

Pupil Premium Strategy Statement – Bilston CE Primary School

This statement details our school's use of pupil premium (and recovery 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	457
Proportion (%) of pupil premium eligible pupils	48.8%
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)	2023-26 Updated 2024-25 Updated 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gary Gentle
Pupil premium lead	Jenny Booth
Governor / Trustee lead	Mark Bircher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337,845
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£337,845

Part A: Pupil premium strategy plan

Statement of intent

Bilston CE Primary School is situated in an inner-city area and, whilst pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage. The school deprivation indicator is within quintile 5, one of the highest indicators of social and economic deprivation. As a result, we have a much higher proportion of pupils eligible for the Pupil Premium Grant.

Over time, disadvantaged pupils have achieved well at Bilston CE Primary, making rapid progress, from low starting points and achieving largely in line with their non-disadvantaged peers. We have robust systems in place to ensure that academic progress and attainment are tracked and monitored for all disadvantaged pupils. Staff are challenged where pupils are not progressing and measures are put in place to support children where appropriate.

We are a nurturing school; our pupils feel happy and safe here and, as a result, learn well. Our pastoral team have an integral role in developing links with families and external agencies in order to support the wider well-being of our children.

Our intention is clear; we strive for all pupils, regardless of their socioeconomic background, to make good progress and achieve their full potential, this includes ensuring that our higher attainers also achieve in line with their ability. The focus of our Pupil Premium Strategy is to identify the challenges faced by our disadvantaged pupils and put in place necessary and appropriate actions to address them.

We use up to date research and data to evaluate our offer for disadvantaged pupils, comparing outcomes for our pupils to national and local data. We know the context of our school, our pupils and our local community well and we ensure that our decisions for spending are well informed, purposeful and effective in raising the attainment of eligible pupils. The Pupil Premium Strategy forms part of our whole school drive for improvement, linking coherently with other school improvement plans.

Historically, starting points for many of our children have been lower than the national expectations with Communication and Language, Literacy and Understanding the World being areas of particular concern. In addition to this, we are also seeing a much higher number of children with social, emotional and mental health needs, requiring pastoral care or additional family support. The number of children with complex special educational needs has also risen significantly.

We also recognise as a school that there are many children who are not currently eligible for Pupil Premium but who are vulnerable. The Pupil Premium and Pastoral Leads have worked closely together to identify these children and they will also be given priority when considering the spending of the Pupil Premium Grant to ensure that we fulfil our vision that 'no child gets left behind'.

As always, high-quality teaching is at the heart of our approach. Teachers are given lots of support and training to ensure that teaching is good, with all children given the best possible chance of succeeding through high quality first wave teaching, with effective adaptations to ensure that the curriculum is accessible to all. This is 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. It is our intention that through the actions identified in this strategy, that all of our pupils will benefit.

For those pupils where high quality first wave teaching isn't having the necessary impact, carefully chosen intervention strategies will be used to ensure rapid progress and the narrowing of gaps.

The challenges faced by our disadvantaged pupils are identified by robust diagnostic assessment. They are reflective of our current cohort and we, as a whole school community, understand and work together to address them.

Challenges

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

Challenge number	Detail of challenge
<p>1</p> <p><i>Linked to School Improvement Priority 5 - EYFS</i></p>	<p>Baseline assessments in EYFS show that our pupils start Reception with typically low starting points, often ‘well below’ national expectations.</p> <p>Trends in judgements show:</p> <ul style="list-style-type: none"> ➤ Poor language and communication skills ➤ Limited prior learning ➤ Lack of phonic awareness ➤ Poor numerical understanding <p>These are particularly prevalent for our disadvantaged pupils.</p>
<p>2</p> <p><i>Linked to School Improvement Priority 3 – Personal Development</i></p>	<p>Social, Emotional and Mental Health needs</p> <p>We have seen a rise in the number of children and families requiring additional support from our pastoral team. Many children are presenting with Social, Emotional and Mental Health needs, requiring additional support from external agencies. With lengthy waiting times for paediatric services, school support is imperative in supporting these pupils and their families.</p> <p>These needs are especially common amongst our disadvantaged pupils.</p>
<p>3</p> <p><i>Linked to School Improvement Priority 1 – Quality of Education and Priority 4 – Leadership and Management</i></p>	<p>Attainment gap between disadvantaged and non-disadvantaged pupils</p> <p>Data over time shows gaps narrowing in the majority of year groups although it still exists and therefore remains a priority with specific areas to monitor:</p> <p>Writing attainment for disadvantaged pupils</p> <p>When comparing disadvantaged pupils and not disadvantaged pupils, there remains an attainment gap that is most significant in Writing in all year groups. Narrowing the gap in Writing must remain high priority.</p> <p>Raising the outcomes of disadvantaged pupils in the Year 4 Multiplication Tables Check</p> <p>A 3 year trend shows that our pupils achieve a lower score than pupils nationally in the Year 4 Multiplication Tables Check. This is</p>

especially true for our disadvantaged pupils. Measures need to be put in place to address this to ensure that more of our pupils, especially disadvantaged pupils, have the necessary fluency in times tables.

Attainment for disadvantaged boys in Reading, Writing and Maths

Disadvantaged boys are our lowest performing group of pupils when compared to not disadvantaged boys and disadvantaged and not disadvantaged girls. Demonstrating both a gender and disadvantage gap.

	Boys		Girls	
	Disadvantaged	Not disadvantaged	Disadvantaged	Not disadvantaged
Reading	52%	68%	63%	77%
Writing	37%	49%	52%	73%
Maths	55%	73%	59%	78%

Number of disadvantaged boys meeting expected standard in Writing at the end of Key Stage Two.

KS2 data for 2025 was much more positive for all pupils, especially disadvantaged boys. This follows the five year trend that outcomes are improving for our disadvantaged pupils with the anomaly in that trend in 2024 data being more of a cohort specific issue. This said, we know that improving writing outcomes for our pupils is a whole school issue, we also know that writing outcomes are usually lower for our boys. Therefore it is logical to leave this as a challenge to ensure that measures are put in place to support our disadvantaged boys in writing to ensure that they can achieve in line with both their not disadvantaged and female peers.

Number of disadvantaged pupils working at Greater Depth in RWM

Again, 2025 data was much more positive for all pupils, with a significant increase in the number of disadvantaged pupils

	<p>working at Greater Depth, especially in Reading. This remains a priority for us as a school to ensure that all pupils who are capable of working at Greater Depth are given the opportunity to fulfil their potential. Priority within this strategy is for this to be the case for our disadvantaged pupils.</p>
<p>4</p> <p><i>Linked to School Improvement Priority 2 – Behaviour and Attitudes</i></p>	<p>Attendance gap</p> <p>Absence and persistent absence rates for disadvantaged pupils are strong compared to local and national data and overall attendance rates for our disadvantaged pupils are in line with local and national figures for all pupils.</p> <p>However, this is a result of strong school systems that challenge and support poor attendance. Attendance must remain high priority to ensure that this practice continues, focusing on those families who are persistently absent year on year.</p> <p>Our internal attendance figures show an attendance gap between our disadvantaged pupils and not disadvantaged pupils of:</p> <p>1.8% overall absence rate</p> <p>7.8% persistent absence rate</p> <p>We recognise that attendance is crucial in our drive to close the attainment gap between disadvantaged pupils and their non-disadvantaged peers.</p>

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><i>Linked to Challenge 1:</i></p> <p>Accelerated progress from baseline judgements for disadvantaged pupils in EYFS.</p>	<ul style="list-style-type: none"> • High quality EYFS provision rooted in the development of communication, language and literacy skills as well as a wealth of opportunities for children to develop in all areas of learning. • Robust phonics teaching through the RWI programme. Early Reading Lead to work alongside EYFS staff, providing effective

	<p>modelling and internal CPD and moving children on rapidly.</p> <ul style="list-style-type: none"> • Additional and appropriate support in place for disadvantaged children with additional needs. • A strong school/parent partnership in place to support children's learning beyond the classroom. • At least good progress for all children, especially disadvantaged pupils.
<p><i>Linked to Challenge 2:</i></p> <p>To continue to make pupil well being and mental health a priority.</p> <p>To improve practice in relation to well-being, anti-bullying and trauma informed practice, through ATTUNE project</p>	<p>Sustained high levels of wellbeing in 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • high engagement in the range of extra curricular activities available to children, including: • extra-curricular clubs (target of >60% of disadvantaged pupils attending an extra curricular club in 2025/26) • musical instrument tuition (target of >60% of disadvantaged pupils learning to play a musical instrument in 2025/26) • continued work with external agencies to strengthen our SEMH provision for pupils and families who need it, including the introduction of new interventions. • whole staff training linked to the Attune project – Attune accreditation. • high quality provision offered by our pastoral team, ensuring that children are happy and feel safe • All children will have the opportunity to attend 3 off site educational visits per year with part of the cost subsidised for disadvantaged pupils.

<p><i>Linked to Challenge 3 – Raising Attainment of disadvantaged pupils.</i></p> <p>Improved outcomes in Writing for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Pupil Progress meetings between staff from neighbouring year groups to discuss particular needs of a cohort to ensure that gaps in learning are filled promptly. • Regular monitoring of disadvantaged pupils in Writing. • CPD for staff to look at ways to raise attainment in Writing. • Ongoing review of curriculum to ensure that writing opportunities are fully embedded. • Effective use of tools such as Widgeit and colourful semantics to support younger and less able pupils with writing. • Accelerated progress for disadvantaged pupils • Narrowing attainment gap between disadvantaged pupils and their non-disadvantaged peers.
<p><i>Linked to Challenge 3 – Raising Attainment of disadvantaged pupils.</i></p> <p>Improved outcomes of disadvantaged pupils in the Year 4 Multiplication Tables Check</p>	<ul style="list-style-type: none"> • Regular opportunities for disadvantaged pupils to work on times table fluency. • TTRockstars used consistently in school and at home to increase pupils' fluency. • TTRockstars data will show good progress for disadvantaged pupils and identify next steps. • Our disadvantaged pupils will perform in line or better than local and national data in their Multiplication Tables Check.
<p><i>Linked to Challenge 3 – Raising Attainment of disadvantaged pupils.</i></p> <p>Attainment for disadvantaged boys in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> • Accelerated progress for disadvantaged boys in Reading, Writing and Maths • Evidence of adaptations to the curriculum to support the needs and interests of our disadvantaged boys. • Internal data will show narrowing attainment gaps between our disadvantaged and not disadvantaged boys as well as between our disadvantaged boys and girls. • Our disadvantaged boys will perform in line with national and local data in KS2 Reading, Writing and Maths.

<p><i>Linked to Challenge 3 – Raising Attainment of disadvantaged pupils.</i></p> <p>Number of disadvantaged boys meeting expected standard in Writing at the end of Key Stage Two.</p>	<ul style="list-style-type: none"> • Accelerated progress for disadvantaged boys in Writing. • CPD to support staff in raising attainment for disadvantaged boys in Writing. • Our disadvantaged boys will perform in line with national and local data in KS2 Writing. • The attainment gap between our disadvantaged and not disadvantaged boys will narrow in Writing.
<p>Increased percentage of KS2 pupils working at Greater Depth in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Accelerated progress for disadvantaged pupils • Narrowing GDS attainment gap between disadvantaged pupils and their non-disadvantaged peers. • A greater number of our pupils will achieve GDS in end of KS2 assessments, comparable to local and national data.
<p><i>Linked to Challenge 2:</i></p> <p>Improved attendance rates for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Persistent absence rate for disadvantaged pupils will decrease - persistence absence gap between disadvantaged and non-disadvantaged pupil will narrow. • Case studies of all disadvantaged pupils whose attendance falls below 95% to ensure that appropriate measures can be put in place to support before they fall into the category of 'persistently absent'. • Education Welfare Officer and Attendance Officer will work closely with parents to address issues with attendance. • Minibus/Out of school care provision offered to children where this would improve attendance.

Activity in this academic year

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: £151,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc Used as a systematic approach to teaching of early reading.</i>	RWI is a DfE validated systematic synthetic phonics programme. EEF Toolkit: <i>+5 months. 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i>	1,3
Senior Leaders mentoring role – supporting and modelling, raising standards in teaching/supporting less experienced staff.	EEF Pupil Premium guidance – <i>'Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child's attainment.'</i>	1,3
CPD for all teaching staff (including National Professional Qualifications NPQs)	EEF Pupil Premium guidance – <i>'Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child's attainment.'</i> Carefully chosen CPD will ensure that all staff are up to date with any changes in their curriculum area whilst also refreshing their	1,3

	ideas on teaching and learning. All CPD will be disseminated to other staff.	
Pupil Premium Lead to monitor and manage spending of the grant	According to the EEF 'Putting Evidence to Work – A School's Guide to Implementation' document, schools should develop a team of leaders to monitor and support areas of improvement throughout the school. Having a PP Lead, allows the large number of eligible pupils to be tracked and monitored with appropriate support allocated to those who need it. The PP Lead is responsible for identifying the impact of the allocation in raising attainment and requirements for future spending.	1,2,3,4
Smaller group sizes for Core subjects – use of third teachers and HLTAs	EEF Toolkit (+3 months) ' <i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i> '	1,3
Number Sense (Key Stage One)	EEF Toolkit: +6 months - Early Numeracy approaches	1,3
Number Sense Times Tables	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	3
Power Maths	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	3

Insight Assessment System	Enables staff and leaders to analyse real time data including attainment, progress, attendance and wider opportunities to monitor and address barriers to learning and support with diagnostic assessment.	1,2,3,4
---------------------------	--	---------

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

Budgeted cost: £118,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch On Reading	EEF Toolkit: +5 months - One:one tuition +6 months - Reading comprehension strategies	3
Fresh Start	EEF Toolkit: +5 months - One:one tuition +6 months - Reading comprehension strategies +4 months -Teaching Assistant led interventions	3
Power Maths interventions	EEF Toolkit: +4 months -Teaching Assistant led interventions	1,3
RWI 1:1	EEF Toolkit: +5 months - One:one tuition	1,3
SENDCo out of class	According to the EEF 'Putting Evidence to Work – A School's Guide to Implementation' document, schools should	1,2,3

	<p>develop a team of leaders to monitor and support areas of improvement throughout the school. Having a SENDCo out of class, enables her to work more closely with pupils identified as having Special Educational Needs, target setting with staff, working in small groups with pupils, offering support and guidance to staff, alongside professionals, in relation to the individual needs of pupils.</p> <p>62% of children currently on our SEND register are eligible for Pupil Premium.</p>	
<p>Speech and Language</p> <p>Full time Elkan trained teaching assistant to work with identified pupils.</p>	<p>EEF Toolkit</p> <p>+6 months – Communication and Language Approaches</p>	1,3
Lexia	<p>EEF Toolkit</p> <p>+6 months - Reading comprehension strategies</p>	1,3
Continuum	<p>EEF Toolkit</p> <p>+4 months – Teaching Assistant interventions</p>	3
White Rose	<p>+6 months - Early Numeracy approaches</p> <p>EEF Teaching and Learning Toolkit: +5 months</p> <p><i>'Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in</i></p>	1,3

	<i>contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.'</i>	
TTRockstars	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	3
Lego Therapy	EEF Toolkit: +4 months – Behavioural interventions	2

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

Budgeted cost: £156,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO/School Attendance Officer	EEF guidance for Using Pupil Premium funding effectively: <i>'You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.'</i>	4
Pastoral Manager and Pastoral Assistant – working with pupils and families. Building positive relationships, addressing needs for support, SEMH.	EEF Toolkit: +4 months - Parental engagement +4 months – Behavioural interventions +3 months – Social and Emotional Learning	2,4

Children's University	<p><i>'All children must be given the same opportunity and freedom of choice to actively shape their own learning beyond the classroom. By increasing the activities available to all children and removing any barriers they face, children will be encouraged to access and proactively engage in, their own learning journey beyond the classroom.</i></p> <p><i>Families and carers of the most socially excluded children must be able to access as much quality learning beyond the classroom as those families for whom there are fewer barriers.'</i></p> <p>The State of The Nation Evidence and impact of the importance of learning beyond the classroom in 2021, Published by the Children's University.</p>	2
Family Learning	EEF Toolkit: +4 months - Parental engagement	1,2,4
Outdoor Learning	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +3 months – Social and Emotional Learning	2
Extra-curricular clubs	EEF Toolkit +3 months – Extending school time +1 months – physical activity	2,4
Music school SLA - Music tuition for pupils in KS2	EEF Toolkit – Arts Participation +3 months.	2,4

	<i>'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i>	
School Visits/Residentials	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +3 months – Social and Emotional Learning +3 months – Extending school time	2,4
Art therapy	EEF toolkit: <i>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year.'</i> +4 months – Behavioural interventions +3 months – Social and Emotional Learning Arts Participation +3 months.	2

Total budgeted cost: £379,203

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Accelerated progress from baseline judgements for disadvantaged pupils in EYFS

Baseline judgements showed:

- Not disadvantaged pupils were outperforming disadvantaged pupils in all areas of learning with 21% of not disadvantaged compared to 14% of disadvantaged pupils meeting our on entry expectations. Attainment gap of 7%
- The most significant differences were in Communication and Language, Literacy and some strands of Understanding the World.

End of year judgements showed:

- Not disadvantaged pupils outperforming disadvantaged pupils in all areas of learning.
- Most significant gaps between disadvantaged and not disadvantaged learners in specific areas of learning (especially Word Reading and Writing)
- 68% of not disadvantaged learners achieved a Good Level of Development compared to 52% of disadvantaged learners.
- Disadvantage attainment gap = 16%

Whilst the attainment gap appears to have widened, it is worth noting the significant increase in the percentage of children working at age related expectations. It is also important to note that there was some mobility in this year group with 21 disadvantaged pupils in baseline data and 25 disadvantaged pupils in end of year data.

Progress data is positive for all children, with a significant proportion of disadvantaged pupils making accelerated progress from their starting points:

Progress Overview for Pupils in Year 1 – 2024-2025 Entry to 2024-2025 Summer Main Assessment



To continue to make pupil well being and mental health a priority, recovering from the long term effects of the Covid-19 pandemic on pupils and their families.

- Pupil well-being remains a priority in school with high quality and timely support and actions in place to support all pupils, quickly identifying pupils and families who need more specific support.
- We have a full time Pastoral Manager and SENDCO who regularly liaise with families and external agencies.
- A Strengthening Families worker is based in school on a weekly basis and we have support given to our pupils and families by charities such as Black Country Women's Aid and Barnardo's.
- Identified pupils have access to interventions such as Art Therapy and Lego Therapy.
- Due to the growing population of our school and the needs that this presents, a new pastoral assistant has been appointed from September 2025 to offer targeted support to pupils in school.

- In Autumn 2025, we welcomed an advisor from Poverty Proofing Services to conduct a review of our school practices to identify if we can do anything further to support our pupils and their families in terms of making our school offer accessible to all.
- We have joined the ATTUNE project, working closely with professionals from the Wolverhampton Educational Psychology service - ATTUNE aims to support schools and settings in Wolverhampton to develop and enhance their whole-school approach to trauma informed & attachment aware practice.
- 62% of disadvantaged children attended extra curricular clubs during academic year 2024/25
- 59/99 (60%) of children playing instruments in 2024/25 are disadvantaged.
- 38/60 (63%) of children with leadership roles are disadvantaged.

Parent Survey Autumn 2025

All parents of eligible pupils were invited to complete a parent questionnaire in Autumn term 2025. Of the 22 parents who completed the survey:

- 91% said that their children are happy at school (9% said that they didn't know)
- 95% said that their children felt safe at school (5% said that they didn't know)
- 64% said that they believe school has high expectations for their child (36% said that they didn't know)
- 100% of parents said that their children can access extra-curricular activities in school.
- 100% of parents said that they know that they can ask the school for support should they need it.
- 91% said that they would recommend the school to others (9% said that they didn't know)
- Most parents said that they didn't feel that there were any barriers to learning for their child, some cited not being familiar with the strategies used in school and therefore felt unable to support children with learning at home.

Pupil Survey Autumn 2025

A cross section of eligible pupils were invited to complete a pupil questionnaire in Autumn term 2025. Of the 30 pupils who completed the survey:

- 83% said that they are happy at school.
- 97% said that they felt that they were doing well in school.
- 90% said that they felt that teachers listen to them in school.
- 97% said that they have books at home.
- 93% said that they have resources at home to support home learning.
- 90% said that they have devices at home to access online home learning.
- 33% said that their adults help them with their home learning, 60% said that their adults sometimes help them with their home learning.
- 80% said they eat breakfast at home.

Improved outcomes for disadvantaged pupils at lower KS2 in Reading, Writing and Maths.

Narrowing attainment gap between disadvantaged pupils and their non-disadvantaged peers.

Year 3

Context

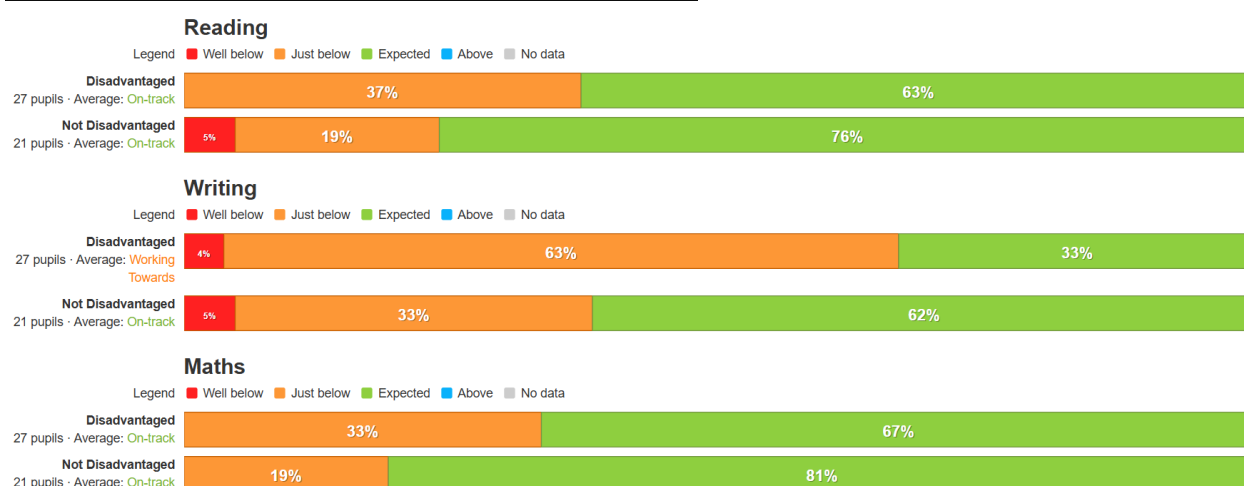
- 48.2% of pupils in Year 3 (24/25) are disadvantaged
- Absence rates for disadvantaged pupils in Year 3 are 5.4% and persistent absence 12.2% for 2024/25.
- 18 girls are disadvantaged compared to 23 boys.
- As a 90 pupil intake, this year group has been subject to significant mobility - 75.9% of pupils in Year 3 (2024/25) started with us in Reception.

	Spring 2024			Summer 2024			Autumn 2024			Spring 2025			Summer 2025		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Reading	56%	84%	-28%	69%	81%	-12%	51%	86%	-35%	62%	73%	-11%	57%	78%	-21%
Writing	42%	72%	-30%	47%	77%	-30%	43%	73%	-30%	32%	59%	-27%	27%	61%	-34%
Maths	64%	76%	-12%	63%	89%	-26%	65%	77%	-12%	54%	68%	-14%	59%	78%	-19%

The gap is variable between disadvantaged and not disadvantaged pupils over time, affected by mobility. The most significant gap is in Writing.

- 23 pupils have SEND, including 3 children with an EHCP. Of these pupils, 14 are disadvantaged including 2 children with an EHCP.

Below is attainment data for not SEND pupils.



Attainment gap between disadvantaged/not SEND and not disadvantaged/not SEND:

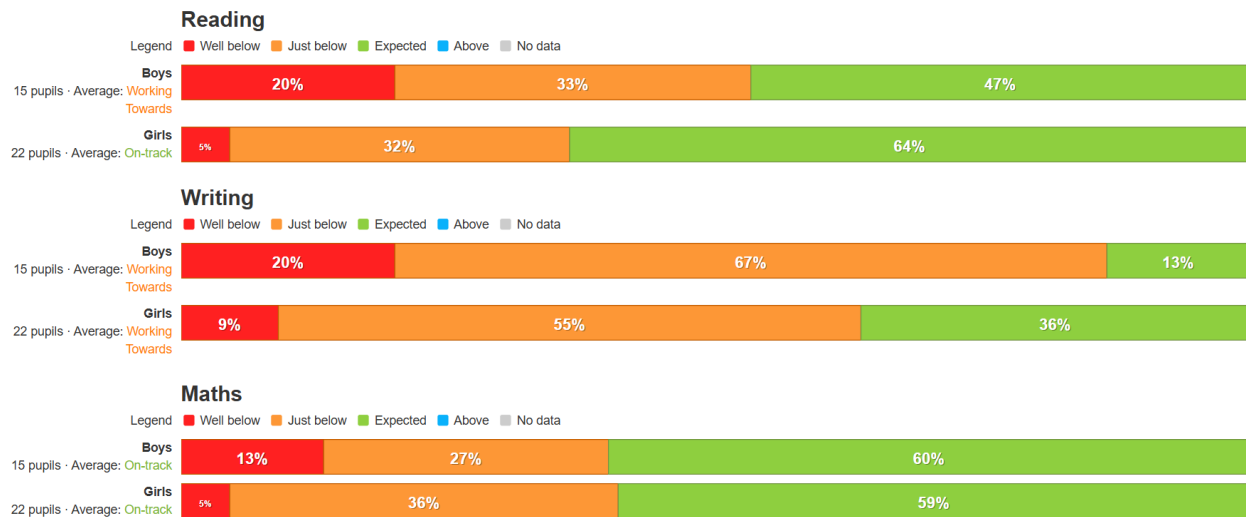
Reading – -13%

Writing – -29%

Maths – -14%

The attainment gap for writing continues to be the most significant.

Below is attainment data for disadvantaged pupils, grouped by gender:



Gender gap for disadvantaged pupils:

Reading – 17% (girls outperforming)

Writing – 26% (girls outperforming)

Maths – 1% (boys outperforming)

Writing remains an area of weakness for our disadvantaged pupils, especially for disadvantaged boys, in this cohort and therefore must remain a priority in next year's strategy.

Year 4

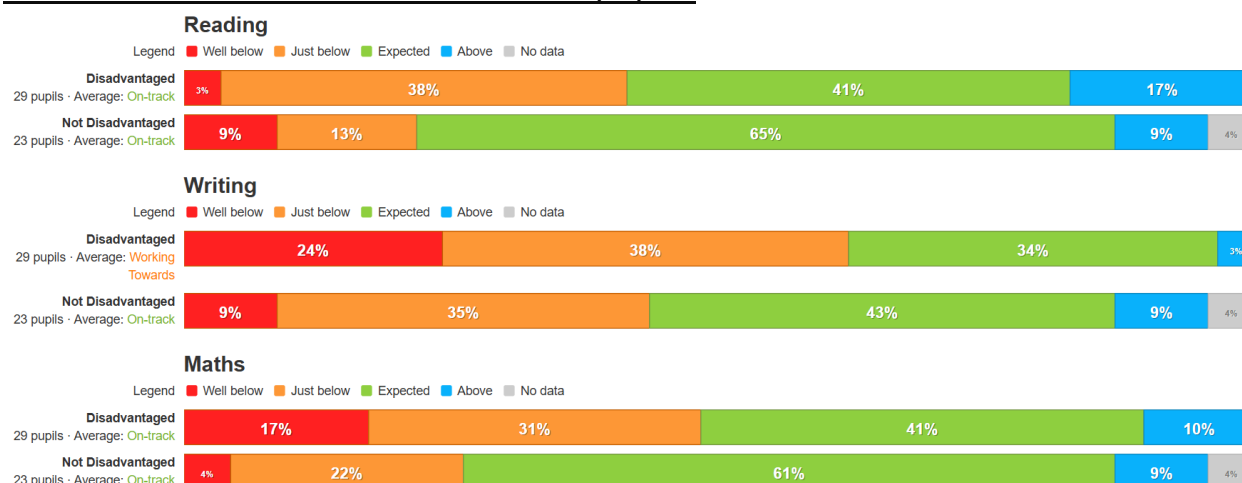
Context

- 61.7% of pupils in Year 4 (2024/25) are disadvantaged
- Absence rates for disadvantaged pupils in Year 4 are 4.5% and persistent absence 5.4% 2024/25.
- 15 boys are disadvantaged compared to 22 girls.
- 78.3% of pupils in Year 4 (2024/25) started with us in Reception.

	Spring 2024			Summer 2024			Autumn 2024			Spring 2025			Summer 2025		
	PP	xPP	Differen	PP	xPP	Differen	PP	xPP	Differen	PP	xPP	Differen	PP	xPP	Differen
Readi	63%	68%	-5%	72%	85%	-13%	62%	80%	-18%	48%	81%	-33%	48%	68%	-20%
Writin	44%	68%	-24%	56%	70%	-14%	44%	73%	-29%	43%	70%	-27%	33%	46%	-13%
Math	56%	74%	-18%	58%	75%	-17%	59%	83%	-24%	54%	85%	-31%	46%	68%	-22%

11 pupils have SEND, including one child with an EHCP. Of these pupils, 9 are disadvantaged, including the child with an EHCP.

Below is attainment data for not SEND pupils.



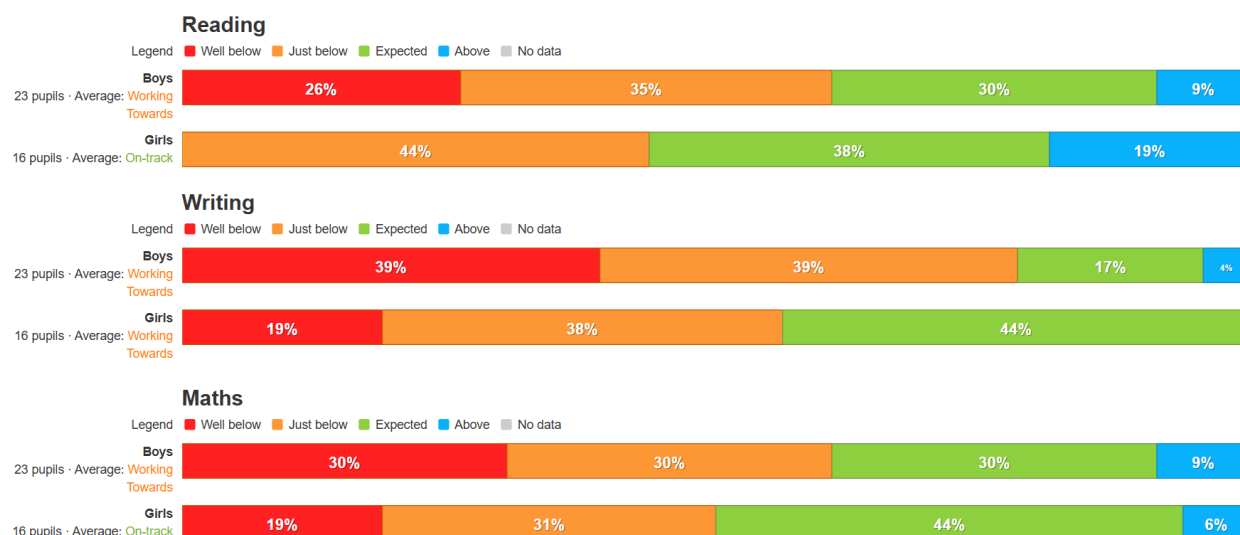
Attainment gap between disadvantaged/not SEND and not disadvantaged/not SEND:

Reading – -16% **8% more disadvantaged pupils are at Greater Depth than not disadvantaged.**

Writing – -15%

Maths – -19% **1% more disadvantaged pupils are at Greater Depth than not disadvantaged.**

Below is attainment data for disadvantaged pupils, grouped by gender:



Gender gap for disadvantaged pupils:

Reading – 18% (girls outperforming)

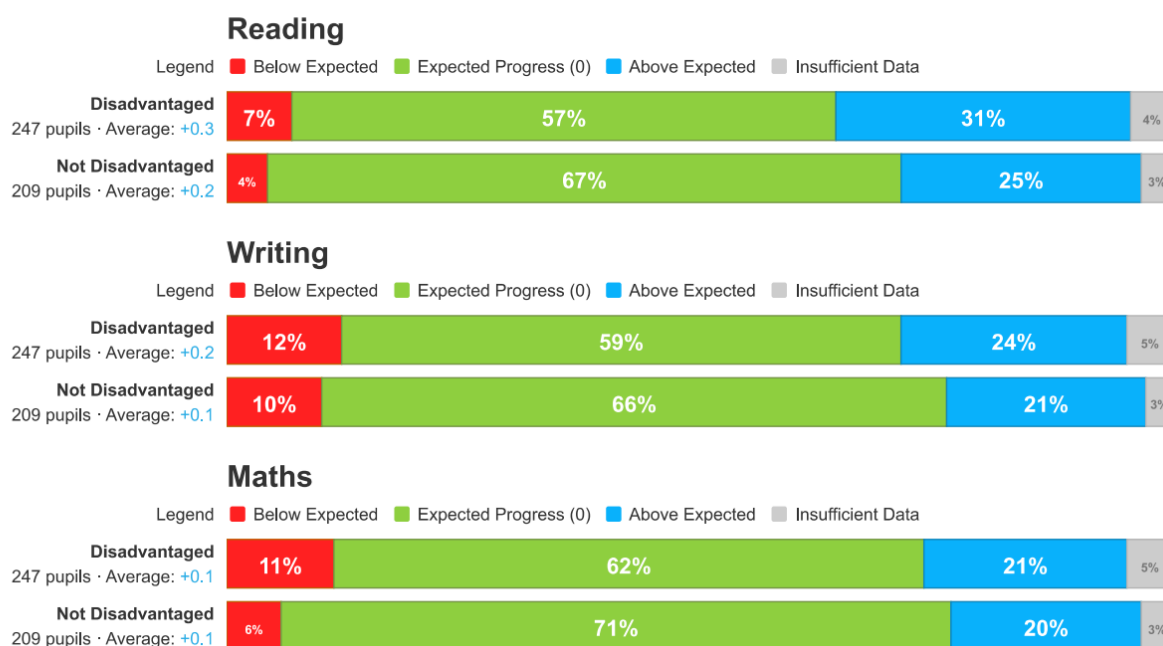
Writing – 23% (girls outperforming although 4% of boys working at Greater Depth)

Maths – 11% (girls outperforming although more boys working at Greater Depth)

Improved outcomes for all disadvantaged pupils

Progress Overview for Pupils (from 2024-2025) on roll as of 18/07/2025 – 2024-2025 Autumn to 2024-2025 Summer

Main Assessment

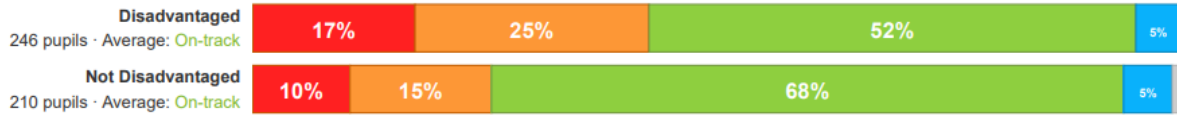


- Progress data for disadvantaged pupils is positive with more disadvantaged pupils making accelerated progress than not disadvantaged pupils.

Attainment Overview for All Pupils - 2024-2025 Summer - Main Assessment

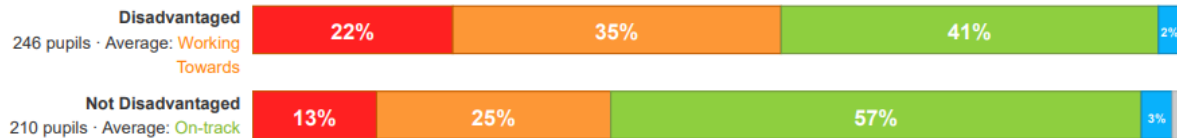
Reading

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



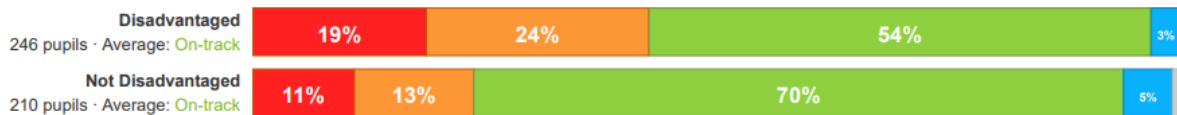
Writing

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



Maths

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



Not disadvantaged pupils are outperforming disadvantaged pupils in Reading, Writing and Maths with a disadvantage attainment gap of:

Reading – 16%

Writing – 17%

Maths - 18%

Phonics Screening

% pass rate (WA)	School FSM	LA FSM	National FSM	School not FSM	LA not FSM	National not FSM
Year 1	64.3%	71.1%	66.8%	83.9%	80.3%	83.4%
Year 2	50%	45.4%	43.8%	66.7%	53%	53.8%

In Year 1 (2024/25), 17 disadvantaged pupils have special educational needs, including 2 with EHCPs. Below is a comparison of Phonics data for not SEND pupils:

% pass rate (WA)	School FSM (not SEND)	LA FSM (not SEND)	National FSM (not SEND)	School not FSM (not SEND)	LA not FSM (not SEND)	National not FSM (not SEND)
Year 1	78.6%	82.9%	79.2%	95.8%	89.5%	90.2%
Year 2	75%	64.6%	64.3%	50%	68.3%	71.8%

End of Key Stage Two Results

Bilston Church of England Primary School (3024)

*Cohort Size

Indicator	FSM Eligible: FSM Eligible						Not FSM eligible					
	School (41)*		LA (1,944)*		NCER National (191,390)*		School (23)*		LA (1,859)*		NCER National (437,010)*	
	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap
Reading Exp+	70.7%	0.4pp	71.1%	7.5pp	63.2%	3.2pp	73.9%	10.5pp	81.2%	9.5pp	80.2%	
Maths Exp+	70.7%	3.5pp	67.2%	10.1pp	60.6%	7.6pp	78.3%	9.7pp	80.4%	9.2pp	79.9%	
GPS Exp+	63.4%	4.4pp	67.8%	3.6pp	59.8%	6.2pp	69.6%	16.3pp	79.7%	14.8pp	78.2%	
Writing TA EXS+	68.3%	0.9pp	67.4%	8.8pp	59.5%	5.6pp	73.9%	10.9pp	79.2%	9.5pp	77.8%	
Reading High SS	29.3%	2.3pp	27.0%	8.1pp	21.2%	1.1pp	30.4%	8.6pp	37.9%	9.2pp	38.5%	
Maths High SS	14.6%	2.7pp	17.3%	0.4pp	15.0%	15.8pp	30.4%	18.1pp	32.7%	16.5pp	31.1%	
GPS High SS	22.0%	3.9pp	25.9%	3.4pp	18.6%	8.4pp	30.4%	15.6pp	37.6%	12.2pp	34.2%	
Writing TA GDS	9.8%	1.3pp	11.1%	3.2pp	6.6%	1.1pp	8.7%	10.4pp	20.2%	5.7pp	15.5%	

- Our Key Stage Two results were positive with disadvantaged pupils outperforming National figures for disadvantaged pupils in Reading, Maths, GPS and Writing.
- A larger percentage of our disadvantaged pupils achieved a 'Greater Depth' judgement in Reading, Writing and GPS than nationally for disadvantaged pupils.
- Whilst our disadvantaged pupils didn't outperform not disadvantaged pupils, the attainment gap within our school data is less than 10% in all subjects except GDS Maths.
- More disadvantaged pupils achieved GDS in Writing than not disadvantaged pupils.

Improved outcomes for pupils resitting phonics screen in Year 2



Phonics Trend

2025 | FSM6

Etab. No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2023	2024	2025		'22 to '23	'23 to '24	'24 to '25
	NCER National	Cohort	51243	56,820	50,270 -6,550	46,640 -3,630		-	-	-
		WA	48.4%	52.8%	48.6% -4.2%	43.8% -4.8%		-	+2.2%	-0.9%
	Local Authority - Wolverhampton	Cohort	456	517	434 -83	416 -18		-	-	-
		WA	50.1%	55.7%	49.3% -6.4%	45.4% -3.9%		-	-	-
3024	Bilston Church of England Primary School	Cohort	10	13	10 -3	6 -4		-	-	-
		WA	52.3%	76.9%	30.0% -46.9%	50.0% +20.0%		-	-40.5%	+23.9%

- Of the 6 pupils who completed a phonics screen resit, 50% passed. This was a greater percentage than LA and National data for disadvantaged pupils.
- The 3 pupils who did not pass the resit, are also on the SEND register, their individual scores increased from the Year 1 screen but they did not meet the threshold mark.

Improved outcomes for disadvantaged boys in KS2 Writing.

The attainment gap between our disadvantaged and not disadvantaged boys will narrow in Writing.

All pupils:

Indicator	FSM Eligible: FSM Eligible						Not FSM eligible					
	School (41)*		LA (1,944)*		NCER National (191,390)*		School (23)*		LA (1,859)*		NCER National (437,010)*	
	Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value
Writing TA EXS+	68.3%	+0.9pp	67.4%	+8.8pp	59.5%	-5.6pp	73.9%	-10.9pp	79.2%	-9.5pp	77.8%	
Writing TA GDS	9.8%	-1.3pp	11.1%	+3.2pp	6.6%	+1.1pp	8.7%	-10.4pp	20.2%	-5.7pp	15.5%	

Boys 2025 data:

Indicator	FSM Eligible: FSM Eligible						Not FSM eligible					
	School (22)*		LA (996)*		NCER National (97,850)*		School (11)*		LA (995)*		NCER National (223,250)*	
	Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value
Writing TA EXS+	63.6%	+1.5pp	62.1%	+11.1pp	52.5%	+0.0pp	63.6%	-11.8pp	75.4%	-8.8pp	72.4%	
Writing TA GDS	13.6%	+5.2pp	8.4%	+8.7pp	4.9%	+13.6pp	0.0%	-3.4pp	17.0%	+1.4pp	12.2%	

Our disadvantaged boys outperformed LA and National figures for Writing at the expected standard and also at Greater depth. They also outperformed our not disadvantaged boys and not disadvantaged boys nationally.

Increased percentage of KS2 pupils working at Greater Depth in Reading, Writing and Maths.

A greater number of our pupils will achieve GDS in end of KS2 assessments, comparable to local and national data.

Bilston Church of England Primary School (3024)

*Cohort Size

Indicator	FSM Eligible: FSM Eligible						Not FSM eligible					
	School (41)*		LA (1,944)*		NCER National (191,390)*		School (23)*		LA (1,859)*		NCER National (437,010)*	
	Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value
Reading Exp+	70.7%	0.4pp	71.1%	7.5pp	63.2%	3.2pp	73.9%	10.5pp	81.2%	9.5pp	80.2%	
Maths Exp+	70.7%	3.5pp	67.2%	10.1pp	60.6%	7.6pp	78.3%	9.7pp	80.4%	9.2pp	79.9%	
GPS Exp+	63.4%	4.4pp	67.8%	3.6pp	59.8%	6.2pp	69.6%	16.3pp	79.7%	14.8pp	78.2%	
Writing TA EXS+	68.3%	0.9pp	67.4%	8.8pp	59.5%	5.6pp	73.9%	10.9pp	79.2%	9.5pp	77.8%	
Reading High SS	29.3%	2.3pp	27.0%	8.1pp	21.2%	1.1pp	30.4%	8.6pp	37.9%	9.2pp	38.5%	
Maths High SS	14.6%	2.7pp	17.3%	0.4pp	15.0%	15.8pp	30.4%	18.1pp	32.7%	16.5pp	31.1%	
GPS High SS	22.0%	3.9pp	25.9%	3.4pp	18.6%	8.4pp	30.4%	15.6pp	37.6%	12.2pp	34.2%	
Writing TA GDS	9.8%	1.3pp	11.1%	3.2pp	6.6%	1.1pp	8.7%	10.4pp	20.2%	5.7pp	15.5%	

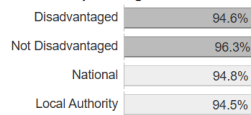
A larger percentage of our disadvantaged pupils achieved a 'Greater Depth' judgement in Reading, Writing and GPS than nationally for disadvantaged pupils. The percentage of pupils achieving GDS at KS2 has increased significantly from Summer 2024:

% of disadvantaged pupils achieving GDS	2024	2025
Reading	5.4%	29.3%
Writing	8.1%	9.8%
Maths	8.1%	14.6%
GPS	13.5%	22%

Improved attendance rates for disadvantaged pupils.

Summary of 456 Pupils

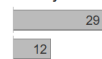
Attendance percentage



15-18 days missed



19+ days missed



Absences

- 4.6% overall absence
 - 3.6% authorised
 - 1.0% unauthorised
- 9.2% persistent absence
- 9 pupils unauthorised absent for 10+ days

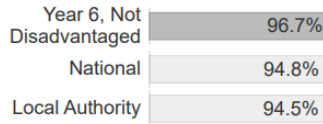
Absence Patterns

- 25 pupils have been repeatedly late or absent on the same day
- 169 pupils have been absent before or after a school holiday
- 17 pupils have recently worsened from previous good attendance
- 25 pupils have recently improved from previous poor attendance

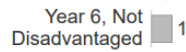
DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 39 pupils previously met the threshold between 01/09/2024 and 19/07/2025



15-18 days missed



19+ days missed



previous good attendance

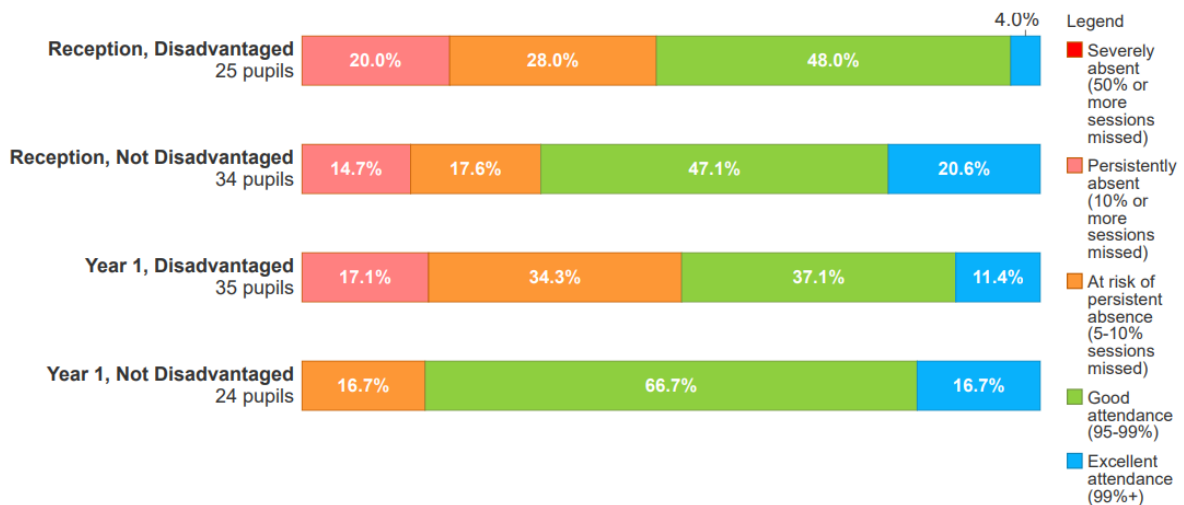
- 25 pupils have recently improved from previous poor attendance

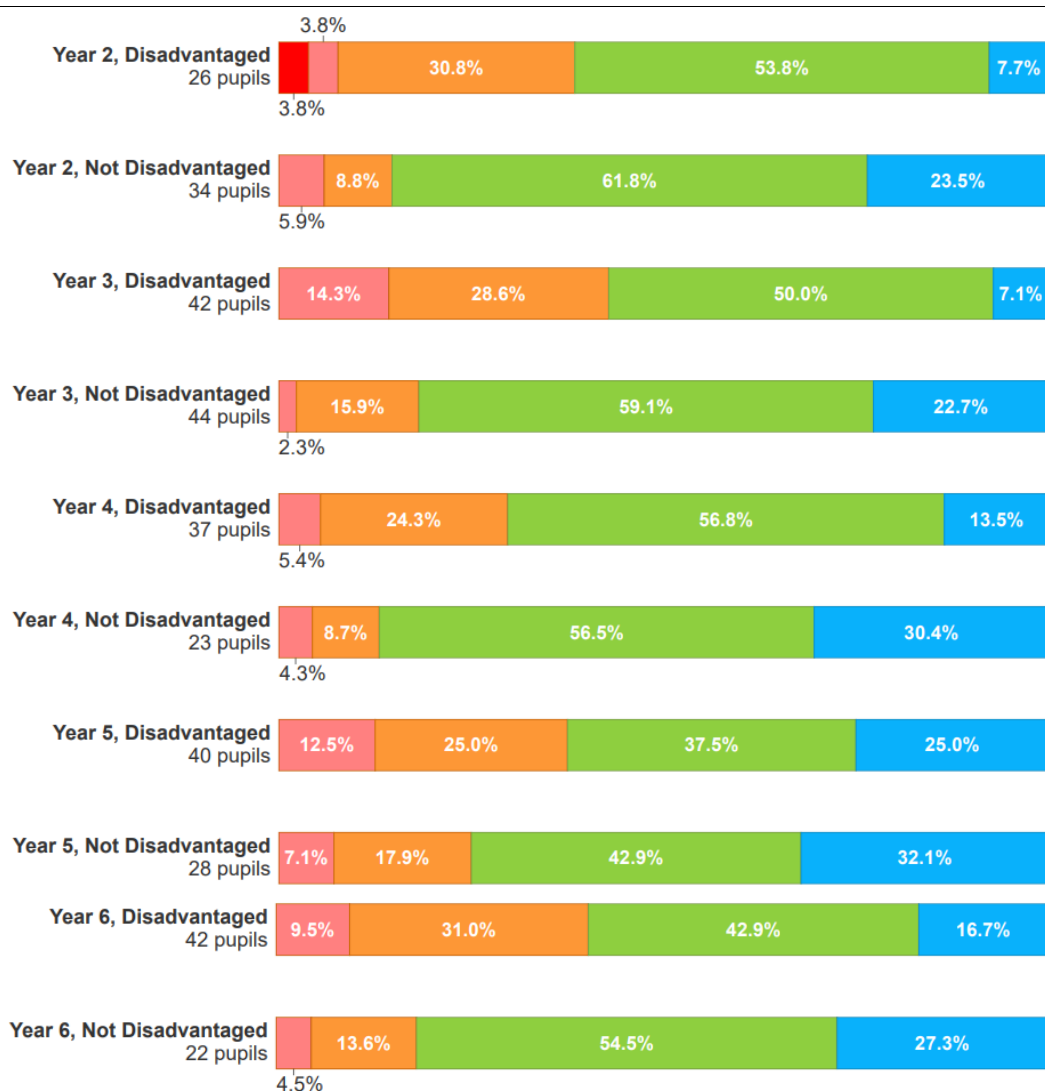
DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 39 pupils previously met the threshold between 01/09/2024 and 19/07/2025

Attendance Ranges





Attendance compared to LA and National attendance for disadvantaged pupils:

LA and National data taken from [Pupil attendance since week commencing 09 September 2024 by FSM - Academic year 2024 - 2025, Data set from Pupil attendance in schools - Explore education statistics - GOV.UK](#)

	School FSM	LA FSM	National FSM
Overall attendance	94.6%	92.9%	89.4%
Absence rate	4.6%	7.07%	10.6%
Persistent absence	9.2%	22.26%	32.96%

- Our attendance data for disadvantaged pupils is strong in comparison to LA and National data for disadvantaged pupils.
- When comparing disadvantaged pupil attendance to all pupils nationally and within the LA, we also perform well.

	School FSM	LA All pupils	National All pupils
Overall attendance	94.6%	94.5%	94.8%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Power Maths	Pearson
RWI	Ruth Miskin
Pathways to Write	The Literacy Company
Lexia	Lexia Learning
Freshstart	Ruth Miskin
TTRockstars	Maths Circle Ltd.
Espresso	Discovery Education
Literacy Shed	Literacy Shed
White Rose Maths	White Rose Maths
Collins Online Subscription – Snap Science	Collins
Oxford Owl	Oxford University Press
Teach Right tuition	Teach Right
Hamilton Trust	Hamilton
Twinkl	Twinkl

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

2 pupils eligible for Service Pupil Premium:

Pupil 1:

- Working at Age Related Expectations in all subjects.
- Musical instrument tuition
- Extra curricular clubs
- Attendance 96.3% (2024/25)

Pupil 2:

- Attendance 92.5% (2024/25) holiday taken during term time.
- Pastoral support – SEMH
- Extra curricular clubs
- Met end of year expectations in all subjects, working towards in English
- RWI interventions

The impact of that spending on service pupil premium eligible pupils

- Good progress for both children.
- Pastoral support for families and children.
- Good attendance (lower attendance for one child due to holiday taken when service parent was available.)