

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ayresome Primary School
Number of pupils in school	711 – IDACI Report Nov 25
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by Governing Body	Charlotte Haylock, Headteacher
Pupil premium lead	Gavin Brownless – AHT for Teaching and Learning Amy Goring – DHT for Inclusion
Governor / Trustee lead	Emily Carr – Chair of Local Academy Committee

Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year PP – £543,160 PLAC - £12,850 LAC - £10,990 Service pupils - £0 EYPP - £13,188	£580,188
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£580,188

Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year PP – £521,160 PLAC - £42,080 LAC - £1,322 Service pupils - £0 EYPP - £11,500	£576,062
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£576,062

Part A: Pupil premium strategy plan

Statement of intent

Ayresome Primary School is located within a complex community which faces challenges that are multi-faceted. The intention of our pupil premium strategy is to improve the life chances of all our children through academic and social inclusion.

Year-on-year, the number of children eligible for the Pupil Premium is on average 60% of the cohort; however, 79% of pupils live in the lowest 5% of deprivation (90% in 10% lowest) nationally (IDACI + Health) indicating that deprivation extends beyond our children accessing pupil premium. We will consider the multifaceted challenges faced by all vulnerable pupils, such as those who have a social worker and young carers, our mobile population and those who are New to English / have English as an Additional Language, and act to remove barriers to learning. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance data in recent years indicates attendance of disadvantaged children is below national average and is impacting upon progress over time. Disadvantaged attendance has been below national for at least five years (21/22 – All 91.7%/PP91.4%, 22/23 – All 91.6%/PP91.5%, 23/24 – All 93.2%/PP 93% 24/25 – All 93.8%/PP 93.6%. All includes Y1-6).
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry to EYFS through to the end of KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers locally and nationally. This is slowing progress across the whole curriculum.
3	Pupils eligible for the Pupil Premium, and indeed the majority of our children, have not yet had access to a wide range of life experiences. This in turn impacts upon language and vocabulary, aspirations and pupils' wider understanding of the world.
4	Assessments, observations suggest disadvantaged pupils have had greater difficulties with phonics compared to local and national trends, this is reflected in PSC data. This negatively impacts their development as readers and access to the wider curriculum.
5	Limited opportunities for reading support at home can affect children's fluency across school, which may in turn impact their ability to engage with the wider curriculum.
6	Internal and assessments indicate that reading, writing and maths outcomes among disadvantaged pupils are below that of non-disadvantaged pupils locally and nationally with the exception of the MTC check where targeted support has impacted on this.
7	Assessments and observations suggest that many of our disadvantaged pupils, who have experienced one or more adverse childhood experiences, may face challenges in both their education and well-being due to the impact of these experiences and the trauma associated with them.
8	Limited access to safe play areas in the surrounding environment can reduce children's opportunities for play, which may affect their understanding of imaginative play across the curriculum and their resilience in play and learning.
9	Language barriers and personal experiences can make parental engagement challenging for some families, and as a result, they may feel hesitant to engage with the school or wider services

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>Sustained improved attendance for all pupils, particularly our disadvantaged children.</p>	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 6.8% (in line with lowest 10% in IDACI ratings); • the percentage of all pupils who are persistently absent due to lack of parental engagement is reduced year on year. • Children arriving late, and in particular later than 30mins after the start of the school day, reduces
<p>Improved attainment and progress among disadvantaged pupils.</p> <p>Close the gap between disadvantaged children and non-disadvantaged pupils nationally.</p> <p>To improve reading outcomes to support curriculum access.</p>	<ul style="list-style-type: none"> • KS2 outcomes in 2026/27 show that attainment and progress of disadvantaged pupils is broadly in line with national averages; • PSC outcomes increase year-on-year, particularly amongst disadvantaged pupils; • MTC outcomes increase year on year and disadvantaged outcomes remain in line with all. • Reading outcomes across school increase and this supports children to access the curriculum.
<p>Improved oral language skills and vocabulary amongst disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence:</p> <ul style="list-style-type: none"> • engagement and communication in lessons; • work scrutiny; • ongoing formative assessment. • targeted SLCN support to address gaps
<p>Sustained improved wellbeing for all pupils, particularly our disadvantaged children, to improve academic and pastoral outcomes</p>	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations;

	<ul style="list-style-type: none"> • targeted pupil and family support reaches increasing numbers of disadvantaged children. • Staff across school are using an attachment and trauma informed approach to support wellbeing • Restorative approaches are used across school to ensure that incidents of behaviour are reduced and children
<p>Improved opportunities for disadvantaged children to experience a rich curriculum, including that beyond the classroom, leading to broader life experiences.</p>	<ul style="list-style-type: none"> • Educational visits are regularly planned into the curriculum across school; • Residential visits are offered to children in Y5 and Y6 in term time at a heavily subsidised cost; • A broader variety of extended opportunities are offered to disadvantaged pupils to develop talents and aspirational outcomes. • Implementation of OPAL to provide rich play opportunities
<p>Parental engagement across school supports children accessing school and parental awareness of the importance of education</p>	<ul style="list-style-type: none"> • Parents attending school events increase • Parents access support through school so that concerns can be addressed in school and reduce the need for escalation to social care. • Parent classes have an increased attendance and through offering this support parents are enabled to support their children

Activity in this academic year 2024 - 2025

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: £ 369,018

6 x M6 teachers - £367,818

Little Wandle Portal – £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the number of teachers across school so that teacher:pupil ratio is reduced by having 4 teachers per year group (whilst remaining at a PAN of 90).	There is evidence that where class ratios are reduced where more effective AfL is evident through increased child / adult interactions, allowing more time for teacher feedback EEF Teacher Feedback to improve Pupil Learning	2, 4, 5, 6, 7
Purchase of standardised diagnostic assessments. (NFER) Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 4, 5, 6, 7
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. To introduce the use of Verbo to support our strategies in school to develop SLCN	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF Communication and Language	2, 3, 5, 6,8
Embedding of Little Wandle (DfE validated Systematic)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	2, 4, 5, 6

<p>Synthetic Phonics programme)</p> <p>Provide bespoke phonics CPD through Little Wandle and the deployment of Phonics Lead to delivered personalized CPD, including coaching</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To improve reading strategies across school to impact on the reading outcomes and the wider curriculum</p>	<p>Work with the DfE Town End Reading Hub to develop and support high quality staff CPD.</p> <p>Reading comprehension strategies EEF</p>	<p>2,3,4,5,6</p>
<p>Bespoke teacher CPD to enable improvements in teaching and learning through the use of a triad approach</p>	<p>Effective Professional Development EEF</p> <p>CPD is bespoke to the individual and allows for an interactive and reflective approach</p>	<p>2,3,4,5,6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) and use this to deliver whole school CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	<p>2,3,6</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2,3,7,8</p>

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

Budgeted cost: £ 180,737

Learning Village - £840

Verbo Portal - £250

Intervention teacher - £61,303

HLTA Interventions - £118,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific interventions and resources to support New to English Learners across access school and the curriculum	<p>English as an additional language (EAL) EEF</p> <p>Effective Teaching of EAL Learners - The Bell Foundation</p> <p>EAL learners need support to understand the English Language through a bespoke programme whilst being emerged in the language.</p>	2,3,7
Bespoke interventions across school linked to needs arising through Pupil Progress Meetings and assessments.	<p>Teaching Assistant Interventions EEF</p> <p>Structured interventions EEF</p> <p>Targeted interventions based on need identified by the teacher provides</p>	2,3,4,5,6,7
Targeted SLCN interventions to support with early language and speech therapy.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>EEF Communication and Language</p>	2, 3, 6
Target SLCN interventions across school to develop oral fluency into writing	<p>To enable children to develop coherent writing they require secure oral fluency to develop transferable skills,</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2,3,6

Purchase of EAL programme (Learning Village) to embed language and grammatical accuracies	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3,7,8
---	--	---------

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

Budgeted cost: £104,209

Partial salaries of Safeguarding and Inclusion Lead / PSA / Attendance Officer / Counsellor/ Sports Coaches - £103,209

Attendance awards - £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The inclusion team will work closely with the LA to implement the DfE guidance – Working Together to Improve Attendance 2024	Attendance at school requires a join approach so that children are able to attend school, impacting positively on SEMH and academic outcomes. Attendance interventions rapid evidence assessment EEF Working together to improve school attendance - GOV.UK	1, 7, 9
Engagement with families to promote attendance and engagement in school, particularly with disadvantaged families. To enhance our offer of parent participation in school so that parental relationships are enhanced.	Targeted support to engage with families to promote, attendance, well-being and safeguarding. WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING/ EEF	1, 9
Whole staff to delivery of an AATI philosophy across school to ensure that a	Attachment and trauma awareness - Early Education	1, 7, 9

restorative approach is used to support behaviour and emotional resilience	Improving Social and Emotional Learning in Primary Schools EEF	
To develop a whole school approach to enabling children to develop emotional resilience through increased understanding of emotions. Implementation of OPAL Development of high quality continuous provision across EY and KS1.	Improving Social and Emotional Learning in Primary Schools EEF Play is a key aspect to enable children to develop emotional resilience and problem solving skills. Play-based learning EEF The-Case-For-Play-In-Schools-web-1-1.pdf	7,8
Targeted support for individuals with social and emotional needs to ensure that the impact on learning is reduced and children are in an emotional mindset to learn	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Promoting Alternative Thinking Strategies	7, 9
Subsidised educational visits and residential visits.	IDACI – Over 90% of families in Ayresome’s community live in the 10% most deprived homes in the UK.	2, 3, 7, 8

Total budgeted cost: £653,964

Teaching - £ 369,018

Targeted Academic Support - £ 180,737

Wider Strategies - £ 104,209

Activity in this academic year 2025 - 2026

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: £ 387,660

6 x M6 teachers - £ 386,460

Little Wandle Portal – £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the number of teachers across school so that teacher:pupil ratio is reduced by having 4 teachers per year group (whilst remaining at a PAN of 90).	There is evidence that where class ratios are reduced where more effective AfL is evident through increased child / adult interactions, allowing more time for teacher feedback EEF Teacher Feedback to improve Pupil Learning	2, 4, 5, 6, 7
Purchase of standardised diagnostic assessments. (NFER) Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 4, 5, 6, 7
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. To introduce the use of Verbo to support our strategies in school to develop SLCN	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF Communication and Language	2, 3, 5, 6,8
Sustaining impact of Little Wandle (DfE validated)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	2, 4, 5, 6

<p>Systematic Synthetic Phonics programme)</p> <p>Provide bespoke phonics CPD through Little Wandle and the deployment of Phonics Lead to delivered personalised CPD, including coaching</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To improve reading strategies across school to impact on the reading outcomes and the wider curriculum</p>	<p>Continue to develop strategies following work with the DfE Town End Reading Hub to develop and support high quality staff CPD.</p> <p>Reading comprehension strategies EEF</p>	2,3,4,5,6
<p>Bespoke teacher CPD to enable improvements in teaching and learning through the use of a triad approach Leadership support through modelling and team teaching of strategies</p>	<p>Effective Professional Development EEF</p> <p>CPD is bespoke to the individual and allows for an interactive and reflective approach</p>	2,3,4,5,6
<p>Trust CPD schedule to support and develop collaborative practices across school whilst ensuring that practice remains based on the latest research</p>	<p>Effective Professional Development EEF</p>	2,3,4,5,6
<p>Whole school CPD schedule that builds on whole school development plan and needs arising throughout the year.</p>	<p>Effective Professional Development EEF</p> <p>CPD is delivering in Teaching and Learning Communities to support collaboration and discussion.</p>	2,3,4,5,6
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	2,3,6

CPD (including Teaching for Mastery training) and use this to deliver whole school CPD	Improving Mathematics in Key Stages 2 and 3 Improving Mathematics in the Early Years and Key Stage 1 EEF	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2,3,7,8

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

Budgeted cost: £ 219,168

Learning Village - £ 1000

Verbo Portal - £250

HLTA Interventions - £ 217,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific interventions and resources to support New to English Learners across access school and the curriculum	<p>English as an additional language (EAL) EEF</p> <p>Effective Teaching of EAL Learners - The Bell Foundation</p> <p>EAL learners need support to understand the English Language through a bespoke programme whilst being emerged in the language.</p>	2,3,7
Bespoke interventions across school linked to needs arising through Pupil Progress Meetings and assessments.	<p>Teaching Assistant Interventions EEF</p> <p>Structured interventions EEF</p> <p>Targeted interventions based on need identified by the teacher provides</p>	2,3,4,5,6,7

Targeted SLCN interventions to support with early language and speech therapy.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF Communication and Language	2, 3, 6
Target SLCN interventions across school to develop oral fluency into writing	To enable children to develop coherent writing they require secure oral fluency to develop transferable skills, Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3,6
Purchase of EAL programme (Learning Village) to embed language and grammatical accuracies	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3,7,8

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

Budgeted cost: £114,643

Partial salaries of Safeguarding and Inclusion Lead / PSA / Attendance Officer / Counsellor/ Sports Coaches - £ 113,643

Attendance awards - £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The inclusion team will work closely with the LA to implement the DfE guidance – Working Together to Improve Attendance 2024	Attendance at school requires a joint approach so that children are able to attend school, impacting positively on SEMH and academic outcomes. Attendance interventions rapid evidence assessment EEF Working together to improve school attendance - GOV.UK	1, 7, 9

<p>Engagement with families to promote attendance and engagement in school, particularly with disadvantaged families.</p> <p>To enhance our offer of parent participation in school so that parental relationships are enhanced.</p>	<p>Targeted support to engage with families to promote, attendance, well-being and safeguarding.</p> <p>WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING/EEF</p>	<p>1, 9</p>
<p>Whole staff to delivery of an AATI philosophy across school to ensure that a restorative approach is used to support behaviour and emotional resilience</p>	<p>Attachment and trauma awareness - Early Education</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1, 7, 9</p>
<p>To support children with their emotional literacy so that they are able to develop skills of self regulation to enable them to access learning.</p>	<p>Self-Regulation Curriculum The Zones of Regulation</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1, 7, 9</p>
<p>To provide bespoke support for children where SEMH concerns are raised and this is impacting their wellbeing and learning.</p> <p>1:1 counselling sessions and group/individual SEMH support</p>	<p>Attachment and trauma awareness - Early Education</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1, 7, 9</p>
<p>To develop a whole school approach to enabling children to develop emotional resilience through increased understanding of emotions.</p> <p>Implementation of OPAL</p> <p>Development of high quality continuous provision across EY and KS1.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Play is a key aspect to enable children to develop emotional resilience and problem solving skills.</p> <p>Play-based learning EEF</p> <p>The-Case-For-Play-In-Schools-web-1-1.pdf</p>	<p>7,8</p>

Targeted support for individuals with social and emotional needs to ensure that the impact on learning is reduced and children are in an emotional mindset to learn	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Promoting Alternative Thinking Strategies	7, 9
Subsidised educational visits and residential visits.	IDACI – Over 90% of families in Ayresome’s community live in the 10% most deprived homes in the UK.	2, 3, 7, 8

Total budgeted cost: £ 721,471

Teaching - £ 387,660

Targeted Academic Support - £ 219,168

Wider Strategies - £114,643

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023-2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching (for example, CPD, recruitment and retention)

School Profile 2022-2024 ADASTRA Ayresome Primary

Sum24



EYFS 2022 - TA				EYFS 2023 - TA				EYFS 2024 - TA				
EYFS (Rec)	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
GLD	26.1	40.0	32.6	46.3	42.4	44.6	59.1	59.5	59.3			
NAT	88	73	80	88	78	83	92	92	92			
Y1 PHONICS				Y1 PHONICS				Y1 PHONICS				
Phonics	59.5	56.8	58.1	48.8	69.4	58.2	71.1	71.1	71.1			
NAT	88	82	85	88	88	88	92	92	92			
Phonics Pupil Premium				Phonics Pupil Premium				Phonics Pupil Premium				
Phonics	52.6	52.2	52.4	60.0	60.9	60.5	62.5	73.9	68.1			
NAT	88	88	88	88	88	88	88	88	88			
2022 - TA				2023 - TA				2024 - TA				
KS1 (Y2)	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading TA	42.5	50.0	46.6	48.8	46.3	47.6	38.1	42.2	40.2			
GDS	0.0	12.5	6.8	7.3	0.0	3.7	4.8	8.9	6.9			
Writing TA	15.0	33.3	25.0	39.0	39.0	39.0	31.0	37.8	34.5			
GDS	0.0	2.1	1.1	0.0	0.0	0.0	0.0	6.7	3.4			
Maths TA	50.0	60.4	55.7	56.1	51.2	53.7	64.3	48.9	56.3			
GDS	0.0	4.2	2.3	12.2	9.8	11.0	14.3	8.9	11.5			
2022 - TEST				2023 - TEST				2024 - TEST				
KS2 (Y6)	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading Test	43.2	60.0	51.7	40.0	42.4	41.0	42.5	52.1	47.7			
Writing TA	45.5	46.7	46.1	51.0	64.7	56.5	50.0	68.8	60.2			
Maths Test	52.3	37.8	44.9	68.0	51.5	61.4	57.5	60.4	59.1			
GPS Test	50.0	48.9	49.4	46.0	48.5	47.0	45.0	52.1	48.9			
RWM Combined	34.1	31.1	32.6	38.0	33.3	36.1	35.9	51.1	44.0			
RWM Comb Pupil Premium	41.2	25.7	33.3	37.1	33.3	35.5	33.3	45.9	40.3			

OFSTED		1 years 1 months		since last inspection (correct at July 2024)						
Short Inspection Date:		Date: 17/05/2023		Last full inspection Previous 03/10/2017						
Short Inspection Outcome:		Overall effectiveness: 2		3						
Converted to full inspection?:		The quality of education: 2		9						
Grade 1 - Outstanding		Behaviour and attitudes: 2		9						
Grade 2 - Good		Personal development: 2		9						
Grade 3 - Requires Improvement		Leadership and management: 2		2						
Grade 4 - Inadequate		Early years provision: 2		3						
6 or 9 - No Judgement, Different Framework		Absence: 2018 2019 2022 2023 PA: 2018 2019 2022 2023		School: #VALUE! 34.5% 37.7% 35.1%						
Multiplication Tables Checking		2022		2023		2024				
MTC (Y4)		Boys Girls All		Boys Girls All		Boys Girls All				
Average Score		18.0 16.7 17.3		18.1 18.4 18.2		22.9 22.2 22.5				
%25/25		28.9% 18.8% 23.3%		26.8% 16.7% 22.1%		22.2% 36.7% 30.6%				
Progress Score		2018 - 2022			2019 - 2023			2024 No Progress Measure		
Reading All		1.16 2.40 1.75			0.96 -0.49 0.37					
Writing All		1.16 1.85 1.49			2.50 5.84 3.85					
Maths All		3.69 0.25 2.06			2.16 2.01 2.10					
GIAS School Information		NOR: 740			FSM%: 61.7%					
Head Teacher:		Charlotte Haylock			Resourced Provision:			Provision Capacity:		
% SEN		2022 2023 2024			% PP			2022 2023 2024		
EYFS		13% 16% 19%			EYFS			50% 53% 48%		
PHO		22% 24% 33%			PHO			49% 54% 57%		
KS1		9% 18% 25%			KS1			67% 57% 49%		
MTC		21% 34% 19%			MTC			69% 74% 79%		
KS2		23% 27% 29%			KS2			23% 25% 30%		

Across school we have maintained a PAN of 90 but we have been able to reduce class sizes by having 4 teachers plus a HLTA in each year group. This has impacted positively on outcomes and progress across school

EY Data –

Early Years Foundation Stage - 2022-2024 - Groups

Good Level of Development (GLD)	School								NATIONAL		
	2022		2023		2024		3yr Avg.		2022	2023	2024
	No.	%	No.	%	No.	%	No.	%	%	%	%
All Pupils	86	33%	74	45%	81	59%	241	45%	65%	67%	
Boys	46	26%	41	46%	44	59%	131	44%	59%	61%	
Girls	40	40%	33	42%	37	59%	110	47%	72%	74%	
Pupil Premium	43	23%	39	46%	39	56%	121	41%	49%	52%	
Non-Pupil Premium	43	42%	35	43%	42	62%	120	49%	69%	72%	
SEN	11	9%	12	17%	15	33%	38	21%	19%	20%	
Non-SEN	75	36%	62	50%	66	65%	203	50%	71%	74%	
EAL	67	27%	50	38%	59	49%	176	38%	60%	62%	
Non-EAL	19	53%	24	58%	22	86%	65	66%	67%	69%	

Ensuring we have high quality teaching and learning with experienced staff in Early Years has enabled us to have positive impact upon data with GLD. Ensuring we

provided strong foundations for these pupils has resulted in an increase in data for GLD from 45% to 59%. The appointment of a new EY/KS1 Assistant Head has also continued to drive this progress.

Phonics Screening Data –

Phonics Screening 2022-2024 Trends - percentage the meeting expected standard

ADASTRA Ayresome Primary	2022		2023		2024	
	No.	%	No.	%	No.	%
All Pupils	86	58%	79	58%	83	71%
Boys	42	60%	43	49%	45	71%
Girls	44	57%	36	69%	38	71%
Disadvantaged	40	53%	43	60%	47	68%
Other	46	63%	36	56%	36	75%
SEN	19	21%	19	32%	27	44%
Non SEN	67	69%	60	67%	56	84%
EAL	62	58%	60	53%	61	75%
Non EAL	24	58%	19	74%	22	59%

Phonics Screening 2022-2024 Trends - average score (maximum 40)

ADASTRA Ayresome Primary	2022		2023		2024	
	No.	%	No.	%	No.	%
All Pupils	86	24.5	79	24.0	83	31.0
Boys	42	24.9	43	21.2	45	31.8
Girls	44	24.2	36	27.3	38	30.0
Disadvantaged	42	23.1	43	25.3	47	29.8
Other	44	25.9	36	22.5	36	32.5
SEN	19	13.7	19	16.2	27	23.3
Non SEN	67	27.6	60	26.5	56	34.7
EAL	62	24.3	60	22.1	61	32.0
Non EAL	24	25.1	19	29.9	22	28.3

We are now beginning to reap the benefits of beginning a new phonics programme as a school. Since switching from RWI to Little Wandle, this has been able to capture our demographic better, especially with the transient nature we serve, and ensure gaps do not widen. Our first year of Little Wandle use was positive as we maintained our outcomes at 58%. This cohort had been taught RWI in Reception and LW in Year 1. However this academic year, the cohort of Year 1s had both Little Wandle in Reception and in Year 1 and this resulted in a cohort pass rate of 71%. This progress was down to having funds to invest in a new programme as well as having a successful handover of the Phonics lead role within school to be able to continue to drive change and progress.

Y4 Multiplication Tables Check (MTC)



Average Score (out of 25)	School								National				TSDC			
	2022		2023		2024		3YR		2022	2023	2024	3YR	2022	2023	2024	3YR
ADASTRA Ayresome Primary	Pup	Avg.	Pup	Avg.	Pup	Avg.	Pup	Avg.	Average MTC Score				Average MTC Score			
All Pupils	84	17.3	74	18.2	73	22.5	231	19.2	19.8	20.2		20.0	19.6	20.5	21.2	20.4
Boys	38	18.0	39	18.1	30	22.9	107	19.4	20.0	20.4		20.2	19.8	20.7	21.3	20.6
Girls	46	16.7	35	18.4	43	22.2	124	19.1	19.6	19.9		19.8	19.3	20.3	21.0	20.2
Disadvantaged	58	16.7	55	18.7	58	22.4	171	19.3	17.9	18.3		18.1	18.2	19.0	20.0	19.0
Other	26	18.5	19	16.7	15	22.7	60	19.0	20.5	20.9		20.7	20.5	21.4	21.9	21.3
SEN	18	9.2	25	15.9	14	20.6	57	14.9	15.4	15.9		15.7	15.0	16.1	17.1	16.0
Non SEN	66	19.5	49	19.4	59	22.9	174	20.6	20.7	21.1		20.9	20.7	21.5	22.2	21.4
EAL	47	16.5	47	18.2	3	20.3	97	17.5	19.4	19.9		19.7	20.8	21.2	22.1	21.3
Non EAL	37	18.2	27	18.2	70	22.5	134	20.5	21.2	21.4		21.3	19.5	20.4	21.1	20.3

* Pupils only included in average score if they have a test outcome

'Standard of interest' (full marks % 25/25)	School								National				TSDC			
	2022		2023		2024		3YR		2022	2023	2024	3YR	2022	2023	2024	3YR
ADASTRA Ayresome Primary	Pup	%	Pup	%	Pup	%	Pup	%	% full marks				% full marks			
All Pupils	86	23.3%	77	22.1%	85	30.6%	248	25.4%	27%	29%		28%	26%	33%	40%	33%
Boys	38	28.9%	41	26.8%	36	22.2%	115	26.1%	28%	31%		30%	28%	35%	43%	35%
Girls	48	18.8%	36	16.7%	49	36.7%	133	24.8%	25%	28%		27%	24%	31%	38%	31%
Disadvantaged	58	22.4%	57	22.8%	66	31.8%	181	26.0%	18%	21%		20%	19%	24%	34%	26%
Other	28	25.0%	20	20.0%	19	26.3%	67	23.9%	30%	33%		32%	30%	38%	45%	38%
SEN	18	5.6%	25	20.0%	15	6.7%	58	12.1%	10%	12%		11%	9%	14%	19%	14%
Non SEN	68	27.9%	52	23.1%	70	35.7%	190	29.5%	30%	34%		32%	30%	37%	46%	38%
EAL	49	20.4%	50	24.0%	9	0.0%	108	20.4%	36%	38%		37%	37%	42%	52%	44%
Non EAL	37	27.0%	27	18.5%	76	34.2%	140	29.3%	24%	27%		26%	25%	32%	40%	32%

Targeted groups in main class and specific targeted groups for intervention impacted on the progress of MTC this year. Fluid groups with two extra members of staff targeted children during the school day. A breakfast times tables club was also set up and ran each morning. These increased the MTC data significantly and we continue to show year on year progress since 2022.

In 2023 all pupils scored 18.2 average compared to 2024 where All pupils scored 22.5 average. Those who scored full marks also increased from 22.1% in 2023 to 30.6% in 2024. Pupil premium children data increased from 18.7 average in 2023 to 22.4 in 2024. Pupil premium children who scored full marks had a significant increase from 22.8% to 31.8 % - a huge 9% increase at the highest standard.

Ayresome's results are above National and TSDC. Pupil Premium children at Ayresome in 2024 average was 22.4 and TSDC was 20.0. Nationally the % at full marks in 2023 was 21% and Ayresome was 22.8%. The national scores for 2024 are yet to be released but looking at our trajectory of progress and gaining 31.8% we are likely to be well above the national average.

KS2 Data –

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard	2022			2023			2024			3YR Total / Avg.			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
No. of pupils	44	45	89	51	34	85	33	39	72	128	118	246	
eligible pupils	44	45	89	50	33	83	33	39	72	127	117	244	
GPS* TEST	School	50%	49%	49%	46%	48%	47%	52%	59%	56%	49%	52%	50%
	TSDC Avg.	69%	76%	72%	71%	77%	74%	69%	77%	73%	69%	77%	73%
	NATIONAL	68%	77%	72%	68%	77%	72%	69%	76%	72%	68%	77%	72%
READING TEST	eligible pupils	44	45	89	50	33	83	33	39	72	127	117	244
	School	43%	60%	52%	40%	42%	41%	48%	62%	56%	43%	56%	49%
	TSDC Avg.	72%	81%	76%	72%	77%	75%	72%	79%	75%	72%	79%	75%
MATHS TEST	eligible pupils	44	45	89	50	33	83	33	39	72	127	117	244
	School	52%	38%	45%	68%	52%	61%	61%	72%	67%	61%	53%	57%
	TSDC Avg.	73%	72%	73%	77%	74%	75%	76%	74%	75%	75%	73%	74%
WRITING TA	eligible TA pupils	44	45	89	50	33	83	33	38	71	127	116	243
	School	45%	47%	46%	51%	65%	56%	58%	82%	71%	51%	65%	58%
	TSDC Avg.	64%	78%	71%	69%	79%	74%	69%	80%	74%	68%	80%	74%
RWM** TEST (Reading / Maths) TA (Writing)	eligible pupils	44	45	89	50	33	83	33	38	71	127	116	243
	School	34%	31%	33%	38%	33%	36%	39%	61%	51%	37%	41%	39%
	TSDC Avg.	56%	65%	60%	59%	64%	62%	60%	66%	63%	58%	65%	62%
NATIONAL	54%	63%	59%	56%	63%	60%	57%	64%	61%	56%	63%	60%	

* GPS - Grammar, punctuation and spelling ** RWM - Reading, Writing TA and Maths combined

We are beginning to see our trend in data consistently increase over time. With support to teaching and learning across KS2, targeted interventions, purchase of digital programmes, implementation of new approaches to core subjects, as well as strong leadership, data is improving. Since academic year of 2022-2023, GPS has improved 9%, Reading has improved 15%, Maths has improved 6%, Writing has improved 15% and RWM has improved 15%. These are significant improvements to a cohort that has also seen a lot of disruption due to transient population.

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

Throughout the academic year of 2023-2024, we have provided consistent targeted academic support on varying levels which has supported the progress for pupils across whole school. Interventions ranged from in class TA support, one additional teacher per year group to enable easier pre-teaching and follow up interventions and structured interventions delivered by skilled HLTAs. All pupils who received an intervention had improved outcomes once the intervention was completed.

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

Attendance is increasing with a 1.8% increase in overall attendance data in the academic year 23-24 compared to the previous year. In addition to this the percentage

of children who are persistently absent has reduced by 11.6% through effective use of attendance support procedures and where necessary use of more formal procedures in the way of foxed penalty notices and court action.

	Pupils	% attendance	% sessions missed	2021/22* National %	Diff +/-	Pupils	% of cohort	2021/22* National %	Diff +/-	Pupils	% of cohort	2021/22* National %	Diff +/-
School	617	93.5	6.5	6.3	-0.2	137	22.2	17.7	-4.5	3	0.5	0.6	+0.1
Boys	311	93.2	6.8	6.4	-0.5	72	23.2	18.1	-5.1	3	1.0	0.7	-0.3
Girls	306	93.9	6.1	6.2	+0.0	65	21.2	17.3	-3.9	0	0.0	0.6	n/a
Non Persistent Absentees	480	96.4	3.6	4.2	+0.6								
Persistent Absentees	137	82.6	17.4	16.3	-1.2								
Non Severe Absentees	614	93.6	6.4	-	-								
Severe Absentees	3	47.9	52.1	-	-								
Non Disadvantaged *	225	94.1	5.9	5.5	-0.4	46	20.4	12.7	-7.7	0	0.0	0.3	n/a
Disadvantaged *	392	93.3	6.7	8.4	+1.7	91	23.2	30.2	+7.0	3	0.8	1.1	+0.4
Disadvantaged Boys	194	92.6	7.4	-	-	54	27.8	-	-	3	1.5	-	-
Disadvantaged Girls	198	93.9	6.1	-	-	37	18.7	-	-	0	0.0	-	-
Non FSM	225	94.1	5.9	5.5	-0.4	46	20.4	13.1	-7.3	0	0.0	0.3	n/a
FSM	392	93.3	6.7	8.5	+1.8	91	23.2	30.7	+7.4	3	0.8	0.9	+0.1
No SEN	469	94.0	6.0	5.9	-0.1	96	20.5	15.6	-4.9	3	0.6	0.3	-0.4
EHCP/SEN statement	12	93.7	6.3	9.7	+3.4	3	25.0	31.3	+6.3	0	0.0	2.7	n/a
SEN Support	136	92.0	8.0	8.0	-0.0	38	27.9	26.2	-1.7	0	0.0	0.9	n/a

Family Support worker was appointed in December 2023, her previous experience of supporting families through the SENDIASS service has been invaluable in working with families securing provisions for children and links with external agencies such as Daisy Chain who now offer a monthly drop in service.

The number of families that we are now supporting through Early Help is increasing and as families are gaining confidence in the support offered, they are becoming much more willing to engage with services. This has enabled families to access benefits and work with agencies such as the Youth Offending Service.

School have supported a number of families during the academic year and have offered 20 different courses for parents to engage in from supporting families to play and enjoy time together to Food Hygiene courses. All have been well received. 3 members of staff have started Parent Coaching CPD which mirrors the restorative approach that we use in school and will support parents to build positive relationships with their children when tackling challenging behaviours. This will be rolled out in next academic year.

Whole school CPD linked to the When the Adult Changes approach has had a positive impact across school, developing a relational approach underpinned by restorative practice. Alongside this CPD the school has worked with Middlesbrough Virtual School on the PROCLAIM Project which has provided CPD to ensure that as a school we are attachment aware, and trauma informed and the impact that we can have on the lives and experiences of the children on our school. The CPD on Emotion Coaching has support staff with restorative conversations and their confidence and ability to deal with challenging situations. The peer review that took place in March 2024 focussed on our positive behaviour and relational approach and this showed the

impact of the approach. This was echoed in the IQM assessment that took place in April 2024.

Our offer has increased this year to support our children who are experience social, emotional and mental health difficulties. We have 2 SEMH support workers who work alongside our FSW to deliver a bespoke package to groups and individuals in school and the impact of this is fed into Early help meetings as necessary. In September 2023 a counsellor was appointed 2 days a week to work solely with children who attend our school. This has proved to be very successful as it allows for flexibility in timings to meet the needs of the children as well as parents being more open to their children receiving counselling as they have the opportunity to build relationships with the counsellor therefore feeling less threatened by the approach.

The skills and knowledge alongside the PROCLAIM Project has strengthened our SEMH offer across school.

All children across school have had the opportunity to attend educational visits linked to their learning. As a school we have heavily subsidised visits so that they are accessible to all families, including a Y6 residential to London. Impact has been shown through engagement in learning the classroom and knowledge of the wider world which has supported understanding when reading and greater imagination and vocabulary in writing.

Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching (for example, CPD, recruitment and retention)

School Profile 2023-2025										
ADASTRA Ayresome Primary										
EYFS 2023 - TA			EYFS 2024 - TA			EYFS 2025 - TA			Sum25	Disagg
EYFS (Rec)	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
GLD	46.3	42.4	44.6	59.1	59.5	59.3	41.7	76.3	57.0	
Y1 PHONICS	45.2.3%	36.2.8%	70.1.3%	45.2.2%	38.2.6%	83.1.2%	47.3.4%	37.2.7%	64.1.2%	
Phonics	48.8	69.4	58.2	71.1	71.1	71.1	59.6	78.4	67.9	
Phonics Pupil Premium	60.0	60.9	60.5	62.5	73.9	68.1	63.0	81.8	71.4	
2023 - TA			2024 - TA			2025 - TA				
KS1 (Y2)	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
Reading TA	48.8	46.3	47.6	38.1	42.2	40.2	45.2	63.4	54.2	
Writing TA	39.0	39.0	39.0	31.0	37.8	34.5	38.1	58.5	48.2	
Maths TA	56.1	51.2	53.7	64.3	48.9	56.3	64.3	61.0	62.7	
2023 - TEST			2024 - TEST			2025 - TEST				
KS2 (Y6)	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
Reading Test	40.0	42.4	41.0	48.5	61.5	55.6	53.8	55.9	54.7	
Writing Test	51.0	64.7	56.5	57.6	82.1	70.8	61.5	79.4	68.6	
Maths Test	68.0	51.5	61.4	60.6	71.8	66.7	55.8	55.9	55.8	
GPS Test	46.0	48.5	47.0	51.5	59.0	55.6	50.0	58.8	53.5	
RWM Combined	38.0	33.3	36.1	39.4	60.5	50.7	44.2	41.2	43.0	
RWM Comb Pupil Premium	37.1	33.3	35.5	36.0	53.1	45.6	45.2	40.7	43.5	
No of Pupil Premium	7	7	14	26	32	58	42	27	69	

Graded Inspections										
Ofsted										
2 years 3 months since last inspection (connect at July 2025)										
School Ofsted Weblink										
Ungraded Inspection										
Date:										
Inspection Outcome:										
Converted to full inspection?:										
Inspection Type: Academy First Section 5										
Overall effectiveness: 2										
The quality of education: 2										
Behaviour and attitudes: 2										
Personal development: 2										
Leadership & management: 2										
Early years provision: 2										
Current Date: 17/05/2023										
Previous Date: 03/10/2017										
Absence: 18/19	21/22	22/23	23/24	PA: 18/19	21/22	22/23	23/24			
School: 9.2%	8.7%	8.6%	6.7%	School: 34.5%	37.7%	35.1%	24.7%			
National: 4.0%	6.3%	5.9%	5.5%	National: 8.2%	17.7%	16.2%	14.6%			
2023			2024			2025				
Multiplication Tables Checking	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
MTC (Y4)	39	35	74	30	43	73	44	45	89	
Average Score	18.1	18.4	18.2	22.9	22.2	22.5	22.7	22.3	22.5	
% 25/25	26.8%	16.7%	22.1%	22.2%	36.7%	30.6%	65.9%	53.3%	59.6%	
Progress Score										
2018 - 2023										
2024 No Progress Measure										
2025 No Progress Measure										
Reading All	0.96	-0.49	0.37							
Reading disadvantaged	0.94	-1.18	0.09							
Writing All	2.50	5.84	3.85							
Writing disadvantaged	2.95	5.65	4.20							
Maths All	2.16	2.01	2.10							
Maths disadvantaged	2.37	2.36	2.46							
GIAS School Information										
NOR: 711			FSM%: 62.8%							
Resourced Provision: None										
Provision Capacity: None										
Charlotte Haylock										
% SEN										
EYFS	16%	19%	23%	EYFS	53%	48%	38%			
PHO	24%	33%	24%	PHO	54%	57%	58%			
KS1	18%	25%	25%	KS1	57%	49%	67%			
MTC	34%	19%	17%	MTC	74%	79%	64%			
KS2	25%	32%	30%	KS2	25%	79%	80%			

Across school we have maintained a PAN of 90 but we have been able to reduce class sizes by having 4 teachers plus a HLTA in each year group. This has impacted positively on outcomes and progress across school

Early Years Foundation Stage - 2023-2025 - Groups

Good Level of Development (GLD)	School								NATIONAL		
	2023		2024		2025		3yr Avg.		2023	2024	2025
	No.	%	No.	%	No.	%	No.	%	%	%	%
All Pupils	74	45%	81	59%	86	57%	241	54%	67%	68%	
Boys	41	46%	44	59%	48	42%	133	49%	61%	61%	
Girls	33	42%	37	59%	38	76%	108	60%	74%	75%	
Pupil Premium	39	46%	39	56%	33	52%	111	51%	52%	52%	
Non-Pupil Premium	35	43%	42	62%	53	60%	130	56%	72%	72%	
SEN	12	17%	15	33%	20	20%	47	23%	20%	20%	
Non-SEN	62	50%	66	65%	66	68%	194	61%	74%	76%	
PP & SEN	8	13%	6	33%	5	20%	19	21%			
EAL	50	38%	59	49%	66	59%	175	50%	62%	64%	
Non-EAL	24	58%	22	86%	20	50%	66	65%	69%	70%	

Ensuring we have high quality teaching and learning with experienced staff in Early Years has enabled us to have positive impact upon data with GLD. Although our GLD has not increased this academic year the quality of provision has improved as validated by Trust observations and the level of complex needs within the year group has impacted on data outcomes. The appointment of a new EY/KS1 Assistant Head has also continued to drive this progress.

Phonics Screening Data –

Phonics Screening 2023-2025 Trends - percentage the meeting expected standard

ADASTRA Ayresome Primary	2023		2024		2025		3YR Avg.	
	No.	%	No.	%	No.	%	No.	%
All Pupils	79	58%	83	71%	84	68%	246	66%
Boys	43	49%	45	71%	47	60%	135	60%
Girls	36	69%	38	71%	37	78%	111	73%
Pupil Premium	43	60%	47	68%	49	71%	139	67%
Other	36	56%	36	75%	35	63%	107	64%
SEN	19	32%	27	44%	20	50%	66	42%
Non SEN	60	67%	56	84%	64	73%	180	74%
PP & SEN	11	36%	17	47%	13	54%	41	46%
EAL	60	53%	61	75%	66	64%	187	64%
Non EAL	19	74%	22	59%	18	83%	59	71%

Phonics Screening 2023-2025 Trends - average score (maximum 40)

ADASTRA Ayresome Primary	2023		2024		2025		3YR Avg.	
	No.	%	No.	%	No.	%	No.	%
All Pupils	79	24.0	83	31.0	84	29.7	246	28.2
Boys	43	21.2	45	31.8	47	28.3	135	27.1
Girls	36	27.3	38	30.0	37	31.4	111	29.6
Pupil Premium	43	25.3	47	29.8	49	30.9	139	28.7
Other	36	22.5	36	32.5	35	28.0	107	27.7
PP & SEN	11	20.5	17	23.4	13	24.5	41	22.8
SEN	19	16.2	27	23.3	20	23.9	66	21.1
Non SEN	60	26.5	56	34.7	64	31.5	180	30.9
EAL	60	22.1	61	32.0	66	28.9	187	27.7
Non EAL	19	29.9	22	28.3	18	32.7	59	30.3

The teaching of Little Wandle across school is now embedded and the phonic lead delivers regular sessions to ensure that teaching is of the highest standards and children who require additional support receive this swiftly. The overall data this year has decreased slightly but the data for children accessing pupil premium has increased.

The percentage of girls meeting the standard has steadily increased over the 3 year period.

Y4 Multiplication Tables Check (MTC)

Average Score (out of 25)	School								National			
	2023		2024		2025		3YR		2023	2024	2025	3YR
ADASTRA Ayresome Primary	Pup	Avg.	Pup	Avg.	Pup	Avg.	Pup	Avg.	Average MTC Score			
All Pupils	74	18.2	73	22.5	89	22.5	236	21.1	20.2	20.6	**	20.4
Boys	39	18.1	30	22.9	44	22.7	113	21.2	20.4	20.9	**	20.7
Girls	35	18.4	43	22.2	45	22.3	123	21.1	19.9	20.4	**	20.2
Disadvantaged	55	18.7	58	22.4	57	22.3	170	21.2	18.3	18.9	**	18.6
Other	19	16.7	15	22.7	32	22.9	66	21.1	20.9	21.3	**	21.1
SEN	25	15.9	14	20.6	15	18.1	54	17.7	15.9	16.6	**	16.3
Non SEN	49	19.4	59	22.9	74	23.4	182	22.2	21.1	21.6	**	21.4
EAL	47	18.2	3	20.3	65	23.2	115	21.1	19.9	21.8	**	20.9
Non EAL	27	18.2	70	22.5	24	20.7	121	21.2	21.4	20.4	**	20.9

* Pupils only included in average score if they have a test outcome

'Standard of interest' (full marks % 25/25)	School								National			
	2023		2024		2025		3YR		2023	2024	2025	3YR
ADASTRA Ayresome Primary	Pup	%	Pup	%	Pup	%	Pup	%	% full marks			
All Pupils	77	22.1%	85	30.6%	89	59.6%	251	38.2%	29%	34%	**	32%
Boys	41	26.8%	36	22.2%	44	65.9%	121	39.7%	31%	35%	**	33%
Girls	36	16.7%	49	36.7%	45	53.3%	130	36.9%	28%	32%	**	30%
Disadvantaged	57	22.8%	66	31.8%	57	56.1%	180	36.7%	21%	25%	**	23%
Other	20	20.0%	19	26.3%	32	65.6%	71	42.3%	33%	37%	**	35%
SEN	25	20.0%	15	6.7%	15	26.7%	55	18.2%	12%	14%	**	13%
Non SEN	52	23.1%	70	35.7%	74	66.2%	196	43.9%	34%	39%	**	37%
EAL	50	24.0%	9	0.0%	65	61.5%	124	41.9%	38%	42%	**	40%
Non EAL	27	18.5%	76	34.2%	24	54.2%	127	34.6%	27%	31%	**	29%

Significant increases in the number of children achieving the expected standard was secured through targeted teaching and bespoke small group intervention that included a breakfast club.

Data shows school to be above the 3 year average for both score and percentage of children passing.

KEY STAGE 2 2023-2025

ADASTRA Ayresome Primary



Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard	2023			2024			2025			3YR Total / Avg.			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
No. of pupils	51	34	85	33	39	72	52	34	86	136	107	243	
GPS* TEST	eligible pupils	50	33	83	33	39	72	52	34	86	135	106	241
	School	46%	48%	47%	52%	59%	56%	50%	59%	53%	49%	56%	52%
	TSDC Avg.	71%	77%	74%	69%	77%	73%	72%	78%	75%	70%	77%	74%
	NATIONAL	68%	77%	72%	69%	76%	72%			73%			72%
READING TEST	eligible pupils	50	33	83	33	39	72	52	34	86	135	106	241
	School	40%	42%	41%	48%	62%	56%	54%	56%	55%	47%	54%	50%
	TSDC Avg.	72%	77%	74%	72%	79%	76%	75%	79%	77%	73%	78%	75%
	NATIONAL	70%	76%	73%	71%	78%	74%			75%			74%
MATHS TEST	eligible pupils	50	33	83	33	39	72	52	34	86	135	106	241
	School	68%	52%	61%	61%	72%	67%	56%	56%	56%	61%	60%	61%
	TSDC Avg.	76%	73%	75%	76%	74%	75%	79%	74%	77%	77%	74%	75%
	NATIONAL	73%	72%	73%	74%	73%	73%			74%			73%
WRITING TA	eligibleTA pupils	50	33	83	33	38	71	52	34	86	135	105	240
	School	51%	65%	56%	58%	82%	71%	62%	79%	69%	57%	77%	66%
	TSDC Avg.	69%	79%	74%	69%	80%	74%	71%	81%	76%	70%	81%	75%
	NATIONAL	65%	78%	71%	65%	78%	72%			72%			72%
RWM** TEST (Reading / Maths) TA (Writing)	eligible pupils	50	33	83	33	38	71	52	34	86	135	105	240
	School	38%	33%	36%	39%	61%	51%	44%	41%	43%	41%	46%	43%
	TSDC Avg.	59%	64%	62%	60%	66%	63%	63%	67%	65%	61%	66%	63%
	NATIONAL	56%	63%	60%	57%	64%	61%			62%			61%

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	240	43%	61%	Below (sig-)	Not applicable	Not applicable
2025	89	42%	62%	Below (sig-)	No sig change	High - FSM, Low - Stability
2024	68	53%	61%	Close to average (non-sig)	Sig increase	High - FSM, Low - Stability
2023	83	36%	60%	Below (sig-)	Not available	High - FSM, Low - Stability

► [Chart](#)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	182	42%	46%	Close to average (non-sig)	68%	-25	Not applicable	Not applicable
2025	70	43%	47%	Close to average (non-sig)	69%	-26	Widening	High - FSM, Low - Stability
2024	51	49%	46%	Close to average (non-sig)	67%	-18	Narrowing	High - FSM, Low - Stability
2023	61	36%	44%	Close to average (non-sig)	66%	-30	Not available	High - FSM, Low - Stability

Overall there is an increasing trend in data despite the data showing a decrease this academic year, the cohort included children with complex needs, both from a SEND and safeguarding perspective. This impacted on the outcomes for a number of children despite progress within Y6 being good to outstanding.

Subject	All	
Eligible Pupils*	78	
READING	Out	4.47
WRITING	Out	4.37
MATHS	Good	3.42

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

Throughout 2024-25 whole staff CPD on adaptive teaching has impacted on academic outcomes across school and progress that children have made. Where children have been identified through AfL as requiring additional support this has been provided structured sessions on a 1:1 basis and a small group basis.

Due to mobility of cohorts percentage attainment can not be compared term to term.

ADAstra Ayresome Primary																
Attainment	READING All Years				WRITING All Years				MATHS All Years							
	Prev Year / Base	Autumn Term	Spring Term	Summer Term	Prev Year / Base	Autumn Term	Spring Term	Summer Term	Prev Year / Base	Autumn Term	Spring Term	Summer Term				
Below (BE)	BE 43%	BE 46%	BE 41%	BE 42%	BE 50%	BE 49%	BE 46%	BE 45%	BE 36%	BE 33%	BE 33%	BE 37%				
On Track (OT)	OT 10%	OT 10%	OT 11%	OT 9%	OT 14%	OT 12%	OT 15%	OT 13%	OT 11%	OT 13%	OT 16%	OT 11%				
At (AT)	AT 40%	AT 35%	AT 37%	AT 36%	AT 35%	AT 37%	AT 37%	AT 40%	AT 42%	AT 43%	AT 39%	AT 40%				
Above (AB)	AB 7%	AB 9%	AB 10%	AB 13%	AB 1%	AB 3%	AB 2%	AB 2%	AB 12%	AB 10%	AB 12%	AB 12%				
Expected+	47%	44%	47%	49%	37%	39%	39%	42%	54%	53%	51%	52%				
Filtered Selection (FS)	Autumn 1.2	Spring 2.3	Summer 3.4	Prog FS	Autumn 1.3	Spring 2.3	Summer 3.6	Prog FS	Autumn 1.4	Spring 2.4	Summer 3.3					

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

Attendance is increasing with a 0.3% increase in overall attendance data in the academic year 24-25 compared to the previous year, this was following a 1.8% increase in 23-24. In addition to this the percentage of children who are persistently absent has reduced by 1.5% through effective use of attendance support procedures and where necessary use of more formal procedures in the way of foxed penalty notices and court action, this is following a decrease of 11.6% in 23-24.

Absence						Persistent Absence				Severe Persistent Absence			
Click to include/exclude Reception pupils <input type="radio"/> Include <input checked="" type="radio"/> Exclude													
% of sessions missed						% of pupils absent for 10% or more sessions				% of pupils absent for 50% or more sessions			
* National: 2022/2023 is the most recent published whole academic year comparative data													
	Pupils	% attendance	% sessions missed	2022/23* National %	Diff +/-	Pupils	% of cohort	2022/23* National %	Diff +/-	Pupils	% of cohort	2022/23* National %	Diff +/-
School	693	93.8	6.2	5.9	-0.3	168	24.2	16.2	-8.0	0	0.0	0.7	n/a
Boys	364	93.2	6.8	6.0	-0.7	100	27.5	16.7	-10.8	0	0.0	0.8	n/a
Girls	329	94.4	5.6	5.8	+0.1	68	20.7	15.7	-4.9	0	0.0	0.6	n/a
Non Persistent Absentees	525	96.4	3.6	3.9	+0.3								
Persistent Absentees	168	84.3	15.7	17.0	+1.3								
Non Severe Absentees	693	93.8	6.2	-	-								
Severe Absentees	0	-	-	-	-								
Non Disadvantaged *	264	94.2	5.8	4.9	-0.9	60	22.7	10.9	-11.8	0	0.0	0.3	n/a
Disadvantaged *	429	93.6	6.4	8.4	+2.0	108	25.2	29.3	+4.1	0	0.0	1.3	n/a
Disadvantaged Boys	214	93.0	7.0	-	-	61	28.5	-	-	0	0.0	-	-
Disadvantaged Girls	215	94.1	5.9	-	-	47	21.9	-	-	0	0.0	-	-
Non FSM	265	94.2	5.8	5.0	-0.8	61	23.0	11.2	-11.8	0	0.0	0.3	n/a
FSM	428	93.6	6.4	8.5	+2.0	107	25.0	29.4	+4.4	0	0.0	1.1	n/a
No SEN	528	94.2	5.8	5.4	-0.4	114	21.6	13.9	-7.7	0	0.0	0.3	n/a
EHCP/SEN statement	13	91.3	8.7	9.9	+1.2	4	30.8	31.0	+0.2	0	0.0	3.2	n/a
SEN Support	152	92.7	7.3	7.8	+0.5	50	32.9	24.8	-8.1	0	0.0	1.2	n/a

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	565	94.3%	94.9%	Close to average	Relative improvement	High - FSM
2023/24	611	93.3%	94.5%	Below	Relative improvement	High - FSM
2022/23	618	91.4%	94.1%	Below	Relative improvement	High - FSM
2018/19	557	90.8%	96.0%	Below	Not available	High - FSM, High - SEN

The implementation of Working Together to Improve Attendance has strengthened practice with the introduction of Attendance Support meetings led by the Attendance Officer and the Family Support Worker.

Supporting families through Early Help has remained a high priority to ensure that help is offered at the earliest opportunity. This has enabled families to access benefits and work with agencies such as the Youth Offending Service and The Junction who support young carers.

As a school we have tried many ways to engage families, we have supported through Fare Share but also through the introduction of Facebook Live sessions which have increased the audience of families accessing information sessions and allowing opportunities to access personalised support following these.

School has continued to build on the relational approach as part of our participation in the PROCLAIM project, our work was recognised as part of this and we are now involved in a research project as part of the Rees Centre at the University of Oxford. Our practices have been held in high esteem and are being used to support in the research. School secured IQM Centre of Excellence again in 24/25.

Our SEMH provision across school has supported increasing numbers of children from counselling to supporting children in making friends across school, our provision has developed this year to ensure that targets are tailored to meet individual needs and are able to show progress. School has also engaged with CAMHS to provide additional layers of support and offer advice and guidance. School also offers counselling to children who require it and this has supported a number

All children across school have had the opportunity to attend educational visits linked to their learning. As a school we have heavily subsidised visits so that they are accessible to all families, including a Y5/6 residential to Wilderness Outdoor Education Centre. Impact has been shown through engagement in learning the classroom and knowledge of the wider world which has supported understanding when reading and greater imagination and vocabulary in writing.

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
Learning Village	Learning Across Cultures
Little Wandle	Collins Education

Further information (optional)

Given the current economic situation as a school we are working with charities to access money to support our Warm Hub across the winter period.

We have upwards of 25 families and their children of all ages access school to play games, chat to staff and other parents and eat a warm snack while taking advantage of the already heated and lit building.

This has been very successful and although in its infancy has received a lot of positive feedback.

To support attendance, we are working with Barnardos to access the Watch Tower Programme - this is having good results across Middlesbrough LA and was successful in raising attendance in 2023 for 2 vulnerable children.