



Lapal Primary School

Impact of Pupil premium – July 2025

Summer 2 2025 Data

Pupils Making Expected Progress							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
EYFS	3	100%	100%	100%	100%	67%	98%
1	3	67%	93%	100%	89%	100%	96%
2	7	86%	94%	71%	85%	100%	98%
3	6	83%	74%	67%	76%	83%	93%
4	6	33%	90%	33%	71%	33%	93%
5	4	50%	88%	75%	73%	75%	83%
6	11	91%	86%	91%	88%	91%	96%

Pupils Reaching Expected Standard (ARE)							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
EYFS	3	67%	83%	67%	83%	67%	88%
1	3	0%	91%	33%	85%	33%	93%
2	7	86%	91%	57%	77%	86%	91%
3	6	83%	80%	67%	81%	83%	91%
4	6	33%	90%	33%	85%	33%	95%
5	4	25%	88%	50%	78%	50%	83%

Intended Outcomes	Actions/Impact																																																																													
<ul style="list-style-type: none"> Attainment in Reading outcomes improved. 	<p>Pupils achieving the expected standard (1.6) or higher by the end of year: 3 Terms Progress is Expected</p> <table border="1" data-bbox="488 320 1482 580"> <thead> <tr> <th colspan="3">Year 1</th> </tr> <tr> <th>Child</th> <th>Reading</th> <th>PSC Score</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>1.6</td> <td>38</td> </tr> <tr> <td>Child B</td> <td>1.6</td> <td>35</td> </tr> <tr> <td>Child C</td> <td>1.5</td> <td>34</td> </tr> <tr> <td>Child D</td> <td>1.3</td> <td>5</td> </tr> <tr> <td>Child E</td> <td>1.5</td> <td>17</td> </tr> </tbody> </table> <table border="1" data-bbox="488 636 1482 857"> <thead> <tr> <th colspan="4">Year 2</th> </tr> <tr> <th>Child</th> <th>Reading</th> <th>Reading progress since 23/24</th> <th>PSC Score</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>2.2</td> <td>3 ½ terms</td> <td>33</td> </tr> <tr> <td>Child B</td> <td>2.6</td> <td>3 and ½ terms</td> <td>34</td> </tr> <tr> <td>Child C</td> <td>2.6</td> <td>4 terms</td> <td>24</td> </tr> </tbody> </table> <table border="1" data-bbox="488 896 1482 1155"> <thead> <tr> <th colspan="3">Year 3</th> </tr> <tr> <th>Child</th> <th>Reading</th> <th>Reading progress since 23/24</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>3.2</td> <td>3 ½ terms</td> </tr> <tr> <td>Child B</td> <td>3.5</td> <td>2 ½ terms</td> </tr> <tr> <td>Child C</td> <td>3.5</td> <td>2 ½ terms</td> </tr> <tr> <td>Child D</td> <td>3.6</td> <td>3 terms</td> </tr> </tbody> </table> <table border="1" data-bbox="488 1193 1482 1447"> <thead> <tr> <th colspan="3">Year 5</th> </tr> <tr> <th>Child</th> <th>Reading</th> <th>Reading progress since 23/24</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>5.7</td> <td>3 terms</td> </tr> <tr> <td>Child B</td> <td>4.4</td> <td>2 terms</td> </tr> <tr> <td>Child C</td> <td>5.1</td> <td>5 terms</td> </tr> <tr> <td>Child D</td> <td>5.6</td> <td>6 terms</td> </tr> </tbody> </table>	Year 1			Child	Reading	PSC Score	Child A	1.6	38	Child B	1.6	35	Child C	1.5	34	Child D	1.3	5	Child E	1.5	17	Year 2				Child	Reading	Reading progress since 23/24	PSC Score	Child A	2.2	3 ½ terms	33	Child B	2.6	3 and ½ terms	34	Child C	2.6	4 terms	24	Year 3			Child	Reading	Reading progress since 23/24	Child A	3.2	3 ½ terms	Child B	3.5	2 ½ terms	Child C	3.5	2 ½ terms	Child D	3.6	3 terms	Year 5			Child	Reading	Reading progress since 23/24	Child A	5.7	3 terms	Child B	4.4	2 terms	Child C	5.1	5 terms	Child D	5.6	6 terms
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- Attainment in Writing outcomes improved.

Pupils achieving the expected standard (≥ 6) or higher by the end of year:
 3 Terms Progress is Expected

Year 2		
Child	Writing	Writing progress since 23/24
Child A	1.5	3 ½ terms
Child B	1.6	3 ½ terms
Child C	2.6	4 terms

Year 3		
Child	Writing	Writing progress since 23/24
Child A	3.2	2 terms
Child B	3.6	4 terms
Child C	3.6	3 terms
Child D	3.6	3 terms

Year 5		
Child	Writing	Writing progress since 23/24
Child A	5.7	3 terms
Child B	5.4	3 terms
Child C	4.1	3 1/2 terms
Child D	5.6	3 terms
Child E	5.6	3 terms
Child F	5.2	2 terms

▪ Attainment in Maths outcomes improved.

Pupils achieving the expected standard (≥ 6) or higher by the end of year:
 3 Terms Progress is Expected

Year 2		
Child	Maths	Writing progress since 23/24
Child A	2.4	3 terms
Child B	2.6	3 terms
Child C	2.3	2 and 1/2 terms

Year 3		
Child	Maths	Writing progress since 23/24
Child A	3.3	2 terms
Child B	3.6	3 terms
Child C	3.4	2 ½ terms
Child D	3.6	3 terms
Child E	3.4	2 terms

Year 5		
Child	Maths	Writing progress since 23/24
Child A	5.7	3 terms
Child B	4.3	1 ½ terms
Child C	4.4	2 terms
Child D	5.7	3 1/2 terms
Child E	4.4	3 terms
Child F	5.5	5 terms

Outcomes in Times Tables:

Times Tables results from Year 4 MTC show 3 out of 7 children achieving a score of 20+ with 2 children out of 7 achieving full marks.

Year 4	
Child	MTC Score
Child A	25
Child B	5
Child C	25
Child D	19
Child E	6
Child F	23

Speech and language:

WELLCOM intervention quickly closed gaps for all PP children, who are now at the expected standard

Mental Health & Well-being:

Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain pupils. These challenges particularly affect our disadvantaged pupils, impacting on their attainment. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium. The outcome of pupil and parent questionnaires also indicate that some children show signs of anxiety in school.

All EYFS and KS1 children have taken part in forest school sessions for at least half a term, with some Year 1 children who are also SEND, taking part for a term.

ELSA (Emotional Literacy Support Assistant) support has been targeted to support individual pupils where the need was greatest.

Attendance for disadvantaged pupils will be

better than or similar to that of peers.

	Overall Attendance %
Pupil Premium	94.5% (.5% increase from last year) Whole school attendance ranked 2 nd out of 78 Dudley Schools. In decile 1 (top 10%) of national schools.
Non-Pupil Premium	96.5% (.5% increase from last year) Pupil Premium attendance ranked 2 nd out of 78 Dudley Schools In decile 1 (top 20%) of national schools.

- Letters sent to parents.
- Phone calls to parents
- Attendance meetings held with Head of School and school nurse if attendance is linked to medical.
- Support plan put in place for families where appropriate.
- Support with transport via school minibus (when appropriate)