Pupil premium strategy statement Laycock Primary School (2024-2025)

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	(239)
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers *(3 year plans are recommended)*	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher + IEB
Pupil premium lead	Fredrick Hall
IEB Link	Prue Barnes-Kemp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,415
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£8,030
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£194,445

Part A: Pupil premium strategy plan

Statement of intent

The disadvantage context at Laycock Primary

Over 58% (138) of the pupils at Laycock are entitled to Pupil Premium, which is **33 % greater** than the national percentage of 25%. The remaining pupils are from socio-economic backgrounds equivalent to our pupil premium population and consequently face similar challenges. Many families at Laycock, with the exception of a very few, are indeed economically disadvantaged. We are a unique school, with a deaf provision of 57 pupils, 55 of whom have Education, Health Care Plans (EHCPs). There are 10 EHCPs in the mainstream classes . Thus 27% of the school population have EHCPs. In addition, 38 pupils have support plans. This means that at Laycock, 103 (43%) pupils have an EHCP or support plan.

Within our disadvantaged cohort this year, 54% have English as an additional language (EAL) or have parents who do not speak English fluently, which is 31% above the national average. 22% have an EHCP, which is 19% above the national figure and an additional 19% have SEN Support, which is 5% above the national figure (around 14%). Additionally, the school's deprivation indicator is consistently above average compared to that nationally. In particular the pupil base deprivation is well above average, whilst the school's location deprivation is above average. This means that our pupil population is among the most deprived of pupils living within a deprived area.

Our intention is that all pupils, regardless of their background or the challenges and barriers they face, make good or better progress and achieve well across all curriculum subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maintaining progress for those who are already attaining at a high standard.

High quality teaching is the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Based on research from the Education Endowment Fund (EEF), this is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. In the intended outcomes detailed below, the implied intention is that the attainment of non-disadvantaged pupils' will be sustained and improved alongside progress for their disadvantaged peers.

What are the key principles of our strategy plan?

Our approach will be proactive and reactive to both the common challenges faced by disadvantaged pupils and the individual needs of pupils in our school. Robust diagnostic assessment along with evidence-based research, will guide our approach. We will:

- Cultivate a culture of high expectations amongst all staff for all pupils and not exacerbate the disadvantages pupils face by having low aspirations for them
- Ensure all pupils, including disadvantaged pupils, are consistently and effectively challenged as learners
- Act early to intervene at the point needs are identified
- Ensure our approaches are whole-school, providing consistency for pupils and that all staff take ownership of the outcomes for disadvantaged pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Language Skills:** Assessments, observations and discussions with pupils, parents, staff and external agencies indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to Year 6 and are more obvious among our disadvantaged pupils. This derives from limited exposure to English, as well as weak models of spoken English outside of school. Consequently, this impacts their ability to participate effectively throughout the primary curriculum.
2	**End of EYFS attainment**: Internal data and external assessments in 2024 indicate that attainment among our disadvantaged pupils at the end of EYFS was above that of our non-disadvantaged pupils. 7 (58%) out of our total number of disadvantaged pupils (12) achieved a Good Level of Development (GLD), compared to 56% of our non-disadvantaged pupils. However, this is below the percentage (68%) of pupils who achieved GLD nationally. This means the disadvantaged pupils in our current Year 1 cohort have begun to access the national curriculum with lower numerical and literacy skills than pupils nationally.
3	**Year 1 Phonics attainment:** In 2024, 13 pupils (72%) out of our disadvantaged cohort (18) achieved the expected standard in phonics. This was eight percent above the national average of 68% for disadvantaged pupils. However, this was 21% less than our non-disadvantaged pupils. 14 out of 15 of our Year 1 non disadvantaged pupils (93%) achieved the expected standard in phonics. The gap between these two groups therefore means that this remains a priority area for us. Phonics is a key tool to ensure that disadvantaged pupils get off to a good start in reading.
4	**Writing attainment:** Internal and external assessments at the end of Year 6 in 2024 indicate that writing attainment among our disadvantaged pupils was below that of our non-disadvantaged pupils: 14 out of our 21 disadvantaged pupils (67%) achieved the expected standard, compared to 11 out of 14 (79%) non-disadvantaged pupils. At the end of Year 2, 8 out of 13 (62%) of our disadvantaged pupils achieved the expected standard. None of our disadvantaged pupils achieved greater depth in writing at KS2 and only 1 achieved greater depth at KS1
5	**Maths attainment:** External assessments at the end of KS2 in 2024 indicate that attainment at the expected standard in maths for disadvantaged pupils was below that of non-disadvantaged pupils. 11 out of 21 (52%) of our disadvantaged pupils achieved the expected standard in Year 6, compared to 10 out of 14 (71%) of our non-disadvantaged year 6 cohort. In KS1, the percentage of disadvantaged pupils achieving the expected standard is even lower compared to Year 6. This suggests that our disadvantaged pupils did not adequately have the fluency, reasoning and problem-solving skills required for the national assessments.

6	**Reading attainment:** Internal and external assessments at the end of KS2 in 2024 indicate that attainment at the expected standard in reading for our disadvantaged pupils was below that of all pupils nationally by 12%. 13 out of 21 pupils (62 %) of our disadvantaged pupils in Year 6 achieved the expected standard in reading. This was 9% less than their non-disadvantaged peers in school at 71%. This indicates that our Year 6 disadvantaged pupils did not achieve sufficient mastery of the more complex reading domains. At KS1, only 46% of our disadvantaged group achieved the expected standard in reading.
7.	**RWM Combined in KS2 and KS1:** Internal and external assessments at the end of KS2 in 2024 indicate that 8 out of 21 pupils of our disadvantaged cohort (38%) achieved the expected standard in reading, writing and maths. This was 19% lower than our non-disadvantaged cohort. Combined attainment in reading, writing and maths was even lower for our disadvantaged group in Year 2, which makes this area a big challenge for our school.
8.	**Persistent Absence:** Our attendance data over the last year indicates that 45 disadvantaged pupils (i.e 38 %) have been 'persistently absent' compared to 32% of disadvantaged pupils nationally during that period. This is in line with the figure from 2022/2023 i.e. 38% (52 pupils). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	● Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice, teacher discussion groups, subject deep dives and ongoing formative assessment. ● Reduced attainment gap between disadvantaged pupils and others in EYFS GLD, particularly for CLL, in line with national averages.
Improved attainment for disadvantaged pupils at the end of EYFS.	● EYFS outcomes in 2024/2025 show that more than 70% of our disadvantaged pupils achieve GLD. ● EYFS outcomes show that more than 70% of EYFS pupils attain the Early Learning Goals (ELGS) in all areas, especially in Communication, Literacy and Maths
Improved attainment in phonics among disadvantaged pupils at the end of Year 1	● Reduced attainment gap between disadvantaged pupils and non disadvantaged pupils in the KS1 phonics screening.

Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	● KS2 writing outcomes in 2024/2025 show that more than 70% of disadvantaged pupils meet the expected standard. ● KS1 writing outcomes in 2024/2025 show that more than 70% of disadvantaged pupils achieve the expected standard in writing. ● Reduced attainment gap between disadvantaged pupils and others in Writing attainment at KS1 and KS2. ● Newly designed writing curriculum embedded and consistently taught with high expectations for all writers across the school. ● A focus on development of teaching and learning of Writing for staff across the school, leading to developments in practice
Improved attainment in maths at the expected standard for disadvantaged pupils at the end of KS1 and KS2.	● KS2 maths outcomes in 2024/2025 show that more than 70% of disadvantaged pupils achieve the expected standard. ● KS1 maths outcomes in 2024/2025 show that more than 70% of disadvantaged pupils achieve the expected standard. ● Reduced attainment gap between disadvantaged pupils and others in maths at KS1 and KS2, in line with national averages.
Improved attainment in reading at the expected standard at the end of KS1 and KS2.	● KS2 reading outcomes in 2024/2025 show that more than 70% of disadvantaged pupils achieve the expected standard. ● Reduced attainment gap between disadvantaged pupils and others in reading attainment at KS2 in line with national averages.
Improved attainment in reading, writing and maths combined at the end of KS1 and KS2	● KS2 reading outcomes in 2024/2025 show that more than 70% of disadvantaged pupils achieve the expected standard. ● KS1 reading outcomes in 2024/2025 show that more than 70% of disadvantaged pupils achieve the expected standard. ● Reduced attainment gap between disadvantaged pupils and others in reading attainment at KS2 in line with national averages.
To reduce the rate of persistent absence for all pupils, particularly our disadvantaged pupils.	Improved and sustained attendance by 2024/2025 demonstrated by: ● the percentage of all pupils who are persistently absent being below the national figure of 15% and the figure among disadvantaged pupils being no more than 5% higher than their peers. ● Overall attendance to be in line with national expectations for disadvantaged pupils i.e. at least 96%. ● Attendance team to have a robust and rigorous system of monitoring and providing support for families with lower attendance. ● Attendance initiatives and systems consolidated in school to promote pupils and parents.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Costs - £20141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Phonics consultants, support and advice Team teaching Observations and feedback Parental workshops Teacher and Support Staff CPD	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1-3
Local Authority consultants in to work with EYFS team *Support in class (20 pupils)* *Support 3 teachers CPD* Support EYFS leader Written reports with actionable next steps	Research recommends that professional development for EYFS practitioners should: Build practitioners' knowledge; Motivate them to adopt and maintain changes to their practice; Develop specific techniques; and Embed new approaches in their practice. Our work with EYFS consultants addresses these elements. https://educationendowmentfoundation.org.uk/news/new-eef-guide-to-effective-professional-development-in-the-early-years	1-2
Staff training focusing on Reading Writing and Maths Staff meeting schedule Internal and external trainers -LA, consultants, local schools Entry assessment Exit assessment	Supporting high quality teaching is pivotal in improving pupils's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance pupils' outcomes in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1-7
Literacy Gold is an online reading intervention that	Literacy Gold is the only intervention that addresses all four skills needed to read; eye	6-7

improves reading, fluency and comprehension. *(Target group 10 chn for Spring 2 expanding to 10 per year group from years 3-6 eventually)* Entry assessment Exit assessment Pupil voice	control, phonological awareness, phonics and vocabulary. In order to read, you need to be able to focus both eyes on the same letter and track across the page. Literacy Gold is the only intervention that contains vision training exercises to improve tracking. https://send-network.co.uk/posts/reading-spelling-programs-evidence-based-interventions-for-pupils-aged-6-14	
Booster clubs Entry assessment Exit assessment Pupil voice Teacher voice *Y6 maths, writing and reading boosters* *HLTA x 6 pupils (afternoon)* *HLTA x 6 pupils (afternoon)* *HLTA x 6 pupils in afternoon* *Teacher x 4 pupils (assembly time)* *Teacher x 6 pupils after school twice weekly* *HLTA x 6 pupils after school twice weekly*	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4-7
My Maths/ Times Tables Rockstars/ Oxford Reading Buddy subscriptions to supplement provision of homework for Years 1-6. Entry assessment Exit assessment Pupil voice Online activity and achievements	Research shows that homework has a positive impact on student's performance and is even more effective when it is linked to classroom work. Pupils eligible for free school meals typically receive additional benefits from homework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5-7

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted Costs - £102477

Activity	Evidence that supports this approach	Challenge number(s) addressed
Action Tutoring to provide small group tuition for Year 6 disadvantaged pupils. 1 Tutor x 5 pupils 1 Tutor x 3 pupils 1 tutor x 2 pupils 1 Tutor x 5 pupils 1 Tutor x 5 pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 4, 5, 6 and 7
HLTA and Phase Leader facilitating targeted teaching in reading, maths and writing. *Groups of 6-8 pupils*	This enables better quality and quantity of feedback, which research demonstrates has a significant impact on pupil outcomes.	4, 5, 6 and 7
Word Wasp Intervention ran by support staff from Years 4 to 6 TA x 3 pupils TA x 3 pupils TA x 3 pupils	The Word Wasp Intervention begins by teaching pupils to read and spell simple sounds. From simple sounds it moves to simple words. Early exercises are concerned with vowel discrimination; these exercises are followed by **VC**, **CVC** and **CVCC** decoding and encoding exercises. Students are then introduced to digraphs, trigraphs, diphthongs and rules. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 6, 7
Allocated time for phonics interventions led by teachers to boost pupils' reading skills. *Phonics lead working with Year 1 and Year 2*	Research demonstrates that phonics has a strong impact on pupil outcomes. Strong reading skills enable pupils to access all areas of the curriculum.	1, 2 and 3

teachers and support staff		
Head of School to support smaller groups of eight Year 6 pupils in maths daily	This enables better more bespoke and personalised feedback, which research demonstrates has a significant impact on pupil outcomes.	5 and 7
Year 1 nurture room to support the high needs of SEND *3 TAs working with 5 high needs pupils*	Evidence from the EEF's Early Years Toolkit outlines that early literacy and early numeracy approaches can advance learning by up to 4 and 6 months respectively. Expertise from The Bridge Outreach team	1 and 3
Brilliant Club: Scholars Programme 1 x KS2 placement= 14 pupils	The Brilliant Club inspires a love of learning in less advantaged learners in Key Stage 2, giving pupils the confidence necessary to succeed. It gives pupils the opportunity to work with a PhD researcher. It helps students develop the skills, knowledge and confidence to secure a place at a competitive university, showing them it is a viable option for their future. Furthermore, the programme helps to develop pupils' communication and critical thinking, self-efficacy and curiosity about the world around them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 4. 5, 6 and 7
Nuffield Early Language Intervention 1TA x 5 pupils 1TA x 5 pupils 1TA x 5 pupils	The NELI intervention develops children's vocabulary, listening and narrative (or storytelling) skills. In the last 10 weeks it also involves activities to develop phonological awareness and early letter-sound knowledge as these are important foundations for learning to read. https://www.teachneli.org/intervention/evidence-and-development/	1-2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Costs - £87863

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: morning activities 8.45am playground opening Morning activities planned to be launched to encourage pupils in to school on time every day SLT/ inclusion team on gate every day to welcome pupils and families	Attending a school that is friendly and welcoming is a good starting place to encourage regular attendance. School staff can greet and welcome parents and pupils coming into the school each morning. If a child has been absent the class teacher can welcome the child back and ask their peers to do the same. https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/attendance-toolkit/whole-school-approaches/rewards-and-interventions	8
Attendance: rewards and celebration Dojo points for being on time: 2 attendance and 2 for punctuality Termly celebration for anyone with 97% attendance and above in assembly Special event for pupils with 100% attendance. Weekly year group attendance cup	Providing regular recognition for good and improved attendance sends a clear message that being in school every day is a priority. A reward system will always be more effective when it is embedded in a school where praise and support are a part of the ethos. https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/attendance-toolkit/whole-school-approaches/rewards-and-interventions	8
Behaviour: rewards and celebration Pupil voice Staff voice Behaviour records Positive behaviour rewards: certificates Dojo points, Head Teachers Afternoon tea, etc	The EEF outlines that school's reward systems can be effective when used as part of a broader classroom management strategy. Our rewards for good behaviour rewards are entrenched in our behaviour policy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1-8
Behaviour: for learning, in class	Research shows that some pupils need more intensive support with their	1-8

Small group interventions (pastoral, friendship, resolution, etc) timetabled. Done by pastoral manager from Y1-Y6 Calm spaces in classrooms Booster sessions to pre-teach/ revise Outreach services used to support Internal and external CPD and monitoring	behaviours through targeted approach. As a school we engage with external services such as New River College and Samuel Rhodes to inform these targeted approaches for our pupils. https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence	
Wellbeing: school counsellor and CAMHS clinician Timetable for rotation of support Reports and summary feedback Liaison with parents, pupils and Inclusion team Liaison with DSL team Support offered for staff Internal CPD used for wellbeing strategies	School-based counselling is important in leading to significant reductions in pupils' psychological distress over the long-term. This will improve pupil's mental health so that they can achieve better in school. https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/ .	1-8
Wellbeing: Pastoral Manager and Education Welfare Officer supporting families and pupils Reports and summary feedback Liaison with parents, pupils and Inclusion team Liaison with DSL team Support offered for staff Internal CPD used for attendance, punctuality and behaviour	Social and emotional skills are essential for pupils' development— they support effective learning and are linked to positive outcomes in later life. With the right support, pupils learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	1-8
Pastoral Manager Attendance rewards - pens, certificates, trips, wristbands Constant communication to all stakeholders via Dojo and emails	Rewards are a popular initiative used by schools as an incentive to improve attendance and punctuality. They can be used for individual or whole school initiatives and work more effectively if age-specific. Schools can use a variety of rewards as an incentive to improve attendance, for instance, stickers, treats, certificates, awards, badges etc.	8

Planning and responding to Arbor, DfE's VYED data and alerts	https://www.attendanceworks.org/resources/messaging/incentives/	
Education Welfare Officer Weekly data looking at groups of pupils and trends Letters automated according to % attending school Support for internal monitoring of attendance data. Weekly home visits to PAs of concern	Further evidence illustrates the importance of engaging parents in early interventions as a means of positively impacting pupils's education: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8

Total budgeted cost: £210,481

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using the following: Key Stage 1 and 2 SATs results, teacher assessments and Year 1 phonics check results. To help us gauge the performance of our disadvantaged pupils, we used the Perspective Lite and SONAR Tracker software. The DfE Analyse School Performance platform was used to compare our Year 1 Phonics results to those of disadvantaged pupils at a national level. It was not possible to use the Inspection Data Summary Report (ISDR) for 2023/2024 to identify KS1-KS2 progress measures for last academic year. This is because there was no KS1 baseline available to calculate primary progress measures for this year due to Covid-19 disruption.

The intended outcomes for our disadvantaged pupils for last year 2023/2024 are outlined below with a narrative of well we achieved those outcomes:

Improved attainment for Disadvantaged pupils at the end of EYFS

The EYFS outcomes for our disadvantaged pupils in 2024 were not as strong, as 7 out of our cohort of 12 disadvantaged pupils attained a good level of development (58%). This was however above the percentage (52%) of disadvantaged pupils nationally who achieved a good level of development. Also, the quality of the attainment for these 7 pupils was in line with disadvantaged pupils nationally. The average number of early learning goals (ELGs) they achieved was 12.3 compared to 12.4 for disadvantaged pupils nationally. This is, however, a decrease from last year where the average number of early learning goals achieved by our disadvantaged pupils was 13.4.

Improved attainment in phonics among disadvantaged pupils at the end of Year 1

The average number of marks achieved on the phonics check for our year 1 disadvantaged pupils in 2024 (33) was 3 marks above disadvantaged pupils nationally at 30 marks. Also, our year 1 disadvantaged

pupils achieved better than disadvantaged pupils nationally, as seen in the table below by 4%. The percentage of our year 1 disadvantaged cohort who achieved the expected standard was also above that of our disadvantaged and non-disadvantaged cohort in 2023. This shows that our strategy last year had a very positive impact on our phonics results. Nevertheless, there is still some work to do, as the gap between our disadvantaged pupils and non-disadvantaged pupils internally is significant.

Year 1 Phonics attainment 2024	**Number achieving expected standard**	**School (PP)**	**National (PP)**	**Average mark for School (PP)**	**Average mark nationally (PP)**
Pupil Premium cohort	13	72%	68%	33	30
Year 1 Phonics attainment 2024	**Number achieving expected standard**	**School (Non- PP)**	**National (Non-PP)**	**Average mark for School (Non-PP)**	**Average mark nationally (Non-PP)**
Non- Pupil Premium Cohort	14	93%	84%	36	34

Improved Writing attainment for disadvantaged pupils at the end of KS1 and KS2

In 2024 there was an improvement in our writing outcomes at the end of KS2. Compared to 2023, 26% more of our disadvantaged pupils in Year 6 achieved the expected standard in Writing in 2024. Also the gap between our disadvantaged and non disadvantaged pupils narrowed from 20% in 2023 to 12% in 2024. The percentage of our disadvantaged, as well as non- disadvantaged pupils attaining the expected standard in writing in Year 6 was also above their counterparts from NCER National data. Nevertheless, non-disadvantaged pupils still outperform their peers as shown in the table below. In KS1, the gap between our disadvantaged pupils who attained the expected standard in Writing and our non-disadvantaged pupils was 10%. This is similar to the gap between the two groups in 2023.

Our strategy last year therefore was impactful for KS2. This year there needs to be more focus on achieving a similar impact for KS1. We will be embedding the new writing cycle with a particular lens on the editing and drafting elements.

Key Stage 2 Writing 2024	**Achieving the expected standard School (PP)**	**Achieving the expected standard NCER National (PP)**
Pupil Premium cohort=21	67% (14)	59%
Key Stage 2 Writing 2024	**Achieving the expected standard School (Non- PP)**	**Achieving the expected standard NCER National (Non -PP)**
Non -Pupil Premium cohort=14	79% (11)	78%

Key Stage 1 Writing 2024	Achieving the expected Standard School (PP)	Achieving the expected Standard NCER National (PP)
Pupil Premium cohort =13	62% (8)	N/A
Key Stage 1 Writing 2024	**Achieving the expected Standard School (Non- PP)**	**Achieving the expected Standard NCER National (Non -PP)**
Non -Pupil Premium cohort = 21	52% (11)	N/A

Improved attainment in maths at the expected standard for disadvantaged pupils at the end of KS1 and KS2

Our maths outcome at the end of KS2 in 2024 was not as strong as anticipated. Compared to 2023, there was a reduction of 3% in the number of disadvantaged pupils in Year 6 who attained the expected standard in maths. Also unlike last year where our disadvantaged cohort in Year 6 performed slightly better than their peers in KS2 maths, this year was the converse. Moreover, the gap between the two groups widened slightly from 3% to 7% this year.

In KS1, there was a significant dip in 2024 in the percentage of disadvantaged pupils who attained the expected standard in maths by 26% from 2023. This has resulted in a widening of the gap this year from 1% to 24% between the percentage of disadvantaged pupils attaining the expected level in maths and their non-disadvantaged counterparts. Consequently, there is a big focus this year on improving maths outcomes for the school at both KS1 and KS2 for all pupils, especially our disadvantaged cohort.

Key Stage 2 maths 2024	Achieving the expected standard School (PP)	Achieving the expected standard NCER National (PP)
Pupil Premium cohort=21	52% (11)	59.3%
Key Stage 2 maths 2024	**Achieving the expected standard School (Non- PP)**	**Achieving the expected standard NCER National (Non -PP)**
Non -Pupil Premium cohort=14	71% (10)	79.3%

Key Stage 1 maths 2024	Achieving the expected Standard School (PP)	Achieving the expected Standard NCER National (PP)
Pupil Premium cohort =13	38% (5)	N/A
Key Stage 1 maths 2024	**Achieving the expected Standard School (Non- PP)**	**Achieving the expected Standard NCER National (Non -PP)**
Non -Pupil Premium cohort = 21	62% (13)	N/A

Improved attainment in reading at the expected standard at the end of KS2

Our disadvantaged cohort in Year 6 performed better in the KS2 SATs in 2024 compared to the similar group in 2023. There was an increase of 17% in the number of disadvantaged pupils in Year 6 attaining the expected standard in reading from 2023 to this year. Additionally, although there is a gap of 9% between our disadvantaged and non disadvantaged cohort in KS2 reading in 2024, our disadvantaged cohort has performed in line with disadvantaged pupils nationally, as can be seen from the table below.

In KS1, there was a dip of 11% in the number of disadvantaged pupils who attained the expected standard in reading from 2023 to 2024. The gap between the disadvantaged and non disadvantaged group attaining the expected standard in reading in Year2 has also increased from 11% to 16% this year. Hence this is a priority area for the current school year.

Key Stage 2 reading 2024	**Achieving the expected standard School (PP)**	**Achieving the expected standard NCER National (PP)**
Pupil Premium cohort=21	62% (13)	63%
Key Stage 2 reading 2024	**Achieving the expected standard School (Non- PP)**	**Achieving the expected standard NCER National (Non -PP)**
Non -Pupil Premium cohort=14	71%(10)	80%

Key Stage 1 reading 2024	**Achieving the expected Standard School (PP)**	**Achieving the expected Standard NCER National (PP)**
Pupil Premium cohort =13	46% (6)	N/A
Key Stage 1 reading 2024	**Achieving the expected Standard School (Non- PP)**	**Achieving the expected Standard NCER National (Non -PP)**
Non -Pupil Premium cohort = 21	62% (13)	N/A

Improved attainment in reading, Writing and maths (RWM) combined at the end of KS2 and KS1

Our percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths combined at the end of KS2 rose slightly by 10% in 2024. The gap between the disadvantaged and non disadvantaged cohort in Year 6 however widened from 14% to 19 %. In KS1, there was a reduction in the percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths combined by 20%. Although there was a small increase this year in the combined percentage for Year 6 pupils, the overall attainment was low and coupled with the negative progress for KS1, this area is therefore a significant priority for the school in 2024/2025.

Key Stage 2 RWM Combined 2024	**Achieving the expected standard School (PP)**	**Achieving the expected standard NCER National (PP)**

Pupil Premium cohort=21	38% (8)	45.7%
Key Stage 2 RWM Combined 2024	**Achieving the expected standard School (Non- PP)**	**Achieving the expected standard NCER National (Non -PP)**
Non -Pupil Premium cohort=14	57% (8)	67.3%

Key Stage 1 RWM Combined 2024	**Achieving the expected Standard School (PP)**	**Achieving the expected Standard NCER National (PP)**
Pupil Premium cohort =13	23% (3)	N/A
Key Stage 1 RWM Combined 2024	**Achieving the expected Standard School (Non- PP)**	**Achieving the expected Standard NCER National (Non -PP)**
Non -Pupil Premium cohort = 21	48% (10)	N/A

To reduce the rate of persistent absence for all pupils, particularly our disadvantaged pupils.

The number of disadvantaged pupils who were persistently absent in 2024 fell slightly compared to the figure for the similar group in 2023. However, as the school has experienced a drop in numbers on roll, the percentage of disadvantaged pupils persistently absent between 2023 to 2024 has remained the same. The gap between disadvantaged pupils nationally who were persistently absent and the similar cohort for the school has widened by 2.6%. Hence, attendance and punctuality remains one of our school priorities. We aim to develop a more robust system with our pastoral team to help us attain our attendance target.

Narrative Summary

Based on all the information above, the performance of our disadvantaged pupils met the expectations in Reading and Writing at KS2 and also Phonics at Key Stage 1. However, the expectations in relation to the other areas were not achieved. We are moving in the right direction as a school and are aiming to be on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. There is a more strategic focus on Reading, Writing and Maths combined across the school, which will help us to tackle the challenge of attainment across some of the subject areas. Coupled with our pastoral network of SENDCO, Pastoral Manager, Education Welfare team, School Counsellor and Child and Adolescent Mental Health Services (CAMHS) clinician; we should be able to improve the attendance and mental resilience of our pupils and hence have a more impactful approach.

This strategy is a one-year plan to address the challenges aforementioned. We are optimistic that the actions and interventions we have set out in the Activity in This Academic Year section above will help us to achieve the Intended Outcomes we have specified for 2025.

Externally provided programmes

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

Programme	Provider
N/A	

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