

Pupil Premium

Review of the previous academic year – 2024 / 2025

Outcomes for disadvantaged pupils

End of Key Stage 2 Data

Year 6 2024 – 37 children

15 SEN – 2 EHCP / 13 SEN support 7 Pupil Premium

37 Children in Year 6	EXS+	National EXS+	GDS	National GDS	Average Scaled Score
Reading	86%	75%	46%	33%	106.89
Writing	73%	72%	0%	13%	N/A
Maths	89%	74%	22%	26%	105.97
SPAG	89%	73%	19%	30%	105.97
Combined	70%	62%	0%	8%	N/A

- There were 7 children in the Year 6 cohort who were disadvantaged pupils. All 7 children were also on the SEN Register with one of these children having an EHCP. Attainment data shows that 29% of the disadvantaged children achieved Expected Standards in Reading, Writing and Maths in comparison to National which was 47%. Tracking data shows that these children had extremely low starting points and did close the gap between themselves and their peers. 57% of the children reached Expected Standards in Reading in comparison to National which was 63%. 43% of the children reached Expected Standards in Writing in comparison to National which was 59%. Out of the 7 children in this cohort, 5 of the children were on the SEN Register for cognition and learning linked to English. Again, internal data and interventions show that these children made progress from their low starting points. In Mathematics, 71% of the children reached Expected Standards in comparison to the National which was 61%. In SPAG, 86% of the children reached Expected Standards in comparison to the National which was 60%. It is worth noting that children in this cohort experience disruption due to Covid-19 earlier in their schooling which will have affected individual children differently. There was also a

loss of a Teaching Assistant during this academic year, which Impacted on 5 out of the 7 children as she was in their class and had supported them throughout Key Stage 2.

- 3 out of the 7 children (43%) achieved the higher standard in Reading, 1 out of the 7 children (14%) achieved the higher standard in Maths and 2 out of the 7 children (28%) achieved the higher standard in SPAG.
- Attendance data for the academic year 2024 to 2025 was above National – 94.7% (National 92.6%). Persistent absence was significantly below National - 9.8% (National 24.4%

Buckton Vale is on target to achieve the outcomes of our strategy:

- We have ensured that there is Quality First Teaching across the school, Monitoring from external visitors has also validated this.
- There has been a higher focus on Oracy and we have signed up for the Voice 21 program for the next academic year
- Relational Inclusion has been implemented across the school and we have a new Relational Inclusion Champion – this has seen less behavioural incidents across the school
- Teaching assistants have been utilised effectively with a focus on tiered support. 1:1
- We have aimed our interventions to accelerated progress throughout the school, moving children to at least age-related expectations. Focused Pupil Progress meetings and drilling down into the data has had an impact on these outcomes.
- Behaviour and nurture support during lunchtimes has had an impact on behaviour during lunchtimes and also enhancing learning by providing activities to engage and promote Buckton Vale values.
- There has been a wide range of educational visits and enrichment within the classrooms for all children.
- Read, Write Inc interventions ensured that progress was made for phonics in EYFS and Key stage 1. This will continue in to the next academic year where our focus in Early Years and Key Stage One will be on strengthening the foundations of writing through high-quality phonics, with particular emphasis on handwriting and accurate spelling using taught phoneme-grapheme correspondences. As staff confidence and consistency continue to grow, we plan to implement the full writing element of our RWI lessons before the end of the academic year. This will allow us to build securely on children's transcription skills while developing staff knowledge and practice further in the year ahead.
- We are now looking to source Forest School for the next academic year to improve outcomes further for our disadvantaged 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.