

### Part B: Review of outcomes in the previous academic year

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

We have analysed the performance of our school's Pupil Premium pupils during the previous academic year (2024-2025), drawing on national assessment data and our own internal summative assessments.

In Reception, 100% of our pupils had a Good Level of Development.

In Year 1, 100% of our pupils (and 100% of Pupil Premium pupils) met the standard for the Phonics Screening Check. This met or exceeded expectations for pupils in this cohort. Targeted interventions have had a positive impact.

The table below shows the performance of Pupil Premium pupils at the end of Key Stage 1.

30 pupils total		READING		WRITING		MATHS		SPAG	
		M+	GD	M+	GD	M+	GD	M+	GD
%	PP (2) No.	1	1	1	1	1	0	1	1
	PP (2) %	50%	50%	50%	50%	50%	0%	50%	50%

The table below shows the performance of Pupil Premium pupils at the end of Key Stage 2.

32 pupils total		READING		WRITING		MATHS		SPAG	
		M+	GD	M+	GD	M+	GD	M+	GD
%	PP (2) No.	1	1	1	1	1	1	1	1
	PP (2) %	50%	50%	50%	50%	50%	50%	50%	50%

Targeted interventions and boosters had a positive outcome for our pupils in Year 6, particularly in reading.

The table below shows the percentage of Pupil Premium Pupils who met the expected standard for their year group.

	Reading	Writing	Maths	SPaG	RWM
Reception	GLD			100%	
Year 1 Phonics				100%	
Year 1	100%	100%	100%	100%	100%
Year 2	50%	50%	50%	50%	50%
Year 3	50%	100%	50%	50%	50%
Year 4 MTC			100% (20+) 0% (25/25)		
Year 4	100%	100%	100%	100%	100%
Year 5	50%	50%	100%	50%	50%
Year 6	50%	50%	50%	50%	50%

The table below shows the performance of Pupil Premium pupils compared to non-Pupil Premium pupils.

Year Group	Number of Pupil Premium	Number of non-Pupil Premium	Reading		Writing		Maths	
			PP ARE+	Non-PP ARE+	PP ARE+	Non-PP ARE+	PP ARE+	Non-PP ARE+
Reception	2	28	100%	89%	100%	89%	100%	96%
Year 1	1	28	100%	89%	100%	89%	100%	93%
Year 2	2	28	50%	89%	50%	82%	50%	82%
Year 3	2	28	50%	82%	100%	82%	50%	89%
Year 4	2	30	100%	87%	100%	90%	100%	93%
Year 5	2	28	50%	82%	50%	68%	100%	79%
Year 6	2	30	50%	90%	50%	80%	50%	87%

Again, access to targeted intervention and boosters has had a positive outcome.

Some of the strategies used in 2024-2025 will continue to be used in 2025-2026, as they proved to be successful.

## **Teaching Strategies**

Staff continue to have access to maths mastery training through the Maths Mastery Hub. This has further strengthened our approach to maths and the high-quality teaching and support that our children receive. The maths co-ordinator has also accessed training to ensure that she is able to lead the subject with confidence and can fully support staff in school. She has led training sessions for all staff to enhance maths teaching and support. The use of stem sentences in school has continued to develop and had a positive impact on teaching and learning.

Staff have also continued to access training around phonics and spelling. The English co-ordinator has attended training courses to ensure that her subject knowledge is up to date. Relevant information is then shared with staff.

Both the mathematics and English leads are Associate Advisors for the Local Authority and support staff in other schools.

## **Reading**

The use of VIPERS in school to support our reading comprehension continues to have a positive impact in school. Staff continue to have confidence in teaching each of the skills. In Key Stage 1, 87% of our pupils (50% of PP) achieved the expected standard with 27% (50% of PP) achieving above the expected standard. In Key Stage 2, 91% of (50% of PP) pupils achieved the expected standard with 59% (50% of PP) achieving above the expected standard. The continued use of Reading Plus has enhanced opportunities for reading for our Key Stage 2 pupils and has had a positive impact. We aim for pupils in Year 2, who are ready to do so, to use the programme from Easter.

## **Phonics**

The implementation of Monster Phonics in Key Stage 1 has had a positive impact. Staff and pupils have responded very well to the programme. For the Phonics Screening check, 100% of our pupils (100% of PP) achieved the expected standard and 100% of our pupils (100% of PP) who retook this in Year 2 also achieved the expected standard. Our English co-ordinator has organised and led training on this scheme.

## **Spelling**

The implementation of Superhero Spellings has also had a positive impact across Key Stage 2. All Key Stage 2 staff have accessed training. In Year 3, 90% (100% PP) of pupils achieved the expected standard in SPaG, Year 4 it was 94% (100% of PP), Year 5 it was 73% (50% of PP) and in Year 6 it was 78% (50% of PP). This will continue to be a focus for 2025-2026.

## **Mathematics**

Staff have confidence in the White Rose scheme that we adapt, use and enhance and this has had a positive impact on our results. In Key Stage 1, 80% of our pupils (50% of PP) achieved the expected standard with 17% (0% of PP) achieving above the expected standard. In Key Stage 2, 84% of pupils (50% of PP) achieved the expected standard with 47% (50% of PP) achieving above the expected standard.

For the Multiplication Tables Check in Year 4, 37.5% of pupils achieved full marks (0% of PP) and 88% of pupils scored at least 20 marks (100% of PP). Our use of TTRockstars has supported this.

For reading, writing and maths combined at KS1, 80% (50% PP) of pupils achieved the expected standard with 10% (0% PP) exceeding the expected standard.

For reading, writing and maths combined at KS2, 78% (50% PP) of pupils achieved the expected standard with 19% (50% PP) exceeding the expected standard.

### **Handwriting**

Access to Letter-join has been of benefit to our staff and pupils. Staff feedback and observations indicate that the presentation of pupils' work has improved and that having a scheme that can be used and adapted has helped with the delivering of handwriting lessons.

### **Targeted Intervention**

Additional interventions before and after school to support reading, maths, spelling and phonics took place throughout 2024-2025. This did have a positive impact on our Pupil Premium pupils. Phonics interventions took place for pupils in Year 1 and 2 and these helped to diminish the gap between Pupil Premium and non-Pupil Premium pupils.

### **Wider Strategies**

Pupils who took part in various friendship groups showed increased resilience in friendship situations.

Our Wellbeing Co-ordinator carried out Emotional Literacy Support Assistant Training (ELSA), this work informs her daily practice.

Pupils had access to our Wellbeing Co-ordinator on a drop-in basis as well as additional blocks of sessions, tailored to pupils' needs, where necessary. Check-in sessions also took place afterwards.

Pupils have accessed We Eat Elephants, Decider Skills (Year 5), Feelings and Friendship (Year 4, Year 5 and Year 6) and Transition (Year 6) sessions delivered by Piece of Mind. These have all had a positive impact on pupils' emotional resilience in school.

Zones of Regulation is used in all classrooms. This helps pupils to recognise and manage their own emotions. This has had a positive impact across school.

Pupil Premium children accessed free instrumental tuition. They had the opportunity to perform throughout the year. We also had pupils who had their residential visit paid for out of Pupil Premium funds.

Pupils accessed Lego Therapy. This had a positive impact for these pupils.

## **Service pupil premium funding**

### **How our service pupil premium allocation was spent last academic year**

Sessions with our Wellbeing Co-ordinator have been provided to support the emotional needs of our service children. They met with her at least once half a term. They have also benefited from various emotional resilience programmes: We Eat Elephants, Decider Skills and Feelings and Friendship.

### **The impact of that spending on service pupil premium eligible pupils**

Our Service Pupils are more emotionally resilient due to the programmes that have been delivered. Their drop in and/or weekly sessions with our Wellbeing Co-ordinator have also been of benefit as they have had the opportunity to have regular sessions to discuss any worries.