



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Challenge 1: Attainment and progress in reading, writing and mathematics

Activity:

Assessment data consistently identifies gaps between disadvantaged and non-disadvantaged pupils throughout school. This suggests that disadvantaged pupils generally encounter greater difficulties academically than their peers.

Impact:

Results from KS2 national tests:

	PP children (ARE+)	All other children (ARE+)	LA PP children (ARE+)
Reading	82%	78%	66%
Writing	73%	78%	61%
GPS	82%	78%	67%
Mathematics	91%	89%	66%

Attainment for disadvantaged pupils improved, with end of KS2 outcomes broadly in line with or exceeding peers. The introduction of SATs-style standardised assessments supported clearer gap identification and strengthened reading pedagogy and targeted interventions contributed to strong progress, particularly in reading and maths. Some data anomalies occurred as year groups adapted to the new assessments and inconsistent intervention delivery in some cohorts limited impact. Evidence from termly standardised tests, teacher assessment and improved intervention tracking was used to evaluate progress and inform next steps.

Challenge 2: Speech, language and communication, and EAL needs

<p><u>Activity:</u></p> <p>On entry to Reception class, many pupils achieve below age-related expectations in speech and language assessments. The number of pupils in school who have English as an additional language (EAL) has increased recently. Having English as an additional language has a significant impact on learning, attainment and social skills.</p>	<p><u>Impact:</u></p> <p>Results from phonics screening tests:</p> <table border="1" data-bbox="668 277 1481 450"> <thead> <tr> <th></th> <th>PP children (at required standard)</th> <th>All other children (at required standard)</th> <th>LA PP children (at required standard)</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>71%</td> <td>73%</td> <td>70%</td> </tr> </tbody> </table> <p>Speechlink and WellComm assessments showed steady improvement for disadvantaged pupils, and phonics outcomes were strong, with 71% of disadvantaged pupils meeting the expected standard, a percentage that is broadly in line with other children and the average for the local authority. HLTA-led language and EAL interventions supported good progress and the introduction of Flash Academy has begun to provide a more consistent approach to tracking proficiency. However, increasing numbers of pupils entering with significant language delay and growing EAL needs stretched intervention capacity. Additionally, progress for pupils requiring external SALT support was often limited by low parental engagement.</p>		PP children (at required standard)	All other children (at required standard)	LA PP children (at required standard)	Phonics	71%	73%	70%
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3. Targeted interventions for pupils with SEND

<p><u>Activity:</u></p> <p>A disproportionate number of our disadvantaged pupils have special educational needs or are achieving below age-related expectations. They need additional support in school in order to close the attainment gap.</p>	<p><u>Impact:</u></p> <p>SMART IEP targets and strengthened SEND processes supported clearer identification of need, with the SENDCo's regular monitoring helping to ensure interventions were implemented effectively. Little Wandle had a strong impact, with most disadvantaged pupils who did not meet the phonics standard in Year 1 achieving it by the end of KS1. Educational Psychologist involvement also improved diagnostic accuracy and aided in streamlining EHCP applications. However, standardised assessments were not always suitable for very low-attaining pupils and delays in external NHS assessments limited timely provision.</p>
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4. Attendance and punctuality, including anxieties around attending school

<p><u>Activity:</u></p> <p>Data indicates that attendance among disadvantaged pupils is, on average, lower than that of non-disadvantaged pupils. This pattern is similar for punctuality. A significant number of disadvantaged pupils are 'persistently absent' and assessments and observations indicate that absenteeism and poor</p>	<p><u>Impact:</u></p> <p>Targeted pastoral support and clear communication with families contributed to improved attendance for most disadvantaged pupils, with gaps between disadvantaged and non-disadvantaged pupils becoming negligible. Pastoral and ELSA interventions also helped reduce anxiety-related absence, although for some pupils underlying anxieties were shifted rather than resolved in</p>
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punctuality negatively impacts their progress.	full. A small number of families remained hard to engage and were referred to external agencies for further support.
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5. Pastoral support for children and their families

<u>Activity:</u> A significant number of our disadvantaged children are identified as needing pastoral support, or support with mental health issues.	<u>Impact:</u> Pastoral support had a positive impact where families engaged, with wellbeing improving through timely guidance, firm conversations and effective signposting to external agencies. The addition of a pastoral assistant has increased capacity and enabled more proactive planning, while subsidised trips, lunches and snacks strengthened participation and a sense of belonging for disadvantaged pupils. However, some families did not engage with support or external appointments, limiting the impact of interventions and a small number of pupils continued to experience persistent social and emotional difficulties.
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6. Non-academic enrichment activities

<u>Activity:</u> Our disadvantaged pupils often miss out on valuable opportunities outside of the classroom, due to their challenges surrounding their low-income backgrounds.	<u>Impact:</u> Summer School provided disadvantaged pupils with cultural and educational experiences they may not otherwise access and offered a valuable wellbeing check-in during the long summer break. Subsidised trips ensured that financial barriers did not prevent participation, increasing inclusion and cultural capital. Targeting disadvantaged pupils for extra-curricular clubs also broadened opportunities beyond the classroom. However, engagement varied, with some families reluctant to allow their children to attend the activities – this limited the impact of the activity for a small number of disadvantaged pupils.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Educational Psychology	Dr Rebecca Ashton – Ashton Psychology
Clicker	Crick Software
WellComm	GL Assessment
Reading Plus	DreamBox Learning
Little Wandle	Wandle Learning Trust

White Rose Maths	White Rose Education
Times Tables Rockstars	Maths Circle Ltd.
Flash Academy	Flash Academy