

Part B: Review of the previous academic year-2024 2025

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates disadvantaged children's attainment compared favourably to all children at the expected standard.

At the end of Key Stage 2 **100%** Disadvantaged pupils met the expected standard for Reading Mathematics and Spelling, Punctuation and Grammar. **50%** of disadvantaged pupils exceeded the national standard in Reading. **50%** met the expected standard for Writing.

At the end of Key Stage 1 **100%**, disadvantaged pupils met the expected standard and in Reading and Writing and Mathematics.

100% of disadvantaged pupils passed the Phonics test.

To help us gauge the performance of our disadvantaged pupils we compared their results to non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Due to our small class sizes, each disadvantaged child **(8) = 12.5%, which is equal to 19% of the all pupils on role.**

Across the school our disadvantaged children

On track Reading **87.5%**

On track Writing **87.5%**

On track Mathematics **87.5%**

Based on all the information above, the performance of our disadvantaged pupils either meets or exceeds national expectations.

Targeted Intervention, quality first wave teaching, for Reading Writing and Mathematics at both Key Stages is ensuring children receive the support needed to make progress and continue to build on their learning.

Our evaluation of the approaches and training delivered last academic year indicates that quality teaching, small group and 1-1 targeted support is having a positive impact on our children's learning and development.

In addition we have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Pupil Premium spending is not simply about academic performance. It is also targeted at improving the wellbeing of disadvantaged pupils. A proportion of the funding is therefore targeted on wellbeing (& resources), which we believe is a vital part of our expenditure.

In 2024 – 2025 additional spending on Pupil Premium children included:

- Funding Breakfast and After School Club provision
- School uniform and suitable PE Kits (footwear)
- Funding for specialist class visitors/trips-competitions
- Funding for music tuition
- School Residential and Forest School expenses
- Yoga & Mindfulness sessions including 1-1 targeted sessions

Pupil Premium Grant for the year 2024- 2025= £20,700 based on 8 pupils

Externally provided programmes

Programme	Provider
Maths resources	TT Rockstars
Dyslexic Program	IDL
Science Specialist	Adrians Travelling Science Show
Shine	School arts and craft program
Music Tuition	Create Music
School Residential	Robinwood Activity Centre
CPD	National College
Provide PP children with access to music tuition, visits, extra-curricular activities/ trips.	Subsidies provided for educational trips and residential visits for PP children – Attendance on such experiences is encouraged and financially supported. Music tuition and instrument hire provided for PP pupils – Providing opportunities that may otherwise be out of reach.
HT/school bursar /CoG monitor attendance ½ termly for all children including disadvantaged	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Rapid evidence assessment on attendance interventions for school aged pupils (EEF)

Further information

Additional activity

Our pupil premium strategy was also supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- utilising a Local Council grant to employ a School Counsellor

Planning, implementation, and evaluation

We triangulate evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils. We also meet with the local schools to identify disadvantages which are similar due to locality

Staff and governors have had training for effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also looked at studies about the impact of the pandemic on disadvantaged pupils.

We use the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.