



Review of Pupil Premium Spend 2024–2025

The aims below are taken from our three-year strategy to improve outcomes for disadvantaged pupils.

Proposed outcomes		
Aim	Success Criteria	Review (July 2025)
1. All pupil premium children will make good progress from their relative starting points	<ul style="list-style-type: none"> Internal and external progress and attainment data demonstrates this in EYFS and KSI The children will know more and remember more and knowledge will be committed to long term memory. Children's books will show demonstrable progress. 	<p>Medium:</p> <p>The children's books reflected that all of the children had made expected progress in comparison to their baseline. Subject leader and Ofsted monitoring showed that retention of knowledge was strong in all subjects. The children interviewed could outline effective strategies to aid recall such as the class retrieval walls, flashback 5 and use of knowledge notes. Intervention data shows that the children made good progress.</p>
2. To increase the % of pupil premium children meeting age related expectations in reading, writing and maths	<ul style="list-style-type: none"> The summer 2025 data will show the percentage of children achieving ARE in reading, writing and maths has increased. 	<p>Medium</p> <p>Y1 phonics- 100% of disadvantaged pupils achieved ARE Y2 (2024–25)- Reading 50% (3/6), Writing 50% (3/6), Maths 67% (3/6) (2 x children complex EHCPs) National data not available due to the KSI tests being optional</p>
3. All EYFS children will make good progress in their communication and social interaction skills.	<ul style="list-style-type: none"> Children's vocabulary will increase Children will be able to hold conversations with adults and peers Children will be able to express their ideas and feelings about their experiences using full sentences An increased proportion of children who are eligible for pupil premium funding will meet the expected standard for the Early Learning Goals in Communication and Language. 	<p>Medium:</p> <p>67% of the cohort met the age-related expectation for communication and language at the end of nursery checkpoint. (6 x EAL and 2 new to school) 80% of the Reception cohort achieved the ELG in speaking and listening (3 x complex EHCPs did not). Staff using the CECIL screening and WELLCOM materials as a targeted intervention. Adults familiar and utilising the EEF SHREC approach as part of their role to help children make progress.</p>
4. To achieve and sustain well being for all children in school, particularly our disadvantaged children.	<ul style="list-style-type: none"> High levels of well-being demonstrated by: Qualitative data from pupil voice, observations, parent surveys Increase in participation in enrichment activities particularly amongst disadvantaged children. 	<p>High:</p> <p>ELSA support tailored to targeted individuals using strategies from SNAP assessments. Well-being group and external nurture group embedded to meet the needs of the cohort. Pupil voice and parent questionnaire feedback very promising, highlighting pastoral support as a strength of the school. 79% PP children accessing breakfast/ after school club provision and enrichment offer on a regular basis.</p>