

Pupil premium strategy statement – *William Murdoch Primary School*

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
Number of pupils in school	572
Proportion (%) of pupil premium eligible pupils	46.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2026/27
Date this statement was published	19 th December 2025
Date on which it will be reviewed	19 th December 2026
Statement authorised by	Mr M Singh
Pupil premium lead	Mr A Matthews
Governor / Trustee lead	Mrs R Choudhry

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£402,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£402,990

Part A: Pupil Premium Strategy Plan

Statement of Intent

The intention of William Murdoch Primary School's pupil premium strategy is that all pupils, regardless of their background, achieve well from their various starting points, have a secure knowledge of the world around them, allowing them to be active citizens and are able to move onto the next phase of their education with confidence.

Quality first teaching is the primary focus of our pupil premium strategy. As the EEF's 'Guide to the Pupil Premium' report states:

"Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending".

Securing quality first teaching is key to disadvantaged pupils achieving well, whilst at the same time benefitting every pupil in the school. Ensuring pupils have access to the best teaching and a strong, robust curriculum is also the most effective way of ensuring progress is sustainable both for individual pupils, and the school as an organisation.

Challenges

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

Challenge Number	Detail of Challenge
1	Writing- attainment consistently lower than Maths and Reading.
2	Reading- fluency, vocabulary, inference and reasoning (including early reading).
3	Maths reasoning skills- problem solving and application of knowledge.
4	Poor speaking and listening skills- to develop vocabulary rich pupils and support for EAL pupils.
5	Lack of pupil knowledge (in relation to foundation subjects).
6	Lack of wider experiences- pupils lack imagination and creativity in their writing.
7	Disadvantaged pupils have a lower attendance rate than non-disadvantaged pupils.
8	Declining physical fitness- a growing number of overweight or obese pupils.
9	Low engagement from some parents in their child's learning.
10	A small number of pupils' social development and regulation.

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
<p>Writing attainment at the end of Key Stage 2 to be consistently above the national average.</p>	<ul style="list-style-type: none"> • Higher number of disadvantaged pupils achieving the expected standard in Writing at the end of KS2. • Disadvantaged pupils make increased average progress in Reading from Reception baseline/end of KS1 SATs to end of KS2, compared to previous year. • Disadvantaged pupils outperform similar pupils nationally in end of KS2 Writing assessments. • Gap closed between disadvantaged pupils and non-disadvantaged pupils in Writing, both in school and nationally. • Higher number of disadvantaged pupils achieving the expected standard in Writing at the end of the academic year (Y1-5).
<p>Improved Reading across the school, in terms of both fluency and comprehension.</p>	<ul style="list-style-type: none"> • Higher number of disadvantaged pupils achieving the expected standard in Reading at the end of KS2. • Increased average standardised score for disadvantaged pupils in Reading in end of KS2 Assessments. • Disadvantaged pupils make increased average progress in Reading from Reception baseline/end of KS1 SATs to end of KS2, compared to previous year. • Disadvantaged pupils continue to outperform similar pupils nationally in end of KS2 Reading assessments. • Gap closed between disadvantaged pupils and non-disadvantaged pupils in Reading, both in school and nationally. • Higher number of disadvantaged pupils achieving the expected standard in Reading at the end of the academic year (Y1-5). • Higher number of disadvantaged pupils pass the Phonics Screening Check at the end of Year 1.
<p>Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved attainment in mathematical reasoning papers.</p>	<ul style="list-style-type: none"> • Higher number of disadvantaged pupils achieving the expected standard in Maths at the end of KS2. • Increased average standardised score for disadvantaged pupils in Maths in end of KS2 Assessments. • Disadvantaged pupils make increased average progress in Maths from Reception baseline/end of KS1 SATs to end of KS2, compared to previous year. • Disadvantaged pupils continue to outperform similar pupils nationally in end of KS2 Maths assessments. • Gap closed between disadvantaged pupils and non-disadvantaged pupils in Maths, both in school and against national. • Higher number of disadvantaged pupils achieving the expected standard in Maths at the end of the academic year (Y1-5). • Higher number of disadvantaged pupils pass the Multiplication Tables Check at the end of Year 4.
<p>Improved vocabulary and speaking and listening skills, including improved use of standard English.</p>	<ul style="list-style-type: none"> • Higher number of disadvantaged pupils achieving the expected standard in Reading and Writing at the end of KS2. • Disadvantaged pupils make increased average progress in Reading and Writing from Reception baseline/end of KS1 SATs to end of KS2, compared to previous year. • Gap closed between disadvantaged pupils and non-disadvantaged pupils in Reading and Writing, both in school and nationally. • Increased number of disadvantaged pupils reaching at least the expected standard in Reading and Writing across Years 1 to 5.
<p>Improved pupil knowledge in relation to foundation subjects,</p>	<ul style="list-style-type: none"> • A knowledge-rich curriculum securely embedded across school. • Disadvantaged pupils excel in foundation subjects.

with subsequent improvement in reading.	<ul style="list-style-type: none"> Disadvantaged pupils acquire knowledge through direct teaching of explicit subjects through Pupil Book Study. Disadvantaged pupils score well on end of unit tests, with no gap between them and non-disadvantaged pupils. Higher number of disadvantaged pupils achieving the expected standard in Reading and Writing at the end of KS2. Higher number of disadvantaged pupils achieving the expected standard in Reading and Writing at the end of the academic year (Y1-5).
Disadvantaged pupils given access to both in and out of school activities which broaden their experiences and develop their imaginations.	<ul style="list-style-type: none"> All pupils have access to these opportunities, regardless of background. Higher number of disadvantaged pupils achieving the expected standard in Writing at the end of KS2. Disadvantaged pupils make increased average progress in Writing from Reception baseline/end of KS1 SATs to end of KS2, compared to previous year. Gap closed between disadvantaged pupils and non-disadvantaged pupils in Writing, both in school and nationally. Increased number of disadvantaged pupils reaching at least the expected standard in Writing across Years 1 to 5. Disadvantaged pupils more confident in writing across a range of different genres, including narratives.
Improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> The attendance, persistent absence and punctuality gap between disadvantaged and non-disadvantaged pupils narrows. Attendance of disadvantaged pupils is in line with local and national data. Lower persistent absence rate for disadvantaged pupils compared to the last academic year.
Increased well-being and physical fitness.	<ul style="list-style-type: none"> Pupils show good levels of physical fitness. Pupils are happy in school. Pupils engaged at lunch and break times, with a decrease in the number of instances of negative behaviour.
Increased engagement from parents in their child's learning.	<ul style="list-style-type: none"> Fortnightly 'Stay and Play' sessions put on for Nursery and Reception parents, which are attended by the majority of parents. Parent workshops based on a variety of themes run throughout the academic year which are attended by the majority of parents. Good attendance from parents at Class, Celebration and Festival assemblies, as well as other school events. Increased attendance by parents of disadvantaged pupils at Parents' Evenings.
Pupils' social development and behaviour improved.	<ul style="list-style-type: none"> Reduced number of behaviour incidents recorded on Arbor for disadvantaged pupils who have been identified as having social or self-regulation difficulties. Pupils identified as having social or self-regulation difficulties feel happy and look forward to coming to school.

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £175,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>The school will be engaging in the WalkThrus programme to develop teaching and learning. This will involve the whole staff team working on specific areas of teaching, e.g. Think, Pair, Share, Show Me Boards, Live Modelling with instructional coaching sessions held on a fortnightly basis, led by SLT. The aim of the programme is to further improve pedagogy and achieve more consistency in teaching and learning throughout the school; this will benefit all pupils, but particularly those who are disadvantaged. The programme commenced during the 2023/24 academic year and will be continued throughout the current pupil premium strategy cycle.</p>	<p>At the heart of WalkThrus is a selection of 150 evidence-based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps. A professional development programme built using WalkThrus is supported by:</p> <ul style="list-style-type: none"> • evidence from cognitive science which provides a clear model for learning; • evidence from the study of effective professional development. <p>Through the books and materials, they draw on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. The simplified model of learning informs all of our key teaching techniques. The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms:</p> <p>BUILD KNOWLEDGE</p> <p>Supporting teachers to build knowledge of teaching practices, step by step.</p> <p>MOTIVATE STAFF</p> <p>Our techniques come from credible sources and our coaching processes support setting goals based around key action steps.</p> <p>DEVELOP TEACHING TECHNIQUES</p> <p>Each WalkThru can be modelled, practised, rehearsed and feedback can focus on the specifics of the steps.</p>	<p>1, 2, 3, 4 & 5</p>

	<p>EMBED PRACTICE</p> <p>The steps prompt teachers to sustain their practice over time, developing more effective habits that lock in the learning gains for students.</p> <p>WalkThrus allow teams of teachers and their leaders or coaches to develop a shared understanding of key techniques. The shared language around WalkThrus steps and associated professional learning approaches plays a significant role in supporting people to improve their practice as problems are easier to identify and solutions are easier to define. WalkThrus provides the solution to several common problems that arise in professional learning.</p> <p>WalkThrus</p>	
<p>Writing has been identified as a priority for improvement across the school. End of KS2 attainment data has not consistently been above national averages, and is therefore an area that needs to be addressed. Senior leaders and the English Lead will use the EEF's suggested implementation process to establish and embed a new approach to the teaching of Writing. This will begin with a thorough review of how Writing is currently being taught in school to ascertain what isn't working well enough for our pupils. Once this process has been completed, extensive research will be carried out into what a good Writing curriculum looks like and opportunities will be taken to observe best practice in action in schools across the country. A collective final decision will then be made over the approach to be adopted, and this will be shared with the wider staff. Significant investment will then go into planning and creating the new Writing curriculum to ensure that it will work for our pupils and enable a higher percentage to reach national averages, as well as the expected standard within each year group.</p>	<p>The EEF's <i>Improving Literacy in Key Stage 2</i> submits two recommendations specifically concerning the teaching of Writing, namely:</p> <ul style="list-style-type: none"> • Teach writing composition strategies through modelling and supported practice. • Develop pupils' transcription and sentence construction skills through extensive practice. <p>These recommendations will be at the forefront of thinking when reviewing and selecting our Writing curriculum.</p> <p>EEF Guide to Implementation EEF Improving Literacy</p>	1 & 4
<p>A building to house a new library has been built on the school site to further enhance pupils' engagement with books and reading, and promote reading for pleasure. The next steps are to design and furnish the library and stock it with existing and new books. The school will engage with Peters Bookselling Services to evaluate and improve the stock in the school library, as well as class</p>	<p>High quality texts are needed to spark pupils' imaginations and provide them with opportunities to find and explore new vocabulary. Research shows that pupils need a wide knowledge base to be successful readers. It is also clear that younger pupils having access to texts which directly link to the sounds they are learning will help them embed and apply those sounds and quicken the rate at which they</p>	

<p>libraries, to ensure pupils have access to high quality texts during independent reading sessions, and to take home.</p>	<p>become fluent readers. All of these considerations will be factored in when designing and stocking the new library.</p> <p>EEF Improving Literacy</p>	
<p>Speaking and listening has been identified as a priority for school improvement. With support from the Handsworth Association and DLP Project, the school will develop oracy with pupils of all ages. The school will engage with Voice 21 and a decision made upon how best to develop oracy within the curriculum. The school's Voice 21 lead/champion will deliver an INSET to all staff to build their knowledge of oracy, followed by a steady introduction to pupils.</p>	<p>One of the recommendations of the EEF's <i>Improving Literacy in Key Stage 2</i> is to develop pupils' language capabilities, which includes encouraging high quality dialogue and extending pupils' vocabulary. The introduction of oracy into the school curriculum will support the implementation of these recommendations. The Oracy Education Commission's 2024 report titled <i>We need to talk</i> suggests that, 'now more than ever, we need our young people to be equipped to ask questions, to articulate ideas, to formulate powerful arguments, to deepen their sense of identity and belonging, to listen actively and critically, and to be well-steeped in a fundamental principle of a liberal democracy—that is, being able to disagree agreeably'.</p> <p>EEF Improving Literacy Oracy Education Commission Report</p>	<p>1, 2, 3, 4, 5, 6 & 10</p>
<p>Speaking and listening has been identified as a priority for school improvement. To support this area, the school has developed a partnership with Birmingham Hippodrome. A drama specialist will be in school once every week to deliver specific drama sessions for Year 3 pupils. The specialist will also take out a small group of pupils identified as needing particular support in this area. These sessions will help pupils to develop their speaking and listening skills, as well as their confidence in performing and presenting. The specialist will also support teachers to put together assembly performances throughout the academic year.</p>	<p>The EEF has found that:</p> <ul style="list-style-type: none"> - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. - The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond Maths or English outcomes. <p>EEF Drama Birmingham Hippodrome HEN</p>	<p>1, 4, 6 & 10</p>
<p>To improve pupil knowledge and experience the school is engaging with the Services for Education Music Service to provide Sound Tots to pupils in Reception and whole class musical instrument teaching for pupils in Year 4, with one class learning the flute, one the guitar and the other brass. As well as that small group teaching of violin and sitar and tabla will take place on a weekly basis.</p>	<p>The vast majority of our pupils do not have the opportunity to learn and engage with music outside of school. There is much research to suggest that musical training helps to develop both language and reasoning skills, as well as many other benefits which enrich pupils' lives and education. We hope to inspire as many pupils as possible to continue learning and mastering a musical instrument as</p>	<p>4, 5 & 6</p>

	they go through their school years and into later life. DfE Music Curriculum Update	
All pupils will be provided with access to online subscriptions to Times Tables Rock Stars and Class Dojo to support their learning. This will give teachers an additional resource to provide the children with quality opportunities to extend their learning and practice their skills. The subscriptions will be accessible for pupils from home, so they can further extend their own learning out of normal school hours. In addition to these subscriptions, the school will also purchase access to Curriculum Visions and First News so teachers have access to a wider range of resources.	Pupils have become used to online learning and using different platforms to embed their learning. These subscriptions will give all pupils the opportunity to engage in retrieval practice and further learning across the curriculum in an enjoyable and effective format. EEF Technology Guidance Report	2, 3, 5 & 9

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

Budgeted cost: £125,990

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
ALP will be run in Year 6, and possibly Year 2, to allow for more focused support for individual pupils. An additional teacher will take responsibility for a Maths and English group, which will mean that all pupils in these year groups will be taught in smaller class sizes, allowing for the more focused support.	This strategy has been employed by the school for many years and has been successful in boosting the progress and attainment of the majority of pupils. Research suggests that reducing class sizes has a positive effect on progress. EEF Reducing Class Sizes	1, 2, 3 & 5
Targeted intervention groups will be run by all Teaching Assistants across the school. These will include focused support in Maths, Reading and Phonics. These intervention groups will include pre-teach, Precision Teach and reading fluency. It will also give pupils the opportunity to learn in small groups and receive even more focused support.	The new curriculum demands that all pupils learn at the same speed, which makes 'pre-teach' groups vitally important, as it is evident that some pupils will take longer than others to grasp new concepts and embed learning. There will be a pre-teach set of interventions in Maths, where pupils are given introductions to topics before going into their lessons so they are better equipped to meet expected standards. Resources/schemes to help practitioners deliver their interventions will be researched and sourced accordingly, along with any necessary training. EEF Teaching Assistant Guidance Report	1, 2, 3, 4, 5

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

Budgeted cost: £102,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>The Pastoral Manager and a member of the office staff will be given dedicated time each day to monitor and follow up absences. They will work closely with the Safeguarding Leads to identify pupils whose absence is a concern and plan to support those pupils. Attendance is a school, local and national issue and any resources deemed necessary will be put into improving it.</p>	<p>In the last academic year, overall attendance was at 94.44%. Disadvantaged pupils' attendance was 94.5%, whilst non-disadvantaged pupils' attendance was 94.4%. Persistent absence was 14.68% for all pupils. Persistent absence for disadvantaged pupils was 15.18%, whilst for non-disadvantaged pupils was 14.15%. On 71% of the occasions a pupil was late for school, it was a disadvantaged pupil who was late. Having a member of staff dedicated to monitoring and following up absences will continue to ensure that the school is fully aware of any issues contributing to absences and can generate strategies to help those pupils and further improve overall attendance. As the DfE attendance guidance states, "Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school".</p> <p>DfE Attendance Guidance</p>	7
<p>A series of 'Stay and Play' sessions will be run throughout EYFS for parents to engage with their child's learning and give them an insight into how best to support their child at home. Additionally, workshops will be run throughout the year based on different areas of school life, including Reading, Phonics and Maths again with the aim of giving parents an insight into how best to support their child at home- these workshops will be for parents across all year groups. Boromi resources will be purchased to encourage parents to engage with their child at home and help them to be creative in support their child's learning at home. Parents of disadvantaged pupils who are reluctant to come into school will be contacted directly and</p>	<p>Feedback from parents suggests that they are very keen to be more involved in school life. The EEF Toolkit shows that pupils whose parents are engaged in their learning will make 3 months more progress than pupils whose parents are not engaged in their learning. Therefore it is vital to give parents as many opportunities to come into school as possible.</p> <p>EEF Parental Engagement</p>	9

invited to these events, including Parents' Evening.		
<p>There are a number of pupils in school, particularly disadvantaged pupils, whose social development has been restricted, which often leads to behavioural issues. To support these pupils with their social development and behaviour, the Pastoral Team will timetable sessions to develop their SEMH needs, including communication skills, following rules and routines, team work, boundaries and turn taking. As part of this programme of support, one member of staff who has received ELSA training, will deliver those sessions to specific pupils, and continue to receive top-up training and attend network meetings.</p>	<p>This strategy will allow pupils to initially develop these skills in small groups in safe place, before transferring what they have learnt into whole class settings. The EEF Toolkit states that strategies to improve pupils' social and emotional learning can lead to 4 months accelerated progress.</p> <p>EEF Social and Emotional Learning</p>	10
<p>A range of non-sports based Out of Hours clubs will be provided for pupils, including a subsidised breakfast club. These will run before school, at lunchtimes and after school.</p>	<p>Out of Hours Learning offers pupils the opportunity to learn in a more relaxed environment than the classroom. It also offers them the chance to try out new activities, find out what they are good at or develop new interests. Good quality out of hours learning activities can have positive effects: activities which provide support for coursework and exams can have a direct impact on attainment, while other forms of provision can have an indirect impact by improving relationships and students' motivation to learn.</p> <p>EEF Enrichment</p>	4, 6, 8 & 10
<p>A 'Forest School' has been set up in the school's nature area. A member of staff has received full training around 'Forest Schools', including First Aid training (which will be regularly refreshed). All pupils in Reception, Year 3 and Year 5 will receive Forest School lessons. An outdoor classroom has been installed in the Forest School area and additional resources will also be purchased to support the pupils' learning.</p>	<p>Research backs up what forest school practitioners have known all along – that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p> <p>Forest School Benefits</p>	4, 6 & 8
<p>A wide range of in and out of school activities and workshops will broaden pupils' experiences. This will include theatre groups and other organisations coming into school to deliver sessions. It will also include the opportunity for pupils to go out of school into the wider community and visit places of interest which may inspire them. These experiences will allow pupils to improve their creativity and imagination when writing as they</p>	<p>Pupils writing is often limited due to a lack of experiences out of school. This is evident in pieces of writing, as well as conversations with pupils directly. It is also the case that pieces of creative writing, narratives for example, do not show much imagination and are often inspired by the media- mainly television. In order to improve the creative writing of our pupils, as well as their general education, it is important to give them access to as</p>	4, 5 & 6

<p>will have a wider bank of experiences to call upon. Access to these activities is for all pupils and if any barriers exist for our disadvantaged pupils to take part, the school will do what it can to ensure they are taken down- this includes subsidising trips and visits, or making them completely free to parents.</p>	<p>wide a range of experiences as possible. EEF Enrichment</p>	
<p>The school will provide all parents with a £10 voucher which can be redeemed against the purchase of new items of school uniform. The school is aware of the cost of living crisis and the pressure on parents, particularly in this part of Birmingham. This contribution will help to ease the pressure that comes with purchasing school uniform each year.</p>	<p>The EEF states that 'wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline'. They also add that 'if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform'.</p>	9 & 10
<p>There are a small number of pupils in school, particularly disadvantaged pupils, who find it difficult to regulate their behaviour, often because of specific needs that they may have. To support the school and these pupils with their behaviour, the school will be working in partnership with The City of Birmingham School via their outreach programme. The school will purchase a package of support which gives access to their behavioural experts- they will come into school to observe certain pupils identified as having behavioural difficulties and suggest strategies to help improve their behaviour, or work with those pupils themselves. (Added 2025/26)</p>	<p>This strategy will allow the school and the pupils concerned to develop strategies to help regulate behaviour. The EEF states that 'Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be adapted to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.' EEF Improving Behaviour in Schools Summary</p>	10

Total Budgeted Cost: £402,990

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Attainment and Progress (End of KS2 Assessments 2025)								
	All Pupils	Pupils eligible for PP (WMPS)	Pupils not eligible for PP (WMPS)	Difference (Gap comparison on previous year-2023/24)	Pupils eligible for PP (national average)	Difference (Gap comparison on previous year-2023/24)	Pupils not eligible for PP (national average)	Difference (Gap comparison on previous year-2023/24)
% Achieving in Reading, Writing and Maths	69%	69%	67%	+2% <i>(Gap reduced to positive by 12%)</i>	47%	+22% <i>(Positive gap increased by 7%)</i>	69%	0% <i>(Gap reduced by 6%)</i>
% Achieving in Reading	78%	78%	77%	+1% <i>(Gap reduced to positive by 7%)</i>	62%	+16% <i>(Positive gap decreased by 1%)</i>	80%	-2% <i>(Gap widened by 1%)</i>
% Achieving in Writing	76%	78%	73%	+5% <i>(Gap reduced to positive by 16%)</i>	59%	+19% <i>(Positive gap increased by 11%)</i>	78%	0% <i>(Gap reduced by 12%)</i>
% Achieving in Maths	86%	84%	90%	-6% <i>(Gap reduced by 4%)</i>	59%	+25% <i>(Positive gap remained the same)</i>	79%	+5% <i>(Positive gap remained the same)</i>
Average progress in Reading	NA	NA	NA	NA	NA	NA	NA	NA
Average progress in Writing	NA	NA	NA	NA	NA	NA	NA	NA
Average progress in Maths	NA	NA	NA	NA	NA	NA	NA	NA

Outcomes for Disadvantaged Pupils- 3 Year Averages

Attainment and Progress (End of KS2 Assessments)								
	All Pupils	Pupils eligible for PP (WMPS)	Pupils not eligible for PP (WMPS)	Difference	Pupils eligible for PP (national average)	Difference	Pupils not eligible for PP (national average)	Difference
% Achieving in Reading, Writing and Maths	67%	67%	66%	+1%	46%	+21%	68%	-1%
% Achieving in Reading	78%	79%	76%	+3%	62%	+17%	80%	-1%
% Achieving in Writing	72%	73%	72%	+1%	59%	+14%	78%	-5%
% Achieving in Maths	86%	83%	89%	-6%	60%	+23%	80%	+3%
Average progress in Reading	NA	NA	NA	NA	NA	NA	NA	NA
Average progress in Writing	NA	NA	NA	NA	NA	NA	NA	NA
Average progress in Maths	NA	NA	NA	NA	NA	NA	NA	NA

PIRA Tests (July 2025)

	Pupil Premium EXS+	Non-Pupil Premium EXS+	Difference	Pupil Premium GDS	Non-Pupil Premium GDS	Difference
Year 1	52%	65%	-13%	10%	8%	+2%
Year 2	60%	85%	-25%	23%	33%	-10%
Year 3	60%	63%	-3%	10%	11%	-1%
Year 4	65%	72%	-7%	8%	11%	-3%
Year 5	67%	61%	+6%	16%	13%	+3%

Power Maths End of Year Arithmetic Tests (July 2025)

	Pupil Premium EXS+	Non-Pupil Premium EXS+	Difference	Pupil Premium GDS	Non-Pupil Premium GDS	Difference
Year 1	78%	74%	+4%	21%	16%	+5%
Year 2	75%	74%	+1%	30%	35%	-5%
Year 3	57%	56%	+1%	11%	9%	+2%
Year 4	81%	80%	+1%	21%	31%	-10%
Year 5	82%	91%	-9%	30%	34%	-4%

Power Maths End of Year Reasoning Tests (July 2025)

	Pupil Premium EXS+	Non-Pupil Premium EXS+	Difference	Pupil Premium GDS	Non-Pupil Premium GDS	Difference
Year 1	82%	81%	+1%	21%	12%	+9%
Year 2	75%	75%	0%	12%	13%	-1%
Year 3	59%	49%	+10%	9%	7%	+2%
Year 4	55%	66%	-11%	12%	11%	+1%
Year 5	66%	84%	-18%	11%	13%	-2%

Power Maths End of Year Test Average Scores (July 2025)

	Pupil Premium Arithmetic	Non-Pupil Premium Arithmetic	Difference	Pupil Premium Reasoning	Non-Pupil Premium Reasoning	Difference
Year 1	63%	66%	-3%	62%	67%	-5%
Year 2	68%	65%	+3%	61%	63%	-2%
Year 3	52%	53%	-1%	52%	50%	+2%
Year 4	65%	70%	-5%	54%	59%	-5%
Year 5	71%	75%	-4%	53%	57%	-4%

End of Year Writing Assessments (July 2025)

	Pupil Premium (EXS+)	Non-Pupil Premium (EXS+)	Difference	Pupil Premium (GDS)	Non-Pupil Premium (GDS)	Difference
Year 1	52%	71%	-19%	0%	0%	0%
Year 2	39%	38%	+1%	0%	0%	0%
Year 3	45%	46%	-1%	0%	0%	0%
Year 4	29%	48%	-19%	6%	6%	0%
Year 5	32%	27%	+5%	2%	4%	-2%

Year 1 Phonics (June 2025)

WMPs Pupil Premium (EXS)	National Pupil Premium (EXS)	Difference	WMPs Non-Pupil Premium (EXS)	Difference	National Non-Pupil Premium (EXS)	Difference
81%	67%	+14%	91%	-10%	84%	-3%

Year 4 MTC (June 2025)

WMPs Pupil Premium (Average Score)	National Pupil Premium (Average Score)	Difference	WMPs Non-Pupil Premium (Average Score)	Difference	National Non-Pupil Premium (Average Score)	Difference
24.0	19.3	+4.7	24.2	-0.2	21.7	+2.3

- There was a 3% decrease in behaviour incidents recorded on Arbor during the 2024/25 academic year compared to the year before that. This followed a 47% reduction in behaviour incidents recorded on Arbor during the 2023/24 academic year compared to the start of the previous 3-year plan, which started in the 2021/22 academic year. This decrease has included a reduction in the number of incidents recorded for negative behaviours displayed by individual pupils who have been identified as needing additional support with their personal and social development. The strategies implemented will continue in the next academic year with the aim of further reducing incidents overall, including with those targeted pupils. The school will be working with the City of Birmingham School to aid this.
- There was a positive gap of 0.1% in attendance between pupil premium and non-pupil premium pupils during the 2024/25 academic year. This is an improvement on the 0.9% negative gap in the 2023/24 academic year. Attendance is a national issue and the school is doing all it can to ensure pupils are in school every day. Attendance was monitored daily and the Attendance Team continued to work with external partners to ensure persistently absent children were in school as often as possible. The Attendance Team attended 'Working Together to Improve School Attendance' training, and fully understand the Support First Attendance process. Attendance was further monitored weekly and where there were attendance concerns, Headteacher Attendance Concern Letters were issued. Where necessary, the Attendance Team met parents for informal and formal meetings (Support First process) to discuss concerns regarding attendance.
- Forest School has been run successfully for Reception, Year 3 and Year 5 each week, and pupils have increased their appreciation of nature and learned useful skills. The experiences they have each week instil in pupils the importance and advantages of an outdoor lifestyle, which they will take forward with them as they go through secondary school and into adulthood. The sessions give pupils regular opportunities to engage with speaking and listening activities, communicating with increased confidence with both adults and their peers. All of this has been of a particular advantage to our pupil premium pupils, as the majority have not had these experiences outside of school.