

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.

It should be noted that 65% of pupils on our SEND Register in our school are also FSM and/or CLA

End of EYFS outcomes

- 40% (2 out of the 5) PPG pupils in the class achieved the GLD. 1 of the 3 children who did not has an EHCP and one is on the SEND Register.

	Reception: Number of children: 29 Number of PP children: 5			
	Combined	Reading	Writing	Maths
All Pupils	75%	75%	75%	83%
PP Pupils	40%	40%	40%	40%

Phonics Screening Check

- 67% (2 out of the 3) of PPG pupils in the class achieved the phonics screening check. This is in line with National Outcomes for 2025.

End of Y2 PSC: 75% (6 out of 8) of PPG pupils in the class achieved the phonics screening check. 1 of the 2 children, who did not achieve the expected standard, has an EHCP.

End of KS1 attainment

- 76% (6 out of the 8) of PPG pupils in the class achieved the expected standard in Reading. 1 of the 2 children who did not achieve the expected standard in Reading has an EHCP.
- 63% (5 out of the 8) of PPG pupils in the class achieved the expected standard in Writing. 1 of the 3 children who did not achieve the expected standard in Writing has an EHCP.
- 75% (6 out of the 8) of PPG pupils in the class achieved the expected standard in Maths. 1 of the 2 children who did not achieve the expected standard in Maths has an EHCP.

End of KS2 attainment

- 60% (3 out of 5) of PPG pupils in Year 6 achieved Expected Standard + in Reading.

- 100% (5 out of 5) of PPG pupils in Year 6 achieved Expected Standard + in Writing.
- 80% (4 out of 5) of PPG pupils in Year 6 achieved Expected Standard + in Maths
- 60% (3 out of 5) of PPG pupils in Year 6 achieved combined Expected Standard + in Reading, Writing and Maths.

Whilst there continues to be a gap between the attainment of our PP and non-PP pupils at the end of KS2, attainment in both writing and maths are above national (data for 2025-25) as is our reading, writing and maths combined scores.

Published disadvantaged data 2024-2025				
	Reading	Writing	Maths	RWM Combined
National ARE (2024)	62%	58%	59%	45%
School ARE	60%	100%	80%	60%
National GD (2024)	10%	3%	8%	2%
School GD	0%	0%	0%	0%

End of year outcomes 2024 – 2025 % of children at ARE							
	Reading		Writing		Maths		RWM Combined
	Non PP	PP	Non PP	PP	Non PP	PP	
Year 1	88%	67%	83%	67%	88%	67%	67%
LSP Benchmark		50%		49%		55%	41%
Year 2	77%	76% (1/2 SEND)	72%	63% (1/3 SEND)	82%	75% (1/2 SEND)	50%
LSP Benchmark		48%		43%		56%	36%
Year 3	85%	57% (2/3 SEND)	75%	43% (2/4 SEND)	90%	57% (2/3 SEND)	38%
LSP Benchmark		46%		35%		58%	32%
Year 4	90%	0% (1/1 SEND)	73%	0% (1/1 SEND)	87%	0% (1/1 SEND)	0%
LSP Benchmark		56%		43%		60%	35%
Year 5	100%	67% (1/3 SEND)	90%	33% (2/6 SEND)	95%	44% (2/5 SEND)	33%
LSP Benchmark		56%		34%		47%	29%
Year 6	92%	60% (0/2 SEND)	87%	100%	95%	80% (0/1 SEND)	

(Figures in green represent the number of PP children who did not achieve ARE who are SEND)

Number of PP pupils (non EHCP) below ARE who have made at least expected progress.			
	Reading	Writing	Maths
Y2	7/8	8/8	8/8
Y3	5/7 (1 new pupil)	5/7 (1 new pupil)	5/7 (1 new pupil)
Y4	0/1	0/1	0/1
Y5	5/9 (2 new pupils)	7/9 (2 new pupils)	5/9 (2 new pupils)
Y6	5/5	5/5	4/5

Number of PP pupils (non EHCP) below ARE who have made accelerated progress.			
	Reading	Writing	Maths
Y2	6/8	5/8	5/8
Y3	0/7	1/7	0/7
Y4	0/1	0/1	0/1
Y5	2/9	3/9	2/9
Y6	3/5	4/5	3/5

The attainment of disadvantaged pupils continues to be below those identified as non-disadvantaged across key areas of the curriculum and is a key focus during all pupil progress meetings and SEND surgeries. However, both our end of Key Stage 2 data and the end of year outcomes, shown in the above tables, show that high quality teaching enables most pupil premium children to make progress at least at the same rate as their peers and in many cases attainment is accelerated.

Pupil Premium Learning Enquiries by Governors and Senior Leaders continue to focus on:

- High Quality Teaching – including direct instruction, guided and independent practice, modelling and using metacognitive strategies such as ‘think alouds’
- Universal Provision
- Pedagogical approaches such as ‘cold-calling’ to reduce passivity and scaffolding to develop greater self-efficacy amongst prioritised learners.

The school has continued to focus on developing pedagogy so that provision for all pupils, especially disadvantaged pupils, meets their learning needs. An emphasis has been placed on the importance of Universal Provision and time has been spent embedding what high quality teaching, including explicit instruction, modelling, metacognitive talk, guided practice and independent practice.

Embedding the development of consistent, high-quality teaching of reading and comprehension has been a focus this year. We recognise the importance of reading in unlocking learning for all children, especially disadvantage learners. All children in Key Stage 2 are taught whole-class reading for 30 minutes a day, using challenging texts and consistent strategies such as echo reading and choral reading with a focus on prosody, comprehension and the development of vocabulary.

The impact of this has been a notable increase in average point scores achieved by our priority learners in reading assessments over the last three years. Where three years ago the average point scores for our priority learners, currently in our KS2 classes, were working

towards age related expectations, the average point scores are now at age-related expectations.

Zones of Regulation is now embedded across the school enabling all children to develop the skills to self-regulate and identify strategies that will enable them to successfully engage in their learning. Regulation Stations have been established in both key stages, providing the children with a 'safe place' to self-regulate, enabling them to build greater efficacy in recognising the impact of their emotions on their ability to be successful. The practice of the Learning Mentor is also aligned to these principles and strategies and she continues to identify and work alongside children on short-term, targeted ELSA interventions.

Boxall Profile is now used to assess and track the social and emotional needs of our pupils and all staff provide support to promote positive emotional, social and cognitive development. This academic year the school has adopted the Nurture UK Six Principles of Nurture and Graduated Approach to Nurture. As a result of this, amendments have been made to our whole school behaviour policy and an explicit ladder of behaviour responses was introduced in September 2024. There has been a whole school focus on explaining and practising predictable routines and clear expectations of positive relationships and interaction are modelled. Nurture and the development of well being is central to our practice and staff respond and listen to children and their families in ways that show they are valued. Staff recognise all behaviour as communication and young people are encouraged and supported to reflect on their behaviour. Staff understand the feelings which may be aroused by change and transitions in children's lives and are proactive in involving children and their parents and caregivers in managing transitions successfully.

During this academic year we have also worked in collaboration with the North Somerset Mental Health Team and our Education Mental Health Practitioner to establish a whole school approach to positive mental health and have benefited from her work supporting both parents and children.