

Pupil premium impact report 2024/2025

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																								
<p>1. For children in KS2 to achieve in line with non-disadvantaged peers in reading and writing</p>	<p>Achieve national average attainment and progress scores in KS2 Reading (0) and KS2 writing (0) in 2023/24</p> <table border="1" data-bbox="810 394 1474 510"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>65%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>39%</td> </tr> </tbody> </table> <p>2024/25</p> <table border="1" data-bbox="810 611 1474 728"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>62%</td> <td>41%</td> </tr> </tbody> </table> <p>2025/26</p>		All chn	Disadvantaged	Reading	65%	44%	Writing	57%	39%		All chn	Disadvantaged	Reading	70%	55%	Writing	62%	41%						
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<p>3. For children in KS1 to achieve in- line with their non-disadvantaged peers</p>	<p>Achieve national average attainment scores in optional KS1 SATs – optional SATs were not taken. Data taken from teacher assessment 2023/24</p> <table border="1" data-bbox="810 1417 1474 1570"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>61%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>57%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> <p>2024/25</p> <table border="1" data-bbox="810 1644 1474 1796"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>72%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>54%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>62%</td> </tr> </tbody> </table> <p>2025/26</p>		All chn	Disadvantaged	Reading	62%	61%	Writing	55%	57%	Maths	70%	70%		All chn	Disadvantaged	Reading	72%	70%	Writing	60%	54%	Maths	75%	62%
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<p>4. For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.</p>	<p>Achieve national average scores in phonics screening 2023/24</p> <table border="1" data-bbox="810 1980 1474 2096"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Phonic screening</td> <td>80%</td> <td>71%</td> </tr> </tbody> </table>		All chn	Disadvantaged	Phonic screening	80%	71%																		
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<p>6. Improve attendance of disadvantaged pupils to good</p>	<p>Attendance of disadvantaged pupils to be 97%</p> <p>2023/24</p> <table border="1"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Low attendance (less than 95%)</td> <td>26.2 %</td> <td>29.5%</td> </tr> <tr> <td>Persistent absentee (less than 90%)</td> <td>18.7 %</td> <td>29.5%</td> </tr> </tbody> </table> <p>2024/25</p> <table border="1"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Low attendance (less than 95%)</td> <td>24.5%</td> <td>30.5%</td> </tr> <tr> <td>Persistent absentee (less than 90%)</td> <td>18.9%</td> <td>28.6%</td> </tr> </tbody> </table>		All chn	Disadvantaged	Low attendance (less than 95%)	26.2 %	29.5%	Persistent absentee (less than 90%)	18.7 %	29.5%		All chn	Disadvantaged	Low attendance (less than 95%)	24.5%	30.5%	Persistent absentee (less than 90%)	18.9%	28.6%
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<p>7. To improve personal development and aspirations for pupils across the school</p>	<p>For disadvantaged pupils throughout the school to have access to the start small, dream big project.</p>																		

Analysis and commentary on intended outcome

For children in KS2 to achieve in line with non-disadvantaged peers in reading and writing

	All chn	Disadvantaged
Reading	70%	55%
Writing	62%	41%

In writing, there has been a 2% increase on last year's data for disadvantaged children and 11% increase in reading. In reading, this means that the attainment gap between disadvantaged children and their non-disadvantaged peers has narrowed. Of the 13/22 disadvantaged pupils who did not achieve the expected standard in writing, 8 are on the SEND register. In reading 10/22 disadvantaged pupils are off track. Of those 10, 8 are on the SEND register (as above). Although not meeting the expected standard, individual children within this group made good progress from their personal starting points.

For children in KS2 to achieve in line with non-disadvantaged peers in Maths

	All chn	Disadvantaged
Maths	63%	41%

As above, in maths, there has been a 2% increase on last year's data for disadvantaged children. Of the 13/22 disadvantaged pupils who did not achieve the expected standard in maths, 8 are on the SEND register. Although not meeting the expected standard, individual children within this group made good progress from their personal starting points and a further 6 children had scores of between 95 and 100.

For children in KS1 to achieve in-line with their non-disadvantaged peers

	All chn	Disadvantaged
Reading	72%	70%
Writing	60%	54%
Maths	75%	62%

Optional KS1 SATs were not taken and the data in the table above has been taken from the end of year teacher assessment results. These judgements are informed by performance in tests i.e. PIRA and PUMA as well as children's class work.

There is no significant difference between the performance of disadvantaged children and their non-disadvantaged peers in reading again this year. There is a difference between the performance of disadvantaged children and their peers in writing and maths. 3 of the 13 have a complicating SEND need and a further child has been in hospital with a serious illness for most of the academic year. The disadvantaged children who passed the phonics screening check last year have remained on track in reading.

For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.

	All chn	Disadvantaged
Phonic screening	76%	88%

The predicted national score is currently 80.% which would put all children broadly in line with national, and disadvantaged pupils scoring above this year. Of the 8 disadvantaged pupils in the cohort, only 1 child did not meet the standard. This child has a SEND and has been referred to the educational psychology team in the past. As the cohort of pupil premium children is small in this year group (8), individual differences have a high impact on the percentages.

For disadvantaged pupils in EYFS to improve speech, language and communication skills so that they are operating at age related levels.

	All chn	Disadvantaged
Welcomm Green	66%	60%
Welcomm Green or Amber (only 1 level below)	%	%

Welcomm is assessed at green (working at age related), amber (working 1 level below) and red, which is working significantly below age related expectations. The percentage of disadvantaged pupils at green or amber is However, it is a small cohort of 10 children, so individual differences have a large impact. There are 4 disadvantaged pupils in Reception currently working significantly below (scored red) and these parents have been contacted to refer to SALT for further support with their communication development. There are a further three pupils working at amber (which is 1 level below) and they will continue to be supported until they move to green.

Improve attendance of disadvantaged pupils to good

	All chn	Disadvantaged
Low attendance (less than 95%)	24.5%	30.5% (31 pupils)
Persistent absentee (less than 90%)	18.9%	28.6% (32 pupils)

The attendance percentage for pupils who are disadvantaged is 90.8% which is lower than the attendance percentage for their non-disadvantaged peers which is 93.7%. There are 78 pupils who are persistent absentees, with 32 of those being pupil premium. This indicates that disadvantaged children are still over-represented in this group. There are 101 pupils who have low attendance (between 90-95%) of which 31 are disadvantaged. This representation is closer to the percentage of disadvantaged children in the school cohort as a whole.

All persistent absenteeism is followed up by EA and ML in their attendance roles, and support is offered in line with particular needs.

Attendance will continue to be a focus of the pupil premium plan and the overall school improvement plan in the 25/26 academic year.

To improve personal development and aspirations for pupils across the school

The measure for this has changed to children experiencing the start small, dream big project as at the time this was a new initiative that we were awaiting training for. In the 2024/25 academic year, this project has been run by JC. In the 2025/26 academic year there has been a change in responsibilities, and this will now be run by HP. The content is delivered in 3-weekly assemblies, and this practice is now embedded in school. For the 2025/26 academic year a new measure can be introduced in the pupil survey relating to their careers knowledge which can provide an effectiveness measure for the project.

