

Pupil premium strategy statement

2024-27



This statement details our school's planned use of pupil premium (and recovery premium funding) for the 2026-2027 academic year.

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	Lent Rise School
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers	2024-2027
Date this statement was first published	September 2025
Date on which it was last reviewed	July 2026
Date on which it will be reviewed next	July 2027
Statement authorised by	Jill Watson
Pupil premium lead	Sarah Boxall
Governor / Trustee lead	Pauleen Muldoon

Funding overview for 2026-27

Detail	Amount
Pupil premium funding allocation this academic year	£100,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year (2026-27) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,750

Part A: Pupil premium strategy plan

Statement of intent

At Lent Rise School, we intend to reduce the barriers to learning for children eligible for pupil premium and recognise how these barriers may factor into many aspects of their lives, impacting on their cultural capital. We recognise that not all strategies and interventions put in place suit every child; we tailor this approach and aim to consider this within planning with our **Learn, Reach, Shine** values at the forefront of our minds.

Using EEF's recommended '*Three Tier Approach*', we draw on recommended strategies to improve teaching, provide targeted support to access the curriculum and beyond.

Our aim is to prevent the widening of age-related attainment gaps between pupil premium and non-pupil premium children. We also strive to support and nurture children's health and wellbeing, enhancing opportunities and providing equal opportunities for all.

Attendance and punctuality are key in extending knowledge; we aim to ensure that these children arrive to school on time. We will do this through:

- Assessing and reviewing regularly through formative, summative and adaptive teaching opportunities
- Providing access to supplies for disadvantaged children through breakfast and after-school provision
- Offering support of payment for activities, educational opportunities and residential visits.

We recognise that there are barriers to learning, whether that be due to cultural capital, individual needs or attendance. The key challenges to achievement that we have identified amongst our disadvantaged pupils are:

- Poor oral language skills due to use of technology and lack of reading being completed within the home environment
- Late arrivals due to lack of breakfast and routine leading to emotional needs
- Low attendance rates
- Parental engagement
- Emotional and attachment needs and increased anxiety
- Attainment gaps

We recognise that there are still opportunities to be developed. At Lent Rise School, our aim is to:

- *Continue to develop children's cultural capital*
- *Build on our knowledge of Voice21*
- *Develop our enrichment offering even further*
- *Developing assessment across foundation subjects to ensure all pupils make at least good progress*

Challenges

These are the key challenges to achievement that we have identified amongst our disadvantaged pupils and the systems we have put in place to reduce these barriers:

Challenge number	Detail of challenge
1	<u>Underdeveloped oral language skills and vocabulary due to less talk, increased use of technology changing reading habits outside of school.</u> As a Voice21 school, we have developed our curriculum to enhance the language, oral, social and communicative skills for our pupils. We factor in this way of learning across the curriculum in many ways, ranging from drama activities, debates, chatty buddy sessions and tailored teacher questioning.
2	<u>Late arrivals due to lack of breakfast and routine leading to emotional needs</u> Whilst we recognise that there are occasions when late arrivals cannot be helped, we ensure that the wellbeing of pupil premium is paramount. Staff have positive relationships with their pupils and often begin asking children how they are in a morning. Those children presenting as emotional are identified and wellbeing time is given, whether that is with the teacher, a teaching assistant or a member of the wider SLT team. We also factor in the child's individual needs and whether they would be suitable for ELSA sessions.
3	<u>Low attendance rates</u> Recognising that illnesses are common, we have a dedicated wellbeing officer, who tracks attendance and works closely with pupils and their families daily. Our pupil premium lead, Sarah Boxall and our wellbeing officer, Hannah Slade, track and analyse the data for pupil premium children per half term, working closely with families to try and narrow the gaps. Rachael Small also holds weekly attendance assemblies and praises the attendance of classes across the school.
4	<u>Parental engagement</u> We believe that working closely with families is beneficial for the child and encourages their educational journey. To develop relationships and an understanding of what is being caught across our curriculum, we hold termly parental consultation meetings with teachers, discussing termly reports and targets for children moving forward. Staff engage with parents, including those who cannot attend, offering alternative sessions elsewhere. To narrow the gap between children with SEND eligible for pupil premium and those who are not, the parents of these children engage with our SENDCO, Rob Jenkins through 'coffee mornings'. We also invite parents to attend curriculum evenings – a chance for pupils to show what they have been learning.

5	<u>Emotional and attachment needs and increased anxiety/behavioural issues due to COVID</u> Our Learn, Reach, Shine ethos and consideration of children's wellbeing in shaping them into who they are, we have a dedicated ELSA, play therapist and wellbeing officer, who spend time with identified pupil premium children and work with their emotional and attachment needs. We also have newly introduced therapy guinea pigs to offer alternative therapy strategies, developing pupil premium children's cultural capital and awareness of the link to real-life and contexts outside of the school environment.
6	<u>Attainment gaps</u> At Lent Rise School, our Pupil Premium lead tracks and analyses data for Reading, Writing and Mathematics every half term, sharing findings with teaching staff, wider SLT and governors, identifying key focus pupils for each teacher to provide a focus moving into the new term. With the intention of developing the knowledge and acquisition of skills of our 'more able' pupil premium children in particular, we regularly give verbal feedback and ensure they make the same amount of progress compared to their peers through: school-led tutoring, dedicated reading time with our Accelerated Reader Champion, Kirsty Akehurst, pre-teaching opportunities and spending time during assemblies working on key areas.
7	<u>Development of Cultural Capital</u> Our developed curriculum at Lent Rise fosters children's cultural capital; we value its importance in shaping children who they are and who they are yet to be. Our enrichment afternoons allow children to socialise and communicate with different staff and pupils across the school, experiencing new learning opportunities, therefore developing new skills. Furthermore, offering support of payment for educational visits ensures that disadvantaged children can experience the same opportunities as their peers, developing their cultural capital. In developing their cultural capital, our Cultural Capital Lead, Keeley Vessey and Deputy Head and DSL, Rachael Small, run a weekly 'life skills' club, open to children in UKS2 eligible for pupil premium. Our aim is to expose children to skills needed in later life. Through a rich and bespoke system of developing these skills, children will promote our Learn, Reach, Shine values through kindness, consideration and tolerance for others' views. Their language, and acquisition of language, will be rich and relatable to subjects discussed. The impact of school-led tutoring, pre-teaching opportunities and dedicated reading time will enable children to further their understanding of what has been taught, both prior and new skills, revisiting prior and new concepts, enabling the knowledge to 'stick'. Our children will develop their cultural capital and make relative progress in correlation to their non-pupil premium peers.

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
Reading for pleasure books and a development of oracy across the school through a new programme. Reading for pleasure to be thoroughly embedded throughout the curriculum, with a range of high-quality resources/books available. To embed oracy across the curriculum school through a new programme (Voice 21) – Completion of Phase 1 and beginning phase 2. Introduction of Bucks Oracy liaison group.	Children to enjoy reading which will be reflected via the use of Accelerated Reader Through teacher feedback and pupil surveys it will show children are communicating more clearly, demonstrating and increasing their understanding during lesson time. Lessons clearly adapted for individual pupils and scaffolded accordingly with increased progress evident in all subject areas, closing the attainment gap.
Breakfast club and fruit to be offered to all children where necessary. Resources to be provided and emotional needs to be assessed by class teachers prior to lessons.	Children feel safe at school as teachers are aware of their situation. Breakfast to fuel concentration at the beginning of the day.
All children to demonstrate an interest in their learning which can be measured through observations and pupil voice.	Outstanding teaching in all classes across the school as observed by Schools Improvement Advisor Progress and attainment will increase.
Overall attendance and late arrivals to improve through check ins from teachers. Children to be contacted after 2 days of absence with a follow up phone call. Parents to be contacted if lateness continues more than a 2-day period. Half termly attendance tracking by Pupil Premium and Wellbeing Officer.	Our system of tracking late arrivals and well-being focus will enable children to feel safe, a sense of belonging and empowered to learn. The impact of monitoring attendance and working closely with families across all areas of the curriculum will further develop parental engagement and children will feel inspired to be in school.
Parents to attend parents' evenings and to approach the school where required.	Follow ups for parents who have not booked appointments for the teacher parent evenings. Regular contact from the school to ensure needs are met. Stronger links with parents.
Children to happily engaged in learning	Increase well-being for pupils. Children's engagement in all curriculum areas and experiences.

Attainment gaps to be narrowed using interventions by teachers and teaching assistants.	Enhanced monitoring of intervention impact to ensure misconceptions are identified and are re taught effectively.
Pupils experience a wide range of extra-curricular activities to promote character education and personal development.	Access to and participation in a wide range of extra curriculum experiences to broaden opportunities. Children develop new skills, encouraging an increase in self-confidence / self-esteem and promoting a higher sense of connection to the school and to their learning

Activity in the academic year 2025-26

This details how we spent our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £30,060

Activity	Evidence that supports this approach. EEF Metacognition and Recognition:	Challenge number(s) addressed
Teaching assistant staff meetings and training	Training to be focused on upskilling new and existing staff to ensure that needs are met for all children across the school. CPD – externally and internally – specific to SEND and disadvantaged pupil needs. Developing confidence in teaching and questioning to enable and support pupils. Communication to be clear between both teachers and teaching assistants to maintain progress and support for all disadvantaged children. Audits will evidence impact.	2 ,5, 6
Whole Staff Monitoring	At least twice weekly monitoring of interventions and support staff to reduce any variation in teaching and increase impact on learning	2 ,5, 6
Whole Staff Training	Upskilling staff with training on how to support pupils through differentiation and feedback will support strategies for engagement in learning and enable greater access to the curriculum for all pupils, with a focus on those vulnerable pupils identified.	2,5,6
Whole school Oracy programme	Training for staff across to school to support with speaking and listening skills. Misconceptions to be easier to identify as children will be able to explain and articulate themselves accurately. Further development of the curriculum, with clearer differentiation and scaffolding enabling staff to cater for a broader range of needs.	1,6
Continuous Provision Development	Embedding continuous provision in Y1 to ensure the curriculum meets the needs of the pupils. This involves planning, environment and training.	1,5,6

Targeted academic support

Budgeted cost: £22,060

Activity	Evidence that supports this approach EEF Metacognition and Recognition:	Challenge number(s) addressed
1-1 Support	One to one and small group opportunities are provided with a focus on Reading, English and Maths, pupils new to the UK as well as EAL pupils.	5,6
Structured interventions	Reading for pleasure to teachers in the classroom to be included in these boosters	5, 6

Wider strategies

Budgeted cost: £48,630

Activity	Evidence that supports this approach EEF Social and Emotional Learning Strategies and Metacognition:	Challenge number(s) addressed
Preparing children for learning	Children access a healthy breakfast and social activity at the beginning of the day to enable them to be ready to learn.	2
Nurture group	Children to access small group to be led by two trained teachers to support wellbeing across a wide range of children. A calm, safe space for children to share any problems they may be facing at school or home.	2, 5
Monitoring of parental engagement	Disadvantaged parents to be contacted if they have not booked a slot for parents evening. They will be encouraged to do so. Teaching Team led parenting support groups Lateness to be addressed to assess the needs of parents and ensure the children are in school on time.	1, 3, 4 6
Behaviour for Learning Support	Phase leaders and SLT provide weekly monitoring and target setting across the school.	1,2,3,4,5,6
ELSA support	Weekly support enables greater access to the curriculum for identified pupils	3,5,6
Access to wider curriculum	All pupils can access visits and enrichment activities. One to one or small group music lesson opportunities A vast array of enrichment activities are provided after school by the teaching team. e.g. music, football, deep dive, art and craft, choir, Development of grasshoppers provision	1
Uniform	Uniform support is provided to enhance inclusion and attendance	3

Transport	Emergency transport providing continued education benefit for pupils and community services	3
Play Therapy	Pupils are supported with specific targeted support when working alongside parents.	6

Total budgeted cost: £111,600

Part B: Review of outcomes for year 2025-26

Intended outcome	Success criteria	Impact Review July 2026
Reading for pleasure books and development of oracy across the school through a new programme. Reading for pleasure to be thoroughly embedded throughout the curriculum, with a range of high-quality resources/books available. To embed oracy across the curriculum school through a new programme (Voice 21) – Completion of Phase 1 and beginning phase 2. Introduction of Bucks Oracy liaison group.	Children to enjoy reading which will be reflected via the use of Accelerated Reader Through teacher feedback and pupil surveys it will show children are communicating more clearly, demonstrating and increasing their understanding during lesson time. Lessons clearly adapted for individual pupils and scaffolded accordingly with increased progress evident in all subject areas, closing the attainment gap.	Reading outcomes for Pupil Premium pupils improved as a result of targeted phonics intervention, reading support and increased opportunities to engage with reading for pleasure. 71% of Pupil Premium pupils achieved the expected standard in the Phonics Screening Check. Accelerated Reader data demonstrated positive engagement with reading, with the number of pupils requiring urgent intervention reducing from 7 to 4 and the number working at or above their expected reading level increasing from 17 to 19. Pupils also reported increased confidence in reading and greater motivation to challenge themselves through Accelerated Reader. Internal assessment data demonstrated strong progress across the majority of year groups. In Year 1, 100% of assessed Pupil Premium pupils made above expected progress in reading. In Year 3, 100% made expected or better progress, with 50% making above expected progress. Similarly, 93.4% of pupils in Year 4 and 90% of pupils in Year 5 made expected or better progress. Teacher assessment data also showed increasing numbers of pupils working at age-related expectations across several cohorts. The continued implementation of Voice21 improved pupils' confidence, participation and ability to articulate their thinking. External feedback identified strong use of talk tactics across the curriculum, while learning walks and pupil voice evidenced increased confidence when discussing texts and contributing to lessons. One pupil commented, <i>"Oracy is in every lesson. We couldn't learn without it."</i> Pupil voice also reflected increasingly positive attitudes towards reading. One pupil explained, <i>"Accelerated Reader has helped me become more confident with reading. I enjoy moving up my ZPD and working towards my reading target because it motivates me to read more."</i> Overall, disadvantaged pupils made strong progress in reading, developed greater confidence as readers and communicators, and engaged positively with reading for pleasure.
Breakfast club and fruit to be offered to all children where necessary. Resources to be provided and emotional needs to be assessed by class teachers prior to lessons.	Children feel safe at school as teachers are aware of their situation. Breakfast to fuel concentration at the beginning of the day.	Breakfast Club continued to provide a positive start to the day for disadvantaged pupils, with 24 of the 35 available places allocated to disadvantaged pupils free of charge. This ensured that pupils had access to a nutritious breakfast, arrived punctually and were ready to engage with learning. Attendance and punctuality improved for targeted pupils, reducing barriers to learning and increasing time spent in the classroom. Staff completed trauma-informed training through Virtual Schools, strengthening their understanding of the barriers and experiences that can impact disadvantaged pupils. This informed a more

		responsive and supportive approach to meeting pupils' emotional and wellbeing needs. A significant number of Pupil Premium pupils accessed targeted wellbeing support, including ELSA, nurture provision, play therapy, art therapy, drama therapy, check-in sessions and guinea pig nurture activities. These interventions helped pupils to feel safe, supported and ready to learn. Pupil voice demonstrated that children knew how to access support when needed, with many reporting that they could talk to a trusted adult in school. Parent feedback and staff observations indicated that pupils felt increasingly secure within the school environment. Overall, the combination of Breakfast Club provision, targeted pastoral support and trauma-informed practice contributed to improved wellbeing, readiness to learn and engagement in school life for disadvantaged pupils.
All children to demonstrate an interest in their learning which can be measured through observations and pupil voice.	Outstanding teaching in all classes across the school as observed by Schools Improvement Advisor Progress and attainment will increase.	Monitoring, learning walks and external reviews demonstrated high levels of engagement across the curriculum. The implementation of Voice21 strategies increased participation, discussion and pupil confidence, supporting disadvantaged pupils to access learning more effectively. Learning walks evidenced pupils actively engaged in lessons, with increasing confidence in contributing to discussions and articulating their thinking. External reviews recognised strengths in teaching and learning across the school, including clear learning journeys, effective teacher modelling, purposeful learning opportunities and pupils' understanding of what they were learning and why. Evidence of talk partners and collaborative learning was seen across the school, supporting pupils' participation and engagement in lessons. Adaptive teaching approaches, including scaffolding, visual supports, additional adult support and tailored learning environments, enabled pupils to access the curriculum successfully. The use of Magma Maths, Sumdog and Emile increased engagement and supported teachers in identifying and addressing misconceptions quickly. Participation in local and national competitions further promoted enthusiasm for learning and encouraged pupils to apply their learning beyond the classroom. Internal assessment data showed positive progress and improved attainment across year groups, with the majority of Pupil Premium pupils making expected or better progress from their starting points. Overall, high-quality teaching, effective adaptive practice and increased opportunities for pupil participation contributed to improved engagement, progress and attainment for disadvantaged pupils.
Overall attendance and late arrivals to improve through	Our system of tracking late arrivals and wellbeing focus will enable children to feel	Attendance remained a key focus throughout 2025-26. The introduction of Studybugs strengthened attendance monitoring, communication with families and early intervention, enabling attendance concerns to be identified and addressed more quickly.

check ins from teachers. Children to be contacted after 2 days of absence with a follow up phone call. Parents to be contacted if lateness continues more than a 2-day period. Half termly attendance tracking by Pupil Premium and Wellbeing Officer.	safe, a sense of belonging and empowered to learn. The impact of monitoring attendance and working closely with families across all areas of the curriculum will further develop parental engagement and children will feel inspired to be in school.	Pupil Premium attendance was closely monitored through half-termly reviews and targeted support from the Attendance Lead and Wellbeing Ambassador. Improved tracking and proactive engagement with families contributed to a reduction in lateness amongst Pupil Premium pupils, decreasing from 2.13% in 2024-25 to 1.17% in 2025-26. Wellbeing support also played an important role in improving pupils' sense of belonging and readiness to learn. The introduction of wellbeing check-in cards provided vulnerable pupils with a discreet way to access support from trusted adults when needed, helping pupils feel safe, listened to and supported throughout the school day. Regular communication with families, alongside targeted wellbeing support and early intervention, strengthened parental engagement and helped remove barriers to attendance. Overall, these approaches contributed to improved punctuality, increased feelings of safety and belonging, and greater engagement with school for disadvantaged pupils.
Parents to attend parents' evenings and to approach the school where required.	Follow ups for parents who have not booked appointments for the teacher parent evenings. Regular contact from the school to ensure needs are met. Stronger links with parents.	The school continued to strengthen relationships with Pupil Premium families through proactive communication and targeted support. Follow-up contact ensured that all Pupil Premium parents were offered opportunities to discuss their child's progress, either through Parents' Evenings, telephone consultations or informal meetings. Regular communication, including half-termly reporting and invitations to curriculum events, supported parents' engagement with their child's learning. Families were provided with wider pastoral support as required, including assistance with Early Help referrals, SEND processes, attendance concerns, behaviour support, applications for additional services and access to external agencies. This helped to remove barriers and ensured that families were able to access appropriate support when needed. Strong relationships between home and school enabled concerns to be identified and addressed quickly, contributing to improved engagement with school and ensuring that pupils received timely academic and emotional support. To further enhance parental engagement, two members of staff successfully completed Parent Group Leader (PGL) training. This enabled the school to identify common areas of need and plan future parent support programmes focused on school readiness, healthy lifestyles, sleep routines and wellbeing. Overall, parental engagement increased through regular communication, targeted support and strengthened relationships between home and school, enabling families to access appropriate support and engage more effectively with their child's education.

Children to happily engaged in learning	Increase well-being for pupils. Children's engagement in all curriculum areas and experiences.	Pupil wellbeing and engagement were enhanced through a range of enrichment opportunities designed to increase participation and enjoyment in learning. The introduction of WOW Days and immersive curriculum experiences enabled pupils to develop deeper subject knowledge through practical, hands-on learning opportunities. These experiences proved particularly beneficial for disadvantaged pupils by making learning more accessible, memorable and engaging. Parent participation in these events also helped to strengthen home-school relationships, with Pupil Premium families attending and engaging alongside their children. Pupil Premium pupils were prioritised for extra-curricular opportunities, including free teacher-led clubs and targeted invitation-only clubs designed to develop both academic and personal skills. Funding also enabled disadvantaged pupils to access opportunities that may otherwise have been unavailable to them, including iRock music lessons and selected paid clubs. The development of the Orchard provided additional opportunities for outdoor and experiential learning. Staff observations indicated that a number of disadvantaged pupils who found classroom-based learning challenging engaged particularly well in this environment, demonstrating increased confidence, participation and enjoyment. Pupil voice and staff observations evidenced high levels of engagement across curriculum experiences, with pupils demonstrating enthusiasm for learning and a willingness to participate in a wider range of opportunities. Overall, enrichment opportunities, wider curriculum experiences and targeted support contributed to improved wellbeing, increased participation and stronger engagement in learning for disadvantaged pupils.
Attainment gaps to be narrowed using interventions by teachers and teaching assistants.	Enhanced monitoring of intervention impact to ensure misconceptions are identified and are re taught effectively.	Targeted interventions enabled attainment gaps for disadvantaged pupils to be addressed more effectively throughout 2025-26. Pupil Premium pupils received additional support through pre-learning sessions, gap-busting interventions and targeted Reading, Writing and Mathematics booster groups led by teachers, teaching assistants and the Accelerated Reader Champion. Enhanced monitoring ensured that misconceptions were identified quickly and re-taught effectively. The introduction of Insight strengthened leaders' ability to analyse attainment, progress and provision data, enabling more precise identification of need and evaluation of intervention impact. Although full staff implementation began in September 2026, the system was successfully established during 2025-26, providing improved oversight of pupil progress and support. Evidence from books, teacher assessment and intervention records demonstrated that pupils were able to revisit misconceptions, secure key knowledge and make progress from their starting points. Internal assessment data showed that the majority of Pupil Premium

		pupils made expected or better progress across Reading, Writing and Mathematics, with improving attainment evident across a number of year groups. Pupil voice and lesson observations further evidenced that pupils had a growing understanding of their learning goals and next steps, enabling them to engage more effectively with feedback and intervention support. Overall, targeted intervention, effective monitoring and timely re-teaching of misconceptions contributed to positive progress and supported the narrowing of attainment gaps for disadvantaged pupils.
Pupils experience a wide range of extra-curricular activities to promote character education and personal development.	Access to and participation in a wide range of extra curriculum experiences to broaden opportunities. Children develop new skills, encouraging an increase in self-confidence / self-esteem and promoting a higher sense of connection to the school and to their learning	Pupil Premium pupils were provided with extensive opportunities to participate in extra-curricular activities, weekly enrichment experiences and wider curriculum opportunities throughout 2025-26. Disadvantaged pupils were prioritised for after-school clubs and enrichment activities, ensuring that financial barriers did not prevent participation. A number of pupils also accessed funded iRock music lessons, enabling them to develop new talents, confidence and performance skills. Participation in enrichment opportunities extended beyond clubs. Pupil Premium pupils took part in the Intergenerational Project, educational visits, residential experiences and a range of wider curriculum activities designed to develop communication, teamwork and personal responsibility. Financial support ensured that disadvantaged pupils were able to access school trips and experiences alongside their peers. Targeted provision was also available for pupils requiring additional support, including alternative provision, horse-riding programmes, Wacky Woods, the PRU and outdoor learning opportunities. These experiences supported the development of resilience, confidence, independence and positive attitudes towards learning. Staff observations and pupil voice indicated that participation in clubs, enrichment activities and wider curriculum experiences had a positive impact on pupils' self-esteem, confidence and sense of belonging. Increased participation in Wednesday enrichment activities and wider school opportunities demonstrated strong engagement from disadvantaged pupils. Overall, access to a broad range of extra-curricular, enrichment and targeted support opportunities enabled disadvantaged pupils to develop new skills, build confidence, strengthen relationships and foster a greater connection to school and learning.

[Key stage 2 attainment: National headlines, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

Assessment Data (2025-2026)

EYFS

11.1 % (9) of PP children in Reception at Lent Rise School achieved GLD			
Listening, Attention & Understanding	44.4 %	Word Reading	33.3 %
Being Imaginative & Expressive	88.9 %	Writing	11.1 %
Speaking	55.6 %	Number	44.4 %
Self-Regulation	44.4 %	Numerical Patterns	33.3 %
Managing Self	55.6 %	Building Relationships	66.7%
Gross Motor Skills	77.8 %	Fine Motor Skills	44.4 %
Comprehension	44.4 %	Past & Present	44.4 %
The Natural World	55.6 %	People, Culture & Communities	66.6 %
Creating with Materials	88.9 %		

Key Stage 1

Key Stage 1 Teacher Assessments	% of pupils achieving 'Expected' standard	% of pupils achieving 'Greater Depth' standard	% National Expected standard
Reading	46%	8%	NA
Writing	31%	0%	NA
Maths	42%	0%	NA
71% of children at Lent Rise School reached the pass mark or above in the National Phonics Screening check in 2026			

Key Stage 2

14% of children at Lent Rise School achieved 22 or above in the Year 4 Multiplications check			
End of Key Stage 2 Test Results	% of pupils achieving 'Expected' standard	% of pupils achieving 'Greater Depth' standard	% National Expected standard
Reading	70%	10%	63%
Writing	70%	0%	60%
SPaG	80%	0%	61%
Maths	50%	10%	62%
% of children at Lent Rise School achieving the 'expected' standard in Reading, Writing and Maths (2025)		% of children nationally achieving the 'expected' standard in Reading, Writing and Maths (2025)	
40%		49%	