

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

<u>Intended Outcomes 2024-2025:</u>	
Intended outcome	Success criteria
Improved attainment in phonics and early reading in Key Stage 1	Quality delivery of phonics teaching and guided reading. Improved achievement in the phonics screening check. Improved progress in reading from KS1 through the school.
Improved attainment in writing	Assessments and observations show an improvement in writing skills. This will be a triangulation of evidence from: observations, book scrutiny and internal/external writing moderation
Disadvantaged pupils are punctual, and attendance is consistently in-line with the whole school attendance figures.	Attendance and punctuality of pupil premium children will improve, closing the gap between PP attendance and whole school attendance figures (whole school attendance target = 96%).
Improved outcomes in spoken language skills and vocabulary development.	Assessments and observations show an improvement in oracy and vocabulary skills. This will be a triangulation of evidence from: observations, spoken language/vocabulary in lessons, book scrutiny and formative assessment
Opportunities to enhance cultural capital are embedded into the school curriculum and are accessible to all.	Pupils are exposed to a wide variety of experiences and opportunities to enhance cultural capital and are not constrained by personal financial circumstances.

Review of Outcomes:

Outcome 1 – Improved attainment in phonics and early reading in Key Stage 1

Success Criteria:

Quality delivery of phonics teaching and guided reading.

Improved achievement in the phonics screening check.

Improved progress in reading from KS1 through the school.

Statutory Data

Assessment	All (23-24)	Non-PP (23-24)	PP (23-24)	PP (22-23)
Y1 Phonics Pass	55%	58%	45%	67%
End of Y2 Phonics Pass	71%	73%	75%	82%
Assessment	All (24-25)	Non-PP (24-25)	PP (24-25)	PP Change from last year
Y1 Phonics Pass	71%	77%	50%	+5%
End of Y2 Phonics Pass	70%	70%	70%	-3%

Overall phonics results in Y1 have increased in 2024-2025 compared to the previous year. Scores for the disadvantaged group of children also increased by 5%. The scores by the end of Y2 have remained stable. There has been a slight decrease in the scores for disadvantaged pupils, but overall they remain in line with the group as a whole and their non-pp peers.

Monitoring of phonics has shown the quality of teaching and delivery of lessons to be of a good standard. This has been quality assured by the English Hub, and the school have now graduated from the English Hub program. Staff continue to receive CPD in phonics and Early reading from both the phonics and English leads.

Outcome 2 – Improved attainment in writing

Success Criteria:

Assessments and observations show an improvement in writing skills. This will be a triangulation of evidence from: observations, book scrutiny and internal/external writing moderation

Assessment	EXP+ (24-25)	EXP+ (23-24)	EXP+ (22-23)
Summer 2 Internal Writing (All Yrs)	49%	46%	51%
Disadvantaged	36%	31%	31%
Assessment	(24-25)	(23-24)	(22-23)
Y6 SATS EXP+	48%	46%	54%
Y6 SATS GD	11%	2%	0%

Internal writing data shows an improvement in the writing attainment of both the all group of pupils and those classed as disadvantaged over the previous academic year.

External writing moderation with other local schools has shown writing assessment judgements to be accurate and reliable.

Book scrutiny exercises have demonstrated an improvement in the length and quality of writing being produced across the school and in particular in the area of pupil handwriting.

Outcome 3 – Disadvantaged pupils are punctual, and attendance is consistently in-line with the whole school attendance figures

Success Criteria:

Attendance and punctuality of pupil premium children will improve, closing the gap between PP attendance and whole school attendance figures (whole school attendance target = 96%).

<u>Group</u>	<u>Attendance 24-25 (%)</u>	<u>Attendance 23-24 (%)</u>	<u>Attendance 22-23 (%)</u>	<u>Attendance 21-22 (%)</u>
SJ CEA Whole School	94.6%	94.3%	93.18	93
SJ CEA Pupil Premium	93% (-1.6%)	91.1% (-3.2%)	90.72 (-3.51%)	88.09 (-5.72)
SJ CEA Non Pupil Premium	95.2%	95.4%	94.23	93.81

Attendance of Pupil Premium children has improved during the academic year.

Pupil premium attendance was lower than non pupil premium attendance in the academic year 2024-25. It was also lower than the whole-school average, although this gap has closed considerably compared to last academic year. Whilst PP attendance is still lower than the 96% target, attendance of PP children is improving year on year and the gap between PP and whole school is closing. Significant success in attendance has occurred during the academic year with individual pupils, including PP pupils.

National Attendance for 24-25 = 94.8%

LA Attendance for 24-25 = 94.6%

Outcome 4 – Improved outcomes in spoken language skills and vocabulary development.

Success Criteria:

Assessments and observations show an improvement in oracy and vocabulary skills. This will be a triangulation of evidence from: observations, spoken language/vocabulary in lessons, book scrutiny and formative assessment.

The school has continued to be part of the Cambridge University Voice 21 Program. Staff have received CPD on the oracy framework strands (Physical, Linguistic, Cognitive, Social & Emotional). Children have continued to receive explicit instruction on the Oracy strands and how to use elements of the Oracy framework to become more effective speakers. This is being delivered from nursery through to Year 6. Safe, structured opportunities for every child to speak are created.

Speaking and listening strategies, including vocabulary development have continued to be developed across the curriculum and across the wider life of the school. Pupil voice shows that the vocabulary development of pupils is improving, and children are using a wider range of vocabulary in their written work and their speech. Through talk tactics of talk partners, sentence stems and discussions children are taught about how to talk, think and explain in school.

Stoke Speaks Out assessments have shown an improvement in the oracy skills of our nursery and reception class children through the interventions that have been taking place:

	Autumn % Expected	Spring % Expected
Nursery	8	62
Reception	12	76

Oracy leaders have attended Voice 21 training and visited centres of best practise to further enhance and develop our provision.

Outcome 5 – Opportunities to enhance cultural capital are embedded into the school curriculum and are accessible to all.

Success Criteria:

Pupils are exposed to a wide variety of experiences and opportunities to enhance cultural capital and are not constrained by personal financial circumstances.

All children have been able to access trips and workshops, with PP children being subsidised for some of these experiences. PP children have had access to an enriched curriculum with real-life experiences and their cultural capital has been enhanced. Examples during this academic year include:

- Use of minibuses to enable children to access sporting events both in school time and after school.
- Participation in Stoke 100 activities, including an art project with a local artist and the Beth Johnson Foundation
- Subsidised after school wraparound for some pupils (enabling access to sporting clubs)
- Subsidised Year 6 residential visit (3 days)
- Subsidised school trips to museums/visitor attractions linked to topic work
- Subsidised in school workshops/activities
- Subsidised whole-school trip to the theatre
- Funding for resources to enrich lessons to provide real-life experiences for children