Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<table>
<tr><th></th><th>Challenge</th><th>Provision & Impact</th></tr>
<tr><td>1</td><td>QFT
Gaps created and widened by COVID-19 require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching. There are identified cohorts within the school which were disproportionately impacted by local closures and lockdowns (Year 6)</td><td>Focus on Teaching & Learning Pedagogy determined by research (Rosenshine/ Walk Thrus)
- As part of our ongoing commitment to high-quality teaching and learning the school has continued to embed WalkThrus as a core element of our CPD.
- The sustained use of WalkThrus has led to greater consistency and clarity in classroom practice across the school, strengthened quality of teaching by supporting incremental improvement, promoting reflective practice and fostering a shared understanding of what effective teaching looks like.
CPD opportunities
-Successful completion of NPQs (OL early years) as a key component of professional development strategy.
-Strengthened both teaching quality and leadership capacity across the school.
Targeted support through employment of additional teachers whose deployment is determined by data analysis and cohort specific needs
Year 6 – additional teaching groups
• Focus on attainment and progress of PP pupils during Pupil Progress Meetings – directing future QFT & intervention focus.
Year 6 attainment has been used to direct high levels of tuition in greater depth writers.
<table>
<tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th><th colspan="2">Combined</th></tr>
<tr><td></td><td>EXP+</td><td>GDS</td><td>EXP+</td><td>GDS</td><td>EXP+</td><td>GDS</td><td>EXP+</td><td>GDS</td></tr>
<tr><td>Disadvantaged</td><td>63%</td><td>31%</td><td>69%</td><td>13%</td><td>82%</td><td>29%</td><td>75%</td><td>13%</td></tr>
<tr><td>Non-Disadvantaged</td><td>81%</td><td>38%</td><td>81%</td><td>18%</td><td>90%</td><td>46%</td><td>88%</td><td>22%</td></tr>
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<tr><td>2</td><td>Oracy
Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in the EYFS and Key Stage 1. A lack of opportunities to hear good language models outside of school, leads to impoverished English language opportunities for many of our children. Gaps are evident from Reception through to KS1, and for new arrivals to the school, and are more difficult to close among our</td><td>-Low starting points in the EYFS, contributed to by EAL factor, resulting in a significant focus on language acquisition as supported by EEF research.
-Modelled language and activities promote spoken language
-School wide staff have participated in a series of CPD sessions aimed at upskilling colleagues in the analysis, identification and teaching of specific Oracy skills.
-Pupil voice and oracy skills have grown across the school as evidence through pupil surveys, lesson observations and external visits (Challenge Partners report, Executive Visit Outcome letter).
-Teaching Assistants have participated in specific oracy training to support them with approaches around Adaptive Teaching and Critical Thinking.
-Pupils have participated in several Oracy surveys to benchmark and evaluate the teaching of Oracy (Oracy Surveys)
-Oracy focus across the school, providing pupils with scaffolds and opportunities to articulate themselves
-Lunchtime structure continues to evolve to provide pupils with greater opportunities to promote social language opportunities, modelled by Senior Leaders.
-School wide CPD focussed on different elements of Oracy (Physical, Linguistic, Cognitive, Social & Emotional)
- EYFS Staff have been trained in the Talk Boost Int</td></tr>
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<tr><td></td><td>disadvantaged pupils than their peers. In addition, oracy skills across the curriculum continue to inhibit children's progress.</td><td></td></tr>
<tr><td>3</td><td>Pastoral
A lack of diverse lived experiences outside of school limit the cultural capital of many pupils and hinder our children's development.
Our assessments (including wellbeing questionnaires), observations and discussions with pupils and families have identified a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, which have a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies.
Discussions in DSL and RB2L meetings, exemplify that an increasing number of pupils need higher levels of pastoral support and intervention.</td><td>Pastoral
- Running of bespoke programmes focussed on narrowing social and emotional deficits.
-CPD sessions run by our Trauma Informed Practitioner have focussed on providing all class-based staff with an awareness of Cognitive Science & Therapy.
- TIP/Therapy sessions have been run with pupils facing adversity; focussing greatly upon ACEs (Domestic Abuse)
- Family liaison officer
-Appointment of Inclusion & Wellbeing Advocate who works with pupils with social and emotional deficits, predominantly PP and pupils with SEND)
-Pastoral registers & notes (CPOMs)
-Schools Early Help Offer
-SEND CPD for school wide staff focusing on understanding behaviour as communication, identifying and catering for additional needs.
- EYFS & KS1 Team Teach training – focusing on dysregulation and de-escalation
-Teaching of Personal Development
-Bespoke and tailored work for pupils with identified needs, working closely with external agencies and specialist providers.

Enrichment
- Fully subsidised enrichment opportunities for all PP pupils (Cultural Capital offer has been designed specifically to broaden the lived experiences of PP pupils [and those with SEND] to increase aspirations –, Moving Together, curriculum visits, Etc.)
- Prioritised and free spaces at extracurricular clubs and enrichment opportunities
- Uptake of extra-curricular clubs by PP pupils (Club Registers)
- Sourcing of enrichment opportunities which provide broader cultural opportunities (RE visits, in house performances)
- strong uptake of PP accessing clubs</td></tr>
<tr><td>4</td><td>Phonics & Early Reading -
Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading in comparison to their non-disadvantaged peers.</td><td>-Purchasing of specific phonics scheme & associated resources to promote strong practice (Partnership Phonics Programme).
-Purchasing of additional reading resources (Big Cat Collins) to promote early reading
-Targeted support and intervention through BRP both within and before/after the school day
- Targeted interventions as evidenced through provision maps and intervention timetables
- Continuation of phonics lead (MS), commissioning of review and development of phonics approach leading to greater consistency.
- 100% of PP passed phonics screening
<table><tr><th></th><th>Total pupils</th><th>Phonics Pass</th></tr><tr><td>All children</td><td>89</td><td>85%</td></tr><tr><td>Disadvantaged</td><td>6</td><td>100%</td></tr><tr><td>Not Disadvantaged</td><td>83</td><td>84%</td></tr></table></td></tr>
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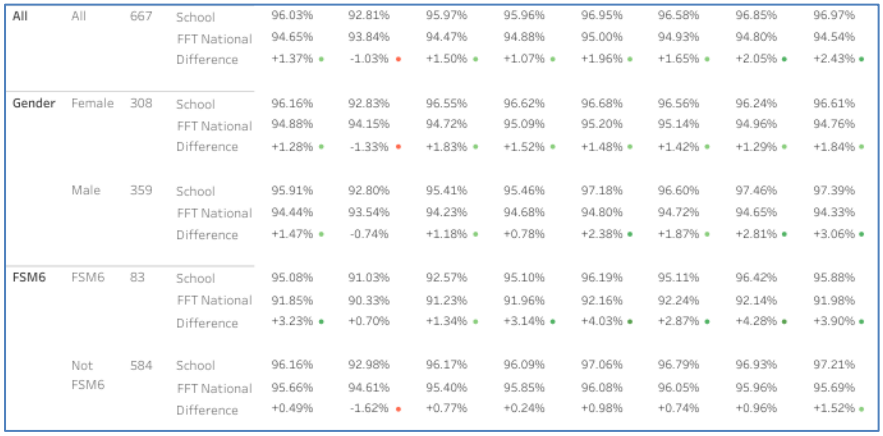
5	**Attendance** Our attendance data over the last 3 years has demonstrated that the attendance of PP children has been below that of the wider cohort. Data analysis has shown that for PP children identified as Persistent Absentees, that a majority of these pupils have sporadic absence. Over the past 3 years, attendance analysis indicates that attendance among disadvantaged pupils has been lower than that of their peers. At the end of the academic year (2024/25) the attendance of PP children was 94.9% in comparison to 95.5% for our whole school attendance. Whilst this percentage is considerably above the overall National Attendance PP percentage of 92.1%, we wish to raise the attendance of PP pupils to promote attainment and achievement.	-Bespoke attendance analysis & Identification of barriers contributing to absenteeism have been addressed through Attendance Graduated Response; ranging from the establishment of routines, in school support, to escalation of Education Welfare Support. - Clear messages have been sent to parents around the importance of regular attendance and in school rewards have been established. -Bespoke support for identified pupils; utilising in house tiers to remove barriers – Supportive Signposting Sessions, Chai & Chat and parenting sessions have been tailored to focus on the promotion of parenting capacity. -Close professional relationship between the school and Education Welfare Service - Maintained attendance percentages across the year with PP attendance being above the National Average for all pupils. 2025/26 year: • PP attendance stood at 95.08%, 3.23% above the national average for FSM pupils of 91.85% • PP attendance at 95.08% was above the national average for all pupils • PP attendance was strongest in Years 3 (+4.03%), 5 (+4.28%) and 6 (+3.90%)  • PP Persistent Absence finished the year at 14.5%.

All	All	667	School	96.03%	92.81%	95.97%	95.96%	96.95%	96.58%	96.85%	96.97%
			FFT National	94.65%	93.84%	94.47%	94.88%	95.00%	94.93%	94.80%	94.54%
			Difference	+1.37%	-1.03%	+1.50%	+1.07%	+1.96%	+1.65%	+2.05%	+2.43%
Gender	Female	308	School	96.16%	92.83%	96.55%	96.62%	96.68%	96.56%	96.24%	96.61%
			FFT National	94.88%	94.15%	94.72%	95.09%	95.20%	95.14%	94.96%	94.76%
			Difference	+1.28%	-1.33%	+1.83%	+1.52%	+1.48%	+1.42%	+1.29%	+1.84%
	Male	359	School	95.91%	92.80%	95.41%	95.46%	97.18%	96.60%	97.46%	97.39%
			FFT National	94.44%	93.54%	94.23%	94.68%	94.80%	94.72%	94.65%	94.33%
			Difference	+1.47%	-0.74%	+1.18%	+0.78%	+2.38%	+1.87%	+2.81%	+3.06%
FSM6	FSM6	83	School	95.08%	91.03%	92.57%	95.10%	96.19%	95.11%	96.42%	95.88%
			FFT National	91.85%	90.33%	91.23%	91.96%	92.16%	92.24%	92.14%	91.98%
			Difference	+3.23%	+0.70%	+1.34%	+3.14%	+4.03%	+2.87%	+4.28%	+3.90%
	Not FSM6	584	School	96.16%	92.98%	96.17%	96.09%	97.06%	96.79%	96.93%	97.21%
			FFT National	95.66%	94.61%	95.40%	95.85%	96.08%	96.05%	95.96%	95.69%
			Difference	+0.49%	-1.62%	+0.77%	+0.24%	+0.98%	+0.74%	+0.96%	+1.52%