

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

During the 2024 to 2025 academic year, Pupil Premium money was used on the following: Rocksteady, 1-1 TA support, Educational trips, Swimming, Drawing and talking, Speech and language therapist for a day a week every 2 weeks.

After evaluation, drawing on feedback from staff and attainment data from Target Tracker it was seen that the following positive impact occurred:

#### **Rocksteady**

6 of 12 children who were on our Pupil Premium list in 2023-2024 carried on with lessons within 2024-2025. Out of the 12, 2 left the school as they have transitioned to Secondary School and 6 have carried on with lessons. An additional 8 children have started Rock Steady. The progress the children make in their music skills including singing, guitar, keyboard and drums is apparent from observing the sessions and seeing the finished performances at the termly concerts. The band leader is knowledgeable and makes the sessions both interesting and fun. It has also inspired 4 more of the pupils to take up singing and piano lessons which are also offered within school. From speaking to the children, they report that, ' I love being part of a band '(y4). I feel that my guitar playing has really improved (y6)

#### **TA support**

All of the children had access to 1-1 TA support on a 2 -week rolling programme. The focus for the majority of children was reading as this was an area that we had identified through internal assessments as being something that needed to be worked on. In the case of three children who also have an EHC, the TA support has had a significant impact. For one of the three children it has meant that they can now access the classroom full time. The TA support for another of these children is helping support with focus and concentration meaning that this child can access more of the curriculum. With this child the maths intervention that was being carried out has been so successful that it is no longer required. With the third child, time given to speech and language therapy has meant that this child has gone from being pre-verbal to being able to coherently express their wants and needs.

### **Educational Trips**

Both Year 5 and Year 6 will participate in residential trips during 2024-2025 and these will give the 10 children in those year groups access to activities that they otherwise wouldn't have been able to participate in meaning that new skills will be acquired. This will give them the opportunity to be away with their friends and from speaking with the children, it is something they are really looking forward to. It is also helped develop the cultural capital of these children.

### **Swimming**

Although all children from Reception up have access to weekly swimming lessons throughout the first half of the Autumn term and throughout the summer term, the additional swimming lessons provided opportunities for the children to practise the skills they were developing in class lessons but in a smaller group meaning a year 3 child who wasn't a confident swimmer is now enthusiastic about swimming and is able to swim on her back.

### **Drawing and Talking**

Drawing and Talking is a one to one therapy session where children are able to draw and whilst doing so talk about any worries that they have. The Teaching Assistant who runs this sessions has a background of counselling and has been trained in the programme. From conversation with The Teaching Assistant, the 3 children that have accessed the programme have expressed that they feel less worried about things as they know they have a safe space to talk and in consultation with parents, sessions have carried on to further support the children.

### **Rainbows**

Rainbows is a 12 week programme that looks at loss and grief and has been used successfully in the past to support children. Currently, due to the stipulation of the programme that at least a year is given after the loss, sessions are not running,

### **Speech and Language**

It was highlighted that the number of children starting school with little speech or speech that was significantly delayed had risen in recent years. The Speech Therapist that was employed by the school through the pupil premium funding has been integral in assessing children and producing clear plans that staff and parents can follow, meaning that the 4 Pupil Premium children in Reception, Year 1, Year 3 and Year 4 have had their speech and language needs accurately identified at an early stage allowing them to follow programmes that have supported them in closing the gaps and identifying any further underlying issues. To further support speech and language development for our youngest pupils, the school is part of a project overseen by our Speech therapist, where student

therapists will be working specifically with Nursery and Reception on language enrichment groups.

## IDL

IDL is a screening and intervention tool for both English and Maths. Through it's use, we have been able to accurately track gaps in children's learning and use a tailored intervention programme that is targeted at closing those gaps.

## Attendance

### Group Analysis by Vulnerability

Period: 01/09/2024 AM to 08/01/2025 PM

Reg Group Year 1

Numbers

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	2	126	32	24	15	10	42	67
No Free School Meals	21	2621	92	61	8	13	1297	1315

Reg Group Year 1

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	2	67.02	17.02	12.77	7.98	5.32	22.34	35.64
No Free School Meals	21	90.38	3.17	2.10	0.28	0.45	44.72	45.34

### Group Analysis by Vulnerability

Period: 01/09/2024 AM to 08/01/2025 PM

Reg Group Year 3

Numbers

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	1	138	6	0	1	0	68	69
No Free School Meals	28	3420	128	59	15	2	1694	1687

Reg Group Year 3

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	1	90.79	3.95	0.00	0.66	0.00	44.74	45.39
No Free School Meals	28	89.67	3.36	1.55	0.39	0.05	44.42	44.23

### Group Analysis by Vulnerability

Period: 01/09/2024 AM to 08/01/2025 PM

Reg Group Year 4

Numbers

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	1	119	0	25	1	1	58	60
No Free School Meals	29	3835	179	143	13	76	1866	1917

Reg Group Year 4

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	1	78.29	0.00	16.45	0.66	0.66	38.16	39.47
No Free School Meals	29	87.52	4.08	3.26	0.30	1.73	42.58	43.75

### Group Analysis by Vulnerability

Period: 01/09/2024 AM to 08/01/2025 PM

Reg Group Year 5

Numbers

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	7	866	108	33	18	20	404	440
No Free School Meals	23	3160	90	33	17	10	1557	1570

Reg Group Year 5

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	7	81.39	10.15	3.10	1.69	1.88	37.97	41.35
No Free School Meals	23	91.07	2.59	0.95	0.49	0.29	44.87	45.24

**Group Analysis by Vulnerability**

Period: 01/09/2024 AM to 08/01/2025 PM

Reg Group Year 6

Numbers

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	2	263	22	7	0	1	130	132
No Free School Meals	27	3512	137	103	10	13	1729	1756

Reg Group Year 6

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	2	86.51	7.24	2.30	0.00	0.33	42.76	43.42
No Free School Meals	27	89.87	3.51	2.64	0.26	0.33	44.24	44.93

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Specific Music and instrument teaching	Rock steady/ Singing/ Piano
Swimming lessons	Specialised swimming teachers
Rainbows	<a href="https://rainbowsgb.org/">https://rainbowsgb.org/</a>
Drawing and Talking	<a href="https://drawing and Talking">https://drawing and Talking</a>
Speech and Language	Shona Crichton- Sparks
IDL	IDL