



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

### Updated 11.02.2026

This report outlines the impact of our Pupil Premium strategy on disadvantaged pupils during the 2024–25 academic year. Our approach is structured around the three DfE strands: **Quality First Teaching**, **Targeted Academic Support**, and **Wider Strategies**.

### 1. Quality First Teaching

High-quality teaching remains the cornerstone of our Pupil Premium strategy. Investment focused on strengthening curriculum delivery.

#### EYFS Provision

- The outdoor learning environment was enhanced through the installation of two dedicated resource sheds to support continuous provision in Maths and Literacy.
- This improved organisation, accessibility of resources and purposeful curriculum delivery outdoors.
- Staff report improved engagement and sustained learning behaviours in Reception.

#### Impact on Attainment

- **Reception GLD:** 40% of disadvantaged pupils achieved a Good Level of Development (National: 51%).
- **Year 1 Phonics:** 100% of disadvantaged pupils achieved the expected standard.
- **Year 6 Combined (RWM):** 55.6% of disadvantaged pupils achieved the expected standard or above (National: 47.5%).

Disadvantaged pupils in Year 1 and Year 6 performed above national, demonstrating the positive impact of strong classroom practice supported by targeted provision.

### 2. Targeted Academic Support

Targeted interventions were carefully structured, time-limited and responsive to assessment information.

#### Year 6 Academic Intervention

Year 6 pupils accessed 40-minute sessions, 2–3 times per week, focusing on:

- Arithmetic fluency and mathematical reasoning
- Reading skills including inference, deduction, sequencing and summarising

A total of 50 pupils accessed this intervention, including 12 pupils entitled to Pupil Premium.

#### Impact

##### Reading

- Expected Standard: 77.8% (National: 63.2%)
- Higher Standard: 27.8% (National: 21.2%)

##### Maths

- Expected Standard: 61.1% (National: 60.6%)
- Higher Standard: 16.7% (National: 15.1%)

Disadvantaged pupils performed above national averages in both reading and maths, demonstrating that structured, high-frequency intervention had a measurable impact on attainment and progress.

### 3. Wider Strategies

Our wider strategies focused on removing non-academic barriers to learning, strengthening emotional wellbeing and increasing access to enrichment opportunities.

#### Emotional Literacy Support (ELSA)

ELSA support assistants delivered:



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- Weekly 30-minute structured sessions
- Regular emotional check-ins
- Personalised support plans
- Ongoing communication with parents

Focus areas included emotional regulation, friendships, sibling conflict and resilience.

### Impact:

- Increased pupil confidence in articulating feelings
- Improved emotional regulation and response management
- Stronger pupil - staff relationships
- Improved in-school behaviour
- Reduction in parental concerns

Eleven pupils accessed ELSA support, five of whom were entitled to Pupil Premium.

### School Counsellor Provision

A trained counsellor was available two days per week, supporting pupils with:

- Emotional regulation
- Bereavement
- Behaviour
- Relationships and conflict
- Emotionally based school avoidance and anxiety

Over the year, 43 pupils accessed support, including 14 Pupil Premium pupils.

This provision has strengthened early intervention and reduced escalation of social and emotional needs.

### Enrichment

To broaden experiences and ensure equitable access, the school subsidised a range of educational visits, including:

- Kingswood
- Oriental Museum
- Hullabaloo Theatre
- Hall Hill Farm
- Hardwick Park
- Hopetown Museum

These experiences enhanced cultural capital, aspiration and engagement.

### Extra-Curricular Participation

All pupils were offered access to after-school enrichment activities. Participation data demonstrates strong engagement from disadvantaged pupils:

Name of Club	No. of pupils who accessed club	No. of pupils entitled to Pupil premium
Being Girls Club	22	8
Choir	18	9
Flag Football	21	3
Dancing	23	3
Lingotots	33	7
Multi-Sports (Y1-Y6)	79	13
Netball	52	13
Scottish Country Dancing	9	2
TSC Football	72	13



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This demonstrates equitable access to enrichment and strong representation of disadvantaged pupils across a broad range of activities.

### Family Support

- Before- and after-school childcare provision was subsidised for one refugee family to ensure consistent attendance and access to learning.

### Overall Evaluation

Our 2024–25 Pupil Premium strategy demonstrates:

- Strong attainment outcomes at the end of Key Stages 1 and 2
- Disadvantaged pupils performing above national averages in Year 6 reading and maths
- Effective academic intervention with measurable impact
- Improved emotional wellbeing and behaviour through structured pastoral support
- High levels of participation in enrichment activities

The strategy continues to prioritise high-quality teaching, timely intervention and removal of barriers to learning in order to sustain and further improve outcomes for disadvantaged pupils.