

Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

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

Intended outcome	Success criteria	Impact
Pupil Outcomes		
An increase in the proportion of disadvantaged pupils who achieve at least the Expected Standard in national tests so that outcomes are close to non-disadvantaged pupils nationally	End of Year Outcomes in the national datasets (EYFSP, Y1 PSC, and KS2 SATs) for Disadvantaged Pupils will be in line with National (all) and close to non-disadvantaged, nationally, effectively closing the attainment gap.	<p>EYFSP – GLD 25% PP; 100% non-PP National ALL: 68% National PP: 45%</p> <p>Y1 PSC 53% PP, 40% non-PP National ALL: 81% National PP: 66%</p> <p>KS2 Combined 41% PP, 80% non-PP National ALL: 62% National PP: 47%</p> <p><i>Commentary</i> There was a wide gap in EYFS, a gap of 13% in PSC and a smaller gap of 6% in KS2.</p> <p>Gaps are wide at the end of Reception year but narrow as pupils reach the end of Year 6.</p>
An increase in the proportion of Disadvantaged pupils achieving the Expected Standard in English and Maths at the end of KS2 at least in line with national outcomes for Disadvantaged.	At the end of Year 6, higher proportion of Disadvantaged Pupils will achieve the Expected Standard in English, and Maths in line with the national outcomes for Disadvantaged.	<p>Reading 2025 School PP: 65% Nat PP: 63% National ALL: 75%</p> <p>Writing 2025 School PP: 59% Nat PP: 59% National ALL: 72%</p> <p>Maths 2025 School PP: 59% Nat PP: 61% National ALL: 74%</p> <p><i>With the exception of maths, disadvantaged pupils at this school</i></p>

		<i>performed just as well as disadvantaged pupils nationally.</i>
An increase in the proportion of Disadvantaged pupils making better than expected progress at the end of a key stage and subsequently achieving GDS in Reading, Writing and Maths by the end of KS2	A higher proportion of Disadvantaged Pupils will make better than expected progress throughout key stage 1 and 2, and achieve GDS in English and Maths by the end of Year 6.	<p>2025 KS2 SATs GDS Reading: PP – 35% Writing : PP – 29% Maths: PP – 29%</p> <p>2024 KS2 SATs GDS Reading: PP – 20% Writing : PP – 0% Maths: PP – 13%</p> <p><i>In English and Maths, GDS outcomes for disadvantaged pupils has increased from 2024</i></p>
Overall Attendance and Persistent Absence		
An improvement in Overall Attendance for Disadvantaged Pupils so that it is aligned with the national overall attendance (all groups)	Overall Attendance for all pupils and particularly economically disadvantaged will show marked improvement over time (3 years) indicating the impact of successful strategies to re-engage disaffected pupils.	<p>2023-2024 Overall Attendance PP: 91% NATIONAL OA 92.8%</p> <p>2024-2025 Overall Attendance PP: 90.1% NATIONAL OA 93.1%</p> <p>School OA for PP has decreased by 0.9% between 23/24 – 24/25</p>
A decrease in the proportion of Disadvantaged pupils being persistently absent from school so that it aligns with the National (overall) persistent absence figures.	Persistent Absence for all pupils and particularly economically disadvantaged will show marked improvement over time (3 years) indicating the impact of successful strategies to re-engage disaffected pupils.	<p>2023-2024 Persistent Absence PP: 18.3% NATIONAL PA 20%</p> <p>2024-2025 Persistent Absence PP: 17.83% NATIONAL PA 18.7%</p> <p>School PA for PP has improved by 0.47% between 23/24 – 24/25 and in 24/25 is 0.87% better than National</p>
SEND, Mental Health, and Inclusivity		
All pupils will have full access to a broad and balanced curriculum meeting at least the requirements of the national curriculum	Children with SEND will be provided with the appropriate and timely support to enable full access to all curriculum subjects	In academic year 2024-2025, we created The Retreat (break-out space) and The Butterfly Room (ARP model provision) for pupils with high Needs SEN and EHCP
All pupils with identified SEND, including those with diagnosed neurodiverse conditions, will be	All staff working with children will adopt the Graduated	The graduated approach has been successfully implemented and

<p>appropriately supported to achieve their full potential</p>	<p>Approach and employ such strategies as Adaptive Teaching and Precision Teaching</p>	<p>Adaptive Teaching is embedded: Precision Teach less so although interventions took place, overseen by the SENDCo</p>
<p>SEND pupils will have greater success in the application of self-regulation strategies to enable a swift return to the classroom environment.</p>	<p>SEND pupils will successfully seek soothing regulation activities within zones throughout school, thus minimising periods outside of the classroom</p>	<p>Pupil Feedback Surveys <i>"It has helped me to calm down, to settle and to work."</i> <i>"I like it because it's big and you get to move around. When I run around, it calms my brain."</i></p>
<p>SEND pupils will have access to timely intervention from specialist support so that they are ready for their next stage of education, having the knowledge and skills they need</p>	<p>Children with SEND, including SEMH, show active engagement in learning, demonstrate appropriate behaviours for learning, and achieve the best possible outcomes.</p>	<p>The progress of pupils in the High Needs ARP have made significant measureable progress across a number of social and emotional milestones. They now show a readiness to learn academic content such as phonic knowledge to decode and encode.</p>