

Leamington Community Primary School

KS2 Pupil Premium (Disadvantaged) Summary – based on IDSR (Release 21 Nov 2025)

Context

- Roll: 467 pupils (well above average)
- FSM6: 57% (well above average)
- SEN support: 29% (well above average); EHC plans: 4.5% (close to average)
- Deprivation: school and location both “well above average”
- Year 6 cohorts are consistently described as “High FSM, High SEN”

Headline KS2 outcomes – disadvantaged (RWM combined)

Reading, writing and maths combined – expected standard (EXS+)

- **3-year average (2023–2025)**
 - School disadvantaged: 42%
 - National disadvantaged: 46% (school slightly below, not significant)
 - National non-disadvantaged: 68% → gap –25 percentage points
- **By year**
 - 2023: 47% disadvantaged vs 44% national disadvantaged; gap to national non-disadvantaged –19ppt
 - 2024: 32% disadvantaged vs 46% national disadvantaged; gap –36ppt, labelled “widening”
 - 2025 (provisional): 48% disadvantaged vs 47% national disadvantaged; gap –21ppt, labelled “narrowing”

Message for governors:

- Across three years, disadvantaged combined RWM is broadly in line with national disadvantaged, in a context of much higher disadvantage and SEN.
- The weak 2024 cohort has been followed by a clear improvement in 2025, with the gap to national non-disadvantaged reducing by 15ppt.

Disadvantaged Pupils

Reading – EXS+

- **3-year average:** 61% (school) vs 62% (national disadvantaged) → **in line**.

Trend:

- 2023: 63% vs 60% (slightly above nat dis).
- 2024: 53% vs 62% (below; gap to non-disadvantaged –27ppt, widening).
- 2025: 66% vs 63% (back to slightly above nat dis; gap –15ppt, narrowing).

👉 **Reading for disadvantaged pupils is broadly in line with national disadvantaged over time, with a good recovery in 2025 after a dip in 2024.**

Writing – EXS+

- **3-year average:** 74% (school disadvantaged) vs 59% (national disadvantaged) → **well above (significant +)**.
 - National non-disadvantaged: 78% → **gap only –4ppt** over time.
- **Trend:**
 - 2023: 75% vs 58% (above).

- 2024: 79% vs 58% (well above, significant); gap to non-disadvantaged **+1ppt (positive gap)**.
- 2025: 68% vs 59% (still above nat dis, though gap to non-dis –10ppt, labelled “widening” from the very strong 2024 baseline).

👉 **Writing is a major strength for disadvantaged pupils. In 2024, disadvantaged pupils in writing matched or exceeded national non-disadvantaged.**

Mathematics – EXS+

- **3-year average:** 61% vs 60% (national disadvantaged) → **in line**; gap to national non-disadvantaged **–18ppt**.

Trend:

- 2023: 63% vs 59% (slightly above nat dis; gap –17ppt to non-dis).
- 2024: 66% vs 59% (above nat dis; gap –14ppt, narrowing).
- 2025: 57% vs 61% (slightly below nat dis; gap –24ppt, widening).

👉 **Maths for disadvantaged pupils has been around national disadvantaged, but 2025 shows a dip and a widening gap to national non-disadvantaged.**

EGPS – EXS+

- **3-year average:** 68% vs 59% (national disadvantaged) → **above**; gap to national non-disadvantaged **–11ppt**.

Trend:

- 2023: 66% vs 59% (close to average; gap –13ppt).
- 2024: 76% vs 59% (well above, significant; gap –2ppt, narrowing).
- 2025: 61% vs 60% (in line; gap –17ppt, widening).

👉 **EGPS has historically been strong for disadvantaged pupils, with a notable peak in 2024 and some decline in 2025.**

Strengths (governor headlines)

- Strong KS2 writing outcomes for disadvantaged pupils over time, significantly above national disadvantaged and close to national non-disadvantaged.
- Disadvantaged outcomes in reading, maths and EGPS are at least in line with national disadvantaged over the 3-year period despite far higher deprivation and SEN.
- After a weak 2024 cohort, 2025 disadvantaged RWM outcomes improved back to in line with national disadvantaged and the gap to national non-disadvantaged narrowed.

Key priorities

- Raise disadvantaged attainment in maths and in combined RWM, particularly for cohorts with very high FSM and SEN, so that results are securely above national disadvantaged and closer to national non-disadvantaged.
- Sustain best practice from writing teaching (where PP outcomes are very strong) and replicate effective approaches in reading and maths.
- Reduce variation between cohorts by identifying emerging gaps for disadvantaged pupils early and targeting intervention sooner.

Key next steps in the Pupil Premium strategy (KS2 focus)

1. Mathematics – disadvantaged pupils

- Intensify targeted PP maths support (e.g. daily number fluency, pre-teaching, structured intervention programmes) from Year 3 onwards.
- Use question-level analysis to identify misconceptions for disadvantaged pupils and adapt teaching sequences accordingly.
- Track progress of disadvantaged pupils in each prior-attainment group, ensuring high prior attainers are stretched towards GD.

2. Reading – deepen the improvement

- Consolidate improvements seen in 2025 by embedding whole-class reading approaches and vocabulary work that have been effective for disadvantaged pupils.
- Ensure disadvantaged pupils have priority access to high-quality texts, targeted comprehension groups and parental engagement strategies (e.g. reading workshops).

3. Protect and share best practice in writing

- Maintain the high expectations and successful approaches in writing that have led to disadvantaged pupils outperforming national disadvantaged and, at times, matching national non-disadvantaged.
- Systematically share key strategies (modelling, feedback, extended writing across the curriculum) to support improvements in reading responses and mathematical reasoning.

4. Cohort-specific PP planning

- Use early assessment information (Years 3–5) to identify cohorts where disadvantaged outcomes are at risk of dipping, and front-load interventions and staffing accordingly.
- Ensure that progress and attainment of disadvantaged pupils are a standing item in pupil progress meetings, with clear actions, timescales and success criteria.