

Impact of our Pupil Premium Strategy 2025/26

This statement reports outcomes for disadvantaged pupils in the 2025/26 academic year, drawn from validated internal and external assessment data. Where a national comparison is available, disadvantaged pupils are compared with the national average for disadvantaged pupils. Both attainment and progress are reported.

Across the school, around three in five of our disadvantaged pupils also have special educational needs, compared with a national rate of around one third. Where numbers allow, results are also shown separately for disadvantaged pupils with and without SEND.

1. Early Years Foundation Stage (Reception): Good Level of Development

Group (GLD 2026)	School	National disadvantaged	Difference
Disadvantaged, all (17 pupils)	52.9%	54.8%	-1.9
Disadvantaged, no SEND (9 pupils)	77.8%	66.3%	+11.5
Disadvantaged, with SEND (8 pupils)	25.0%	19.5%	+5.5

Whole-cohort GLD (all pupils): 77.6%.

Note on data sources. These figures come from Perspective Lite. Official Department for Education national figures for 2025/26 have not yet been released and are expected in the autumn term of 2026, so the national comparators here are provisional. In these figures our disadvantaged pupils are above national in both the no SEND and the SEND groups but below national overall. This is a composition effect rather than a contradiction: 8 of our 17 disadvantaged pupils also have SEND, a higher proportion than in the national disadvantaged group, so the overall figure is pulled below national even though each subgroup is ahead. We will confirm these comparisons once the official 2025/26 data is available.

Our in-school gap is 40.4 percentage points against a national gap of 21.6. Adjusting for the higher rate of SEND in our disadvantaged cohort brings this to around 22 points, in line with national. One pupil moves the disadvantaged figure by 5.9 percentage points. The gap is concentrated in communication and language and in literacy. Maths, personal and social development, physical development and expressive arts are all considerably narrower.

Source: Perspective Lite (school and national data). National figures are for disadvantaged pupils.

2. Year 1 Phonics Screening Check

Group (phonics 2026)	School	National disadvantaged	Difference
Disadvantaged (12 pupils)	75.0%	68.3%	+6.7
Disadvantaged, no SEND (5 pupils)	100%	82.1%	+17.9

Outcomes in the Year 1 phonics screening check improved strongly for our disadvantaged pupils this year, rising from 58.3% in 2025 to 75.0%. That is 6.7 percentage points above the national figure for disadvantaged pupils. The gap between our disadvantaged pupils and their peers narrowed from 22.2 percentage points to 12.5, and is now narrower than the national gap of 17.7 points. Among pupils without identified special educational needs, every child in the year group met the standard, with no gap at all between disadvantaged pupils and their peers.

Source: Year 1 phonics screening check 2026. National figures are for disadvantaged pupils.

3. Year 4 Multiplication Tables Check

Measure (MTC 2026)	School	National disadvantaged	Difference
Full marks (25/25)	42%	27%	+15

Measure (MTC 2026)	School	National disadvantaged	Difference
Average score (out of 25)	21.5	20.1	+1.4
Disadvantaged, no SEND (average)	23.1	23.5 (non-disadv., no SEND)	-0.4

Our disadvantaged pupils averaged 21.5 marks out of 25, with 42% achieving full marks. Both figures are above the national averages for disadvantaged pupils, and both have risen strongly over three years, from 17.4 marks and 20% full marks in 2024.

The in-school gap is 2.1 marks, 21.5 against 23.6 for their peers. That is narrower than the national gap of 2.8 marks. Comparing only pupils without identified special educational needs, the gap is 0.4 marks, 23.1 against 23.5. The difference therefore reflects the higher rate of SEND among our disadvantaged pupils rather than disadvantage in itself, and our tables work next year is targeted at that group.

With 31 disadvantaged pupils in the year group, one child's score moves the average by more than half a mark, so we read a single year's figures alongside our termly assessments.

Source: Year 4 MTC 2026. National comparison uses the 2025 published figure for disadvantaged pupils. The final row compares disadvantaged and non-disadvantaged pupils without SEND within school.

4. Key Stage 2 (Year 6)

Progress

Disadvantaged progress	School	National disadvantaged	Difference
Reading	+2.58	-0.67	+3.25
Mathematics	+1.50	-0.85	+2.35
Writing	-1.30	-0.45	-0.85

Attainment (expected standard)

Disadvantaged attainment	School	National disadvantaged	Difference
Reading	76.0%	62.6%	+13.4
Mathematics	60.0%	61.6%	-1.6
Writing	44.0%	60.3%	-16.3
Combined (RWM)	40%	48.2%	-8.2

Progress

Our disadvantaged pupils made stronger progress than their peers in reading, +2.58 against +1.03, and effectively identical progress in mathematics, +1.50 against +1.51. Disadvantage made no difference to how far children travelled between Key Stage 1 and Key Stage 2 on the two measures where the school is strongest.

In writing, disadvantaged pupils scored -1.30 and their peers -0.37. Set against their respective national comparators the two groups fall short by almost the same margin, 0.85 points and 0.67 points, which tells us this is a whole-school writing issue rather than a disadvantage effect. In practical terms the 0.93 point difference is equivalent to two pupils moving from working towards to the expected standard, and with 24 disadvantaged pupils in the progress measure a single child at the lower end of the range accounts for most of it. Writing is the first priority in our school development plan for 2026/27.

Attainment (expected standard)

At the expected standard the in-school gap is 3.2 percentage points in reading, 23.3 in mathematics and 31.0 in writing, giving a combined gap of 26.7 points.

Almost three in five of our disadvantaged Year 6 pupils also have SEND, against fewer than three in ten of their peers, and this accounts for much of the difference. Comparing only pupils without identified SEND, our disadvantaged pupils were ahead of their peers in reading, 100% against 88.2%, and matched the national figure for all pupils on the combined measure. Reading attainment across the whole disadvantaged group, at 76.0%, is above the national figure for all pupils as well as for disadvantaged pupils.

Two points of caution in reading these figures. With 25 disadvantaged pupils in the year group, one child moves any percentage by four points. Three of our five pupils with an EHCP are disadvantaged, and none of the five reached the expected standard in reading or writing, so those three pupils alone account for a substantial share of the combined gap.

Source: Key Stage 2 2026. A positive progress score is above the national average for pupils with similar prior attainment. National attainment figures are for disadvantaged pupils.

5. Attendance

Group (attendance 2025/26)	School	National 2024/25	Difference
Whole school	94.3%	94.8% (primary, all pupils)	-0.5
Disadvantaged (FSM eligible)	91.8%	~92% (primary FSM, est.)	in line
Not eligible	96.1%	~96% (primary non-FSM, est.)	in line

Source: School attendance data 2025/26. National comparators are for primary schools only, 2024/25, the most recent published year. The whole-school comparator uses the published national primary attendance rate (94.8%, primary absence 5.20%). The primary FSM and non-FSM rates shown are estimates pending the confirmed DfE primary breakdown and can be replaced with the exact Camden or Perspective Lite primary figures. Figures here are for pupils eligible for free school meals, a narrower group than the disadvantaged (Ever 6) group used in the attainment sections above.