

Part B: Review of outcomes in the previous academic year (2024-25)

Externally provided programmes

Programme	Provider
Phonics	Read, Write Inc
Spellings	Read, Write Inc
Handwriting	Nelson
NELI	Oxford Owl
Number Sense	Number Sense Maths
Powermaths	Pearson

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024 - 2025** academic year.

Target 1: Ensure the individual emotional needs of disadvantaged pupils are being effectively supported.

- The ELSA provided extensive and significant support to a number of pupils through: ELSA sessions; sand therapy and 'draw and talk'.
- The school provided morning sensory circuits to support pupils with regulation and transition for a range of pupils. There was an additional sensory circuit provision for the pupils attending our SEMH provision. This has had significant impact for the pupils in regulating their emotions and being ready to learn. Individual sensory activities are planned for pupils as part of their sensory diet.
- Additional therapeutic support is school-funded, including: play therapy; massage therapy; MSHT consultation.
- Safeguarding is strong in the school and the school has received positive praise during local authority, quality assurance visits. The school has also engaged with additional programmes such as 'Speak out Stay Safe' from the NSPCC.
- The school receives support from the RISE LA SEND team and their advice has supported the emotional regulation and wellbeing of pupils by further tailoring their provision.

- The use of therapeutic behaviour plans has improved consistency in our approach to support specific pupils and this has impacted the pupil's wellbeing positively.
- The school promotes the Zones of Regulation and children are beginning to understand themselves more through using this initiative.
- In the past three years, attendance has improved to 94.3% and increasingly closer to national average (94.9%). FSM pupil's attendance has also increased during the last 3 years.
- Children who are attending part-time have their timetables continually reviewed to increase their attendance incrementally.

Target 2: Ensure that the disadvantaged pupils in EYFS have the communication, language and oracy skills to enable them to fully access and engage in their curriculum.

For Reception cohort 24-25, 27.8% of pupils are disadvantaged.

This prime goal continues to be of the highest priority in supporting the disadvantaged pupils to achieve.

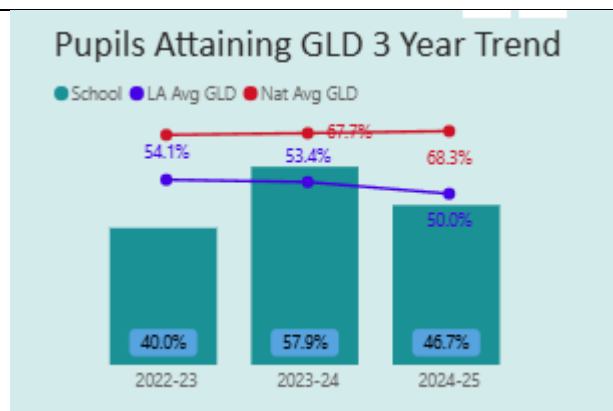
Prime Goal: Communication and Language

2024-25

% Disadvantaged Pupils achieving School	% Disadvantaged Pupils achieving LA	% Disadvantaged Pupils achieving National
46.7 %	68.2%	67.4%

Target 3: Ensure that the gaps identified in learning by class teachers for disadvantaged pupils are closed through quality Wave 1 teaching and effective interventions

Reception



Targeting and supporting disadvantaged pupils in achieving GLD, remains a school focus. The number of pupils achieving GLD was slightly less than LA.

Year 1 Phonics Screening Check – see Target 5

End of KS1

2024-25

For the end of KS1 cohort, 32.7% were disadvantaged (LA – 22.9%, National – 25.1%)

Disadvantaged pupils achieving expected standard:

	<u>School</u>	<u>LA</u>	<u>National</u>
Reading	58.3%	58.6%	58.6%
Writing	41.7%	46.8%	49.8%
Maths	50%	58.1%	59.7%

The achievement of disadvantage pupils in writing and maths continues to be a focus of the strategy.

Disadvantaged pupils achieving greater depth standard:

	<u>School</u>	<u>LA</u>	<u>National</u>
Reading	27.8%	11.3%	10%
Writing	5.6%	5.4%	4.4%
Maths	16.7%	8.9%	8.7%

The percentage of disadvantaged pupils at the end of KS1 continue to achieve above LA and National in all subjects.

Year 4 Multiplication Check

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	170	23.0	20.2	Above (sig+)	Not applicable	Not applicable
2024	53	23.3	20.6	Above (sig+)	No sig change	-
2023	57	22.4	20.2	Above (sig+)	No sig change	-

Disadvantaged pupils achieved above national average, with an average point score of 22.6.

End of KS2

A high proportion of the 2024-35 cohort were disadvantaged pupils (40% - 22 pupils) (LA – 29.5, National 31.3%)

Disadvantaged pupils achieving expected standard:

	<u>School</u>	<u>LA</u>	<u>National</u>
Reading	40.9%	59.5%	63.6%
Maths	27.3%	55.6%	60.8%
GPS	36.4%	56.8%	60.1%
Writing	45.5%	56.2%	59.7%

In house data, when comparing scaled scores from KS1 to end of KS2 data, the average points of progress across the subjects is positive. As a cohort, during the COVID period, the children's end of KS1 data was very low.

Disadvantaged pupils achieving greater depth standard:

	<u>School</u>	<u>LA</u>	<u>National</u>
Reading	27.3%	22.6%	21.5%
Maths	18.2%	15.4%	15.1%
GPS	4.5%	18.1%	18.7%
Writing	4.5%	4.7%	6.6%

In line with KS1 outcomes, the percentage of disadvantaged pupils achieve similarly and above with LA and national. GPS outcomes continue to be a focus for the disadvantaged group.

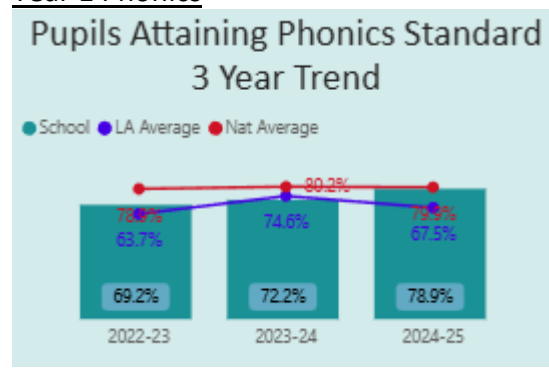
Target 4: To ensure that all barriers to learning are addressed for our pupil premium children by developing effective working relationships with parents and individuals

- The school's location deprivation continues to be well above average.
- An extensive range of varied clubs were offered to pupils, with majority of clubs being funded by the school. For the places offered, 21% were pupil premium. The school continues to prioritise disadvantaged groups when offering and selecting attendees.
- Specific support has been given to individual families, for example in offering clubs and in supporting families to enable children to attend the Y5 and Y6 residentials.
- Additional funding to subsidise trips has been achieved and this has positively supported children attending.
- Adaptions have been made to residential trips to ensure affordability and considerations of removing barriers, for example shortening the length of stay and closer locality.
- Parent workshops and opportunities for parents to engage has continued and attendance tracked. This engagement continues to be a key target.

- Parent engagement has increased with 'come and learn' offerings across the school. Parents enjoy visiting the school to learn in the classroom with their child, such as on our Values Day and the International Day.

Target 5: Disadvantaged pupils make accelerated progress in phonics with the aspiration that they will all pass their phonics screening check.

Year 1 Phonics

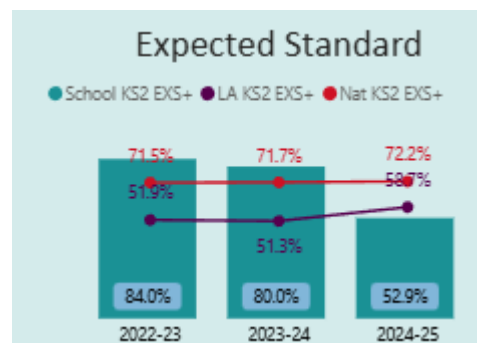


From the above information it can be seen that 78.9% of disadvantaged pupils achieved the screening check, which is in line with national and above LA. This is a three-year upward trend for disadvantaged pupils.

Target 6: Provide all children with the necessary basic skills including spoken language to ensure that these early components of writing are stuck in the long-term memory before more complex writing can be successful.

In 2024-2025, 52 children (Reception to Year 6) who were registered with Speech and Language needs, received 1:1 support from a trained member of staff. Eighteen of the children, who were on this targeted provision, met their targets and are now being monitored in class under universal provision (provision for all). Four children, who have a Speech and Language plan from the Therapist, met their targets and have been discharged to universal provision. The SENCO regularly checks in on these children to ensure that their needs are being met within the classroom. The SENCO also meets termly with the trained member of staff to ensure that they are equipped with relevant resources and training needs.

The data for writing shows that disadvantaged pupils, at the end of KS2:



For disadvantaged pupils, the 2024-25 cohort achieved more highly in writing when compared to the other subjects and from in-house data, on average, made positive progress compared to data from KS1.