

Part B: Review of outcomes in the previous academic year (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.

Barriers to future attainment (for pupils eligible for PP)	Review of the impact										
<p>Some pupils eligible for pupil premium make less progress in reading, writing and maths than none pupil premium pupils. Some have less access to quality texts and fewer opportunities for improving the rates of reading.</p>	<ul style="list-style-type: none"> • The Implementation Model (EEF) was researched and utilised by senior leaders to deliver CPD to all staff with a focus on Teaching and Learning. As a result of using this model, CPD was more effectively planned and delivered and encouraged further staff ownership and involvement. Particularly when used for the CPD sessions around our lesson structure. Leader’s understanding has been strengthened as a result this has led to more structured and purposeful approaches to change. • A range of CPD on the use of digital, has been delivered to all staff around the accessibility features on the iPads and a range of different Apps that can be used on the iPads to effectively support learning. The school’s digital manual has been shared, alongside opportunities for staff to share digital resources and modelled examples of different ways to best utilise the use of the iPads. The utilisation of specific apps has also been researched and shared with staff to support pupils with 1:1 support or small groups to scaffold and enhance their learning and outcomes. • The school trialled the use of Magma Maths in year 3. Pupils in year 3 were extremely positive about the Magma Maths resource and how it allows for digital resources to support their learning. The children were especially positive about the instant feedback that they received during the independent task as well as being able to use digital manipulatives, more challenging questions and having scaffolding (e.g.10s and 1s frame, Shanghai bar models etc.). • Staff have become more confident in planning a wider range of writing opportunities, supported by CPD focused on immersive writing and purposeful task design. Staff have engaged in targeted CPD to develop their ability to analyse children’s literature and model ‘reading like a writer’, which has enhanced classroom practice. Moderation has been effective this year and was seen in the successful year 6 external moderation in the summer term. <p>Assessment data</p> <p><u>Key Stage 2:</u></p> <p>Following the Year 6 Data checking exercise the figures should be:</p> <ul style="list-style-type: none"> • Reading – 70% (70.4%) • Writing 70% (70.4%) • Maths - 76% (76.1%) • SPAG – 69% (69.3%) <p><u>Combined:</u></p> <p>Combined - 61% (61.3%) – 1% below the National Standard</p> <table border="1" data-bbox="528 1758 1441 1883"> <tr> <td>2025</td> <td>60% - (61% after data checking is confirmed)</td> </tr> <tr> <td>2024</td> <td>60%</td> </tr> <tr> <td>2023</td> <td>50%</td> </tr> </table> <p><u>Multiplication Check:</u></p> <p>Significant increase on the previous year:</p> <table border="1" data-bbox="528 1977 1080 2063"> <tr> <td>2025</td> <td>33% (national 39%)</td> </tr> <tr> <td>2024</td> <td>5% (national 34%)</td> </tr> </table>	2025	60% - (61% after data checking is confirmed)	2024	60%	2023	50%	2025	33% (national 39%)	2024	5% (national 34%)
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	<p>Phonics: Slightly lower than the previous year, however an increase in the number of children passing the screening check by the end of year 2.</p> <table border="1" data-bbox="528 322 1458 423"> <tr> <td>2025</td> <td>Year 1 - 74%</td> <td>Year 2 – 90%</td> </tr> <tr> <td>2024</td> <td>Year 1 – 79%</td> <td>Year 2 – 78%</td> </tr> </table> <p>EYFS:</p> <ul style="list-style-type: none"> • Outcomes were lower than the previous year – however there was an increased level of EAL– 46% in F2 and 16% identified as having SEND, who whilst made progress over the year did not fully meet the Good Level of Development in all areas. • As a school our EYFS outcomes are typically below national due to the low starting points of many of our children when they start at EYFS. Early Years is also identified as a priority for the school on the school improvement plan. <table border="1" data-bbox="528 734 1385 819"> <tr> <td>2025</td> <td>56%</td> <td>National – 68%</td> </tr> <tr> <td>2024</td> <td>62%</td> <td>National – 69%</td> </tr> </table>	2025	Year 1 - 74%	Year 2 – 90%	2024	Year 1 – 79%	Year 2 – 78%	2025	56%	National – 68%	2024	62%	National – 69%
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<p>Some pupils eligible for pupil premium have negative mental health which impacts on their emotional wellbeing, engagement, stability, development, aspirations and ability to make progress. This had been adversely affected by Covid school closures, periods of isolation and national lockdowns.</p>	<ul style="list-style-type: none"> • A comprehensive offer for pupils and parents continues to be developed and delivered. A wide range of approaches, support, and provision is in place to effectively meet the needs of our pupils and their families. • We continue to strive to encourage parents and their families to engage in whole school initiatives, including accessing the website, and whole school events as well as more tailored provisions, such as SEND coffee mornings, Solihull Parenting session and the community fair, where a large number of community/ external agencies shared their agency offer for our families. • The school's offer has been carefully shaped to meet the diverse and individual needs of pupils and their families. A growing range of pastoral support packages is now available to ensure pupils receive timely and appropriate support within school. This expanding suite of services places well-being at the forefront, providing multiple avenues for engagement. These include access to after school clubs and soft starts for some pupils, pupil forums, and the continuation of our online Worry Monster that mirrors the classroom versions, giving pupils accessible and supportive ways to share their feelings with a trusted adult and reflect on their well-being. • Mental Health First Aider CPD is planned for the next academic year for identified staff. • A senior leader has accessed the Trauma Informed School UK Training and CPD is planned for the next academic year to ensure that all staff receive training in understanding trauma and enriching staff knowledge to ensure school staff are increasingly trauma aware and responsive to the needs of our families. 												
<p>Some pupils eligible for PP have lower rates of attendance and some fall into the category of persistent absenteeism. This is a contributing factor in pupils levels of progress and attainment.</p>	<ul style="list-style-type: none"> • The school has a designated Pastoral Support Officer (with the responsibility for attendance and family pastoral support) a large proportion of their role involves working with hard-to-reach parents, carrying home visits / door stop visits, and building relationships with families to support school attendance and to collaboratively work together on the barriers to secure improvements. • The Officer has accessed CPD including LA Networks meetings and ATTEND training meetings, this creates opportunities to share good practice from around the county / Transform Trust and this continues to inform our school actions for the next academic year. • A rigorous monitoring system is in place which involves the Officer tracking individual pupil attendance and then offering support to families where appropriate. This monitoring and liaison with teachers also identifies any suspected holidays that have been taken without an exceptional absence request being submitted and these are followed up with a suspected holiday letter and Penalty Notice if required. 												

	<ul style="list-style-type: none"> • Children who are deemed as Persistent Absentees are being identified earlier, and letter are shared with parents to alert them and offer support with the aim to build positive relationships between school staff and Parents/Carers. • Communication with parents / carers and staff continues to be developed to improve awareness of the expectations and procedures for managing pupil attendance. Posters and leaflets have been created to support all parents to access the procedure. This has included translating these letters / posters to some of the language spoken across school. • The Officer has been proactive in raising the promotion of attendance and embedding procedures for sharing and celebrating attendance outcomes with the children in their class and during assemblies and also with parents through the website and school newsletter. Further CPD is planned for staff on attendance for the next academic year about how they can support in the classroom. • Positive Praise and rewards have also been further embedded over the last year to recognise the positive achievements of the children and families. • Around half of the pupils in receipt of PP demonstrated an improvement in attendance following the ATTEND programme. Specifically, 11 out of 23 pupils (approximately 48%) increased their attendance percentage year-on-year. This indicates that nearly one in two pupils responded positively over the most recent period, suggesting that strategies and support measures had a measurable impact for a significant proportion of the cohort. In addition, where three years of attendance data were available, more pupils demonstrate a sustained upward trend across multiple years, reinforcing that improvements are not just short-term but, for some, part of a longer pattern of improved engagement with school.
<p>Language and communication on entry to nursery and reception is significantly below expectations. Different aspects of speech and language development has been significantly affected by Covid 19 for some of our pupils including those eligible for pupil premium.</p>	<ul style="list-style-type: none"> • The evaluation carried out through planning reviews and learning walks shows continued improvement in the development of oracy skills across the school, with more opportunities now embedded in planning. Discussion guidelines have been shared with staff. Observations and planning indicate that both the guidelines and the CPD undertaken are being planned for in provision supporting high-quality discussions, enabling pupils to build on one another's ideas, offer respectful challenges, and ask thoughtful questions. • The nursery teacher attends Language Lead network meetings and feedback good practice to EYFS staff. • We are currently exploring Neli- whole class resource for next academic year for EYFS.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Monster Phonics – DfE Validated programme	DfE Validated Phonics Scheme And Ofsted-Ready (monsterphonics.com)
Speech and Language Link	Speech and Language Link
Times Table Rockstars	Times Tables Rock Stars
Flash Academy	https://flashacademy.com/
Purple Mash	Purple Mash by 2Simple

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included as part of the information above
What was the impact of that spending on service pupil premium eligible pupils?	Included as part of the information above