



## Part B: Review of the previous academic year 2024 – 2025

### Outcomes for disadvantaged pupils

#### 1. Embed and further enhance the teaching of phonics

All teaching staff, including those newly appointed, have received training and monitoring in the *Monster Phonics* programme. This ensures consistency in phonics delivery across EYFS and KS1 and supports staff confidence and competence in teaching phonics effectively. All children in EYFS and KS1 participate in daily phonics sessions, following the structured Monster Phonics approach. Targeted support is provided for children who experience difficulty during the main lesson later in the day. This intervention focuses on reinforcing sound recognition and developing blending and segmenting skills. To support phonics development beyond the classroom:

- Each child receives phonics sound cards and word cards tailored to their current working level.
- These resources are intended for regular practice at home, with parental involvement encouraged to reinforce learning.

83% of Year 1 pupils successfully passed the national phonics screening check. 50% of PP children achieved a pass.

#### 2. Professional Development in Maths

CPD has continued throughout 2024-2025 for the maths lead and will continue into this academic year. EYFS received daily mastering number sessions, KS1 had regular sessions throughout the week combined with White Rose Maths lessons. Recent KS1 maths SATs assessments have highlighted a notable increase in pupils' confidence when solving number problems and performing calculations. This improvement has contributed to the development of strong number sense and continues to support fluency in mathematical operations.

#### Next Steps Across the School:

- Continue to embed consistent approaches to teaching number fluency across all year groups to ensure progression and continuity.
- Develop targeted support and interventions for pupils who require further consolidation of number sense and calculation strategies.
- Provide ongoing professional development for staff to share effective practices and enhance the teaching of number fluency.
- Continue using concrete resources and visual representations to support conceptual understanding, particularly in abstract areas.

#### 3. Professional Development, all staff trained to provide high quality teaching, engaging and motivating all learners.

This academic year, staff training has been delivered through both teaching-focused and whole-staff sessions. Key areas of professional development have included:

- **Ready Steady Write:** Enhancing writing instruction with structured approaches.
- **Vocabulary Development:** Strengthening pupils' language acquisition and usage.
- **Behaviour Management:** Promoting positive classroom environments and consistent expectations.
- **WalkThrus:** Supporting teaching practices with evidence-informed strategies.

These sessions have contributed to a **consistent approach to teaching across the school**, fostering a shared understanding of effective pedagogy and classroom management. Staff are increasingly confident in applying these strategies, resulting in improved learning experiences for pupils.

#### 4. Improving provision for literacy in EYFS/KS1

**Ready Steady Write** was introduced towards the end of the autumn term 2024. High-quality stories and texts are used as stimuli to inspire children's writing. Lessons are well-structured and provide opportunities for pupils to build confidence as talkers, readers, and writers. The new writing curriculum is already enhancing the quality of pupils' written work across the school.

#### 5. **Provide bespoke and focused language and vocabulary support**

Wellcomm, pre-teach vocabulary sessions and the Ready Steady Write vocabulary sessions have had a positive impact in developing the language and vocabulary skills of all children. 100% of Pupil Premium children achieved age related expectations in the EYFS Wellcomm Assessment. 75% of the EYFS cohort achieved age related expectations. There is a vocabulary focus in the Ready Steady Write curriculum with many children using higher-level vocabulary when speaking and in their writing. 69% of PP children achieved a vocabulary age at or above their chronological age. Of the remaining 31% 3 children also have additional SEND and are supported via EHCPs.

#### 6. **ELSA support**

During the academic year, ten children received targeted support from the ELSA and well-being team. This intervention had a positive impact on their emotional resilience, self-esteem, and ability to engage with learning. Through regular sessions and tailored strategies, children developed coping mechanisms, improved peer relationships, and showed increased confidence in both social and academic settings.

#### 7. **Mental Health Support and Signposting for families & 8. Focused group interventions**

A number of parents were signposted to the MHST team to secure additional mental health support for their children/family. Towards the end of the academic year, the Mental Health Support Team (MHST) delivered a series of workshops in school aimed at supporting children with worries about transitioning to high school. These sessions were designed to build emotional resilience, reduce anxiety, and equip students with strategies to manage change.

#### 9. **Opportunity to access extra-curricular activities**

During the last academic year, a wide range of extra-curricular activities and opportunities were offered to enrich pupils' learning experiences, including the opportunity to attend a talk by astronaut Tim Peake, where he shared insights into his journey and experiences in space. Breakfast clubs and after-school clubs continued to be a vital part of our provision, with strong engagement from Pupil Premium (PP) children with an **86% uptake** among PP pupils, reflecting the positive impact and accessibility of these initiatives.