

# Pupil premium strategy statement

## Part B: Review of the previous academic year



### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	July 2025 Evaluation of Outcomes
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils by the end of YR. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Baseline Foundation2 assessments showed that 60% of pupils were at are related expectations for Communication and Language (CLL). By the end of the year, 88% met the Early Learning Goal (ELG) for CLL demonstrating that pupils' oral language skills improved. There were 10 disadvantaged pupils in this cohort. Of these, 8 met the ELG for CLL (80%). The two pupils who did not achieve the ELG in CLL are on the SEND register with the primary need identified as Communication and Interaction. Both are receiving Speech and Language therapy.
<b>All pupils achieve well in Reading.</b>	Achievement in Y1 Phonics Screening Check is high and in line for non-disadvantaged and disadvantaged pupils. All pupils leave Y2 reading age-appropriate books. Gap between Pupil Premium (PP) in 2023-2024 Y4 cohort disadvantaged and not disadvantaged narrow for Reading attainment.	82% of the Y1 cohort achieved the expected standard in the phonics screening check which was above national. 73% of disadvantaged pupils met the expected standard. This was above national comparisons – 67%. The gap between national disadvantaged and not disadvantaged was 13% in comparison to a school gap of 9%.
<b>Parental engagement will increase. Fewer teachers will report a lack of engagement in reading at home with their children.</b>	Pupils will read regularly and widely. This will result in narrowing the gap between disadvantaged and not disadvantaged pupils in reading.	End of EYFS attainment, Y1 phonics data and end of Y6 attainment demonstrates strong achievement in reading and that the gap has narrowed for disadvantaged children.
<b>Attainment in writing will increase so that high percentages of pupils can write at age related expectations.</b>	Writing at the end of KS2 will be at least 90% for disadvantaged and not disadvantaged pupils. Writing attainment across the school will be significantly higher. Gaps in spelling will be eradicated. Gap between PP in Y4 cohort disadvantaged and not disadvantaged narrow for Writing attainment.	10/14 (71%) disadvantaged pupils met the expected standard for writing. This was significantly above the national comparison of 59%. All pupils – 83% met the expected standard in writing.
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	Sustained high attendance through 2024/25 demonstrated by: · The overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (currently 94%/96%) · The percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.	2024-2025 attendance data showed that not-disadvantaged pupil attendance was 97% and attendance for disadvantaged pupils was 96%. High attendance demonstrated for both groups.