

Part B: Review of outcomes in the previous academic year

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

2024/2025 KS1 (Attainment) Summer 2 - All Pupils, Non Pupil Premium (PP) & PP (Disadvantaged) Pupils

2024/2025 EYFS and KS1 (Attainment) Summer 2 - All Pupils, Non Pupil Premium (PP) & PP (Disadvantaged) Pupils

Year group	Reading					
	ARE+			Greater Depth		
	All	Non PP	PP	All	Non PP	PP
Reception (50) Non pp (41) PP (9)	84% (42)	83% (34)	89% (8)			
Year 1 (50) Non pp (38) PP (12)	64% (32)	71% (27)	42% (5)	12% (6)	16% (6)	0% (0)
Year 2 (57)* Non pp (41) PP (17)	65% (37)	71% (29)	47% (8)	19% (11)	24% (10)	6% (1)

Year group	Writing					
	ARE+			Greater Depth		
	All	<u>Non PP</u>	PP	All	<u>Non PP</u>	PP
Reception (50) <u>Non pp</u> (41) PP (9)	74% (37)	80.5% (33)	44% (4)			
Year 1 (50) <u>Non pp</u> (38) PP (12)	58% (29)	68% (26)	25% (3)	2% (1)	3% (1)	0% (0)
Year 2 (57)* <u>Non pp</u> (41) PP (17)	58% (33)	61% (25)	47% (8)	2% (1)	2% (1)	0% (0)

Year group	Maths					
		ARE+			GD	
	All	<u>Non PP</u>	PP	All	<u>Non PP</u>	PP
Reception (50) <u>Non pp</u> (41) PP (9)	90% (45)	90% (37)	89% (8)			
Year 1 (50) <u>Non pp</u> (38) PP (12)	56% (28)	68% (26)	17% (2)	12% (6)	16% (6)	0% (0)
Year 2 (57)* <u>Non pp</u> (41) PP (17)	61% (35)	66% (27)	47% (8)	9% (5)	12% (5)	0% (0)

- ARE = meeting age related expectations (includes percentage of pupils working at greater depth)
- GD = percentage of pupils working at greater depth within the expected standard
- Numbers of pupils in brackets
- PP = Disadvantaged pupils
- KS = Key Stage

Year 2	All (58)	Non PP (41)	PP (17)	School 2024
Y2 Combined RWM	47% (27)	54% (22)	29% (5)	56%

2024-25 Review

Intended Outcome 1: For attendance of our PP children to be no lower than the attendance of our non-PP children.

In the last academic year the whole school attendance was 95.3%. The attendance of PP was PP: 93.6% and Non PP: 95.6%. For our PP children, we have seen an increase in their attendance from the previous year. This shows that the monitoring we put in place is having a positive impact.

Attendance is closely monitored by our attendance officer and learning mentor. They have phone discussions and face to face meetings with parents where they agree a range of strategies to work with families to improve attendance. If this approach does not lead to improved attendance that is in line with our target, formal attendance meetings with the EWO and DEHT occur.

We have found that the children whose attendance is low, are impacted by parental/carer issues. These children are a focus for pastoral care in school as we try to increase their attendance in school as well as working with parents/carers. Our coffee morning events target some of these needs.

We also work alongside outside agencies such as Family Intention Team workers or social workers to help our families. This remains a focus for us as we try and close the gap between the two groups.

Intended Outcome 2: Pupils make at least expected progress in reading, writing and maths.

Throughout the year teachers and subject leaders have analysed data, tracking all pupils with a particular focus on Pupil Premium children. The Pupil Premium children are monitored closely and are included in targeted interventions. By closely tracking these children the data shows that the majority of PP children are making good progress through the year. Subject leaders have also analysed data and looked for trends. This has resulted in target children attending clubs to help their progress and attainment in certain areas.

Intended Outcome 3: For PP children to experience a wide range of sporting, cultural and enrichment activities which they would not normally be able to access.

As a school we offer a wide range of extra -curricular enrichment for all pupils. We have ensured that Pupil Premium children are allocated spaces in these clubs first and that, if there are any, costs are met by school for them to attend. We also have clubs for children who show special interest in or are gifted in areas like reading, maths, STEM etc, again PP children have the priority places in these clubs and are targeted.

Termly monitoring show that the clubs are well attended by PP children.

Each year group has memorable experience trips and visitors in to school to support the curriculum. PP children are funded or partially funded so they do not miss out on any trips or visitors into school.

Intended Outcome 4: Children have access to additional support for their additional needs

PP children are prioritised for access to our pastoral team. Currently we have a learning mentor and inclusion lead. The pastoral team run a range of groups and clubs for those with SEMH needs and PP children are prioritised for places in these groups.

One Page Plans are used by teachers to put strategies in place to help with all additional needs.

The Inclusion Lead continues to track and monitor children with additional needs and ensures that their needs are catered for.

Children have also had access to same day interventions, fast track phonics, extra guided reading sessions, speech and language interventions and SHINE interventions.

Intended Outcome 5: Increase parental engagement, with EYFS parents

Improving parental engagement for disadvantaged pupils is still a focus, so we will continue to offer opportunities for parents to come into school.

Before the EYFS children started with us, all parents were invited to visit school at our Open Days (at varying times/days to accommodate parents). They were then invited to an information evening in the Summer term before their child started in September. Following on from this, in the Autumn term, Family Learning sessions were held the core subjects are taught in school before carrying out activities with their own children. Parents were also invited to come to a Family Learning sessions about 'Life in Reception' led by the EYFS lead. Parents also have online access to Seesaw, which is updated frequently for them to see how the children are learning in EYFS. We have also introduced 'Play and Stay' sessions so parents can come into the classroom and engage in the setting with their children.

We continued to offer coffee mornings for parents to attend through the year with targeted invites. Outside agencies came in to these sessions so parents can speak with professionals.

Throughout the year, parents are invited in to events in school, like class worship, special assemblies, topic showcase sessions and sports days.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance
Shine, PIRA and PUMA	Hodder Education