

## Pupil Premium Analysis and Next Steps -

### Strengths and Key Areas of Impact

Early Years Progress	<p>The percentage of disadvantaged (PP) children achieving a Good Level of Development (GLD) has significantly increased from 17% (2023-24) to 40% (2024-25).</p> <p>This is supported by successful early intervention in the 'hive provision' and high-quality CPD for staff on interactions, leading to EY results that are now above national average</p>
Attendance	<p>The appointment of a dedicated Attendance Officer and Learning Mentor has led to success with persistent absentees. The overall disadvantaged attendance gap remains (92% for disadvantaged vs. 95.6% overall), but individual success stories demonstrate the impact of intense support (e.g., KLF's attendance improving from 9% at her previous school, and TLB's high school attendance now at 100%)</p>
Pastoral and Wellbeing Support	<p>The school has a strong pastoral team and has been recognised as a school of good practice for its work with children in care. Strategies to support behaviour and resilience are well embedded and the use of Emotion Coaching and daily emotional check-ins are fully implemented.</p> <p>The introduction of One Life in September 2025 will only strengthen this, alongside the appointment of a new Learning Mentor, who brings a new enthusiasm to the role.</p>
Wider Opportunities	<p>The strategy ensures a high proportion of disadvantaged pupils attend clubs (81% of Y6 and 78% of Y4 attended residentials) and access parental workshops (96%)</p>

### Key Areas for Improvement, based on Gaps and Low Outcomes.

Year 1 Phonics Screening Check (PSC)	PP outcomes have drastically declined from 71% (2023-24) to 25% (2024-25). This is identified as below the national average.
Key Stage 1 (KS1) Outcomes	The gap between whole school and PP performance remains wide, especially in Reading and Writing, where only 44% of PP pupils achieved the expected standard (compared to 73% whole school). This is an increase from the 25% achieved in 2023-24, but a large gap still exists.
Key Stage 2 (KS2) Outcomes	The percentage of disadvantaged pupils achieving the combined expected standard is 31% (2024-25), a drop from 38% (2023-24) and significantly below the whole school figure of 64%. (There are cohort specific needs regarding this year group).However the gap closed from Year 5 to Year 6 ( R- 15%, W, - 7%, M- 23). In all core subjects, PP attainment is only 31%.
Key Stage 2 Mathematics:	While MTC average scores showed improvement (64% achieving 23+ vs. 18.2% in 2023-24), KS2 Maths attainment for PP pupils is low at 31% (a drop from 50% in 2023-24)

### Next Steps

Phonics and Early Reading	Review RWI Implementation: Despite the implementation of the RWI program and coaching for staff, the outcome is poor.
---------------------------	--

	<p>Ensure fidelity of delivery, consistency of grouping, and effectiveness of catch-up groups led by TAs.</p> <p>Ensure the additional coaching provided by the RWI leader is focused on the most vulnerable pupils and that the TAs are confident in delivering the intervention.</p> <p>Given the low PSC pass rate, develop a targeted, time-limited intervention plan for the current Year 2 pupils who failed the PSC, ensuring all Year 2 retakes pass (as 100% did in the previous cycle)</p>
Strengthen Academic Progress in Key Stages 1 & 2	<p>Focus on Adaptive Teaching. The CPD has focused on adaptive teaching and modelling. Next steps should involve monitoring lesson observations and book looks specifically for PP pupils to ensure the adaptive teaching is being implemented with precision and high expectation to close the gap. Barriers to learning and actions for lesson planning/ task design have already been implemented.</p> <p>Targeted Book Looks (Maths and All Subjects), specifically focussing on: The quality of work produced by PP pupils.</p> <p>Evidence of scaffolding/pre-teaching (a current strategy) being used effectively to ensure PP pupils <i>start</i> the lesson closer to the expected standard.</p> <p>Whether the Maths Mastery approach is leading to conceptual understanding for PP pupils, given the low KS2 Maths outcome.</p>
Consolidate Pastoral Success	<p>Link Attendance to Attainment: Maintain the work of the Attendance Officer and Learning Mentor. Use the success stories to build a case for attendance as a key factor in academic success</p>

when communicating with families, especially those with attendance concerns (92% for PP vs. 95.6% overall). Build case studies as evidence of this.

Leverage Parental Engagement: Maintain the strong links through workshops and the pastoral team. Explore ways to translate the high engagement (96% attending workshops/parents' evening) into more consistent academic support at home. Utilise HB in January to create and deliver a package of support for parents, for instance, a focused session on how to support Phonics/Reading at home, given the low Year 1 outcomes.