School Data Report 2025-26

WHITEHALL PRIMARY SCHOOL

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1. Executive Summary

School Context

- Total pupils: 589
- Key contextual factors affecting this year's cohort

Headline Outcomes 2025-26

Assessment	School %	National %	Trend
EYFS GLD	88%	72%	↑
Y1 Phonics	84%	82%	↑
KS1 Phonics	93%	89%	↑
Y4 MTC	73%	44%	↑
KS2 RWM	88%	63%	↑

Key Strengths

- Overall KS1 Phonics outcome remains strong and is above the national average, (93% and 89%, respectively).
- Outstanding results in KS2 reading, writing, and maths (RWM) combined can be seen at 88% compared to the 63% national average.

- The school's EYFS GLD outcomes improved significantly from the 2025 outcome of 73% to 88%. This is well above the Government's target of 75% and the national average of 72%.

Priority Development Areas

- Phonics and Reading:

  Year 1 Phonics results are more or less in line with the national average. This is a significant fall in the school's 3-year trend (91% in 2025, 91% in 2024, and 97% in 2023).

- Maths:

  Although the school's Year 4 MTC results are well above the national average (73% compared to 44%), internal data show that pupils do not sustain this attainment in Year 5, and many need interventions in Year 6 to ensure children attain the excellent results in Maths.

- Writing:

  KS2 RWM results are strong (88%) and well above the national average (63%). Writing remains a priority for the school, as it still falls below the outcomes for reading (92%), GPS (91%), and maths (97%).

2. Contextual Information

Whole School Overview 2025-26

Year Group	Pupils	PP		EAL	SEND		Attendance: Overall absence rate	
		PP	FSM & FSM6		SEN support	EHCP	Sch	Nat
R	66	5% (3)	5% (3)	71% (47)	4	0		
1	68	6% (4)	6% (4)	74% (50)	8	4	6.7%	5.3%
2	60	5% (3)	5% (3)	70% (42)	8	3	6.2%	5.3%

Year Group	Pupils	PP		EAL	SEND		Attendance: Overall absence rate	
		PP	FSM & FSM6		SEN support	EHCP	Sch	Nat
3	84	12% (10)	12% (10)	77% (65)	11	3	5.5%	5.3%
4	89	12% (11)	13% (12)	82% (74)	11	1	4.6%	5.6%
5	87	14% (12)	14% (12)	82% (71)	14	1	3.9%	5.3%
6	88	14% (12)	14% (12)	78% (69)	11	1		

Key Contextual Notes

- Year 1 has 4 pupils with EHCPs - highest in school.
- Overall absence rate is the highest in Year 1, followed by Year 2 and 3 and all above the national average. Year 2 and 3 also have a high number of EHCPs.

3. Statutory Assessment Outcomes

EYFS

Outcomes:

Cohort of 66	SCHOOL		NATIONAL
	% and number Not achieving expected	% and number At expected	% At expected
GLD	12% (8)	**88% (58)↑**	**72%**
ELG (All 17 areas)	12% (8)	88% (58)↑	**71%**
Average number of ELGs at expected		16↑	**14.4**

GLD 3-Year Trend

	2024	2025	2026
School	80%	75%	88%
National	68%	68%	72%

Significant Gaps

- The most significant gaps in the Reception cohort were identified within the Literacy area of learning.
- Two pupils with complex and significant additional needs were pre-verbal and unable to access the Reception curriculum. As a result, they followed a highly personalised and adapted curriculum designed to meet their individual needs, developmental stages and learning priorities.
- Several pupils with English as an Additional Language (EAL) did not achieve the expected standard. This was largely due to their developing English language proficiency, which affected their ability to access and make progress in phonics, reading, writing and comprehension.
- One pupil eligible for Pupil Premium, who comes from a vulnerable background, also made slower than expected progress in Literacy and Mathematics. Due to challenging home circumstances, she accessed Emotional Literacy Support Assistant (ELSA) sessions to support her emotional well-being. Low levels of motivation and engagement impacted their learning and contributed to slower progress across both areas.

Key Actions

- Pupils with complex needs: Continue to provide highly personalised learning pathways, with individual targets that reflect small steps of progress and developmental needs.
- EAL pupils: Strengthen vocabulary development, oral language opportunities and targeted phonics interventions to improve access to reading and writing.
- Pupil Premium: Continue pastoral and emotional support alongside targeted interventions to improve confidence, motivation and engagement in Literacy and Mathematics.

Phonics

Outcomes

	Y1 (68)	Y2 Retakes (8)	End of KS1
School	84% (57)	38% (3)	92%
National	82%	-	89%

Year 1 Phonics Screening Check 3-Year Trend

	2024	2025	2026
School	92%	91%	84%
National	80%	80%	82%

KS1 Phonics Screening Check 3-Year Trend

	2024	2025	2026
School	96%	99%	92%
National	89%	89%	89%

Significant Gaps

- There are significant gaps across Years 1 and 2, which reflect the needs of some pupils with complex SEND who require a highly personalised curriculum and alternative provision.
- Some pupils with English as an Additional Language (EAL) did not meet the expected standard due to developing English language proficiency, which impacted their ability to access the phonics screening assessment.

Key Actions

- SEND: Continue to provide targeted phonics support and personalised provision matched to pupils' individual needs and developmental stages.
- EAL: Provide additional opportunities to develop phonics knowledge, vocabulary and pronunciation through explicit modelling and regular, targeted practice.

- Assessment and monitoring: Regularly monitor pupils' phonics progress to identify gaps, adapt interventions and evaluate the impact of support.

KS1

Outcomes

Cohort = 61

	Below/Unable to engage	WT	EXS + School	EXS + National
Reading	11% (7)	3% (2)	87% (52)	63%
Writing	11% (7)	13% (8)	77% (46)	57%
Maths	7% (4)	5% (3)	90% (54)	64%
RWM Combined	11% (7)	13% (8)	75% (46)	53%
Science	11% (7)	10% (6)	79% (48)	-

KS1 3-Year Trend

	2024					2025					2026				
	Reading	**Writing**	**Maths**	**RWM**	**Science**	**Reading**	**Writing**	**Maths**	**RWM**	**Science**	**Reading**	**Writing**	**Maths**	**RWM**	**Science**
School	91%	88%	81%	**81%**	89%	85%	74%	83%	**74%**	81%	87%	77%	90%	**75%**	83%
National	*unavailable				82%	71%	64%	73%	**57%**	83%	**unavailable				

*National KS1 data was unavailable in 2024 due to a change in the methodology of collecting Year 2 data nationally.

**National KS1 data is no longer submitted to the DfE or LA.

KS1 Significant Group Gaps

Group	Reading	Writing	Maths	Priority Actions
PP (3)	67% (2)	67% (2)	67% (2)	At the end of KS1, the priority for Pupil Premium pupils is Maths, as the gap between Pupil Premium pupils and non-Pupil Premium pupils is the widest, with a difference of 23%.
Non-PP (58)	86% (50)	76% (44)	90% (52)	

Group	Reading	Writing	Maths	Priority Actions
SEND (11)	46% (5)	36% (4)	55% (6)	Reading & Writing – difference is 48%
Non-SEND (50)	94% (47)	84% (42)	96% (48)	

Significant Gaps

- There is a significant gap in Maths, with 67% of Pupil Premium pupils achieving the expected standard compared with 90% of non-Pupil Premium pupils, representing a 23 percentage-point gap.
- There are significant attainment gaps across all three subjects for pupils with SEND. The largest gaps are in Reading (48 percentage points) and Writing (48 percentage points), while Maths shows a 41 percentage-point gap.

Key Actions

- **Pupil Premium – Maths:** Strengthen targeted Maths intervention and classroom support for Pupil Premium pupils, with a particular focus on closing the 23 percentage-point gap.
- **SEND – Reading and Writing:** Prioritise targeted intervention and adaptive teaching in Reading and Writing, where the largest attainment gaps are evident.
- **Early identification and monitoring:** Closely monitor the progress of Pupil Premium and SEND pupils throughout KS1, using regular assessment to identify emerging gaps early and ensure interventions are timely and effective.

KS2

Outcomes

Cohort = 88	% PK1-6/ WTS/ HNM/ School	% Expected Standard School	% Expected Standard and above School	% Expected Standard National	& Higher Standard School	% Higher Standard National	Average Scale Scores School	Average Scale Scores National
Reading	8% (7)	43% (38)	**92% (84)**	75%	**49% (43)**	31%	107	106
GPS	10% (9)	41% (36)	**92% (84)**	74%	**55% (48)**	30%	109	105
Maths	3% (3)	47% (41)	**97% (85)**	75%	**50% (44)**	27%	109	105
Writing TA	11% (10)	74% (65)	**88% (77)**	73%	**14% (12)**	13%	-	-
Science	6% (5)	94% (83)	**94% (83)**	82%	**-**	-	-	-
RWM		85%	**88%**	63%	**14%**	9%		

KS2 Attainment 3-Year Trend

	2024						2025						2026					
	Reading	**GPS**	**Writing**	**Maths**	**RWM**	**Science**	**Reading**	**GPS**	**Writing**	**Maths**	**RWM**	**Science**	**Reading**	**GPS**	**Writing**	**Maths**	**RWM**	**Science**
School	94 %	96 %	91 %	96 %	**91 %**	90 %	93 %	92 %	71 %	96 %	**71 %**	88 %	92 %	91 %	88 %	97 %	**88 %**	94 %
Nat	74 %	72 %	73 %	72 %	**61 %**	81 %	75 %	73 %	72 %	74 %	**62 %**	82 %	75 %	74 %	73 %	75 %	**63 %**	82 %

KS2 Significant Group Gaps

Group	Reading		Writing		Maths		Priority Actions
	EXS+	GDS	EXS+	GDS	EXS+	GDS	
PP (12)	92% (11)	33% (4)	83% (10)	0	92% (11)	42% (5)	Writing remains a priority for Pupil Premium Pupils. Although the gap between Pupil Premium and non-Pupil Premium pupils is 5% and the same in Maths, no pupil attained writing at Greater Depth.
Non-PP (76)	96% (73)	51% (39)	88% (67)	16% (12)	97% (74)	51% (39)	
SEND (12)	67% (8)	0	58% (7)	0	67% (8)	17% (2)	
Non-SEND (76)	100% (76)	57% (43)	92% (70)	16% (12)	100 % (76)	55% (42)	

Significant Gaps

There are no significant attainment gaps at EXS+ between Pupil Premium and non-Pupil Premium pupils in Writing and Maths, with a 5 percentage-point gap in both subjects. The Reading gap is slightly larger at 4 percentage points. However, Greater Depth remains a clear area for development, particularly in Writing, where no Pupil Premium pupils achieved GDS compared with 16% of non-Pupil Premium pupils.

Key Actions

- **Pupil Premium – Writing:** Continue targeted support in Writing, with a particular focus on moving pupils from EXS towards Greater Depth and ensuring that more disadvantaged pupils achieve GDS.
- **SEND – Reading and Maths:** Prioritise targeted intervention and adaptive teaching in Reading and Maths, where the largest attainment gaps between SEND and non-SEND pupils are evident.
- **Higher Attainment:** Monitor the progress of Pupil Premium and SEND pupils who are working at or above the expected standard, ensuring that appropriate challenge and intervention are in place to reduce the GDS gaps.

4. Non-Testing Years Overview

Attainment at the Expected Standard and above

Year	Reading	Writing	Maths	RWM	Key concerns
Y1	87%	74%	74%	74%	Writing and Maths are both at 74%, representing a 13 percentage-point gap compared with Reading.
Y3	82%	79%	72%	67%	
Y4	89%	78%	69%	62%	Maths attainment is the lowest at 69%, while RWM combined is lower at 62%, suggesting that pupils may be finding it challenging to achieve the expected standard across all three core subjects. Pupils to be given further opportunities to build on their Maths skills to support progress across the wider curriculum and remain at Expected Standard in Year 5.
Y5	83%	57%	73%	52%	Writing is at 57% and GDS at 52%, representing a 26 and 31 percentage-point gap respectively compared with Reading.

Key Observations

- Year 1- Reading is the strongest area of attainment at 87%, while Writing and Maths are both at 74%. This indicates a 13 percentage-point gap between Reading and the other two subjects, highlighting Writing and Maths as areas for continued development.
- Year 4 appear strong in Reading, with 89% of pupils achieving the expected standard or above — the highest reading attainment across all the year groups shown and an increase in attainment since Year 3.
- Year 5- There is a notable disparity between the strongest and weakest areas of attainment. Reading is highest at 83%, while GDS attainment is only 52%, indicating a 31 percentage-point difference. Writing is also comparatively low at 57%, suggesting that securing higher standards, particularly in Writing, should remain a key concern.

Reading

- Year 1: Reading appears strong with 87% of children meeting the expected standard or above. This is a higher percentage than both Writing and Maths (both at 74%)
- Year 3: Similarly, Reading is the strongest of the 3 core subjects with 82% of children meeting or exceeding the expected standard
- Year 4: Reading seems to be a particular strength with 89% meeting the expected standard, the highest percentage of all the non-testing year groups.
- Year 5: Like all other non-testing Year groups, reading has come out the strongest across the core subjects at 83%

Writing

- Writing outcomes were broadly in line with each other across Years 1, 3 and 4 (74%, 79%, 78%).
- Writing in Year 5 was significantly lower compared to other Year Groups (57%).
- Writing in our current Year 6 cohort will need to be monitored closely.

Maths

- The Year 4 MTC results had decreased from last year from 83% to 73%. The end-of-year outcomes were also the lowest compared to other year groups as the table above shows.
- Our current Year 5 (Year 4) cohort will need careful monitoring to close the gap.

5. Key Group Analysis

Pupil Premium

Attainment Summary

Key Stage	Area	PP %	Non-PP %	Gap	Priority
EYFS	GLD	67% (2/3)	89% (56/63)	22%	✓
KS1	Phonics	67% (6/9)	89% (107/120)	22%	✓
KS1	RWM	67% (2/3)	76% (44/58)	9%	
KS2	Y4 MTC	55% (6/11)	76% (60/79)	21%	✓
KS2	RWM	83% (10/12)	87% (66/76)	4%	

Strategic Actions

- In EYFS, further analysis shows that Word Reading and Writing aspects within Literacy need prioritising. In KS1, Phonics was the widest at 22%. Therefore, in both EYFS and KS1, Phonics and early reading and writing skills remain the focus. Reading is on the School Development Plan.
- In KS2, the difference between Pupil Premium pupils and non-Pupil Premium pupils attaining 25 out of 25 in the Year 4 MTC is wide at 21%. Five pupils who had missed out on achieving the full marks scored 24 out of 25. Further work is required to sustain the good progress made.
- The above priorities will be targeted in the Pupil Premium Strategy Statement.

SEND

Attainment Summary

Key Stage	Subject Area	SEND %	Non-SEND %	Gap	Priority?
EYFS	GLD	20% (1/5)	83% (58/63)	63%	✓
KS1	Phonics	63% (5/8)	95% (57/60)	32%	
KS1	RWM	36% 4/11	79% 41/52	43%	✓
KS2	Y4 MTC	50% 6/12	92% 71/77	42%	✓
KS2	RWM	55% 6/11	91% 70/77	36%	

Strategic Actions

- The largest gap between SEND pupil and their non-SEND counterparts was in EYFS. This suggests that pupils at the earliest stage of their school journey require additional intervention and support to meet early milestones. Difficulties in communication and language remain. Use of Word Aware approaches in EYFS will likely be beneficial
- There are additional gaps in KS1, indicating that intervention and support is needed while children are younger. However, it should be noted that there were three children with an EHCP within the cohort, two of whom were part of the school's support base. A further two pupils are known to external services due to their difficulties in learning.
- In Year 4, there was a large gap in attainment in MTC scores. This suggests that further support is required for SEND pupils to access multiplication facts.

EAL

Attainment Summary

Key Stage	Subject Area	EAL %	Non-EAL %	Gap	Priority?
EYFS	GLD	87% (47)	92% (32)	5%	✓
KS1	Phonics	86% (43/50)	81% (15/18)	+5%	
KS1	RWM	80% (34/43)	72% (15/18)	+8%	
KS2	Y4 MTC	74% (67/74)	69% (11/16)	+5%	
KS2	RWM	88% (61/69)	89% (17/19)	1%	✓

Strategic Actions

- EAL children in EYFS do not perform as well in the GLD compared to non-EAL peers. However, the gap of 5% is not as large as it has been in previous years (29% gap in 2024-25). As children are still very young, they may have limited exposure to English in their home therefore, language acquisition may be slow in the Early Years. Furthermore, assessment is reliant on verbal responses, which is a disadvantage to children who are still developing English language proficiency.
- EAL children in KS1 outperform non-EAL children in RWM. Most EAL children at the end of KS1 have had a few years of continuous UK schooling and thus the data is not skewed by older, late-arriving pupils.
- EAL children consistently outperform non-EAL children in phonics. They may perform well as the phonics screening assesses the skill to decode and blend sounds and is

taught daily in a structured/repetitive manner, which supports EAL children as they benefit from explicit instruction and repeated exposure.

- In KS2, EAL children performed similarly to their non-EAL peers. Children who have been in school from Early Years have good language proficiency by the time they reach KS2 however, late-arriving pupils struggle with language-based questions.

More Able

Attainment Summary

Key Stage	Subject Area	More Able %	Not-More Able %	Gap	Priority?
EYFS	GLD	4%	88%	84%	✓
KS1	Phonics	100%	84%	16%	
KS1	RWM	100%	75%	25%	✓
KS2	Y4 MTC	100%	67/89 75%	25%	✓
KS2	RWM	100%	88%	12%	

Strategic Actions

- More able children in KS2 perform similarly to their non-more able peers. There is a gap of 12% which shows that non-more able children achieved RWM.
- Focus on Writing Standards: Data analysis indicates that 2 pupils on the register did not achieve the higher standard in writing. To address this, the More Able leader will work closely with the school's lead writing moderators to ensure termly moderation of pupils' work. This process will help ensure pupils remain on track to meet higher standards and that teachers are fully aware of individual targets
- In LKS2, More able children consistently outperform non-more able children in the MTC test. A significant amount of children did not achieve their MTC by 1 mark and

teachers need to ensure that a variety of strategies should be implemented in teaching times tables to close the gap further.

- In KS1, all the children highlighted as More able achieved RWM, whereas when compared to non-more able children 75% of the cohort achieved RWM.
- IN KS1, there is a 25% gap for phonics. Teachers need to address gaps earlier on to ensure adequate support is provided to those who are falling behind.

6. Subject-Specific Priorities

Reading

- **Strength:**

  Reading attainment is a significant strength across the school, with 92% of KS2 pupils achieving the expected standard, well above the national average of 75%. Reading is also the strongest of the three core subjects across all non-testing year groups.

- **Development need:**

  Narrowing the attainment gap for SEND pupils, particularly at KS1, where there is a 48 percentage-point gap in Reading between SEND and non-SEND pupils.

- **Actions:**

  - Strengthen targeted reading interventions and adaptive teaching to support SEND pupils in developing their reading skills and closing attainment gaps.
  - Continue to develop reading fluency and comprehension through consistent approaches to shared reading and targeted practice across the school.
  - Regularly monitor reading progress across key groups to identify gaps early, evaluate interventions and ensure appropriate support is in place.

Writing & GPS

- **Strength:**

  Writing attainment in KS2 has improved at both the expected and greater depth standard.

- **Development need:**

  Mastering simple, compound and complex sentences effectively and varying the position of clauses.

- **Actions:**

  - Strengthening pupils' understanding and ability to write simple, compound and complex sentences through targeted writing pieces through a new whole-school writing plan.

- Continue to target handwriting and spelling through structured teaching and learning so that pupils achieve automaticity.
- Provide writing CPD for Teachers to ensure assessments are accurate, early identification of gaps is made and progress in writing is ensured.

Maths

- **Strength:** Maths attainment at the end of KS2 is exceptionally strong, with 97% of pupils achieving the expected standard, significantly above the national average of 75%.

- **Development need:** Improving maths attainment across Years 3, 4 and 5, with a focus on fluency, reasoning and retaining mathematical knowledge.

- **Actions:**
- Strengthen pupils' fluency and reasoning skills through consistent teaching and regular practice across the school.
- Identify gaps in mathematical understanding through ongoing assessment and provide targeted support to improve attainment.
- Provide maths CPD for teachers to develop consistent teaching approaches and ensure pupils build on their prior learning.

Science

- **Strength:**

  Science attainment is strong across the school, with 94% of KS2 pupils achieving the expected standard, well above the national average of 82%. KS1 attainment is also strong, with 83% achieving the expected standard.

- **Development need:**

  Continue to strengthen science attainment across the school, with a particular focus on ensuring pupils develop secure scientific knowledge and understanding to achieve the expected standard.

- **Actions**
  - Continue to develop pupils' scientific knowledge and understanding through a well-sequenced curriculum, ensuring key concepts are revisited and built upon.
  - Provide regular opportunities for pupils to develop their working scientifically skills through practical investigations, enquiry and scientific reasoning.
  - Use ongoing assessment to identify gaps in scientific knowledge and understanding, ensuring targeted support is provided where needed.

7. Strategic Priorities & Actions 2026-27

Priority 1: SEND & Inclusion

- **Target:**
  - To increase the number of SEND pupils attaining GLD from 20% to at least 50% by the end of the year.
  - To increase the number of pupils attaining 25/25 in the Year 4 MTC from 73% to at least 83%.
- **Key Actions:**
  - Misconceptions are identified early and interventions are implemented regularly to address the gaps.
  - Adaptive teaching and practice enable all pupils to access the curriculum.
- **Success Criteria:**
  - Interventions are timetabled and children's needs are regularly assessed to ensure progress.
  - Plans and work scrutiny reveal that all children are making progress from their starting points.

Priority 2: Raising Standards in Maths

- **Target:**
  - To increase the number of pupils in Years 1, 3, 4 and 5 achieving the age-related expectations by the end of the year.
- **Key Actions:**
  - Develop Teachers' CPD so that the teaching and learning addresses the needs of pupils.
  - Adaptive teaching and practice enable all pupils to access the curriculum.
  - Adopt Maths mastery approach to secure mathematical understanding, develop fluency and reasoning.
- **Success Criteria:**
  - Teachers are confident in changing the implementation if necessary.
  - Books and pupil interviews suggest that pupils are gaining a secure understanding of Maths.
  - Attainment outcomes in the non-testing years have improved from 2025-26.

Priority 3: Raising Standards in Reading & Writing

- **Target:**
  - To increase the number of pupils achieving Phonics at the end of Year 1 from 83% to 95%.
  - To increase the number of SEND pupils meeting the age-related expectations in reading and writing at the end of the year.
  - To develop Teachers' CPD in assessing writing.
- **Key Actions:**
  - To monitor Phonics intervention, ensuring consistency and robustness of the programme.

    - Adaptive teaching and practice enable all pupils to access the curriculum.
    - Provide staff with continuous professional development on assessing writing and implementing the new writing curriculum.
- **Success Criteria:**
    - Excellent Phonics outcomes are seen at the end of Year 1 (95%).
    - An increase of SEND pupils are meeting the age-related expectations in reading and writing.
    - Staff are confident in knowing how to adapt the writing curriculum so that all pupils can access it.