



Leamington Community Primary School

Pupil Premium Strategy Impact Review October 2026

The strongest evidence of impact is in disadvantaged pupils' KS2 reading. Reading attainment has improved substantially, the gap to national non-disadvantaged pupils has almost closed, and 2026 reading progress is significantly above similar schools.

Mathematics attainment recovered in 2026. However, disadvantaged writing attainment has declined, combined reading, writing and mathematics (RWM) has stalled, and attendance remains below the strategy target. The evidence supports uneven impact across subjects, rather than consistent achievement of all strategy aims.

Key finding	Evidence
Reading is the clearest strength	79% disadvantaged expected standard in 2026: 16 percentage points above national disadvantaged and 4 above national all pupils.
Combined RWM remains a priority	47% disadvantaged expected standard: 7 points below similar schools' disadvantaged pupils and 16 below national all pupils.
Writing requires renewed attention	Disadvantaged expected standard fell from 79% in 2024 to 62% in 2026.
Maths shows recovery, with a progress concern	Expected standard rose from 57% to 68% in 2026; disadvantaged progress was -1.7.
Early skills evidence is positive	Whole-school phonics is above national; MTC is close to national.

Expected standard, 2026	School disad.	National disad.	Similar schools disad.	National all	Gap to national all
RWM combined	47%	49%	54%	63%	-16 pp
Reading	79%	63%	67%	75%	+4 pp
Writing	62%	60%	67%	73%	-11 pp
Mathematics	68%	62%	69%	75%	-7 pp
EGPS	62%	61%	63%	74%	-12 pp

Reading: disadvantaged pupils exceed both national disadvantaged attainment and the strategy's national-all-pupils benchmark. The IDSR labels the comparison with national disadvantaged pupils **above (significant)**. The advantage over similar-school disadvantaged pupils is above but not significant.

RWM combined: 47% is below all three comparators. The IDSR identifies a below, non-significant comparison with similar schools. This is a material numerical shortfall, although the data do not establish a statistically significant difference.

Writing, mathematics and EGPS: each is numerically above national disadvantaged attainment but below national all pupils. None is identified as significantly above national disadvantaged attainment. Mathematics is almost at the similar-school disadvantaged average; writing is 5 points below it.

The 2026 school census records 55.64% FSM6 and 29.16% SEN support, both well above average. KS2 cohorts are described as high FSM and high SEN.

2. Trends and distribution of improvement

Disadvantaged expected standard	2024	2025	2026	2024-26 change
RWM combined	32%	48%	47%	+15 pp
Reading	53%	66%	79%	+26 pp
Writing	79%	68%	62%	-17 pp
Mathematics	66%	57%	68%	+2 pp
EGPS	76%	61%	62%	-14 pp

Reading: attainment rose by 13 points in both successive years. The IDSR-reported gap to national non-disadvantaged pupils narrowed from 27 points in 2024 to 15 in 2025 and 2 in 2026. This is consistent with the strategy's literacy emphasis, but does not identify which individual activity caused the improvement.

RWM: the 2025 recovery was sustained, with no further increase in 2026. The shortfall to similar-school disadvantaged pupils reduced from 21 points in 2024 to 7 in 2025 and remained 7 in 2026. The significant shortfall recorded in 2024 is no longer present.

Mathematics: 2026 recovered the 2025 dip. The similar-school shortfall reduced from 12 points to 1. **Writing:** attainment fell in both years, and its similar-school advantage changed from +14 points in 2024 to -5 in 2026. **EGPS:** results stabilised after the substantial 2025 fall.

Is whole-school improvement reaching disadvantaged pupils?

Expected standard	All pupils 2025	All pupils 2026	Disad. 2025	Disad. 2026
RWM combined	56%	68%	48%	47%
Reading	69%	88%	66%	79%
Writing	73%	77%	68%	62%
Mathematics	65%	80%	57%	68%
EGPS	68%	77%	61%	62%

3. Current progress and higher attainment

2026 disadvantaged progress only

Subject	School	National disad.	Similar schools disad.	IDSR interpretation
Reading	+1.2	-0.7	-1.5	Significantly above similar schools; national comparison non-significant.
Writing	+0.1	-0.5	-0.9	Numerically above both; no significant advantage identified.
Mathematics	-1.7	-0.9	-1.1	Numerically below both; differences non-significant.

Reading progress reinforces the attainment findings: disadvantaged pupils made significantly stronger progress than those in similar schools.

Higher standard / greater depth whole-school evidence

Measure - all pupils	2024	2025	2026	National 2026	Similar 2026
RWM combined	5%	11%	13%	9%	5%
Reading	10%	29%	38%	31%	22%
Writing	18%	11%	20%	13%	10%
Mathematics	23%	27%	28%	27%	21%

4. Phonics, MTC and attendance

Early reading and multiplication fluency

Measure - all pupils	2023 school / national	2024 school / national	2025 school / national
Year 1 phonics expected standard	72% / 79%	81% / 80%	81% / 80%
Year 4 MTC mean score / 25	20.2 / 20.2	20.0 / 20.6	20.9 / 21.0

FSM6 measure	2023/24 full year	2024/25 full year	2025/26 one term
School attendance	92.7%	91.9%	92.6%
National FSM6 attendance	92.0%	92.3%	92.4%
School persistent absence	23.8%	26.0%	25.2%
National FSM6 persistent absence	27.1%	24.9%	25.3%

5. Strategy evaluation and next steps

Priority	Evidence and action
1. Disadvantaged writing and combined RWM	Investigate the two-year writing decline. Identify pupils missing one or more RWM standards; use question-level and moderated writing evidence to target support.
2. Sustain reading gains	Maintain vocabulary, comprehension and access to texts. Evaluate participation and outcomes for pupils receiving additional support.
3. Mathematics progress	Retain targeted mathematics support despite the attainment recovery. Analyse arithmetic, reasoning and outcomes by prior attainment and SEND overlap.
4. Close evaluation gaps	Report disadvantaged higher attainment, phonics and MTC with both counts and percentages. Use consistent definitions of disadvantaged and pupil premium groups.
5. Attendance	Set interim milestones towards the above-96% aim and monitor persistent absence using comparable periods and pupil-level intervention records.

Overall conclusion

Leamington demonstrates strong positive outcomes for disadvantaged pupils in reading, supported by attainment, gap reduction and current progress evidence. Mathematics attainment has recovered to almost the similar-school disadvantaged average.