



Pupil Premium Strategy 2024-2025 Impact Report

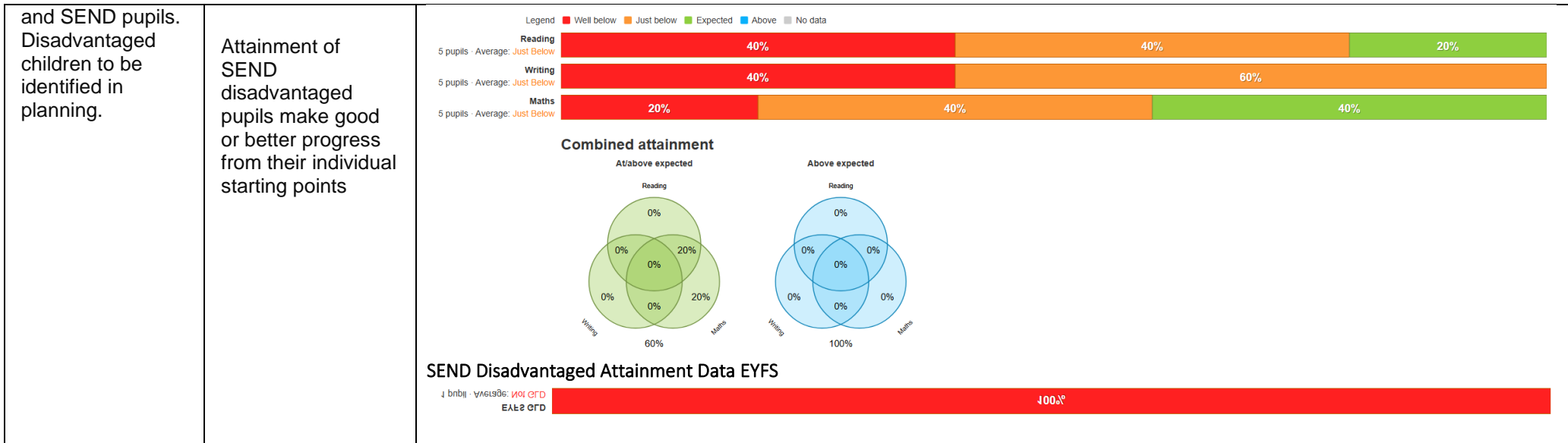
CONTEXT

In 2024–25, 18 pupils (28%) of the school roll were eligible for Pupil Premium, a slight increase proportionally despite an overall reduction in roll. Of these pupils, 37.5% were also on the SEND register, continuing the trend of significant overlap between disadvantage and additional need identified in previous years.

Funding planned: £37,000

Funding Received: £37000

Intended outcome	Success criteria	Impact																				
<p>Adults to deliver specific individualised support including interventions to diminish the difference in RWM attainment for disadvantaged pupils.</p>	<p>Gaps for disadvantaged children diminish or close with their non-disadvantaged peers.</p>	<p>Baseline data shows that gaps remain evident, particularly in reading and combined outcomes, validating the continued focus of the strategy. However, the depth of diagnostic work has substantially improved this year.</p> <p>Given the small cohort size, progress for one or two pupils significantly impacts headline data. Sustained monitoring is essential.</p> <p>Disadvantaged Attainment Data KS1 and KS2</p> <p>Attainment Overview for Pupils (from 2024-2025) who are disadvantaged - 2024-2025 Summer 2 - Main Assessment Print</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>29%</td> <td>50%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>29%</td> <td>50%</td> <td>7%</td> </tr> <tr> <td>Maths</td> <td>7%</td> <td>29%</td> <td>64%</td> <td>0%</td> </tr> </tbody> </table> <p>Combined attainment</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>At above expected</p> </div> <div style="text-align: center;"> <p>Above expected</p> </div> </div> <p>Disadvantaged Attainment Data EYFS</p> <p>EYFS GLD 3 pupils - Average: Not GLD 100%</p>	Subject	Well below	Just below	Expected	Above	Reading	14%	29%	50%	7%	Writing	14%	29%	50%	7%	Maths	7%	29%	64%	0%
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<p>Staff to maintain focus on the attainment and progress of disadvantaged</p>	<p>Attainment of non-SEND disadvantaged pupils is in line with that of their peers.</p>	<p>SEND Disadvantaged Attainment Data KS1 and KS2</p>																				



Pupils' social and emotional well-being is supported and enables effective learning in school.

Pupils are able to access social and emotional support with staff who are well equipped to recognise and support pupils who are vulnerable

Pupils achieve social and emotional well-being targets.

Pupils make progress in reading, writing and maths

ELSA in place with experience in support vulnerable pupils. Frequent liaison discussions with SENCO and DSLs to support in most effective way.

Behaviour plans introduced and where necessary, Emotional Based School Avoidance plans.

One CP child known to social care joined school in March 2025. Inclusion Leader/ DDSL has supported family alongside social worker to promote good progress and challenging when not.

Increase attendance of Pupil premium children

Children in receipt of pupil premium funding attendance in line with whole school attendance target.

Student Group	Present	Authorised Absence	Unauthorised Absence
All	94.1%	5.2%	0.64%
Pupil Premium Eligible	90.0%	9.5%	0.46%
Non- Pupil Premium	95.3%	4.1%	0.61%

Data taken from ARBOR

Families are supported in

Pupil Premium children have

Uniform has been purchased including school shoes.

<p>meeting basic needs of their children (Maslow's hierarchy)</p>	<p>access to meals, snacks, clothing, learning resources for home etc. provided by the school at no extra cost. Children are ready to learn.</p>	<p>Vulnerable pupil premium children at risk of non-attendance were collected from home by headteacher or dropped to school by parents and brought to school early where an HLTA did morning check-ins, offered breakfast and settled children into the day. Some children have benefitted from softer, slower starts including: entering via front reception where it is quieter, having 1:1 time in a calm safe space before entering the classroom, breakfast and extra snacks given to prepare to enter class. Promoting connection to adults and relationship building.</p>
<p>Pupil premium children are actively signposted and/or invited to extended opportunities run by the school or other agencies</p>	<p>PP attendance in extended opportunities to be comparable to, or better than, non-PP children</p>	<p>Children who are disadvantaged were targeted for clubs and given personal invites. There was not a lot of take up where parents were not spoken to directly.</p> <p>Pupil Premium children were included in sporting events including cross-country, athletics, football and rugby.</p> <p>Peripatetic music lessons were funded to support a PP child</p>
<p>No child faces restrictions on an activity due to family finances.</p>	<p>100% of disadvantaged children are able to access paid-for activities such as residential trips, clubs etc.</p>	<p>6 children were funded to attend residential. 2 children were funded to attend Year 6 camp.</p>