

Challenge number	Detail of challenge	Impact																														
1	<p>Our assessments, observations and discussions with children, including well-being surveys have identified social and emotional issues for many children including a lack of enrichment and socialisation opportunities through cost, availability and parental engagement. These challenges particularly affect disadvantaged and vulnerable children.</p> <p>H- Helping children prepare for life, growing with God.</p>	<p>Clubs offer for PP children 24/25: Breakfast club: -34 sessions were allocated per week (cost £8550) Extended Provision: 34 sessions allocated per week (£9690) Free Toast: 18 PP children (£1026) School Trips: 7 PP children (£56.00) Residential school Trips: 4 PP children (£820)</p> <p>N.B. 9/18 children are PP and SEND</p>																														
2	<p>Assessments and observations indicate that the education and well-being of our many disadvantaged children including those with SEND requirements have been impacted by partial closure than their peers. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to children falling further behind particularly math and writing. A-Achievement for all</p>	<p>Our in house assessments during 2024/25 suggest that the performance of the disadvantaged children was broadly in line with those of non-disadvantaged children. This is similar to the previous 7 years. Currently in 24/25 we have 18 designated PP children of which 9 are also designated PP (50% of all PP Children re 24/25)</p> <p>Our external data confirms for 2024/2025 that again the performance of disadvantaged children is broadly in line with non- disadvantaged children.</p> <table><tr><th>Year group assessment ALL children</th><th>Reading</th><th>Writing</th><th>Maths</th><th>Combined RWM</th><th>National statistics</th></tr><tr><td>EYFS GLD</td><td></td><td></td><td></td><td>GLD 73%</td><td>GLD 68%</td></tr><tr><td>Year 1 Phonics</td><td></td><td></td><td></td><td>Phonics 89%</td><td>Phonics 81%</td></tr><tr><td>Key stage 2</td><td>100%</td><td>89%</td><td>89%</td><td>89%</td><td>EPGS 78%</td></tr><tr><td>National %</td><td>75%</td><td>72%</td><td>74%</td><td>62%</td><td>73%</td></tr></table>	Year group assessment ALL children	Reading	Writing	Maths	Combined RWM	National statistics	EYFS GLD				GLD 73%	GLD 68%	Year 1 Phonics				Phonics 89%	Phonics 81%	Key stage 2	100%	89%	89%	89%	EPGS 78%	National %	75%	72%	74%	62%	73%
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In regards to PP children in these areas Year 1 to Year 6:

Reading : 13/18 =72% Writing :12/18=67% Maths:12/18= 67%

Combined: 11/18=61%

Please note : 9/18 children are also SEND designation.

In year 6 24/25 – pupil premium children achieved 100% in reading, writing and 75% in maths giving RWM 75% subjects

Our assessments and observations indicated that children’s behaviour, wellbeing and mental health were continuing to impact, last year, as a result of greater reporting and staff awareness. The impact was particularly acute for disadvantaged children, this continues to present itself in more than expected volumes of children that are experiencing some form of mental health condition including anxiety., Currently 12% of all children (11 children) We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We continuing to build on that approach with this plan.

3. Assessments, observations and discussion with children suggest that some disadvantaged children especially a small cohort of those that are considered pupil premium children and have SEND needs are doubly disadvantaged and have greater difficulties. This negatively impacts on their development in **reading combined**
Reading at the heart of our school

Data to illustrate Reading and relationship to Reading /writing and math combined scores. For 24/25

Year group	PP or SEND Or both	Reading	Writing	Math	EGPS	RWM combined
Year 6	3 PP 1 PP + SEN 4 total PP	4/4 =100%	3/4 =75%	3/4 =75%	3/4 =75%	3/4 =75%
Year 5	1 PP 1 total PP	1=100%	1=100%	1=100%	0=0%	1=100%
Year 4	2 PP+SEN 1 total PP	2/2=100%	2/2=100%	1/2 =50%	1/2=50%	1/2=50%
Year 3 1 EHCP	1 PP 3 PP + SEN 4 total PP	3/4 =75%	2/4 =50%	3/4 =75%	2/5 =50%	2/5 =50%
Year 2 1 EHCP	1 PP 2 PP + SEN	1/3=33.3%	1/3=33.3%	1/3=33.3%	1/3=33.3%	1/3=33.3%

			3 total PP					
		Year 1	3 PP 1 PP + SEN 4 total PP	3/4=75% (3/4=GD)	3/4 =75%	3/4 =75%		3/4=75%
		Reception	0					
		Indicating that PP children targeted are working well however those with SEN needs whilst making progress are not generally reaching ARE.						
4.	Attendance data shows that there is a slight difference (2023/24-92.9%) in PP non attendance compared with non PP attendance resulting in PA category further indicating lost learning opportunities– there is a difference between PP attendance and non-PP attendance which reflects a contributing factor to poor academic achievement. A-Achievement for all	<p>Report to indicate PP V non PP end of year 24/25</p> <p>End of 24/ 25 + 20 PP children</p> <p>Attendance Reception to Year 6</p> <p>PP children : 94.05%</p> <p>Non PP children : 96.22%</p> <p>Year 1 to Year 6</p> <p>PP children (19) :94.37%</p> <p>Non PP children (59) : 96.3%</p> <p>Increase in attendance form 23/24 from 92.9% to 94.37% for PP children.</p>						