



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.

Oracy has remained a focus in our School Improvement Plan. Our writing curriculum has now got clear purpose and real audiences with the emphasis on sharing writing and oral rehearsal. A 'debating' footprint has been created this year and has been implemented across the whole school in the Summer Term. Children have engaged well and readily shared their opinions. Mini books have been created in every class as recommended by the 'Reading Framework' as a means for children to retell their experiences on school visits. Training has been undertaken on making podcasts, something that needs to be embedded in our curriculum moving forward. We have been accepted on to the Voice 21 programme for a three year period 2025-2027.

Analysis of data shows that the whole school (Year One -Year Six) Pupil Premium attainment figure for reading dipped slightly at 53%. Writing remained broadly in line with last year at 45% although mathematics attainment was below last year at 43% from 58%. Although the overall combined figure was 31%, not reaching our target of 42% for this year, in Year Six the combined attainment score increased from 47% in the previous year to 54% this year.

We continued to work closely with the Outwood Hub to improve phonics in Key Stage One, resulting in 10/15 (67%) of our disadvantaged Year One pupils achieving the pass mark (32+) in the Phonics Screening Test. This is a result of daily phonics sessions, phonic reading sessions and small group interventions for our lowest achieving pupils. 25% of disadvantaged children achieved the phonic retake in Year Two.

Attendance has once again been a key priority. Using our DfE '*Attendance Summary Report*' up to Wednesday 13 August 2025, we can see that our attendance is above the national average of 92.4% at 94.7% for pupils accessing free school meals, which is an increase from 93.7% in 2023/2024. Using the '*Similar Schools comparison Report*' we can see that our school's attendance is consistently higher than similar schools and have no areas to focus on. The percentage of disadvantaged pupils who are persistently absent was 8.4% which is 1st of 21 schools and 14.3% less than the persistent absence of similar schools at 22.7%. Due to the attendance strengths and attendance being consistently higher than similar schools, there have been no areas for the school to focus on.

Due to a rigorous system of monitoring and implementation of small changes the school has worked hard to achieve and sustain positive attitudes to learning from all children, particularly our disadvantaged pupils. We have made reasonable adjustments to our reward systems so we do not penalise those children who have missed sessions due to medical appointments or special circumstances.



There has been a slight decrease in the number of 'reds' (sanctions) received this year, for behaviour. To target the children who had received a number of reds and oranges within a half term a new system of monitoring has been put into place. Class teachers now look for patterns and possible trends over the half term to identify possible trigger points for specific children. The SLT have scheduled meetings with parents/carers to discuss strategies to encourage positive attitudes and avoid further incidents of poor behaviour. This has resulted in a slight reduction in the number of recorded 'red' incidents on our behaviour chart. When some pupils have displayed very challenging behaviour, staff have been consistent and have applied the behaviour system rigorously.

Children are able to access the appropriate support to enable them to enjoy and fully benefit from their time in school both socially, behaviourally and academically from a variety of sources coordinated by our 'Take Care' Team and a robust curriculum that focuses on personal development.

We have increased enrichment opportunities for our disadvantaged pupils and ensured our wider curriculum exposes these pupils to a range of experiences, highlighting this in a school overview that outlines each class offer. We have provided every Year Five and Six pupil with Whole Class Ensemble Teaching, including brass instruments. The children provided a concert for the school in the summer term for their parents/carers. The music tutor made comment that the children had progressed further than what was expected within the time allocated. All children had the opportunity of a minimum of one offsite visit in each class, which Pupil Premium pupils were able to attend, regardless of their financial situation, including all children in Years Three to Six have been offered a free residential opportunity. Our Kestrels class were able to experience cultural and religious diversity by visiting an inner city school in Nottingham and our Year Six children were able to inspire further educational aspiration and ambition by visiting Derby university.

There were 27 after-school clubs run over the year; with 82% of children who attended were pupil premium.