Pupil premium strategy statement

This statement details our school's use of the 2025-28 pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Agnes Academy
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Jess Mills
Pupil premium lead	Matt Howes
Governor / Trustee lead	Julia Dodson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,716 (2025-26)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,716 (2025-26)

Part A: Pupil premium strategy plan

Statement of intent

At St Agnes Academy, we aim to provide highest quality educational experience so that our disadvantaged children make good progress academically, physically, socially, and emotionally. We want them to achieve in-line with or above national average in all areas and to develop a love of learning that continues into secondary school and beyond.

We aim to ensure our disadvantaged pupils:

Are confident readers, writers and mathematicians

Are self-motivated, self-regulated and independent learners

Regard themselves as successful and confident learners who can communicate effectively through both spoken and written word.

Engage in a range of enrichment activities such as music, drama, dance, sport, outdoor and adventurous activities, and trips to theatres, museums and art galleries to enrich their lives and see a world beyond their own.

Are prepared and confident to move on to each next phase of their education and into wider life.

Have access to a broad, challenging and coherent curriculum that enables to them to develop knowledge and skills and that excites and enriches.

Our Pupil Premium strategy focuses on the development and improvement of high-quality teaching because we know that disadvantaged pupils are disproportionally affected by teaching quality. We want all our children to experience the very best instruction in the classroom alongside their peers. However, we recognise that to make good progress our children need to have secure prior knowledge and may require short-term, targeted intervention in addition to their daily teaching.

We also acknowledge that pupils who are struggling emotionally, are unable to learn well and therefore we are strengthening our support for social and emotional needs.

Funding for enrichment activities ensures that all pupils have access to the same opportunities to build cultural capital, and develop wider interests, hobbies and skills which have a positive impact on long-term wellbeing and mental health.

Our Pupil Premium Strategy is designed to reflect the current challenges and individual needs of our disadvantaged pupils and the staff who support them. We use a range of strategies such as pupil interviews, questionnaires, diagnostic assessments and

observations to ensure that our approach is responsive and personalised. Our strategies are selected based on current evidence and research so that our whole school community benefits from best practice.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge			
1	**Year Grp**	**Reading**	**Writing**	**Maths**
	EYFS	0% (0/2)	0% (0/2)	0% (0/2)
	1	71% (5/7)	57% (4/7)	57% (4/7)
	2	66% (2/3)	66% (2/3)	66% (2/3)
	3	85% (11/13)	77% (10/13)	69% (9/13)
	4	57% (4/7)	43% (3/7)	57% (4/7)
	5	43% (3/7)	0% (0/7)	57% (4/7)
	6	57% (8/14)	50% (7/14)	21% (3/14)

	As you can see from the data above, **academic outcomes** for 2024-25 varies among year groups. The number of pupils deemed disadvantaged in each year group varies widely; this means some data can be skewed by the performance of just one child. Despite some good progress being made in year 6 with high quality teaching and learning, including skilful deployment of support staff and interventions, attainment has bucked the trend in comparison to the previous few years and attainment was far below national data. Analysis of written outcomes shows that the progress of many of our DA pupils is impeded by poor transcription skills in writing (handwriting and spelling). Some disadvantaged pupils need to be supported to acquire a broader vocabulary and/or the ability to manipulate language for effect. More attention to vocabulary acquisition, especially disciplinary vocabulary acquisition, will help remove barriers to reading comprehension and improve access to the curriculum in all subjects.
2	**Mid-year entrants** alters the percentage of children achieving expected in particular year groups. The amount of DA pupils joining our school mid-year continues, with 35% of disadvantaged pupils being mid-entrants in 24-25.
3	Our analysis, discussions and observations of pupils' personal, social and emotional development suggest that some disadvantaged pupils need to be

	supported to develop **learning behaviours** which will support better progress, especially in EYFS and KS1. 2024: EYFS assessments show that St Agnes pupils were below national by 20% for self-regulation (80% on track). 2025: Huge improvement, with 98% on track.
4	Our assessments and observations show that some disadvantaged pupils are displaying difficulties retaining information, knowledge and skills learnt across the curriculum.
5	Through interviews and questionnaires, we found that some of our disadvantaged pupils would benefit from support to access **extra-curricular activities** such as clubs and music tuition as well as a wider range of experiences. In 2021-22 63% of our disadvantaged pupils attended extra-curricular clubs and/or represented the school at events. In 2022-23 69% of DA pupils attended extra-curricular clubs and/or represented the school at events. In 2023-24 75% of DA pupils attended extra-curricular clubs and/or represented the school at events. In 2024-25 77% of DA pupils attended extra-curricular clubs and/or represented the school at events. The picture is improving over time. The aim is to have 100% of our DA pupils attending clubs and/or representing the school. Thus far, in the autumn term 2025, 71% of DA pupils have attended extra-curricular clubs and/or have represented the school.
6	Analysis of data shows that some of our disadvantaged pupils would benefit from support with **punctuality** and **attendance**. 2021-22 Attendance (attendance was low for both disadvantaged pupils and non-disadvantaged pupils due to the ongoing impact of Covid.) Disadvantaged-85% (4 pupils with persistent absence and 1 pupil flexi-schooled) Disadvantaged attendance without persistent absentees and flexi-schooled pupil-90% Non-disadvantaged attendance-92% Number of DA pupils with attendance between 90%-100%-43/62 (69%) Number of DA pupils with attendance below 90%-6/62 (10%) Number of DA pupils with attendance below 85%-13/62 (21%) 2022-23 Disadvantaged 93% (10 pupils with persistent absence and 1 pupil flexi-schooled) Number of DA pupils with attendance between 90%-100%- 38/48 (79%) Number of DA pupils with attendance below 90%-10/48 (21%) Number of DA pupils with attendance below 85%-1/48 (2%) 2023-24 Disadvantaged 93% (12 pupils with persistent absence and 1 pupil flexi-schooled) Number of DA pupils with attendance between 90%-100%- 45/57 (79%) Number of DA pupils with attendance below 90%-12/57 (21%)

	Number of DA pupils with attendance below 85%- 3/57 (5%)
	2024-25
	Disadvantaged 93% (5 pupils with persistent absence and 2 pupil flexi-schooled)
	Number of DA pupils with attendance between 90%-100%- 32/39 (82%)
	Number of DA pupils with attendance below 90%-7/39 (18%)
	Number of DA pupils with attendance below 85%- 3/39 (8%)

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	25-26	26-27	27-28
Challenge 1: The attainment of our DA pupils is line with DA pupils nationally at both the expected and higher standard	• % of DA pupils achieving combined at end of KS2 will be in-line with or better than national average			
	• % of DA pupils achieving the higher standard in reading, writing or maths will be in-line with or better than national average			
	• % of DA pupils achieving the expected standard in maths will be in-line with or better than the national average			
	• % of DA pupils pass the phonic screening check is in-line with or better than the national average			
	• % of DA pupils pass the Y4 multiplication check is in-line with or better than the national average			
	• % of DA pupils achieving combined at end of KS1 will be in-line with or better than national average			
	• % of DA pupils achieving the higher standard in reading, writing or maths will be in-line with or better than national average at KS1			
DA pupils make excellent progress	• Observations and written outcomes show that all adults have very high expectations for every child • Presentation of written work is excellent • Presentation, content and quality of written work is consistent in all books			

		• Behaviour in every class is excellent • Marking and feedback shows improved outcomes and progress • Routines and agreed expectations are consistently applied in every class, every day for every child. • Participation is non-negotiable			
Challenge 2: Our mid-phase entry pupils make good progress from their starting points.		• Pupils make accelerated progress from point of entry • Mid-phase entry pupils have a strong sense of belonging and quickly become part of the school community			
Challenge 3: Our DA pupils are resilient learners who display positive learning behaviours: they can manage their behaviour and emotions effectively and feel socially confident.		• Reduction in reported incidents of low-level disruption • Books demonstrate good progress and high levels of presentation • Observations and discussions with staff indicate high levels of pupil engagement and perseverance • Observations and pupil interviews show improved social confidence (having friends and feeling self-confident) • All DA pupils access extra-curricular clubs and participate in inter-school events • Behaviour for learning will be positive and all children will access learning effectively • Pupil surveys will show pupils are happy in school • Pupils will be equipped with metacognitive strategies to use when finding learning challenging			
Challenge 4: Improve the retention of knowledge in foundation subjects and across the curriculum.		• DA pupil conferences undertaken by subject leaders will show that knowledge is retained in foundations subjects over time.			
		• Post unit assessments for DA pupils in foundation subjects will show improvement in knowledge over time, demonstrating that they are remembering more.			
		• Composite knowledge in foundation subjects will show a clear depth of understanding for DA pupils.			

Challenge 5: Our DA pupils are emersed in school life. They enjoy participating in a wide range of activities as well as confidently carrying out a range of roles. Our DA pupils will be more confident and self-assured, with greater cultural capital through which their social interactions are strengthened and their experience of the wider world and vocabulary to describe it is improved.	• All DA pupils participate in extra-curricular clubs • All DA pupils have an opportunity to represent the school at wider events By the end of Year 6 DA pupils will have: • Visited places of worship (Mosque, Synagogue and Church), Bristol, London, the theatre, art galleries, museums, cinemas, concerts, a wide range of historically and culturally significant places such as The SS Great Britain, Geevor Tin Mine and Pendennis Castle • Taken part in a range of adventurous activities e.g., surfing, kayaking, climbing, biking, and archery • Taken part in a range of performances including plays, performance poetry and musicals • Regularly visited the local library • Taken part in beach cleans • Taken part in a sustainable business project • Been ambassadors for the school in roles such as Reading Buddies, Playtime Leaders, Lunch Hall helpers, Librarians or School Councillors • Learnt how to play a musical instrument • Learnt water and beach safety • Learnt how to ride a bike safely and on the road • Taken part in charity work			
Challenge 6: Our DA pupils are punctual and have good attendance	• DA pupils are in school on time and ready to learn • Persistent absence and lateness will improve			

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop our approach to professional development so that it is sharply focused on the challenges detailed above. This will be developed through a comprehensive CPD programme including bespoke coaching of specific staff and subject. This will include improving feedback so that it has a direct and positive impact on pupil progress, improving teachers understanding and skills to develop pupil's metacognitive knowledge and how to remove barriers to reading comprehension and improve vocabulary acquisition. Training will be frequent and regular in staff meetings and scheduled sessions. SLT and subject leaders will conduct regular book looks.	Research suggests that well-designed professional development is a crucial tool in improving teaching quality. [EEF report into Effective Professional Development](#) Research shows that coaching is an effective PD model. [Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research](#) Research suggests that vocabulary barriers to reading comprehension impacts negatively across the whole curriculum. Through improving teachers' subject knowledge of subject specific vocabulary and the teaching of Tier 2 and Tier 3 vocabulary, pupils will have better access to the curriculum and improved comprehension. [EEF Guidance Report-Improving Literacy at KS1](#) [EEF Guidance Report-Improving Literacy at KS2](#) [Metacognition report](#) [Feedback report](#)	1, 2, 3 and 4
Pedagogy – Consistent learning expectations Teachers have a repertoire of techniques that support all pupils to succeed. Teachers have high-quality teaching and learning strategies. Lessons include Rosenshine's principles of instructions.	The principles which underpin these strategies are based on research into how we acquire and use information, what effective teachers do to make the highest gains, and what supports pupils to learn new information. [Principles of Instruction by Barak Rosenshine](#) Research shows cold calling to engage pupils more. [The inclusive classroom online: Cold-calling, Tom Sherrington. February 2021 – teachingandlearningblog (home.blog)](#)	1, 2, 3 and 4

	Research shows a non-verbal signal maximises learning time. [A nonverbal signal system: minimizing the effects of student interruptions, maximizing instructional time, and sustaining momentum while teaching (rowan.edu)](#) Consistent research has shown that interleaving can benefit pupils' learning. [Interleaving: More Than Just Mixing Things…	Bradford Research School](#)	
Smaller class sizes for maths and English in Y6 (spring term).	Research suggests that reducing the number of class sizes means that teachers/teaching assistants have higher quality interactions with pupils or less disruption. [Reducing class size	EEF](#)	1 and 4
KS2 staff trained in the teaching of early reading (RWI phonics). Teachers of early reading are expert teachers. Strengthen teaching of reading fluency, including teaching background and contextual knowledge before reading.	Research suggests that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. [EEF Toolkit-Phonics](#) [UKLA - Talk for Reading](#) [EEF blog: Reading Comprehension: Strategies for building…	EEF](#)	1, 2 and 3
Weekly monitoring of Assessment and Feedback policy	There is extensive evidence to show that feedback, particularly from teachers. Effective feedback focuses on the task, subject and self-regulation strategies: it provides specific information on how to improve. [EEF Guidance Report-Teacher Feedback to Improve Pupil Learning](#)	1, 2, 3 and 4
Improve fluency and automaticity in maths. Maths Lead has trained all staff on the importance of over-learning number facts to automaticity. The progression of number facts has been mapped out across the school. Maths Lead to monitor implementation of fluency programme and coach staff.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)](#) [EEF_Maths_EY_KS1_Guidance_Report.pdf](#) [EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf](#)	1, 2 and 3

Develop a whole school approach to problem solving in maths to ensure all children access this area of mathematical reasoning securing declarative before conditional knowledge.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) Improving Mathematics in the Early Years and KS1 Improving Mathematics in Key Stages 2 and 3	1, 2 and 3
More focused deployment and training of TAs to lead guided work and in-class intervention. A more flexible and responsive approach to utilisation of TAs to promote self-regulation and independence of pupils including those with SEN needs.	Research evidence suggests that teaching assistants are most effective when deployed to provide targeted and structured interventions. EEF Guidance Report-Making the Best Use of Teaching Assistants Deployment of Teaching Assistants | EEF	1, 2, 3 and 4
Secure Talk for Reading approach to develop vocabulary, fluency, dialogic talk and comprehension strategies.	EEF Toolkit-Reading Comprehension Strategies There is strong evidence to suggest that dialogic talk and direct instruction of vocabulary has a high impact on reading comprehension and understanding across the curriculum. EEF Toolkit-Oral Language Interventions	1,2, 3 and 4
Further develop the curriculum to ensure clear progression of knowledge, skills and vocabulary. Review our approach to low-stakes assessment opportunities and retrieval practice. The development of sequencing, text rich content, including end of unit written assessments will ensure ambitious outcomes across the curriculum.	Robert Bjork-Retrieval practice and the maintenance of knowledge Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk) The Four Pillars of Assessment Golden Retrieval – Ten Benefits of Testing | Bradford Research School	1, 2, 3 and 4

Strengthen our approach to oracy. Composing through oral story-telling as a way to drive improvements in reading and writing.	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. EEF Early Years Toolkit-Communication and Language strategies EEF Guidance Report-Preparing for Literacy Dialogic Teaching Evaluation Report	1, 2, 3 and 4
Regular monitoring and 'book looks' from SLT will ensure for consistency in standards. Monitoring programme shared with staff at the beginning of each half-term. Coaching to also focus on books – in both English and maths.	How a coaching programme transformed my primary school	1, 2, 3 and 4
Monitoring patterns in absence. CT and office staff to chase up absences; check regularities including persistent absences. Where necessary, offering parent support, and if required targeted meetings with the EWO and EIIT.	https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19	1 and 6
Staff to be trained in oracy through Voice 21 training and engage with regular training with the English Hub.	Research shows that students build successful relationships and realise their voice has value. Oracy narrows gaps, enabling less advantaged students to fulfil their potential. Our impact report 2016 – 2021 - Voice 21	1, 2, 3 and 4
Language link – monitor children who need SLCN support	Communication and language approaches	EEF (educationendowmentfoundation.org.uk)	1 and 4

| | Use a range of social and emotional strategies to teach key skills, including: self-regulation, social awareness, relationship skills and responsible decision-making. | Research suggests disadvantaged children have poorer SEL skills. EEF_Social_and_Emotional_Learning.pdf | |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics tuition EYFS,Y1 and Y2 (1:1)	Research suggests that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Toolkit-Phonics	1, 2 and 4
Handwriting and spelling tuition in EYFS and Y1 to secure foundational transcription skills (1:1) and small group where appropriate.	Evidence suggests that 1:1 tuition which is delivered in short, regular sessions over a set time period has a positive impact on pupil progress. EEF Toolkit-One to One Tuition EEF Guidance Report-Making a Difference with Effective Tutoring	1, 2, 3 and 4
Y1-6 Reading fluency and comprehension tuition	Research suggests that the explicit teaching of reading comprehension strategies has a very positive impact on the progress of all pupils, but particularly disadvantaged pupils. Small group tuition is effective when targeted at pupil's specific needs delivered by trained staff. EEF Toolkit-Small Group Tuition	1, 2 and 4
Strengthen Fresh Start Phonics Programme Y4-5 (decoding to read and segmenting to spell)	Research suggests that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Toolkit-Phonics	1, 2 and 4

Homework club for Y6	Research suggests that homework can have a positive impact on pupil progress as long as it relates to classroom learning. EEF Toolkit evidence on impact of homework	1, 2 and 3
Nessy programme for pupils with dyslexic tendencies	The Effect of Nessy When Added to the Regular Curriculum | Nessy	1, 2, 3 and 4
Learning by questions	Research on "learning by questions" (LbQ) shows it boosts engagement, retrieval practice, and schema development through immediate feedback, reducing teacher workload and improving pupil outcomes, especially in core subjects like maths, by pinpointing misconceptions and enabling responsive teaching. It aligns with cognitive science, using technology for formative assessment, making learning more resilient and enjoyable. Learning by Questions: Using evidence to develop teaching and learning software	1 and 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Schools practitioner	Research shows the adverse impact of child trauma when there is no emotionally available adult as a protective factor, leading to a variety of problems including self-regulatory disorders. Trauma Informed Schools evidence base https://www.traumainformedschools.co.uk/home/evidence-base	3
Full implementation of the Jigsaw PSHE and digital citizens programmes. Review RSHE in line with new government statutory guidance (2026) – online safety and well-being.	The EEF guidance report on Social and Emotional Learning (SEL) suggests the following: Research suggests that this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school	1, 3 and 4

	readiness and academic achievement, crime, employment and income.	
Subsidising enrichment activities to increase pupil's cultural capital and to further develop our offer Current activities include, Rock Steady music tuition, Residential trips, day trips, private music tuition, provision of equipment, Forest School, weekly library visits etc.	The Social Mobility Commission report 'An unequal playing field', states that extra-curricular activities help to boost confidence in social situations and develop social networks. It also suggested a link between 'cultural capital' and continued engagement beyond compulsory education. The EEF guidance on Social and Emotional Learning suggests the importance of learning to self-manage in a variety of situations and experiences.	5 and 6
Release time for Behavioural Lead to review policies and practices and to support colleagues to implement consistent, positive, and effective classroom management strategies. BL to monitor DA pupils' books, behaviour and classroom participation and expectations.	Research from the EEF guidance on Social and Emotional Learning refers to core competencies at the heart of SEL. The development of self-management, social awareness, relationship skills and decision making are linked to improved outcomes in physical and mental health, academic achievement and school readiness. EEF guidance and recommendations on social and emotional learning Improving behaviour in schools	3
1:1 behaviour and learning support. SENCO providing support and advice for parents of neurodiverse pupils with regular drop-in cafes.	Trauma Informed Schools-evidence base https://www.traumainformedschools.co.uk/home/evidence-base	1 and 3
Funding of Educational Welfare Officer	Research has found a strong statistical link between absenteeism and underachievement (e.g. Gottfried 2011, 2013a; Hancock et al., 2013) Additionally, evidence from the DfE Document The Link Between Absence and attainment at KS2 and KS4 https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19	1,2,3,4,6
Attendance at extra-curricular clubs and representation of the school. DA Pupils are prioritised and actively	Research into extracurricular activities at school demonstrates a positive impact on attainment at KS2 and doing sports was also associated with better social, emotional and behavioural outcomes at age 11. Out of school	1, 2, 3, 5 and 6

monitored and encouraged to attend clubs to promote health and mental well-being.	activities during primary school and KS2 attainment (ncl.ac.uk)	
Attendance is monitored and if it drops below 95% letters are sent home and if required the EIIT and EWO are involved to help improve this.	Working together to improve school attendance (applies from 19 August 2024) Keeping children safe in education - GOV.UK	1 and 6
Pupil Voice DA pupils lead in school community e.g. school council, reading ambassador, music leads, sports leads etc.	Pupil voice and agency: Exploring the evidence-base : My College	5

Total budgeted cost: £77,716

Part B: Review of outcomes for 2024-2025

Pupil premium strategy outcomes

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

Data Headlines 2024-25			
Year Grp	**Reading**	**Writing**	**Maths**
EYFS	0% (0/2)	0% (0/2)	0% (0/2)
1	71% (5/7)	57% (4/7)	57% (4/7)
2	66% (2/3)	66% (2/3)	66% (2/3)
3	85% (11/13)	77% (10/13)	69% (9/13)
4	57% (4/7)	43% (3/7)	57% (4/7)
5	43% (3/7)	0% (0/7)	57% (4/7)
6	54% (7/13)	38% (5/13)	15% (2/13)

<u>GLD</u>

Cohort 82%, National 68% (23/24) 2025 tbc, DA 50% (1/2 pupils), National 52% (23/24) 2025 tbc

<u>Y1 Phonics Screening check</u>

Cohort 96%, National 80% (23/24) 2025 tbc National DA 88%, National 68% (23/24) 2025 tbc

<u>Cumulative Y2 Phonics Screening Check</u>

Cohort 98%, National 89% (23/24) 2025 tbc DA 100%, National 82% (23/24) 2025 tbc

<u>Year 4 Multiplication Check</u>

Average score:

Cohort 22.1, National 20.6 (23/24) 2025 tbc, DA 20, National 18.3 (23/24) 2025 tbc

<u>KS1</u>

Reading – Cohort ARE 91%, Cohort GD 34%, DA ARE 67%, DA GD 0%

Writing – Cohort ARE 83%, Cohort GD 9%, DA ARE 67%, DA GD 0%

Maths – Cohort ARE 87%, Cohort GD 38%, DA ARE 67%, DA GD 33%

Combined (RWM) – Cohort ARE 79%, Cohort GD 6%, DA ARE 66%, DA GD 0%

<u>KS2</u>

Reading – National 75%, Cohort ARE 79%, National GD 33%, Cohort GD 48%

National DA 63%, DA ARE 54%, Comparator 21%, DA GD 21%

Average scaled score for reading – Comparator 106, Cohort 107.3, DA Comparator 103 DA, School 102

Writing – National 72%, Cohort ARE 75%, Comparator GD 12.8%, Cohort GD 14.8%

National DA 59%, DA ARE 46%, Comparator DA GD 6.6%, DA GD 14.3%,

GPS – National 73%, Cohort ARE 75%, Comparator 29.6%, Cohort GD 26.2%

National DA 59.7%, DA ARE 42.9%, Comparator 18.6%, DA GD 7.1%

Average scaled score for GPS – Comparator 105, Cohort 104.4, DA Comparator 102.6, DA School 99.5

Maths – National 74%, Cohort ARE 71%, Comparator GD 26.3%, Cohort GD 23%

National DA 60.4%, DA ARE 15%, Comparator GD 15%, DA GD 7%

Average scaled score for maths – Comparator 105, Cohort 103.6, DA Comparator 101.8, DA School 96.6

Combined (RWM) – National 62%, Cohort ARE 62%, Comparator GD combined 8% Cohort GD 7%

DA National 47%, DA ARE 15%, DA National GD 4%, DA GD 0%

Key

GLD-Reached good level of development at end of YR

ARE = At expected standard, GD = Working at the higher standard (greater depth)

GPS = grammar, punctuation and spelling test

Narrative

As you can see from the data above, academic outcomes vary between year groups and key stages. The impact of our 2024-25 strategy is apparent through the data outlined above. There have been many contributing factors to this improving picture between 2022 and 25 including high-quality CPD, targeted and flexible interventions, robust behaviour management strategies and curriculum development. Each strategy is outlined below alongside its impact. The number of pupils deemed disadvantaged in each year group varies widely; this means some data can be skewed by the performance of just one child and this has particularly been the case with a high number of mid-year entrants. However, end of KS2 data dipped significantly in comparison to previous years where there has been an improving picture.

Gains and sustained good outcomes has been due to assessing all children accurately and make timely interventions and adaptations, especially with mid-entry pupils. We have a high quality reading programme across the curriculum and ensure excellent early reading teaching to ensure all children reach their potential. Upskilling teaching, performing rigorous assessments and re-grouping in RWI, along with consolidating Talk for Reading, continue to be positive contributing factors to this. RWI rigorous assessment and regrouping – Children are quickly identified as either requiring 1:1 tutoring catch-up or moving on. Sharp assessments mean that children are in the right group at all times and make good progress as a result. Granular assessments which

identify sound gaps at pupil level ensures targeted teaching and swift progress. Many of our disadvantaged pupils are mid-entry pupils; all new starters are assessed on entry and our Reading Lead, if appropriate, will create a bespoke reading programme for their phonics and word reading, and comprehension if appropriate.

The Reading Lead and English Lead continue to keep up to date with research and training and they share with colleagues regularly. All new pupils are screened to avoid any slippage and to ensure accurate reading assessments and bespoke intervention where required.

Improved use of support staff – Training for support staff has enabled them to respond quicker and more effectively to pupil need. Support staff numbers have been reduced across the school and we have worked hard to embed a model that deploys support staff to where the need is greatest.

Focus on transcription – The introduction of handwriting paper exercise books as well as rigorous monitoring, robust teaching and interventions have improved the fluency of handwriting in EYFS and Y1 and 2. This enables swifter progress as children are more able to concentrate on composition, spelling and grammar and punctuation

Talk for Reading approach – A focus on high-quality texts have inspired children to read more often and more widely. A focus on rich dialogic discussion has improved engagement and comprehension, particularly for our disadvantaged pupils. Ensuring fluency before comprehension work has had a positive effect on reading stamina, speed and expression.

Whole school approach to problem solving in maths – Ensuring that all pupils access problem solving and reasoning opportunities in maths has improved outcomes. Giving all children opportunities to discuss their thinking has allowed staff to identify and address gaps in knowledge and skills.

Training and implementation of cognitive science strategies – Improving teaching strategies using the 'I do, We do, You do' approach has improved outcomes during independent practice in all subjects. Ensuring 100% participation has increased expectations and improved assessments, leading to improved outcomes. The introduction and implementation of Oracy using the training and resources from Voice 21 is beginning to have an impact. The high quality practice was highlighted in a recent (November 2024) school improvement visit. This is an ongoing pedagogical focus to ensure that oracy is a golden thread through our curriculum.

Implementation of Talk for Writing in EYFS – A robust plan for writing has been implemented in EYFS alongside regular coaching. Children have made great improvements in their oral composition ready for writing and the technical aspects of writing (letter formation and phonics for spelling) have improved through daily whole class and guided writing sessions. The progression plan for EYFS writing exceeds the ELG and has raised teacher expectations of writing in EYFS.

Fresh Start programme – Assessments show that most children in Y4 and Y5 now know all of their sounds and can read fluently. The emphasis on the technical aspects of writing such as handwriting, spelling and basic punctuation has improved accuracy and fluency when writing. Most children returned to whole class reading sessions within the first 2 terms of the year due to their improvement in reading fluency.

Reading interventions – Regular reading interventions have ensured good progress and outcomes for most children. Training on how to teach reading has supported intervention staff in delivering more effective and successful reading interventions. Our outcomes in phonics, KS1 and KS2 reading along with our progress measure for reading shows high impact.

Writing interventions – Writing interventions have focused on transcription and mainly handwriting to improve fluency and reduce cognitive load for children when writing. Book looks show progress

but more needs to be done within classes to address transcription issues within every lesson so that bad habits do not become entrenched.

Next steps:

Further Information

Areas of focus 2025-26:

In addition to continuing to embed and develop the successful strategies from 2022-25 we will work on the following:

Ensure feedback and marking is impactful and pupils deemed disadvantaged are prioritised on receiving feedback, both verbal and written.

Improving writing in whole school, ensuring the high quality starts in EYFS.

Improving writing assessments (formative and summative) with regular in-school and trust wide moderations.

Reviewing and improve curriculum sequencing to ensure that pupils know and remember more.

To improve learning behaviours and tighten behaviour around transitions, e.g. lining up, travel around the school.

Further strengthening a consistent and robust approach to behaviour management and expectations and implementing a new policy to address low-level disruption to maximise learning opportunities.

To improve number fluency across the school.

To raise attainment for children who are both 'working towards' and disadvantaged.

Further strengthening a text rich curriculum (focus on reading and writing in foundation subjects).

Further strengthening a CPD programme which focuses on pupil outcomes (analysing pupil outcomes in books to identify gaps and plan to address them, looking at groups of pupils to refine our approaches and identify need, work with colleagues to draw on expertise and ensure a collective responsibility for progress and outcomes).

 The above is addressed through the amended strategies within this strategy document.

Externally Provided Programmes

Programme	Provider
Read Write Inc phonics	Ruth Miskin/Oxford University Press
Fresh Start	Ruth Miskin/Oxford University Press
Rock Band	Rock Steady Music
Accelerated Reader	Renaissance
Jigsaw PSHE	Jigsaw