

Part B: Review of the previous academic year (Year 2 of 3)

Outcomes for disadvantaged pupils

This review details the impact that our pupil premium strategy activity (2024-2027) has had on pupils in the 2024-2025 academic year.

At the time of the review, there were 56 disadvantaged pupils on roll (13%), 23 (41%) of these disadvantaged pupils are also on the school's SEND register.

Year Group	Disadvantaged Pupils
R	7
1	9
2	8
3	7
4	7
5	8
6	10

Aim
Intended Outcome Increase attainment of disadvantaged pupils in reading, writing, maths and phonics.
Success Criteria A greater percentage of disadvantaged children will be working within or beyond the curriculum expectations for their year group.
<p>Analysis of end of year data trends, these indicate that the gap in attainment between PPG and NPPG is closing. However, analysis indicates that this is cohort related e.g. 2024 Y6 had no PPG pupils so no data gap. 2023 Y6 PPG pupils had high outcomes and a positive data gap and 2025 had 10 PPG pupils however 3 pupils had high level SEND needs (specialist or specialist +). When analysing PPG data, it is important to consider these factors to give an overall picture.</p> <p>2024-2025 data when high needs SEND is removed, demonstrates that the gap in reading is closing in years 2,4,5, and 6 and the gap in writing is closing in years 2,5 and 6. In maths however the gap is only closing in year 6.</p> <p>Therefore, Maths interventions will be a whole school focus for 2025-2026. The proposed 2025-26 PPG plan also includes targeted release time for the class teacher in which to work directly with PPG pupils in order to focus on learning and to support them in meeting (and surpassing) curriculum expectations.</p>

Analysis of end of summer term data indicates that the attainment of PPG pupils (who do not have additional SEND needs) in reading has increased by 2.6% in reading and by 7.7% in writing (percentage of children working within or beyond curriculum expectations). There has been an increase in the percentage of children working within or beyond curriculum expectations in years 3 and 5 in reading, in years 2, 5 and 6 in writing and in year 6 in maths.

67% (67% nationally 2024-25) of PPG pupils met the required standard in the Year 1 phonics screening check. The 3 PPG children who did not meet the required standard are persistent absentees and so are also being focused on under the aim *Improve attendance of disadvantaged pupils*.

Attainment of PPG pupils in the Year 4 multiplication screening check has increased from an average of 12.8 marks last year to 22.4 marks this year (an increase of 9.6 marks). 28% of PPG pupils scored the full 25 marks (0% school and 25% nationally in 2024-25). This has been a focus for the 2024-2025 cycle and will need to be sustained for the 2025-2026 cycle.

Aim

Intended Outcome

High quality teaching leads to improved outcomes for disadvantaged and non-disadvantaged pupils.

Success Criteria

Analysis of diagnostic assessments leads to appropriately planned and scaffolded provision for pupils.

Through precision teaching, gaps in disadvantaged pupils' knowledge and understanding are reduced.

The use of summative assessment has continued to be refined this year. Summative assessment provides clear actions for class teachers when planning next steps for pupils.

Summative assessments used this year are:

- Assessment of pupils' writing using TAFs
- Herts diagnostics (maths)
- Testbase Merit (reading, SPaG and maths)
- 144 grids (maths)
- Little Wandle (phonics/reading)
- Literacy Gold (reading, spelling, times tables)
- Science Assessment Tracker
- Previous KS2 SATs papers (reading, SPaG and maths)
- WellComm screening (Speech and Language)
- IAELD (Individual Assessment of Early Learning Development)
- Early Learning Goals
- Pre Curriculum Levels

Training on how to analyse outcomes of summative assessment has been given to teaching and support staff as well as release time to carry out the analysis. This analysis is then discussed at pupil progress and attainment meetings and planned actions agreed. Class teachers pass the planned actions up to the next class teacher at the end of the academic year.

Learning targets for writing are embedded across the school. All pupils have a learning target set by their teacher at least once per writing unit and these are discussed together. All PPG children have a weekly learning target conversation with their teacher or a teaching assistant. Pupils know and share their writing targets at the start of every writing lesson.

Pre and post teach sessions are used across the school to close the gaps in pupils' knowledge and understanding after lessons. Children, teachers and teaching assistants work together to identify gaps and who needs further input or scaffolding, based on the outcomes of lessons. These gaps are then addressed in pre or post teach sessions.

86% of eligible PPG pupils have received small group after school tuition sessions in either English or maths.

100% of PPG pupils have been screened using the WellComm assessment tool and 4 PPG children have received WellComm intervention this year following the outcomes of these assessments.

2025-2026 Directed release time with specific actions has been allocated to all teachers in order to improve PPG outcomes (September 25). This will be combined with additional afterschool offer of teacher support from January 2026.

Aim
Intended Outcome
Early identification of barriers to learning for disadvantaged pupils and their families takes place and is actioned. Early intervention/provision is planned based on these identified needs.
Success Criteria
Qualitative data indicates that conversations with pupils, parents and carers leads to reduction in barriers to learning. An increase in participation in enrichment activities e.g clubs, residentials, sporting activities is seen.

Telephone calls have been made to 100% of parents of children entitled to pupil premium funding this academic year. 37/41 parents have engaged (90%).

100% of parents of PPG children have used their school uniform voucher. Alongside this, 10 parents of PPG children with additional financial needs have been identified by the school family worker. These have been allocated an additional £50 uniform voucher, funded by The Wellfield Trust. The school family worker has also secured 6 Wellfield Trust grants to PPG families for household items including beds, washing machines and cookers.

All PPG children have been offered devices to use at home. 11 parents took up this offer. All PPG children now have access to hardware at home.

Food Bank vouchers have been given to 10 parents of PPG children. This need has been identified by the school family worker through termly telephone conversations or face to face meetings.

88% (15/17) of PPG children attended school residential trips and 100% have attended day trips this year. The two children who did not attend the residential trips did not attend due to personal rather than financial reasons.

44/56 PPG children (79%) attended an after school club this year.

100% of PPG children in KS2 have represented the school in competitive sporting activities. 100% of PPG children in KS1 have represented the school in competitive sporting activities.

11 home visits were carried out for new reception starters September 2024. Class teachers and the school's family worker have visited the family home in order to identify possible barriers to learning and plan actions to address these. For the 2025/2026 intake, these visits will take place in September in order to enable colleagues to be released to carry out the visits in a more manageable way.

Aim
Intended Outcome
Ensure that all disadvantaged children have access to IT hardware at home and school in order to access learning.
Success Criteria
All families of disadvantaged pupils are offered hardware for use at home and given a chrome book for school use.

Our school family worker has made contact with all of parents of PPG children and 90% of these parents have engaged.
 All parents of PPG children have been offered IT hardware for use at home.
 11 parents took up this offer.
 100% of PPG children have access to IT hardware at home.
 100% of PPG children have access to a ChromeBook in school (1 between 2).

Aim
Intended Outcome Improve attendance of disadvantaged children.
Success Criteria The attendance of disadvantaged pupils improves. The percentage of disadvantaged pupils who are persistently absent reduces.
<p>2022-2023 PPG 90.3% Non PPG 95.1% Gap -4.8% PPG PA 31.4%</p> <p>2023-2024 PPG 91.1% (without 2 pupils – EMSA and traveller) Non PPG 95.9% Gap -4.8% PPG PA 26.2%</p> <p>2024-2025 PPG 92.5% Non PPG 96.0% Gap -3.5% PPG PA 20%</p> <p>Data shows an improvement in the attendance of PPG children this academic year of 1.4% (2.2% since start of this plan) The percentage of PPG children who are PA has reduced by 6.2% academic year 2024-2025 (11.4% since start of this plan).</p>

Aim
Intended Outcome Improve the metacognition and self-regulation skills of disadvantaged pupils across all subjects, developing independence and resilience
Success Criteria Metacognition is explicitly taught within subject areas. Observations, pupil voice and teacher reports suggest that disadvantaged pupils are able to work independently and can identify strategies to support themselves as learners.
Jen Foster (TGMC), Shahana Knight and Therapeutic Thinking continue to inform our whole school behaviour and relationships policy. These approaches focus on metacognition and self regulation.

A whole school approach to journaling is now embedded following INSET led by Jen Foster in September 2024.

The CUSP curriculum continues to provide opportunities for pupils to work independently and develop self study and self help strategies.

Edit and challenge is embedded in all subjects across the school. Children identify what they have done well and what they need to do next.

Staff training linked to metacognition and self regulation has been delivered throughout the year in staff meetings and Lite Bite sessions:

- Adult interactions – how to move learners on
- Learning pathways
- Consistent responses and scripts
- Consequence mapping
- Calm areas
- ADHD training
- Shahana Knight TPC update
- Therapeutic Thinking refresher
- Journaling
- Scaffolding

Monitoring by SLT, and subject leader monitoring looks at outcomes for all pupils, with a focus on those who are in receipt of pupil premium funding. These pupils are always represented in pupil voice sessions.

The **impact** of the above will be a focus for monitoring in the 2025-2026 cycle of the plan.

Aim

Intended Outcome

Achieve and sustain improved vocabulary and oral language among disadvantaged pupils across the school.

Success Criteria

Pupils written and oral work demonstrates an improved ability to use and understand explicitly taught tier 2 and 3 vocabulary.

Pupils use explicitly taught vocabulary when talking about their learning. They know more and remember more.

CUSP curriculum and Herts Essential Maths continue to be embedded in all year groups with a focus on vocabulary acquisition and use.

Subject leaders have focused on the acquisition and use of vocabulary when monitoring their subject this year. Lesson observations and pupil book studies have

taken place in all subjects. PPG children are included in every pupil book study session in all subjects. Monitoring indicated that a more structured approach to the introduction of key vocabulary was needed and so subject leaders have developed a clear approach to the introduction and teaching of language in their subject (essential and desirable vocabulary).

This **impact** of the above area will be a focus for monitoring in the 2025-2026 cycle of the plan.