

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

*External statutory data:*

#### **EOKS2:**

##### **Reading:**

*School: All-70% EXP+ / Disadvantaged- 64% EXP+ /*

*National Non-disadvantaged:81%*

*National disadvantaged:63%*

##### **Writing:**

*School: All 76% EXP+ / Disadvantaged 72% EXP+*

*National Non-disadvantaged:78%*

*National disadvantaged: 59%*

##### **Maths:**

*School: All 74% EXP+ / Disadvantaged 76% EXP+*

*National Non-disadvantaged: 80%*

*National disadvantaged: 61%*

##### **RWM combined:**

*School: All 63% EXP+ / Disadvantaged 56% EXP+*

*National Non-disadvantaged:69%*

*National disadvantaged:47%*

*The gap in the performance of school 'disadvantaged' pupils when combined to national 'disadvantaged' pupils to national 'non-disadvantaged' is compared to analyse school performance.*

*The gap in reading for school is 17% and for national disadvantaged pupils is 18%.*

*The gap in writing for school is 6% and for national disadvantaged pupils is 19%.*

*The gap in maths for school is 4% and for national disadvantaged pupils is 19%.*

*The gap in RWM combined for school is 6% and for national disadvantaged pupils is 22%.*

***The performance of disadvantaged pupils in school are in line or above national disadvantaged. The gap to national non-disadvantaged is narrower than the national gap particularly in writing/ maths and combined figures.***

#### **YEAR 4:**

##### **Multiplication Tables Check:**

*School performance is above national standards for all pupils, with 67% of pupils achieving full marks compared to 38% nationally.*

*62% of school disadvantaged pupils achieved full marks and 86% achieved 20+/25*

#### **YEAR 1:**

##### **Phonics Screening:**

*School: All-87%/ Disadvantaged- 75%*

*National Non-disadvantaged:84%*

*National disadvantaged:67%*

*In phonics, school disadvantaged perform above national disadvantaged and the gap with national non-disadvantaged pupils is in line.*

#### **EYFS:**

##### **GLD:**

*School: All 66% / Disadvantaged- 36%*

*The ELG with biggest in school gaps between disadvantaged and non-disadvantaged pupils are Listening, Attention and Understanding, Word reading, comprehension and writing. Self-regulation was also an area of weakness.*

*National comparators to be included when available.*

***End of year attainment data across cohorts indicates that an in school attainment gap still exists between disadvantaged and non-disadvantaged pupils in most cohorts.***

***The widest gaps still exist in Y1 and Y5 and disadvantaged pupils are achieving less well in these cohorts. In these cohorts, the gap is wider in reading and writing.***

### **Attendance**

*School attendance for 2024/2025 was 93.6% for all pupils, 91.1% for disadvantaged pupils and 95.8% for non-disadvantaged pupils. Nationally 94.9%/LA 93.5%*

*School attendance for pupil premium pupils remains below national disadvantaged pupils and continues to be a significant priority for improvement.*

### **Persistent Absence**

*Persistent absence figures in school for 2024/2025 were 21.2% for all pupils, 34.9% for disadvantaged pupils and 7.8% for non-disadvantaged pupils. National Persistent absence figures for all pupils was 14.3% and 24.4% for disadvantaged pupils*

*School persistent absence figures have increased from the previous academic year for all and groups of pupils.*

*Ongoing work is required to further improve overall attendance and PA figures. School is thorough in approach to managing and addressing attendance concerns but work is required to improve attendance to be in line with national figures and to reduce to disadvantaged gap.*

### **Wider Opportunities:**

*All disadvantaged pupils accessed trips throughout the year and disadvantaged pupils in Y6 accessed the residential.*

*Children's University has had the following graduates:*

*24/25 Academic year 101 graduates with 45 of those being pupil premium*

***The outcomes that are outlined in the published three year strategy remain challenging, however good progress has been made towards achieving these objectives by the end of the three year plan.***

***The evaluation of the year 2024-2025 highlights successes but it also continues to highlight challenges for disadvantaged pupils that work is appropriate to address.***

***Improving outcomes in reading for disadvantaged pupils is a key priority within the plan and further work needs to be undertaken both in meeting the expected standard in phonics and in EOKS2 reading.***

***Attendance for disadvantaged pupils is an ongoing priority to ensure that they access high quality education daily and consistently.***

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin Phonics
White Rose Maths	White Rose
Times Tables Rockstars	TTRS
Mastering Number	Maths Hub
Wellcomm	GL Assessment
Writing Roots	The Literacy Tree
ELSA	ELSA support
Relax Kids	Relax Kids
Lego Therapy	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

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

N/A

