

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

Overall, outcomes for disadvantaged pupils show early positive impact, particularly in EYFS and aspects of Key Stage 2, with some gaps narrowing. Attainment remains inconsistent across phases, and disadvantaged pupils continue to underperform in phonics, writing and combined outcomes, particularly at Key Stage 1.

Early Years Foundation Stage (EYFS)

Disadvantaged pupils achieved 75% GLD, exceeding the overall cohort (68%) and improving on 2024 outcomes. This indicates that early identification, targeted support and high-quality provision in Reception are effective.

Next steps: Ensure strong transition into Year 1 so early gains are sustained, particularly in early reading.

Phonics (Year 1)

Overall phonics outcomes improved slightly (67%), however disadvantaged pupils achieved 33%, indicating a significant gap.

Next steps: Strengthen systematic phonics delivery, increase targeted intervention focusing on mid arrivals with limited previous experience of phonics. Improve consistency between Reception and Year 1.

Key Stage 1 Teacher Assessment

Disadvantaged pupils underperformed across all subjects, with writing the weakest area (17% ARE). No disadvantaged pupils achieved greater depth, and combined outcomes remain low.

Next steps: Prioritise writing development, early literacy support and targeted intervention to improve ARE and combined outcomes.

Key Stage 2 Statutory Assessment

Disadvantaged pupils achieved 50% ARE across reading, writing, maths and combined outcomes. Notably, disadvantaged pupils performed strongly at greater depth in reading and GPS, in some cases exceeding the overall cohort.

Next steps: Increase challenge and sustained support in writing and maths to improve ARE and greater depth outcomes.

Whole-School PPG vs Non-PPG Outcomes

Across KS1 and KS2, disadvantaged pupils continue to achieve lower ARE outcomes in reading, writing, maths and science. Gaps are most pronounced in writing.

Next steps: Maintain focus on closing attainment gaps through high-quality teaching, targeted academic support and improved monitoring of Pupil Premium impact.

Summary

Early intervention is having a positive impact; however, outcomes are not yet consistently sustained across all phases. Continued focus on phonics, writing and combined attainment, alongside rigorous monitoring of Pupil Premium provision across all key stages.

EYFS Data July 2025 Reception Good Level of Development

GLD (ALL 2025)	GLD (PPG)	GLD (ALL 2024)
68%	75% (4/21)	62%

Phonics screening

1 Phonics Pass All 2025 Yr 1	Phonics Pass PPG 2025 Y1	Phonics Pass All % 2024
67%	33%	64%

KS1 TEACHER ASSESSMENT

	Reading ARE	Reading GDS	Writing ARE	Writing GDS	Maths ARE	Maths GDS	COMBINED
ALL	64%	4%	46%	0%	71%	0%	46%
PPG	50%	0%	17%	0%	50%	0%	17%

KEY STAGE 2 STATUTORY ASSESSMENTS

	Reading ARE	Reading GDS	Writing ARE	Writing GDS	Maths ARE	Maths GDS	GPS ARE	GPS GDS	COMBINED
ALL	60%	20%	60%	0%	70%	10%	60%	40%	60%
PPG	50%	50%	50%	0%	50%	0%	50%	50%	50%

Pupil Premium Grant/Non Pupil Premium Teacher Assessment (KS1 and KS2) summer 2025.PPG (56 pupils) Non PPG (109 pupils)

	PPG ARE	NON-PPG ARE	PPG GDS	NON-PPG GDS
READING	44%	62%	4%	4%
WRITING	31%	58%	2%	2%
MATHS	39%	65%	5%	5%
SCIENCE	43%	71%	2%	2%

Externally provided programmes

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

Programme	Provider
Timetable Rockstars Timetable Rockstars	Timetable Rockstars Timetable Rockstars
Pira and Puma Assessments	Hodder

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

<i>Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.</i>
