

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please find a review of each intended outcome on a separate page of this document.

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Intended outcome	Success criteria
To raise the attainment of disadvantaged pupils in writing	<ul style="list-style-type: none"> 60% + of disadvantaged children working at EXS (currently 47%)

Summary

The implementation of Literacy Counts is now in its second year. Example texts and assessment tools have supported more accurate teacher assessment of writing.

Whole School end of Year (Year 1-6):

	2022-2023		2023-2024		2024-2025		2026	
Group	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
No. of pupils	44	77	54	93	50	107		
EXS+	47%	71%	50%	69%	42%	64%		
Higher	2%	16%	0%	17%	0%	8%		

At the end of KS2, fewer of our pupil premium children reached the expected standard in writing than in previous year with no higher attainers. The comparison with their non-disadvantaged peers highlights that there is still work to do in this area (82% EXS+ 4% Higher). Two of our eight pupil premium children joined during Year 6.

End of Key Stage 2:

	2022-2023		2023-2024		2024-2025		2026	
Group	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
No. of pupils	10	23	9	24	8	22		
EXS+	70%	78%	56%	83%	38%	82%		
Higher	10%	13%	0%	33%	0%	4%		

Next Steps

Provide update training for Ready, Steady, Write (Literacy Counts) programme for new and existing staff

Target literacy support effectively (cohort specific) for disadvantaged learners in English lessons. Particularly those disadvantaged children who are still working towards their age-related expectations.

Intended outcome	Success criteria
To reduce the attainment gap between disadvantaged and non-disadvantaged pupils earlier in reading	<ul style="list-style-type: none"> 75% + of disadvantaged children working at EXS (currently 57%) All non-SEN disadvantaged pupils passing Phonics Screening (Y2 and Y1)

Summary

In the Year 1 Phonics Screening, 7/8 or 88% of our disadvantaged children met pass mark compared with 13/17 or 76% of their non-disadvantaged peers.

In the Year 2 re-sits, 2/3 or 66% of the disadvantaged children reached the threshold. One child who did not achieve the pass mark joined in Y2 from overseas and had EAL.

End of Key Stage 2:

	2022-2023		2023-2024		2024-2025		2026	
Group	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
No. of pupils	10	23	9	24	8	22		
EXS+	80%	78%	56%	92%	25%	86%		
Higher	30%	35%	33%	42%	0%	14%		

All children, including pupil premium group, are making a strong start to their reading journey in school due to high quality phonics teaching. Children in the pupil premium group are not always then growing into successful readers by the end of key stage 2.

Next Steps

Maintain high levels of quality early reading intervention in phonics.

Develop approaches to improving reading fluency in lower key stage 2

Assess and develop reading culture in school.

Intended outcome	Success criteria
To develop speaking & listening skills of disadvantaged pupils across school.	<ul style="list-style-type: none"> • 80% + of all children meeting ELG in speaking and listening • Positive staff feedback on improvements made.

Summary

Early intervention on speech and language difficulties has continued in the Early Years during 2024-25. The Talk Boost intervention is used with children in Reception and this has had a positive impact. Data shows that children reaching the ELG in speaking and listening, attention & understanding were above national and regional averages.

Three out of the five children with pupil premium achieved their ELGs in speaking and listening, attention & understanding. One of the children who did not achieve the target joined mid-year and has EAL.

Across the school, 18 of the 34 children on our SEN register have Speech, Language and Communication Needs as their primary area of need. Seven of these children are also disadvantaged. Further work is required to support these children and the children from Early Years who have not met those speaking and listening milestones at the end of their reception year.

Next Steps

Introduce further Talk Boost interventions in Key stage 1 to support children who continue to struggle in these areas.

Evaluate wider speaking and listening opportunities across school and develop new ones.

Intended outcome	Success criteria
To further reduce the attainment gap in mathematics	<ul style="list-style-type: none"> 75% + of disadvantaged children working at EXS (currently 55%) Observed improvement in the way children articulate mathematical thinking

Summary

End of Key Stage 2:

Group	2022-2023		2023-2024		2024-2025		2026	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
No. of pupils	10	23	9	24	8	22		
EXS+	80%	83%	55%	88%	50%	86%		
Higher	30%	13%	11%	21%	0%	23%		

The number of pupil premium children working at the expected level at the end of KS2 fell in 2024-25. Two of our eight pupil premium children joined during Year 6 – one from overseas with EAL and another who had previously been home-schooled.

Mastering Number is now embedded in Early Years, KS1 and parts of KS2. Implementation within Year 3 and Year 6 has also been completed during 2024-25 with staff training being concluded and the resources being used daily in these year groups.

Next Steps

Continue to sustain Mastering Number across school.

Targeted intervention work for disadvantaged children in Year 6. Internal data shows that five out of nine disadvantaged children are still working below expected standard at the end of Year 5.

Intended outcome	Success criteria
To reduce the level of persistent absence and lateness among disadvantaged children	<ul style="list-style-type: none"> • Reduced number of disadvantaged children under 90% (19 in 2022-23) • Reduced number of disadvantaged children arriving late (21 in 2022-23)

Summary

Attendance on the whole in 2024-25 showed improvement 95.2% (FFT data inc. Reception). We continued to receive awards from FFT for our attendance in the spring and summer terms for being in the top 25% of schools with similar numbers of disadvantaged pupils.

Our FSM6 children's attendance was 93.2% compared with 92.1% nationally (+1.1% difference) but remained lower than non FSM6 pupil average of 96.3% (-3.1% difference).

FSM6 pupil absence was particularly poor in Year 6 which directly impacted on attainment for some of the pupils in this year group.

There were 10 disadvantaged children in the persistently absent category for 2024-25 compared with 17 in 2023-24 and 19 in 2022-23 which shows progress in tackling this issue over the last three years.

Punctuality continues to be a significant issue for a small group of FSM6 children although the number has reduced more broadly from 19 in 2023 to 15 in 2025.

Clear systems and protocols continue to support improvement in this area. We have also continued to support families through good relationships, Early Help and work with external agencies through Child in Need and Child Protection plans.

Next Steps

Continue to engage with targeted families to support improvement in attendance/punctuality.

Continue to work closely with the newly appointed Local Authority Access & Inclusion Officer and feeder secondary school to reduce unauthorised absence.

Intended outcome	Success criteria
To ensure that all children access visits pertaining to their respective year groups	<ul style="list-style-type: none"> • Carefully planned programme of visits for all year groups which builds cultural capital • No disadvantaged children missing visits or residential due to cost

Summary

Our visit overviews have been updated on the school website to support parents with financial planning. We have introduced some different visits to additional locations to support the development of cultural capital. Our visits now expand from our locality, along the Roman wall to Carlisle in the West and Newcastle/Gateshead in the West. We have also added further visits to different sites within the Lake district National Park.

No children missed visits due to financial reasons in 2024-25 and we have reviewed how we present information to parents. Dual letters are used to parents in receipt of and not in receipt of free school meals to reduce stigma and provide equity in line with the RADY principles. Some costs are covered solely from within pupil premium and others are heavily discounted.

Next Steps

In 2025-26 we will continue to review our visits and are looking to add an additional visit to a larger British City (e.g., Manchester).

We will continue to use some pupil premium funding to support with the costs of visits/visitors to school.

Externally provided programmes

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

Programme	Provider
Mastering Number	NCETM
Read Write Inc Phonics	Ruth Miskin
Ready. Steady. Write.	Literacy Counts

Service pupil premium funding (optional)

*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***

We had one Service Premium child in our school last year. The funding was used to support the pupil premium strategies listed and the child were supported to ensure they make/maintain the expected level of progress for their year group.

Ongoing pastoral support is offered to our Service Premium children as and when required. Access to clubs in free and costs for residential visits are also reduced.

The impact of that spending on service pupil premium eligible pupils

The child has maintained good school attendance (98%+) and is working at their age-related-expectations as a result.