



Impact Review of Pupil Premium Expenditure to 2024 – 25

Number of pupils and pupil premium grant (PPG) received: Academic Year 2023 / 24

Total number of pupils on roll	279
Total number of pupils Free School Meal (Census 27 pupils)	29
National Tutoring Programme (£67.50 per eligible pupil)	£2767.50
Total Pupils eligible for Armed Services Ever 4	3
Virtual Headteacher (contribution for mental health)	0
Post Looked After	2
Recovery Premium	0
School Led Tutoring	0
Total budget for this academic year	£66,810
Publish Date	October 2025

Phonics Year 1 FSM Analysis

	All Pupils		FSM Pupils	
% of pupils achieving a pass	2025	2024	2025	2024
	39	30	3	3
	87%	97%	100%	66%
Average Score (other)	34.15	37.1	36.3	28.66
National Figures	2014	2024	2024	2024
	80%	80%	67%	68%

Year 2 Reading SATs analysis 2025

Other pupils			FSM School (2 pupils)			National (Historical)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
75%	22%		50%	0%	104	68%	19%	
Prior Attainment		Below: (1) Working towards: (1)						

Pupil with SEND didn't score

Year 2 Writing SATs analysis

Other pupils (-3 pupils below ARE)			FSM School (5 pupils)			National (Historical)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
65%	19%		50%	0%		72%	19%	
Prior Attainment		Below: (1) Working towards: (1)						

Year 2 Maths SATs analysis

Other pupils (-2 pupils below ARE)			FSM School (5 pupils)			National (Historical)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
81%	28%		50%	0%	97.5	70%	16%	
Prior Attainment		Below: (1) Working towards: (1)						

Year 6 Reading SATs analysis

Other pupils (-2 pupils below ARE)			FSM School (7 pupils)			National		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
70%	33%	105.12	43%	14%	97.0	75%	29%	105.0
Prior Attainment			New (2); Below (1); Work towards (1); Expected (3).					

Year 6 SPAG SATs analysis

Other pupils (-2 pupils below ARE)			FSM School (7 pupils)			National 2025		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
80%	23%	107.0	71%	0%	101	73%	30%	105.0
Prior Attainment		New (2); Below (2); Work towards (1); Expected (2)						

Year 6 Maths SATs analysis								
Other pupils (-3 pupils below ARE)			FSM School (7 pupils)			National 2025		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
83%	23%	104.63	71%	0%	101.57	74%	24%	104.0
Prior Attainment		New (2); Below (1); Work towards (1); Expected (3)						

Year 6 Writing SATs analysis								
Other pupils (-2 pupils below ARE)			FSM School (7 pupils)			National 2025		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
67%	22%		29%	0%		72%	13%	
Prior Attainment		New (2); Below (2); Work towards (1); Expected (2)						

Disadvantaged Review for 2024 - 25	
Strengths	Areas to Develop
<ul style="list-style-type: none"> Phonics: 100% of 3 pupils achieved. EYFS 2/3 pupils (66%) achieved GLD. Yr 2 data not significant as only 2 pupils (1 with EHC). Other pupil made more than expected progress in RWM to achieve expected. 	<ul style="list-style-type: none"> Yr 6 attainment gap in Maths but is closing. Yr 6 have attainment gap in Literacy. Yr 6 have no higher standard for FSM pupils.
LINES OF ENQUIRY	
<ul style="list-style-type: none"> Why are there no FSM pupils achieving higher standard in KS2 for Maths, Writing and SPAG? Looking at their prior attainment, 2 new pupils with one below working towards in Literacy and other pupil Farndon was her 4th school. No pupils were higher standard on entry to the Key Stage. Why are there no FSM pupils achieving higher standard in KS1? Only 2 pupils and 1 pupil is SEND with an EHC. The other pupil came into Key Stage 1 as working towards and made more than expected progress to achieve expected standard in RWM. What has school done so effectively to ensure there is no achievement gap in Phonics and EYFS? There was significant investment using both Premium money and school budget. Over the last 3 years we have paid into the Read Write Inc programme for whole school training, online access to online training on the portal and leader support on assessment tracking. We also purchased new resources for the paired reading and books that link to the phonics taught that are sent home to read with parents. 	

There was also significant impact on the additional staff member to deliver 1:1 phonics and small group support everyday.

For EYFS staff they received the same training on phonics teaching and the resources. We also invested in an additional adult in the form of an apprentice. This “freed up” our experienced EYFS TA to deliver phonics support to identified pupils and to split teaching groups 4 ways. Premium money was also used for White Rose training in the maths.

• **What could school do for Year 6 pupils to close the achievement gap in Literacy?**

School needs to conducted a full review of the curriculum offer. The Subject leader has invested in a new reading scheme which resources this better for staff. A new writing scheme has also been purchased which is in line with our approach. This will be fully implemented by January 2026. The Key Stage 2 Literacy lead will be mentoring staff in the planning and teaching of writing. Staff will observe her deliver units of work within their class and have 1 to 1 moderation sessions. The Deputy Head is delivering a SPAG session weekly to the Year 6 pupils which improved achievement for this cohort. But NFER SPAG results for other classes are low. From September, the leader will insist on a discrete SPAG and spelling session using materials from Spelling Shed.

The are currently 5 pupils FSM in Year 6: 40% are low prior attainers. The other 60% are on track for higher standard in reading and 2 out of 3 pupils are pushing for higher standard in writing. For our lower readers, we need to look into effectively using the RWI programme or buy a new intervention.

• **What has the school done to narrow the gap in Maths?**

The school has bought a new Power Maths scheme that is aligned with the White Rose medium term plans. This has improved the teaching in the subject as staff have received training and are better resourced. Also, a portion of the premium money is spent on an additional teacher to do Number Stacks. This intervention closes the gaps in the learning for all the areas of number.

Quality of Teaching Support for the Academic Year 2024 - 25

Measure	Activity	Evaluation and Impact
Priority 1: To continue to deliver a mastery curriculum for the teaching of mathematics and English through excellent formative assessment procedures, meta-cognition opportunities and the Rosenshine Principles £38,000	<ul style="list-style-type: none"> • Training in what quality modelling looks like. • Whole school INSET on Rosenshine Principles. • Training in use of Thinking Frames for Science, History and Geography. • Established pedagogical approach – 4 cornerstones in learning. • Focus on reviewing prior learning at the start of each unit / theme through “quick quizzes”. • Looked at what quality questioning looks like • TAs full time in majority of classes • Morning release for PP lead to monitor standards and attendance. 	<ul style="list-style-type: none"> • All teaching judged at least good for Reading, Writing and Maths. • Deep dives in wider curriculum subjects showing all subject at least good. • Clear pedagogical approach beginning to embed for each subject in all classes. <p>Pupil Voice</p> <ul style="list-style-type: none"> • 97% of pupils asked said they learned a lot in lessons with 67% strongly agreeing. • 98% of children said that teaching is good in the school with 73% strongly agreeing. • 91% of pupils said that got effective feedback on how to improve and 57% strongly agreed. <p>Parent Voice</p> <ul style="list-style-type: none"> • 95% of parents said we had expectations for their child and 36% strongly agreed (1% didn't know). • 98% of parents said that their did well at the school with 24% strongly agreeing.
Priority 2:	<ul style="list-style-type: none"> • Assessments against new PIVATs matched to new curriculum will 	<ul style="list-style-type: none"> • All classes have Zones of Regulation displays in classrooms and have had training.

<p>To implement a curriculum for children who are SEND that supports and evidences their progress at their cognitive level.</p> <p>£7000</p>	<p>determine personalised next steps.</p> <ul style="list-style-type: none"> • Implemented Zones of Regulation • Diagnostic assessments for reading introduced. • Launched High Quality Teaching evidence base for each class to focus on reasonable adjustments. • Completed PINS project to support pupils who are typically neurodiverse with a wealth of training for staff. 	<ul style="list-style-type: none"> • All pupils working well below the age-related curriculum are assessed against PIVATs and with personal targets. • High Quality and Adaptive teaching sheets completed by each class. • Each class needs are identified by SLT and SEN lead and provision mapped termly. • Support groups and interventions are evaluated by TAs via the Pupil Passports. • OFSTED Parent view: 100% of parents agreed the school gives their SEND child the support they need to succeed. • OFSTED Jan 2025: <i>“The school has suitable systems in place to identify and assess the additional needs of pupils with SEND. It works closely with families and other professionals to ensure that these pupils have the help and support that they need. Teachers adapt lesson activities skilfully so that all pupils can learn the curriculum alongside their peers.”</i>
<p>Priority 3: To improve the quality of teaching in order to close the gap in attainment for Reading and Phonics for all pupils and progress in Reading in line with other pupils nationally</p> <p>£4500</p>	<ul style="list-style-type: none"> • RWI mentoring and CPD support. • Embedded RWI in Year 1 and EYFS. • Implemented RWI intervention in KS2. • Implemented STAR approach to develop vocab in EYFS. • Bought Books for bags for EYFS and Year 1 to closely match their phonics. • Implemented transitional RWI booklets in Year 2 for comprehension, grammar and spelling. 	<p>Early Reading and Phonics:</p> <ul style="list-style-type: none"> • EYFS Comprehension: 100% achieved expected. • EYFS Word Reading: 83% achieved expected – 8.3% above national. • Year 1 Phonics: 87% achieved a pass which was +8% on national. • Year 2 Reading: 75% expected standard and 24% higher standard. • OFSTED Jan 2025, <i>“Pupils enjoy listening to stories and selecting books from the library. Children in the early years make a strong start in learning to read. Expert staff deliver the phonics programme well. Pupils practise reading regularly with books that contain the sounds that they know. Staff check pupils’ reading knowledge carefully. They ensure that pupils who fall behind in the phonics programme are supported to catch up quickly. By the end of Year 2, most pupils learn to read fluently and accurately.”</i>
<p>Priority 4: To implement and deliver a maths scheme that is aligned to the White Rose medium term planning and has a whole class mastery approach that works for every child.</p> <p>£1000</p>	<ul style="list-style-type: none"> • Embedded new maths scheme in KS2 – Power Maths • Staff trained on new implementation of new scheme. • Staff trained on using Planpansion to supplement the scheme with fluency and reasoning tasks. • Enhanced learning walls related to the scheme. • Celebrated mistakes wall. • Implemented across KS1. • 1 to 1 mentoring of Year 4 pupils for the MTC. 	<ul style="list-style-type: none"> • EYFS: Number and Number patterns above national at 88% (3 years running). +10% on national. 2 out of 3 FSM pupils expected. • Yr1: All pupils 77% expected and 23% depth. FSM pupils (3) 100% achieved expected. NFER 104.6 average. No gap. • Yr2: 81% expected and 28% depth. FSM pupils (2), 50% expected – 1 pupil more than expected progress. • Yr3: All pupils 80% expected and 33% depth. FSM pupils (5) 80% expected and NFER 104. No gap • Yr 4: 77% expected and 49% depth. FSM pupils (2). Both working towards – were so on entry. • Yr 5: 53% expected and 33% depth. FSM pupils (10) 30% expected and 10% depth. 3 pupils SEND and didn't score. • Yr 6: Above national 83% expected and 23% depth. FSM (7) 71% expected and 0% depth. Average of 101.57 – a gap but it's narrowing. • OFSTED Jan 2025: <i>“A new mathematics curriculum is helping pupils to catch up and gain a secure understanding of this subject.”</i>

Targeted Academic Support for the Current Academic Year

Measure	Activity	Evaluation and Impact																																																																							
Priority 1: In school gap in Maths attainment for Juniors is narrowed and closed when compared to national figures. £6,000	<ul style="list-style-type: none">• Infant TAs trained in delivery of Number Stacks for Infant pupils.• Outside tutor employed to deliver Number Stacks to Yr2, Yr 3, Yr 4 and Yr 5 pupils.• EYFS: Additional adult so teacher and TA with class of 17 pupils each.• After school maths boosters Yr6.	<table><tr><th rowspan="2">Yr</th><th colspan="2">Place Value</th><th colspan="2">Add/Subtract</th><th colspan="2">Times/Divide</th><th colspan="2">Fraction</th></tr><tr><th>Pupil</th><th>Gap closed</th><th>Pupil</th><th>Gap closed</th><th>Pupil</th><th>Gap closed</th><th>Pupil</th><th>Gap closed</th></tr><tr><td>2</td><td>11</td><td>11</td><td>12</td><td>12</td><td>12</td><td>12</td><td></td><td></td></tr><tr><td>3</td><td>15</td><td>15</td><td>12</td><td>11</td><td>17</td><td>17</td><td>10</td><td>10</td></tr><tr><td>4</td><td>13</td><td>0*</td><td>7</td><td>7</td><td>15</td><td>15</td><td>12</td><td>12*</td></tr><tr><td>5</td><td>9</td><td>9</td><td>5</td><td>4</td><td>5</td><td>4</td><td>5</td><td>5</td></tr><tr><td>6</td><td>6</td><td>6</td><td></td><td></td><td>13</td><td>13</td><td></td><td></td></tr><tr><td>Total</td><td>37</td><td>37</td><td>47</td><td>39</td><td>51</td><td>51</td><td>50</td><td>41</td></tr></table> <p><small>* Didn't achieve ARE for equivalent fractions.</small> <small>* All 13 pupils achieved to the end of Yr3.</small> <small>* Where the gap not fully closed 100% narrowed.</small></p> <ul style="list-style-type: none">• In Year 6 SATs 71% (67%) expected achieved expected standard. Their scaled score average was 101.57.	Yr	Place Value		Add/Subtract		Times/Divide		Fraction		Pupil	Gap closed	Pupil	Gap closed	Pupil	Gap closed	Pupil	Gap closed	2	11	11	12	12	12	12			3	15	15	12	11	17	17	10	10	4	13	0*	7	7	15	15	12	12*	5	9	9	5	4	5	4	5	5	6	6	6			13	13			Total	37	37	47	39	51	51	50	41
Yr	Place Value			Add/Subtract		Times/Divide		Fraction																																																																	
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Total	37	37	47	39	51	51	50	41																																																																	
Priority 2: Fine Motor and Writing in EYFS. £6,000	<ul style="list-style-type: none">• Additional adult in Reception to allow for greater provision mapping for targeted children.	<ul style="list-style-type: none">• 97% of EYFS pupils achieved expected in fine motor.• Boys achieved 95% and were 15.6% above Boys nationally.• 80% of pupils achieved expected in writing with girls well above national at 93%.• 70% of all boys achieved expected which was 6.4% above boys nationally.• 2 out of 3 FSM pupils achieved expected standard in these areas.																																																																							

Wider Strategies for the Current Academic Year

Measure	Activity	Evaluation and Impact
Priority 1: To continue to deliver a comprehensive programme of targeted and universal interventions to address the barriers to learning derived from social, emotional and mental health. Achieved through additional Ed Pysch time, Pivotal Practise in behaviour training, ELSA support and Mental Health week. £3000	<ul style="list-style-type: none"> Used Health Box workshops for 1 to 1 counselling. Teacher led nurture groups Bought into mindfulness program to be delivered in class. SHINE group intervention for vulnerable families. Calm to Chaos parental workshops. Timid Tiger parental workshops for behavioural management strategies. Therapy Dog 	<ul style="list-style-type: none"> 7 pupils received 1 to 1 tuition over the year. SHINE clubs which involved families and talking therapy for 5 pupils with mental health champion. Groups up to 8 children took part in gardening club. All classes now have access to mindfulness activities. The use of this needs to be embedded next year. 2 pupils had EBSN support for their attendance.
Priority 2: To give total access to the curriculum and ensure fully inclusive which positively impacts on pupils' self-esteem.	<ul style="list-style-type: none"> Identified enrichment opportunities in the form of school clubs. Funded Residentials for pupils in Yr4, Yr 5 and Yr 6. 	<ul style="list-style-type: none"> No disadvantaged pupil missed a residential or school trip. Disadvantaged pupils had access to 5 weekly sports clubs throughout the whole academic year. Where needed, all disadvantaged pupils were supported with uniform, food banks, Christmas gifts and food vouchers over the holiday periods. For every day of the summer holiday at least 1 family who were FSM attended for free and had lunch.

<p>£3000</p>	<ul style="list-style-type: none"> • Bought uniform and PE kit for disadvantaged pupils. • Offered music lessons via Music for Life for Yr 6 pupils • Strings in Year 5 • Funded trips for disadvantaged pupils. • Organised HAF funded Summer Camp over the holidays. 	
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