

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our statutory and internal assessments during 2024-2025 suggested that the performance of disadvantaged pupils remains slightly lower than that of their non-disadvantaged peers in key areas of the curriculum. The gap between attainment is reducing but our small cohort sizes means that it is difficult to make general comparisons, and each year group need to be analysed individually however, in some subjects (reading) children from disadvantaged backgrounds are making more progress than those of non-disadvantaged peers.

As a whole maths has become stronger 40% of disadvantaged children achieved age related expectations and 10% above age related expectations. 35% of children made positive progress. This has been a result of our focus on ensuring good teaching of the subject. The introduction of Mastering Number (NCETM) from EYFS to Year 5 has ensured consistent approaches to teaching. The continuation of Early maths being taught well in EYFS and now being rolled out to a wider group of children to complement our existing Maths Curriculum (delivered through Power Maths) has ensured that children are given a solid start from which to build in their mathematical understanding.

English assessments have also shown rapid progress for our KS2 pupils, with reading being particularly strong. 65% of children achieved age related expectations and 10% above age related expectations. 40% of the children made positive progress. We continue to be true to our chosen phonics scheme and use it throughout the school. Support from RWI consultants is used to ensure provision is targeting children in need. All staff received training in the delivery of fluency and comprehension lessons. This training was delivered internally by Katie Brown who had attended a course led by The Ambition Institute building on her previous National Qualification in Leading Literacy. Although we are pleased with the progress made reading will continue to be a priority in 2025/26 in line with the CAM academy 30 initiative.

Writing remains the area where attainment is lower although the children do make good progress. 40% of disadvantaged children reach age related expectations but no children reached above age related expectations. 10% of children made positive progress. Writing continues to be an area for development in 2025/26 as it needs to have time for the improved teaching to be mastered and consistently shown by the pupils. Staff will receive high -quality CPD to ensure that they fully understand assessment processes and the lessons learnt from this are delivered through in their teaching.

The extra strategies that were put in place to support mental health, notably the employment of a specific Pastoral Support Lead and the variety of training she received, had a positive impact on the emotional well-being of many of our pupils, including those that are in receipt of Pupil Premium funding. This area has proved to be vital, so will be continued this year.

The plan detailed that social and emotional approaches would be embedded into routines. This was not achieved in 2024-2025 but will continue to stay on the plan as its links to improved outcomes at school remain evident.

Underpinning all of our plans is the drive to provide a broad and balanced curriculum for all our pupils that include a wide range of experiences in our curriculum that grows a love for learning in a modern world. Our pupil premium pupils have benefitted from financial support to ensure they can access all area of the school offer.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)