

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024–2025 academic year using Key Stage 2 (KS2) performance data, EYFS outcomes, phonics check results, and our own internal assessments. To evaluate progress and impact, our data has been compared to outcomes for both disadvantaged and non-disadvantaged pupils at national levels.

In 2024–2025, four pupils in the Year 6 cohort were in receipt of Pupil Premium funding. Of these, 50% achieved the expected standard across Reading, Writing, Maths and GPS, with 25% attaining Greater Depth in Reading and Writing. At national level, for 2024-25 the provisional KS2 results show that 62% of all pupils met the expected standard in Reading, Writing and Maths combined. The two pupils who did not reach the expected standard were also on the school's SEND register. Despite their complex cognition and learning needs preventing them from reaching age-related expectations, both made strong individual progress from their starting points.

An attainment gap remains evident across all subjects, most notably in Writing, where 92% of non-Pupil Premium pupils reached the expected standard. To address this, the school will maintain a strong focus on developing pupils' speech, language and communication skills as a key driver for improving writing outcomes by the end of KS2. Leaders will also continue to track pupils with multiple vulnerabilities closely, ensuring that teachers are supported to identify and tackle barriers effectively.

In Year 1, 80 % (4 out of 5) of children in receipt of Pupil Premium achieved the Phonics Screening Check (PSC) pass mark, with only one pupil not passing. This is comparable to the performance of non-Pupil Premium pupils in this cohort. In Year 2, data for those who re-sat the PSC shows no attainment gap between Pupil Premium and non-Pupil Premium pupils. These phonics outcomes are a strong indicator that our early phonics and reading foundations are relatively effective for Pupil Premium pupils, and we will build on this positive area to ensure continuity of reading stamina, vocabulary development and writing fluency as pupils move through the school.

Across the wider school, internal data highlights that targeted work to improve language, vocabulary and spelling remains essential to narrowing the attainment gap in English. Current data indicates a 23% gap in Reading and a 21% gap in Writing between Pupil Premium and non-Pupil Premium pupils.

In contrast, outcomes in Maths are showing encouraging improvement. The introduction of a structured mathematics scheme has contributed to a reduction in the attainment gap since the end of the 2023–2024 academic year. Continued emphasis on high-quality teaching and consistency in delivery will be key to further narrowing this gap.

Attainment data for disadvantaged pupils in EYFS during 2024-2025 was broadly in line with that of their non-disadvantaged peers for achieving a Good Level of Development (GLD). However, the school acknowledges that GLD across all pupils was below that of national data, impacted by low writing percentages. The school plans to address this through the focus on securing basic skills in Writing in Year 1, drawing on the Curious Quests approach. Furthermore, through introducing variations to Year R's Drawing Club approach for pupils with SEND such as Scribble It and Story Dough, we aim to further aid progression in EYFS Writing, building on the low starting points we see.

Attendance for disadvantaged pupils has dipped compared to the previous academic year, particularly among those who joined the school through in-year admissions. Moving forward, these pupils will be identified as a focus group for closer attendance monitoring. Staff will work proactively with families to strengthen relationships, identify barriers to regular attendance, and reinforce the importance of consistent school attendance.