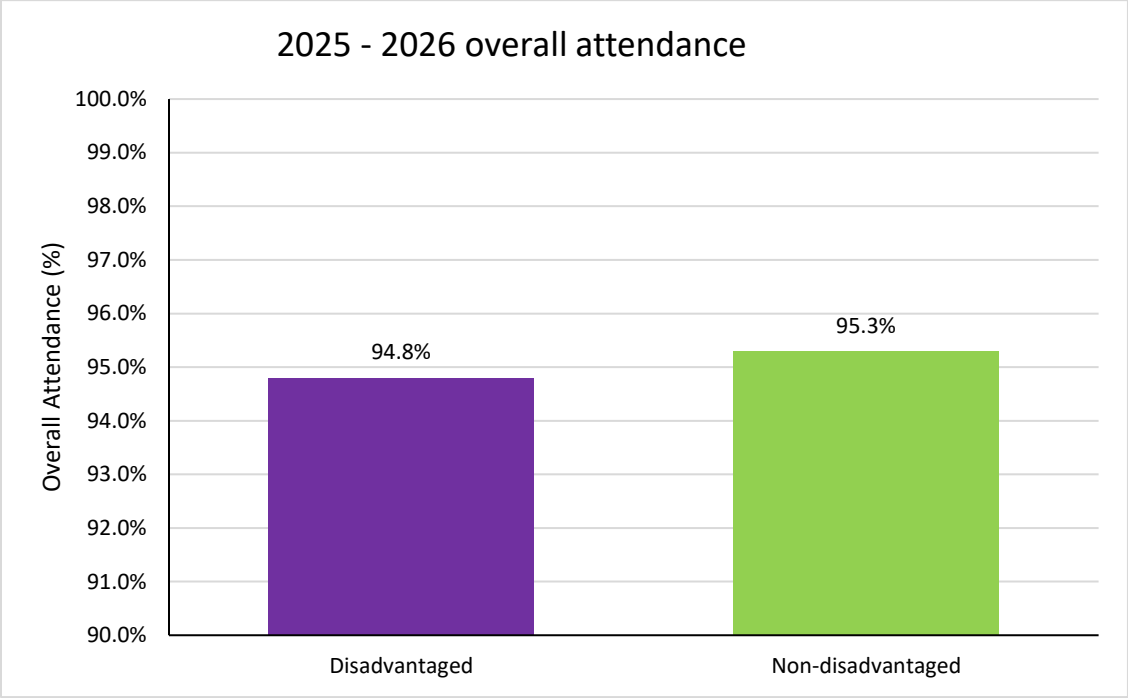


Figure 8. 2025–2026 overall attendance.

Leadership, enrichment, representation and belonging

The strategy identifies increased participation and representation of disadvantaged pupils in leadership, enrichment and wider school life as an important strand of the approach. The evidence supplied for this evaluation does not include sufficient quantitative participation data to make a reliable judgement about the extent to which the 2025–2026 targets have been achieved. This should therefore remain an area for systematic monitoring during the next evaluation cycle.

Overall impact

Overall judgement: POSITIVE IMPACT

Overall, the evidence from 2025‑2026 demonstrates that the Pupil Premium strategy is having a positive impact on disadvantaged pupils' attainment. The strongest evidence is seen at the end of Key Stage 2, where disadvantaged pupils achieved above national disadvantaged outcomes across all reported measures. Particularly strong outcomes were evident in writing, GPS and mathematics, with the combined reading, writing and mathematics outcome of 63.9% also exceeding the national disadvantaged figure of 48.1% and the national non-disadvantaged figure of 63.2%.

Mathematics remains a particular strength. KS2 attainment and Greater Depth outcomes were above those of disadvantaged pupils nationally, while performance in the Year 4 Multiplication Tables Check was above both disadvantaged and non-disadvantaged national averages. Phonics outcomes also exceeded the national disadvantaged figure, although a gap remains between disadvantaged and non-disadvantaged pupils within the school.

The evaluation also identifies clear areas for continued improvement. Outcomes at the end of EYFS remain variable, with 46% of disadvantaged pupils achieving a Good Level of Development in 2026. Reading and phonics will remain important priorities, with continued focus on reducing the gaps between disadvantaged pupils and their non-disadvantaged peers.

Overall, the outcomes support the school's emphasis on high-quality teaching, precise assessment, responsive teaching and targeted intervention. The school will continue to use assessment and wider evidence to identify where disadvantage is affecting outcomes, adapt provision accordingly, and maintain a clear focus on ensuring disadvantaged pupils achieve well across the curriculum.

Data note: The Trust's End of Year Headlines 2026 document states that EYFS and phonics data are as submitted, while MTC and Year 6 outcomes are based on the most recent assessment information and have not yet been validated. These figures should therefore be regarded as indicative pending validation.