

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on the pupils in 2024-2025

Challenge area: reading progress

- Reading scheme embedded. Literacy Tree supporting children in accessing a range of texts, genres and authors. Literacy tree reading assessments introduced which match with the objectives and ensure progression of subject skills and knowledge.
- New subject leader has taken on reading and is raising the profile of reading across the school.
- Phonics scheme has been embedded across the school. All staff are following Unlocking Letters and Sounds (ULS) and our synthetic phonics programme supports children with reducing the cognitive load.
- Children have scheduled reading for pleasure sessions at the end of the day with pupil voice showing the positive impact that has.
- Children targeted through interventions following termly assessments of phonics. Children receive 3 sessions weekly for 6 weeks to bring about improvements.
- 80% of PP children achieved the expected standard in phonics assessments. This is a 30% increase on the previous academic year and higher than our non-pupil premium percentage. This shows the impact of both interventions and our phonics scheme on our PP children.
- 43% of key stage 2 PP children achieved the expected standard in reading with one child received a scaled score of 99. All children worked extremely hard and case study evidence showed children make progress from starting points with many of the PP children also featuring on the SEND register with significant needs.
- All staff have received training and guidance on quality first teaching using the EEF guidance on the 5 a day approach.
- Success stories were evidenced in reading in KS2 with children achieving well in reading assessments.

Challenge area: maths progress

- NFER have been used to benchmark and assess children identifying gaps and providing secure knowledge for needs analysis feeding into interventions. Progress is evidenced from autumn to summer assessments.
- Maths leader has taken to the role and ensured a robust audit of resources was completed.

- Pedagogy for maths has been refined following pupil voice feedback.
- Lessons support all children with cognition due to the reduced load. Children have ample opportunities to showcase and rehearse previous learning.
- Learning walks showed consistency of the pedagogy and children speak confidently about the impact of the use of widgets.
- 50% achieved expected levels in maths at the end of key stage 2 from the pupil premium group. As mentioned above, many of these children also feature on our SEND register. Individual case studies show children made significant progress from starting points.
- Number recall was improved and MTC results showed that 63% of children scored 25marks with national being 38%. Of PP children, 80% of PP children sat the assessments with a mean average score of 20.8 with a national score of 19.3.
- PP children have been targeted through interventions and have made good progress.
- Pre-teaching has been used to support children being able to access learning.

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

Challenge Area: 1 reading progress, 2 maths progress and 3 speech and language

- Speech and language therapist has been regularly supporting the school in assessing and supporting children with speech and language needs.
- Support staff have been implementing phonics interventions successfully with teachers taking more ownership for next steps.
- Family link worker has successfully supported families with accessing learning and valuing time in school.
- Oracy continues to be developed across the school with children developing sentence stems and building on thinking. This continues to be a focus into 2026-2027.
- Speech and language training continues to be embedded and the NELI interventions target children in KS1 with PP children.
- Speech and language therapist has been appointed to support the whole school development of interventions and classroom support. This speech and language support follows on from the significant work they did with one child specifically.
- Widgets are actively used in all classrooms to streamline cognition for all children.
- School nurse and Primary Mental Health Specialist has been supporting the children in being ready for school life.
- Interventions supported children in regulation, including 'volcano in my tummy'.

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

Challenge Area: 4 Social Emotional and Mental Health Needs 5 Attendance

- Interventions supported children in regulation, including 'volcano in my tummy'.
- Zones of regulation continues to support all children in being able to regulate.
- Sensory room has been developed to support emotional regulation with pupil voice playing a larger roll in this.
- All staff received positive handling training to support children who are dysregulated and at risk of harming themselves or others.
- Autism champion trained and implementing strategies to support our children with autism.
- Sensory audit completed with South Glos and next steps actioned in supporting our children with sensory needs.
- Whole school attendance last academic year was 93.10% below that of the national target of 96%. School being supported by Local Authority EWO to improve attendance this coming academic year.
- Educational Welfare Officer receiving training from Local Authority to improve attendance and hold families to account. Fines continue to be issued as a deterrent to children missing substantial periods of schooling.
- Subsidised trips and camps ensured greater take up of educational visits which pupil voice demonstrated the greatest part about schooling.
- Learning walks conducted to show the positive relationships policy continues to be embedded and implemented across the school by all staff.
- All staff were trained in emotion coaching and PACE by educational psychologist. Staff have a firm grasp on how to use the language of wondering and playfulness to support children managing large emotions.
- The school have taken part in a project funded by the DFE around meeting the merging needs of neurodiverse children. The Partnership for Inclusion of Neurodiversity in Schools (PINS) project is a model for effective efficient deployment of the specialist health workforce and strengthening parent and school partnership in mainstream education settings.
- Following a school self-assessment, the PINS local project team worked with our school to arrange bespoke support with the aim of further improving the experiences of neurodiverse children in mainstream environments.
- We have completed work with the PINS project after successfully completing a series of staff training sessions and a final parent/carer coffee morning. The Sensory Room has been revamped and is now a calm, nurturing purposeful area which has received positive feedback from the children.
- All staff received Makaton training to support the inclusion of non-verbal children along with increasing social cues for our children.

