

### Impact of the Pupil Premium Funding on Pupils in 2024-25

• Attendance for disadvantaged pupils has remained quite strong (95.3%) but still slightly lower than others in school, but the gap is not significant and there is still no significant change in gaps through the year. Although, the gap for PA pupils appears wide school and families continue to support.

Attendance	%
All	96.6%
Dis	95.3%

Attendance PA	%
All	2.5%
Dis	23.5%

• 23 PP pupils attended the Year 6 White Hall Residential. School contributed to the cost of this residential.

• Through our wider offer to pupils, e.g extra-curricular clubs and competitions and opportunities for outdoor learning, staff and parents report pupils' self-esteem and confidence has risen and their behaviour for learning is much improved.

% of PP attending at least 1 sporting club / sporting activity.

YEAR 3	Year 4	Year 5	Year6
33%	31%	59%	88%

Number of PP attending choir

YEAR 3	Year	Year 5	Year6
n/a	0	3	6

We continue to prioritise PP children who have not taken these opportunities. These opportunities have been declined after conversations with families and children due to personal preferences or outside commitments.

- The nurture programme for disadvantaged pupils inc. THRIVE , Wellbeing Group, Forest Schools and Woodland Group continued to ensure their social and emotional needs are well catered for so that they are ready to learn and embrace all aspects of school life. We have made good use of our TAs and Family Resource workers who support families with attendance, health, housing and family wellbeing.

- In addition to the opportunities listed above we also secured residential holidays a further 11 places for our disadvantaged pupils at Derby Kids Camp which made a positive contribution to their well-being.

- 14 PP students across the school access a daily phonics program. Little Wandle is the scheme used for all groups
- Termly Pupil Progress meetings are undertaken and PPRM sheets completed. Staff use NFER assessments and analysed data to ensure progress can be optimised.
- Modification and further implementation of our writing programme appears to be having a positive impact. This has been evidenced in internal data and pupil voice conversations. Written work continues to be moderated across the trust and internally. Furthermore, year 6 writing was also moderated by LA. All staff have received CPD throughout the year including Colourful Semantics and adapted teaching.

### Review of the previous academic year outcomes for disadvantaged pupils

These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 1 and in year 2. Attainment in all subjects, other than reading, has not returned to pre-pandemic levels.

<u>End of KS2 attainment 2025 Disadvantaged Attainment (60 pupils )</u>		
		Emerging national for disadvantaged
Reading	66%	63%
Writing	56%	59%
Maths	66%	61%
Combined	44%	47%
<u>End of KS2 Gap Analysis ( PP/ ALL )</u>		
Reading	7%	
Writing	16%	
Maths	12%	
Combined	16%	

### Gap Analysis (PP v ALL) throughout the year compared to previous year

#### Reading

Year 3 gap reduced/ increased

Year 4 gap reduced/ increased

Year 5 gap reduced/ increased

#### Writing

Year 3 gap reduced/ increased

Year 4 gap reduced/ increased

Year 5 gap reduced/ increased

#### Maths

Year 3 gap reduced/ increased

Year 4 gap reduced/ increased

Year 5 gap reduced/ increased