



Pupil Premium Strategy Impact Report 2024 - 2025
3rd Year

Intended outcome	Impact	End of 3yr Plan Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Jan 2025 <ul style="list-style-type: none"> The Year to date (YTD) figure for our disadvantaged children at the end of December 24 was 94.1% and non-disadvantaged is 95.3%. This reduced significantly during the month of December due to viruses and illnesses that has affected all group figures. This is the first month that the DA figure has dipped below the national average of 94.5% and is now below Non DA. The national percentage for pupils who are considered persistently absent is 15.2%. The school's percentage for disadvantaged children was 11.8% at the end of December 2024. This is slightly higher than the figure for non-disadvantaged is 9%, however there is the same number of children considered PA in both groups. (13) 	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 8.4% (national) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is beginning to reduce the percentage of all pupils who are persistently absent being below national figure of 8.2% and the figure among disadvantaged pupils being more inline than their peers
	April 2025 <ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> 	



<p>Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2</p>	<p>Jan 2025</p> <ul style="list-style-type: none"> • DA attainment is below that of non DA in all year groups except Year 6 at Data 1 in November 24. However, there was accelerated progress in Year 5 and 6 for our disadvantaged groups • There has been an increase of the numbers of children entitled to free school meals in year 6 and we have had 3 NTS in Year 5 who are also FSM. • 6 of the 17 NTS in Autumn term are DA which is 35% <p>April 2025</p> <ul style="list-style-type: none"> • <p>June 2025</p> <ul style="list-style-type: none"> • 	<p>KS1 and KS2 Writing outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children</p>
<p>Improved reading attainment among disadvantaged pupils including phonics at the end of KS1 and KS2.</p>	<p>Jan 2025</p> <ul style="list-style-type: none"> • Strong progress data in Y1, Y3, Y5 and Y6 means that the attainment gap will begin to close • DA are out-performing NDA in Y6 Reading attainment • Gap has narrowed slightly in Y2 and Y5 • Phonics pupil progress meetings have taken place to ensure any children falling behind have catch up grids to support • There are two children not predicted to pass their phonics screening that are DA, there are receiving targeted support. • A successful Intra MAT Phonics and early reading triad 	<p>Phonics Screenings data, KS1 and KS2 Reading outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children</p>



	<p>April 2025</p> <ul style="list-style-type: none"> • 	
<p>Improved self assessment, motivation and belief in the learning capabilities among disadvantaged pupils</p>	<p>June 2025</p> <ul style="list-style-type: none"> • <p>Jan 2025</p> <ul style="list-style-type: none"> • Working walls, self and peer assessment, meta cognition and assessment for learning have all been a focus for Staff CPD. • Checkpoints and checklist have been introduced to ensure all children are aware of how to be successful each lesson. • A successful Intra MAT Non Core Triad has been completed which praised the school's support and reasonable adjustments for those working below 	<p>Improved self assessment, motivation and belief in the learning capabilities among disadvantaged pupils</p>
<p>Regular attendance of disadvantaged parents in a wide variety of school engagement activities</p>	<p>April 2025</p> <ul style="list-style-type: none"> • <p>June 2025</p> <ul style="list-style-type: none"> • <p>Jan 20245</p> <ul style="list-style-type: none"> • KS1, UKS2 forest school parent engagement sessions have taken pace. • EY have also had a parental engagement activity around fireworks in November 24. • Facebook page has had further followers and is reaching a wider audience. 	<p>Records show:</p> <ul style="list-style-type: none"> • An increased engagement in activities • Increased completion of parent surveys • Thriving PTFA committee • Use of social media to promote the school and parental events



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<p>Increases attendance of disadvantaged pupils on trips, residential, school run extra-curricular clubs and external local sporting membership</p>	<p>Jan 2025</p> <table border="1" data-bbox="752 440 1361 652"> <thead> <tr> <th>Demographics of attendance</th> <th>Totals</th> <th>% of cohort</th> </tr> </thead> <tbody> <tr> <td>SEN</td> <td>7</td> <td>28%</td> </tr> <tr> <td>Not SEN</td> <td>66</td> <td>39%</td> </tr> <tr> <td>Disadvantaged</td> <td>28</td> <td>33%</td> </tr> <tr> <td>Not DA</td> <td>45</td> <td>41%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Working with Stafford college to develop more clubs to increase exercise and sports involvement. More enrichment clubs have been organised in school and at the Stafford College. <p>April 2025</p> <ul style="list-style-type: none"> • <p>June 2025</p> <ul style="list-style-type: none"> • 	Demographics of attendance	Totals	% of cohort	SEN	7	28%	Not SEN	66	39%	Disadvantaged	28	33%	Not DA	45	41%	<ul style="list-style-type: none"> • Increased number of disadvantaged children on registers for clubs, trip, residential • School is represented in local sporting clubs by disadvantaged pupils
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