

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

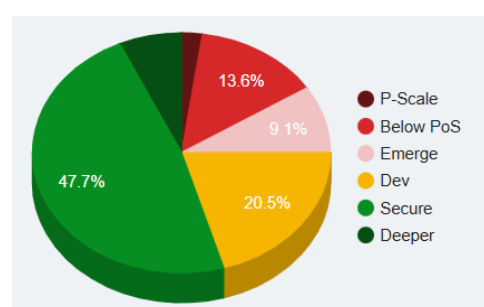
Assessment data from Itrack 2024-2025

Progress in core subjects (reading, writing and maths):

Reading

In reading, 90.7% of pupil premium children made very good progress from the beginning to the end of the academic year.

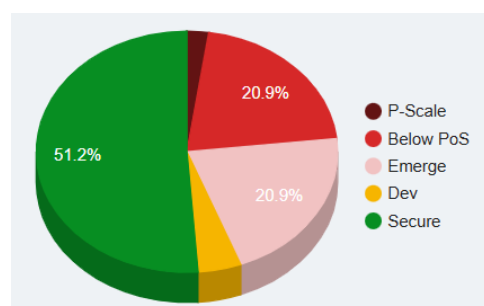
47.7% of pupil premium children were secure in reading at the end of the academic year.



Writing

In writing, 76.2% of pupil premium children made very good progress from the beginning to the end of the academic year.

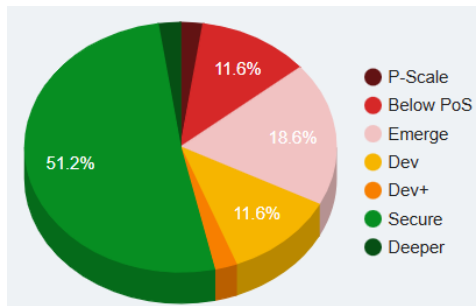
51.2% of pupil premium children were secure in writing at the end of the academic year.



Maths

In Maths, 93.3% of pupil premium children made very good progress from the beginning to the end of the academic year.

51.2 % of pupil premium children were secure in Maths at the end of the academic year.



Due to our mastery approach to maths, all children have access to the same learning resulting in good progress. Children who need extra support in maths receive interventions on the same day in the afternoon or they are pre taught the learning before the main lesson.

The targeted and strategic use of pupil premium has supported us in enabling every pupil to reach their full potential by assuring the best possible learning experiences in the classroom. Every child has the opportunity to flourish by receiving quality first teaching in every classroom.

Intended outcome 1: Improve oral language skills and vocabulary for all pupils across school

- We have continued with the whole school emphasis on vocabulary (anchor words and Goldilocks words). As a result, pupil premium children have a wider range of vocabulary.
- Early identification (in EYFS) for children requiring S&L intervention. Children have been identified early if requiring S&L intervention resulting in good progress and an early intervention for these children.
- Children have access to a rich reading spine exposing them to quality language and vocabulary.

As a result, children are able to communicate more effectively and have a wider range of vocabulary.

Intended outcome 2: Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful.

- During the academic year of 2024- 2025, all children have experienced a range of experiences and visits, bringing learning to life.
- Children have had access to a range of extra- curricular provision to broaden their experiences.
- School has funded visits for PP children, taking away the financial barriers for families.
- Over the past year we have been offering a rich and varied experience, both within and beyond the curriculum, to engage and motivate pupils. Pupil premium children have been offered the experience of taking part in sport events during school time and after school. This has boosted the confidence, increased the social skills and wellbeing of many pupil premium children.

As a result, all children will be able to draw on broader experiences and develop a lifelong love of learning.

Intended outcome 3: Improve the outcomes for our PP children, ensuring they make good progress from their starting points.

- Every class has a teaching assistant offering boosters and interventions for all year groups, supporting quality first teaching across the curriculum.
- Teaching assistants are used for targeted interventions designed to support those pupil premium children with a specific need.
- Children receive targeted intervention in small groups where necessary.
- Children receive targeted intervention on a 1:1 basis where necessary.
- Children make good progress from their starting points, this has been monitored through termly pupil progress meetings.
- Adaptive teaching takes place where the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can achieve the same goals.
- There has been specialist teacher input where required to further support appropriate teaching strategies.
- There has been extra nurture support in school (with Mrs Oliver the pastoral lead) when needed to allow them to focus on their learning.

As a result, children make good progress from their starting points.

Intended outcome 4: Increased parental engagement with school.

- Increased active parental engagement, supporting learning. Parents have attended parents' evenings and workshops throughout the year.
- Parents and families have attended our celebration events during the academic year.
- Parents worked with Mrs Oliver (our pastoral support).
- Parents engaged with the 'Raising attainment with wellbeing' programme resulting in our school receiving the National Whole School Wellbeing Gold Award which acknowledges school communities that put wellbeing at the heart of learning, teaching and leadership.

As a result, children made good academic progress and are supported socially and emotionally. Their mental health is supported.