

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Challenges 1 and 7												
	Reception cohort Number	% of pupils Green (in the whole cohort)	% of pupils Amber (in whole cohort)	% of pupils Red (in the whole cohort)	No of PP Pupils	Number of PP Pupils	Number of PP Pupils	Number of PP Pupils	No of EAL pupils			
Autumn 2024	38	21 55%	8 21%	9 24%	7	4 57%	1 14%	2 29%	0	0	0	0
Summer 2025	38	32 84%	3 8%	3 8%	7	6 86%	0 0%	1 14%	0	0	0	0

Wellcomm Impact

Children in Reception are screened in the Autumn term and then again in the Summer term. After the initial assessment children are targeted using the 'Big Book of Ideas' with children getting small group/individual intervention for receptive language skills/objectives.

Comparison shows that clear progress was made from the initial assessment in Autumn 2024 to the final assessment in Summer 2025. All groups of learners made progress including Pupil Premium pupils and a higher percentage of pupils scored green at the expected section for their age. The findings of these assessments inform Speech and Language referrals.

Pupil Premium children have well-developed speech, language and communication skills.

Challenge 2

Narrow the gap between Pupil Premium and non-pupil premium children by the end of EYFS.

EYFS:

GLD:

School: All 63% / Disadvantaged- 42%

The ELG with biggest in school gaps between disadvantaged and non disadvantaged pupils are Listening, Attention and Understanding, Word reading, comprehension and writing.

Challenge 3

Raise the attainment and progress for Pupil Premium eligible pupils in Reading, Writing and Mathematics in all year groups.

Ensure attainment and progress is in line with, or above National at the end of KS1 and KS2.

Diminish the gap between Pupil Premium eligible pupils and their non-disadvantaged peers at the expected+ standard in all year groups.

EOKS2:

Reading:

School: All-64% EXP+/ Disadvantaged- 48% EXP+ /

National Non-disadvantaged:81%

National disadvantaged:63%

Writing:

School: All 71% EXP+/ Disadvantaged -59% EXP+

National Non-disadvantaged:78%

National disadvantaged: 59%

Maths:

School: All 71% EXP+/ Disadvantaged 65% EXP+

National Non-disadvantaged: 80%

National disadvantaged: 61%

RWM combined:

School: All 58% EXP+ / Disadvantaged 41% EXP+

National Non-disadvantaged: 69%

National disadvantaged: 47%

The gap in the performance of school 'disadvantaged' pupils when combined to national 'disadvantaged' pupils to national 'non-disadvantaged' is compared to analyse school performance.

The gap in reading for school is 33% and for national disadvantaged pupils is 18%.

The gap in writing for school is 19% and for national disadvantaged pupils is 19%.

The gap in maths for school is 15% and for national disadvantaged pupils is 19%.

The gap in RWM combined for school is 28% and for national disadvantaged pupils is 22%.

The performance of disadvantaged pupils in reading in the school is weaker than disadvantaged nationally and has also resulted in poorer achievement of school disadvantaged pupils in meeting combined standard when compared to national disadvantaged.

In writing and maths, school disadvantaged pupils achieve broadly in line with national disadvantaged pupils with maths being the most positive school result.

YEAR 4:

Multiplication Tables Check:

School performance is above national standards for all pupils, with 57% of pupils achieving full marks compared to 38% nationally.

59% of school disadvantaged pupils achieved full marks and 100% achieved 20+/25

YEAR 1:

Phonics Screening:

School: All-75% / Disadvantaged- 68%

National Non-disadvantaged: 84%

National disadvantaged: 67%

In phonics, school disadvantaged perform in line with national disadvantaged and the gap with national non disadvantaged pupils is in line.

EYFS:

GLD:

School: All 63% / Disadvantaged- 42%

The ELG with biggest in school gaps between disadvantaged and non disadvantaged pupils are Listening, Attention and Understanding, Word reading, comprehension and writing.

National comparators to be included when available.

IMPACT MEASURES (OVERALL CLASS DATA)

YEAR 1	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (52)	71%	61%	71%	62%
Pupil Premium (25)	60%	52%	64%	52%
Non-Pupil Premium (27)	81%	71%	78%	70%
Difference (PP and Non PP)	-21%	-19%	-14%	-18%
Difference (PP and All)	-11%	-9%	-7%	-10%

YEAR 2	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (35)	83%	71%	62%	63%
Pupil Premium (15)	80%	67%	60%	60%

Non-Pupil Premium (20)	85%	75%	65%	65%	
Difference (PP and Non PP)	-5%	-8%	-5%	-5%	
Difference (PP and All)	-3%	-4%	-2%	-3%	

YEAR 3	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (34)	74%	74%	74%	68%
Pupil Premium (16)	69%	75%	75%	69%
Non-Pupil Premium (18)	78%	72%	73%	67%
Difference (PP and Non PP)	-9%	+3%	+2%	+2%
Difference (PP and All)	-5%	-1%	+1%	+1%

YEAR 4	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (35)	66%	63%	71%	63%
Pupil Premium (22)	68%	69%	73%	68%

Non-Pupil Premium (13)	62%	53%	69%	54%	
Difference (PP and Non PP)	+6%	+16%	+4%	+14%	
Difference (PP and All)	+2%	+6%	+2%	- +5%	

YEAR 5	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (34)	68%	62%	65%	56%
Pupil Premium (17)	60%	50%	50%	41%
Non-Pupil Premium (14)	84%	83%	92%	83%
Difference (PP and Non PP)	-24%	-33%	-42%	-42%
Difference (PP and All)	-8%	-12%	-15%	-15%

YEAR 6	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (31)	64%	71%	71%	58%
Pupil Premium (17)	48%	59%	65%	41%

Non-Pupil Premium (14)	86%	85%	79%	79%	
Difference (PP and Non PP)	-38%	-21%	-14%	-38%	
Difference (PP and All)	-16%	-12%	-6%	-17%	

Data comparison for Pupil Premium children from Summer 2023 to Summer 2024.

Year Group	Reading (Expected+)			Writing (Expected+)			Mathematics (Expected+)		
	Summer 2024	Summer 2025	Difference	Summer 2024	Summer 2025	Difference	Summer 2023	Summer 2024	Difference
1	60%			52%			64%		
2	85%	80%	-5%	62%	67%	+5%	62%	60%	-2%
3	56%	69%	+13%	69%	75%	+6%	69%	75%	+6%
4	65%	68%	+3%	60%	69%	+9%	70%	73%	+3%
5	60%	60%	0%	59%	50%	-9%	54%	50%	-4%
6	47%	48%	+1%	41%	59%	+18%	65%	65%	0%

FURTHER END OF KS2 ANALYSIS

BREAKDOWN ADDITIONAL BARRIERS AND OUTCOMES FOR DISADVANTAGED PUPILS AT THE END OF KS2

			Reading		Writing	Mathematics	
Child	BARRIERS	Interventions Received	Scaled Score	SATs level	SATs level	Scaled Score	SATs level
1	Punctuality, previously CP and CIN	Guided group R & M	114	GDS	EXS	105	EXS
2	Att (87%), SEND, EHCP, CIN, SEMH	One-to-one and small group support R, W, M	84	BELOW	PK3	91	WTS
3	Special guardianship	Guided group R, W, M Reading & writing	101	EXS	EXS	105	EXS

		intervention Mathematics tuition					
4	Att (88%) & punctuality	Guided group R,W,M Maths, Reading & writing intervention Mathematics tuition	99	WTS (1 point from EXS)	EXS	105	EXS
5	SEND, ASC	Guided group R,W,M Maths, Reading & writing intervention Mathematics tuition	104	EXS	EXS	104	EXS
6		Guided group R,W,M Reading & writing intervention	106	EXS	EXS	114	GDS
7	SEND, ASC, ADHD	Guided group R,W,M	113	GDS	GDS	113	GDS
8	SEND, EHCP, SEMH, behaviour	Guided group R,W,M Reading & writing intervention	111	GDS	EXS	102	EXS
9	EAL	Guided group R,W,M Individual reader Mathematics tuition	93	WTS	WTS	110	GDS
10	Referral for ASC	Guided group R,W,M	117	GDS	GDS	118	GDS
11	Att (85%), SEND, dyslexic, behaviour, parental refusal to engage with support	Guided group R,W,M Intervention given for R, W, M but refusal to engage One-to-one provided (refusal to engage)	90	WTS	WTS	87	BELOW
12	SEND, referral for ADHD	Guided group R,W,M Reading & writing intervention Maths tuition	97	WTS	EXS	106	EXS
13	SEND, CIN, Att (87%), dyslexia, SEMH	Guided, small group support R,W,M Individual reader	80	BELOW	PK6	83	BELOW
14	Att (78%), SEND, EHCP, SEMH, ASC, ADHD, Behaviour Attended Meadow Park from May 2025	One-to-one Guided group R,W,M R,W,M intervention until Jan 2025, learning mentor support Family first	83	BELOW	WTS	89	BELOW
15	Att (84%), SEND, ASC referral, anxiety	Guided group R,W,M R,W,M intervention learning mentor support	99	WTS	EXS	96	WTS

		Offered reading and mathematics small group tuition but did not attend	(1 mark from EXS)					
16	SEND	Guided group R,W,M R,W,M intervention Reading and mathematics small group tuition	95	WTS	WTS	92	WTS	
17	SEND, dyslexic, previous CP, CIN	Guided group R,W,M R,W,M intervention Reading and mathematics small group tuition	100	EXS	WTS	100	EXS	

PROGRESS

Pupils 2, 13, 14, 15 and 16 did not achieve GLD in EYFS. Child 15 achieved EXS for writing and was just 1 point from achieving EXS in reading.

Pupil 17 achieved EXS for reading and EXS for mathematics and did not achieve GLD in EYFS.

Challenge 3

Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.

Provide opportunities for SEND, PP children to fully access science and foundation subject learning and skills alongside their peers.

Ensure pupils with additional needs meet targets in individual PPP.

Ensure all needs are met of our most vulnerable pupils

The provision for SEND children was assessed termly by the SEND team and strategies were regularly reviewed to ensure maximum impact in terms of expected progress. New children were added to the register in light of assessment. The register remains a fluid database where children are added and removed according to need.

Staff CPD took place on ASD and sensory needs.

Teachers use Edukey to create PPPs and to record assessments and reviews. Edukey allows all adults, including the SEND lead, who work with SEND children, access to PPP targets and reviews. Provision maps are inputted onto Edukey detailing SEMH provision and the academic interventions taking place.

A number of children across school were assessed by the Educational Psychologist for higher level needs.

The SEND lead liaised regularly with the SEND team and class teachers regarding children awaiting assessment on the ND pathway or children with other higher level needs. EHCPs were secured for a number of children last academic year: the number of EHCP children is currently 11 across school. 4

additional children with EHCPs have moved to secondary school. 2 more EHCPs are awaiting approval and 4 additional EHCP applications are to be written in Autumn 2025.

Three additional teaching assistants were employed using PP funding for four PP-eligible children requiring additional support. A place for one child was secured in an alternative provision to enable the child to receive specialised support in a small group setting. This child has since left role at Sylvester and moved to secondary.

SEND interventions (in addition to class support) were completed by class CTAs and one-to-ones. Termly assessments took place to review the PPP targets of individuals; targets were then updated in consultation with class teachers.

Parents were offered face-to-face or telephone meetings in the Spring and Summer terms to review and set new targets with the class teacher and/or SEND lead on Edukey. SEND lead met with parents of EHCP children alongside their designated one-to-one support. Additional meetings also took place for individuals as necessary, including EHCP children transitioning to secondary.

Identified groups of children with higher level SEND were supported by a specialist teacher (Z. Atkins) from within the WDT on a weekly basis in the Autumn and Spring.

End of year data shows most SEND children across school made expected or above expected progress. For example, in Y1 SEND pupils all made expected or better progress in reading and writing and 91% in maths. In Y2, all children with SEND made expected progress in writing and 91% in reading and maths. In Y4, all children with SEND made expected or better progress in reading, maths and writing.

Our dog mentor, Ruby, has continued her work with our vulnerable children and children with SEMH needs.

Challenge 4

Ensure a curriculum model is developed, which provides opportunities for more able pupils to excel in Reading, Writing and Mathematics.

Narrow the gap between more able Pupil Premium children and their non-PP peers.

Focus upon writing at Greater Depth across school to increase GDS combined.

The HT identified more able PP children with the potential of achieving the greater depth standard in each year group (based upon EYFS and end of KS1 data (where applicable)). This information was shared with class teachers at termly pupil progress meetings and targeted support put in place within classes. PP children who achieved GDL at the end of EYFS, who have since made better than expected progress as they move through KS2, were also targeted.

Table to show the percentage of PP children achieving the GD standard in each year group:

Year Group	Reading (Greater Depth)			Writing (Greater Depth)			Mathematics (Greater Depth)		
	Entry Data	Summer 2025	Difference	Entry Data	Summer 2025	Difference	Entry Data	Summer 2025	Difference

	1		12%			12%			12%	
	2	20%	20%	0%	7%	7%	0%	0%	7%	+7%
	3	31%	19%	-12% (2 pupils)	19%	19%	0%	25%	19%	-6% (1 pupil)
	4	18%	18%	0%	18%	14%	-4% (1 pupil)	23%	23%	0%
	5	5%	5%	0%	14%	5%	-9% (2 pupils)	9%	9%	0%
	6	12%	24%	+12%	0%	12%	+12%	6%	24%	+18%

Challenge 5

Ensure standards of behaviour are high and pupils represent the school in a positive manner.

Ensure school is inclusive and has equality for all.

Standards of behaviour across school were good; the majority of children were settled and a calm environment maintained within classrooms.

A number of children received additional support to regulate their behaviour choices and emotions. Additional support via the use of one-to-one CTAs was put in place for individuals. Parent meetings took place.

The Local Authority agreed to support the transition of one child with additional SEMH and academic needs to a specialist provision to provide bespoke support in a small group setting and enable this child to progress socially, emotionally and academically. This child has since left SPA.

The learning mentor worked with groups and individuals needing additional support to regulate behaviours, promote positive behaviour choices and to support social and emotional needs. A nurture breakfast was introduced to support a more settled start to the day.

The positive impact of interventions was measured through: feedback from class teachers, attendance records and academic progress.

Meetings took place between the HT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps for individuals.

Challenge 8

Ensure whole school attendance is in line with National.

Attendance gap between pupil premium eligible pupils and non-pupil premium eligible pupils and is closing.

Reduce the number of persistently absent children.

Termly analysis of attendance data for pupil premium eligible pupils took place and attendance data reports were produced which included comparisons between PP and non-pupil premium eligible children. These were discussed and data challenged during Governor's meetings.

Meetings with School Attendance Service took place to offer support with attendance panels, home visits and interventions.

Early intervention took place regarding attendance through meetings with parents, the school attendance officer (R.H.), the learning mentor and class teachers. School Attendance Officer was involved in meeting for PA children. In most cases attendance and punctuality improved. When necessary, the attendance officer attended key children's homes to find out why they were not in school and brought children into school on the school's mini-bus.

Regular attendance 'updates' were sent to all parents to ensure they were fully aware of their child's attendance and any causes for concern were highlighted. 'Warning' letters were sent to children whose attendance fell below 97%.

Attendance officer continued to work with the parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer when necessary.

Weekly celebration assemblies have a strong focus on attendance and punctuality. Termly attendance awards assemblies took place to award bronze, silver and gold attendance certificates which the children loved.

Whole school attendance incentives/fun days took place and classes became very competitive; encouraging their peers to strive for good attendance. A number of classes took part in movie and popcorn afternoons, pizza parties, chocolate fountain parties and ice-cream parties. Children with 96%+ attended exotic animals sessions. Feedback from children was very positive.

RH worked with some of our most vulnerable children and their parents to improve attendance and punctuality.

Attendance

School attendance for 2024/2025 was 94.5% for all pupils, 93.8% for disadvantaged pupils and 95.3% for non-disadvantaged pupils. Nationally 94.8%/LA 93.5%

School attendance for 2023/2024 was 94.8% for all pupils, 94.1% for disadvantaged pupils and 95.6% for non-disadvantaged pupils. Nationally 94.5%/LA 93.2%

School attendance during 2024/2025 declined for all groups from the previous year compared to improved attendance for all pupils both nationally and within the Local Authority. It is acknowledged that school attendance remains above Local authority figures but was below national figures for all pupils in 2024/25.

Persistent Absence

Persistent absence figures in school for 2024/2025 were 17.6% for all pupils, 21.2% for disadvantaged pupils and 13.5% for non-disadvantaged pupils. National Persistent absence figures for all pupils was tbc

Persistent absence figures in school for 2023/2024 were 15.9% for all pupils, 19.6% for disadvantaged pupils and 11.4% for non-disadvantaged pupils. National Persistent absence figures for all pupils was 14.6% (primary only)

School persistent absence figures have increased from the previous academic year for all and groups of pupils.

Ongoing work is required to further improve overall attendance and PA figures. School is thorough in approach to managing and addressing attendance concerns but work is required to improve attendance to be in line with national figures and to reduce the disadvantaged gap.

'The school deals with occasional low-level disruption effectively. The school has high expectations of pupils' attendance. It fosters positive relationships with families and does all that it reasonably can to help remove the barriers preventing pupils from attending school. This means that most pupils attend school regularly.' Ofsted Nov 2024.

Challenges 9 and 10

Raise low aspirations/ expectations of parents and pupils through LM support.

Vulnerable children are being supported via highly targeted intervention from Learning Mentor.

Children's emotional and behavioural needs being supported quickly and effectively.

Highly specialised support available for all families if required.

Learning Mentor timetable was completed and shared with staff. Children were added to or removed from the timetable on a fluid basis in consultation with class teachers, HT and DHT.

Learning Mentor carried out social and emotional interventions for individuals and small groups throughout the year.

Learning Mentor maintained regular contact with the parents of some of our vulnerable families.

The impact of interventions was measured through: feedback from class teachers and parents, attendance records and academic progress.

Meetings took place between the HT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps.

Funding was provided to support some of our most vulnerable families, for example: after school club, uniform, trips, etc so that vulnerable children felt settled and secure and ready to learn.

Year 6 children took part in a workshop provided by the Adam Foundation on knife crime.

Educational Psychology Service commissioned by the school to provide assessments and support.

ASC advisory provided support for teachers and CTAs to help to support children.

Challenge 11

Provide educational and enrichment experiences in school for Pupil Premium pupils, which improve their knowledge and language skills, and promote positive life experiences.

Pupil Premium pupils are provided the same opportunities and learning experiences as non-Pupil Premium pupils regardless of disadvantage.

Further enhance the school curriculum through visits and visitors to school.

Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.

Year groups took part in educational visits linked to topics across the year. A number of PP eligible children benefitted from allocated funding for educational visits providing them with the same opportunities as their peers in school.

School part-funded Year 5 residential to PGL and the Year 3 residential to Gulliver's World to allow all children who wanted to the opportunity to participate.

Funding was used to subsidise the end of year trip for Year 6 and to provide a Year 6 school sleep over.

PP funding was used to pay for transport for Year 6 to attend the Crucial Crew event which is a multi-agency safety event aimed at Year 6 children and designed to provide children with life skills that will enable them to keep themselves and others safe. The aim of the CC event is to raise each participant's awareness of threats and dangers, in a fun and interactive way.

Funding was used to allow children to attend breakfast and afterschool club to support parents and children.

Children were provided with opportunities that they would not normally experience; providing them with more than the local surroundings where they live.

Challenge 9 and 10

Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.

The school was able to provide a range of lunchtime and afterschool clubs for KS1 and KS2 to cater for different interests.

Children from Y3 to Y6 attended the Young Voices school choir and performed on the MEN Arena. These included PP children with an identified talent for music and those with low self-confidence.

A wide range of sports clubs (including: football, basketball, multi-sports, circuits) provided by the Sports Coach were well-received and well-attended.

Children's University SLA was purchased to provide children with the opportunity to achieve a Children's University award; experience visiting a University setting and wear a cap and gown, thus raising future aspirations and ambition. Children visited the Hope University campus to receive their award in a graduation ceremony attended by parents and carers.

Children's University has had the following pupil graduate:

23/24 Academic year 57 graduates with 29 of those being pupil premium

24/25 Academic year 50 graduates with 24 of those being pupil premium

Children's University has had the following pupil graduate:

23/24 Academic year 57 graduates with 29 of those being pupil premium

24/25 Academic year 50 graduates with 24 of those being pupil premium

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
Read Write Inc	Ruth Miskin Phonics
Reading Eggspress	Reading Eggs
Fresh Start	RWI
White Rose Maths	White Rose
Times Tables Rockstars	TTRS
Mastering Number	Maths Hub
Tapestry	Tapestry Journal
Wellcomm	GL Assessment
Writing Roots	The Literacy Tree
ELSA	ELSA support
Dog Mentor Training	The Dog Mentor
Relax Kids	Relax Kids
Lego Therapy	

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

N/A