

Part B: Review of the previous academic year 2024/25

Outcomes for disadvantaged pupils

Impact of Pupil Premium Funding 2024/25

Intended Outcome 1: Improved phonics attainment in the Year 1 Phonics Screening Check for disadvantaged pupils, and all pupils.

National: PPG 67% Non-PPG 84%

School: PPG 73% (11/15) Non-PPG 96% (43/45)

Intended Outcome 2: Improved reading attainment among disadvantaged pupils at the end of KS1 and KS2.

KS1 PPG: 63% (10/16) Non- PPG: 77% (34/44) KS2: PPG: 78% Non- PPG: 81%

Intended Outcome 3: Improved maths attainment among disadvantaged pupils at the end of KS1 and KS2.

KS1 PPG: 56% (9/16) Non- PPG: 82% (36/44) KS2: PPG: 91% Non- PPG: 86%

Intended Outcome 4: Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2.

KS1 PPG: 68% (6/16) Non- PPG: 53% (30/44) KS2: PPG: 83% Non- PPG: 78%

Next Steps:

School to continue to develop partnerships with RWInc, English Hub and Maths Hub in order to support and develop high quality teaching and targeted academic support within lessons. Invest further in staff CPD and White Rose mathematics programme and other resources to access programmes in order to ensure that pupils make accelerated progress from all starting points. EEF – Communication Language and Literacy research project participant school.

Intended Outcome 5: Improved oral language skills and vocabulary for all pupils, especially the disadvantaged pupils.

Valuable training was disseminated to staff to help hone strategies to apply to IEPs and assist in teacher intervention. Investment in a dialogic teaching approach which focusses upon pupils expressing and explaining ideas, challenging ideas through debate and discussion and exploring vocabulary in all that we do is beginning to show an improvement in how active all children are in their learning. Focused interventions relating to specific speech and language needs need developing further. Giving enough time to identify and support children with specific speech and language needs at the earliest opportunity. Enriched opportunities for learning through shared experiences and the identification of individual pupil voice. Limited initial vocabulary and broader life experiences identified as key needs of our learners - greater emphasis on whole-school community engagement, as well as increasing the number of potential opportunities for personal development and widening cultural capital have been identified as key areas for further development.

Next steps: Continue to invest in SALT and broaden our approach to train staff in delivering the NELI program to pupils with need. Further adaptation of our communication and language approach through phonics, reading and literacy to explicitly teach pupils fluency and confidence in reading and

speaking. Develop our approach to two-way conversation approach and oral language interventions. Invest further in Bedrock Vocabulary across Y3, Y4 and Y5 as results show a positive impact upon pupils' use and understanding of tier 2 and tier 3 words in context.

Intended Outcome 6: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance for Non-PPG pupils = 96.20% compared to PPG pupils = 92.80%. Overall attendance for 24/25 increased from 94.54% to 95.40% compared to the previous year. School's pastoral team work closely with families to remove barriers to attendance and maximise attendance. The team dedicates time on a daily basis in order to positively support families. They liaise closely with the PAST team when necessary. School's overall target for attendance is 96%.

Next steps: Re-investment in pastoral team resources to continue to work towards our target and ensure that the gap between the two groups closes. Systems to be reviewed and clear roles and responsibilities allocated to office and FST. Daily, weekly and half-termly actions measured for impact against data. PAST link to meet with the team half-termly to review progress.

Intended Outcome 7: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The need for pastoral support for disadvantaged families remains similar. However, the financial impact of the cost of living crisis has meant that families require additional support from the pastoral team as they support and liaise with external organisations. This impact has meant that school require an extended team to meet the need of families. An increase in mental health and poverty related needs has meant that school are mobilising support for an increased number of families and liaising with a wider range of external agencies and charities in order to meet the needs and reduce barriers to learning.

School has extended the number of extra-curricular clubs in order to provide rich learning experiences for all pupils. We have targeted PE and Sport opportunities for the most disadvantaged. Due to this, there has been an increase in participation in enrichment activities, particularly among disadvantaged pupils, however, we have barriers to overcome to allow all pupils to experience.

Next steps: Extending and re-focus (based on pupil and parent voice) to meet extra-curricular opportunities. These remain a key priority for next year in order to help develop talents, give a wide array of opportunities and ensure strong take up with PPG pupils. Links to language generation and improved social and emotional learning mean that a wide range of experiences show a continued need for this. Invest in the THRIVE approach to support school in its wider strategies of removing barriers to learning.

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
Bedrock Learning	Bedrock Learning
Lexia Core 5 – Literacy	Lexia

