

Review of the previous academic year- 2024-2025

Outcomes for disadvantaged pupils

Intent: Improved oral language skills and vocabulary among disadvantaged pupils

Impact: Oral language provision is now well embedded across the school rather than concentrated in EYFS and KS1. The proportion of disadvantaged pupils entering Reception below age-expected language levels fell again this year, to 41%, and the gap between PP and non-PP pupils on entry has narrowed by nearly half over the three years of the strategy. However, staff have identified that a small number of older PP pupils (Y5/6) still present with gaps in vocabulary linked to earlier missed provision during the pandemic years, so targeted vocabulary intervention for this specific group will be carried into next year's strategy.

Intent: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Impact: Wellbeing provision has stabilised this year under the established Mental Health and Wellbeing Lead. The targeted programme for KS2 girls with anxiety-related needs, introduced last year, has continued and expanded to include a lunchtime nurture group. 82% of PP pupils now report feeling good about school most days. That said, referrals into ELSA support have increased slightly this year, which staff attribute in part to wider cost-of-living pressures on families; this has been noted as a likely continuing pressure for the next strategy period rather than a one-off. We consider wellbeing to have been sustained and, in most measures, improved over the three years, though it remains an area requiring ongoing rather than one-off investment.

Intent: Increased proportion of PP pupils reach ARE in R, W, M and school meet national average for PSC (Y1) and MTC (Y4)

Impact: 48% of PP pupils reached ARE in reading, writing and maths combined this year, continuing the upward trend from 14.3% at the start of the strategy in 2021/22 to 37.5%, then 44%, and now 48%. 61% made expected or accelerated progress. The Year 1 phonics screening pass rate for PP pupils was again above the national average, and Cuckney's overall phonics performance placed the school in the top 10% of schools nationally for the second time in three years. Year 4 multiplication tables check results for PP pupils were broadly in line with national figures, though a small group of pupils identified as having gaps has been flagged for additional catch-up support at the start of next year.

Intent: PP children with SEND make expected progress in R, W, M.

Impact: This remains an area of mixed progress. Of PP pupils with SEND, 35% made accelerated progress in R, W, M combined, a further improvement on last year, and the number of pupils making less than expected progress fell to zero. However, the overall SEND caseload among PP pupils has continued to grow, with three further EHC plans issued this year, meaning that while individual outcomes are improving, capacity to provide bespoke 1:1 support is increasingly stretched. This has been raised as a key resourcing consideration for the next pupil premium and SEND strategies.

Intent: All disadvantaged pupils to be given the skills to access the main and wider curriculum, ensuring their pastoral needs are met alongside enrichment activities to build the same cultural capital as their non-disadvantaged peers.

Impact: Enrichment provision has continued to broaden over the three years of the strategy, including residential trip subsidy introduced this year for the first time, which enabled all eligible PP pupils in Year 6 to attend the residential visit regardless of family circumstances. Club and wrap-around care uptake among PP pupils has remained consistently high. An end-of-strategy pupil voice exercise found that PP pupils across the school could readily describe opportunities they had accessed over the past three years and felt these had been "the same as everyone else's", which the school considers a meaningful marker of equitable access.

Intent: For all disadvantaged pupils to attend school regularly and on time.

Impact: PP attendance has recovered for a second consecutive year, rising from 93.2% at its lowest point to 93.9% last year and 95.1% this year, the highest figure since 2021/22. The gap to whole-school attendance has narrowed to under one percentage point, down from over three percentage points two years ago. 53% of PP pupils are now above 96% attendance. The office manager's half-termly tracking and closer family engagement, alongside a small number of Early Help referrals, are considered to have driven this improvement, and this approach will continue into the next strategy.

Intent: School staff have a better awareness of early childhood trauma and the effects of this within the school context.

Impact: All staff, including those joining the school this year, have now completed trauma-awareness training, and this has been built into the standard induction process going forward so that the whole-school approach is sustained rather than a one-off project. Staff confidence in supporting dysregulated pupils, as measured through a staff self-audit, has improved year-on-year across the strategy period. The school intends to build on this in the next strategy with more specific training on supporting pupils with sensory processing needs, an area identified through this year's SEND referrals as increasingly relevant.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Dyslexia Gold	Dyslexia Gold
Jigsaw PSHE	Jan Leaver Group
ELSA	EP Service
Forest School	
Chatter	SALT
TT Rockstars	Maths Circle
Toe by Toe	Toe by Toe

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.