

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 24-25



All allocated funds (£103,600) were spent in the pursuit of the intended outcomes identified in the plan, with the impact described below.

Please note this was year 1 of 3.

- Approach 1 Teaching: **£ 6,278.84**
- Approach 2 Targeted academic support: **£67,506**
- Approach 3 Wider Strategies: **£ 29,982**

Intended outcome	Success criteria of 3 year Plan	Impact 2024-25 (1st Year)																																							
Parity in attainment and rate of progress compared to non-pupil premium children in reading and maths.	<p>The gap between pupil premium children's attainment and non-pp on KS2 SATS 24/25 will diminish.</p> <p>The gap between pupil premium children's attainment and non – pupil premium on internal standardised testing and KS1 TA 24/25 will diminish, as measured by internal data and summative tests.</p>	<p>KS2 SATS July 2025</p> <p>12 disadvantaged students (including 6 SEN)</p> <table border="1"> <thead> <tr> <th></th><th>DAP at CTK</th><th>DAP national</th><th>All CTK</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>75</td><td>63</td><td>87</td></tr> <tr> <td>Writing</td><td>67</td><td>59</td><td>77</td></tr> <tr> <td>Maths</td><td>84</td><td>61</td><td>78</td></tr> <tr> <td>RWM</td><td>58</td><td></td><td>63</td></tr> <tr> <td>Science</td><td>50</td><td></td><td>82</td></tr> <tr> <td>GPaS</td><td>84</td><td>60</td><td>88</td></tr> </tbody> </table> <ul style="list-style-type: none"> • DAP children scored sig above national DAP in all subjects, which was an improvement on the previous year. • Progress Autumn term to SATs <p>Smaller group was effective and will be continued next year.</p> <p>(No progress data this year due to no KS1 data – Covid)</p> <p>MTC</p> <table border="1"> <thead> <tr> <th>DAP at CTK</th><th>DAP National</th><th>All CTK</th><th>All national</th></tr> </thead> <tbody> <tr> <td>56%</td><td></td><td>67%</td><td>~38</td></tr> </tbody> </table>					DAP at CTK	DAP national	All CTK	Reading	75	63	87	Writing	67	59	77	Maths	84	61	78	RWM	58		63	Science	50		82	GPaS	84	60	88	DAP at CTK	DAP National	All CTK	All national	56%		67%	~38
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		Use of online practice resource sand targeted intervention groups resulted in high attainment for all and DAP compared to national and an increase upon previous year.																											
PP chn will attain as well as their non PP peers and greater phonic knowledge will improve attainment in reading and writing.	<p>Any gap between reading age and chronological age will diminish. Reading fluency will be en-par with that of non-disadvantaged children on internal tests.</p> <p>Phonics gaps will be addressed and % of children passing screen will be in line with national.</p> <p>KS1 reading and writing TA will be in line with national.</p>	<p>Year 1 Phonics 2024-25</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">school</th> <th colspan="2">national</th> </tr> <tr> <th></th> <th>DAP</th> <th>ALL</th> <th>DAP</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>80</td> <td>87</td> <td>67</td> <td>80</td> </tr> </tbody> </table> <p>DAP attainment 5% up from previous year.</p> <p>A gap of 7% existed between DAP in phonics and 'all' at CTK. This was diminished from the previous year.</p> <p>Use of targeted intervention and embedded use of SSP ELS program was effective.</p> <p>Note: No national KS1 statutory data anymore</p> <p>KS1 TA 2024-25</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">school</th> <th></th> </tr> <tr> <th></th> <th>PP</th> <th>ALL</th> <th>Non SEN PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>60</td> <td>80</td> <td>80</td> </tr> </tbody> </table> <p>Students who needed additional support in reading and phonics were placed in a small daily group with an additional teacher. This has had a positive impact for reading.</p>		school		national			DAP	ALL	DAP	ALL	Phonics	80	87	67	80		school				PP	ALL	Non SEN PP	R	60	80	80
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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that	<p>Emotional resilience and strategies to cope with situations that would inhibit attendance or learning will be developed.</p> <p>Sustained high levels of well-being demonstrated by:</p>	<p>Children can access the full curriculum because their emotional needs are being supported effectively through ELSA sessions with a trained ELSA, MH lead, MHST and pastoral support.</p> <p>Aut 1= 11 DAP received support</p> <p>Aut 2 = 10 DAP</p> <p>Spr 1 =9 DAP</p>																											

<p>non-academic barriers are minimalised and children are resilient and feel safe, secure and happy coming to school.</p> <p>Students will be subsidised for residential and day trips and will be offered reduced fees to some clubs as well as encouraging them to participate in our free teacher-led clubs</p>	<ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils increased attendance at school (96%) 	<p>Spr 2= 11 DAP</p> <p>Sum 1= 19 DAP</p> <p>Sum 2 = 19 DAP</p> <p>Feedback from parents and children was very positive.</p> <p>December 2024 – all children attended a Christmas Pantomime.</p> <p>All children in Years 2, 4 and 6 were subsidised to participate in a residential.</p> <p>Children in all year groups subsidised for school trips.</p> <p>Recorder club, netball, football, crafts, choir, reading, tag rugby, Warhammer clubs all provided free of charge. Over 80% of DAP children participated in lunchtime clubs, after school clubs, Full of Beans after school Clubs and dance festivals</p> <p>PP children are members of the school council, faith leaders, Mini Vinnies, UNICEF group, and arts council.</p> <p>8 children and their families received support from CARITAS during the year. This helped with attendance and other barriers.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being 	<p>Attendance DAP 94.14% , 0.6 % increase on previous year, (2.7% increase over 3 years)</p> <p>Attendance non PP = 96. 05% (also increased)</p> <p>Gap 1.91 (gap diminishing. Was 2.33)</p>

<p>disadvantaged pupils.</p>	<p>no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</p> <ul style="list-style-type: none"> • Attendance at 96% 	<p>Gap diminished for 3rd consecutive year</p> <p>CARITAS support bought for last term to help improve relationships with families and support with access to services.</p> <p>DHT attended inclusive attendance conference and worked with attendance staff in office to more closely monitor attendance and make contact with parents.</p>
<p>Greater engagement with homework and reading.</p>	<p>Students will be offered loaned devices for learning resources so they have parity of access to online practise resources.</p> <p>Scheme Books will be allocated online to read and reading for pleasure books will be available to loan and all students will read everyday to an adult in school.</p> <p>Time in school to complete homework so that all children hand in homework.</p> <p>Children will have books and time to read for pleasure.</p> <ul style="list-style-type: none"> • Any gaps between ARE and fluency/RA will diminish 	<p>Devices loaned to families and support given with technology as required.</p> <p>Access to online maths, spelling and reading programs.</p> <p>DAP chn given 10 min x 3 pw lunchtime MTC club (multiplication)</p> <p>DAP MTC 56% National All 38%</p> <p>Most are daily readers in school.</p> <p>PP children heard read more frequently in school and also encouraged to use the school library to loan books and participate in reading clubs. Additional books purchased for classroom libraries and school libraries as well as reading scheme and online reading books.</p> <p>All EOKS data was above national for reading and phonics.</p>

