

## Part B: Review of the previous academic year 2024/25

### Outcomes for disadvantaged pupils

The 2024/25 evaluation of our pupil premium strategy demonstrates clear and sustained progress, underpinned by the targeted interventions and tailored support introduced throughout the year. These measures have delivered a marked impact for pupils in receipt of pupil premium funding, with assessment data evidencing strong gains across core subjects. A growing proportion of pupils are now achieving at greater depth, signalling that our approach is not only raising overall attainment but also extending challenge for higher-level outcomes.

During 2024/25, pupils eligible for pupil premium funding demonstrated strong progress compared to the previous year. At the end of Key Stage 2, many pupils made age-related expectations in writing, 69% in reading, and 68.4% in mathematics. This reflects a notable improvement from 2023/24, when figures stood at 61% for reading and 55% for mathematics. In Key Stage 1, every cohort recorded an increase in the proportion of pupil premium pupils achieving expected standards. Similarly, Years 1, 3, 4 and 6 showed clear gains, with more pupils meeting age-related expectations than in the previous year.

High-quality teaching, underpinned by strong classroom pedagogy, combined with targeted interventions delivered by skilled and experienced staff, has been central to driving progress. The use of carefully selected online learning platforms has further reinforced this approach, enabling pupils to consolidate and secure the essential skills required for their year group.

The pupil premium strategy has played a key role in driving improvements in attendance across the academy. Latest data shows overall attendance has risen by 1.2% compared to the previous academic year, while persistent absence has fallen by 3.56%. These gains reflect the success of our targeted engagement and outreach work, which has strengthened family partnerships and promoted consistent attendance. Regular school attendance is fundamental to academic achievement, and these improvements have contributed to a more stable and productive learning environment for all pupils.

The achievements of our pupil premium strategy this year underscore our unwavering commitment to improving outcomes for every child, with a particular focus on those facing disadvantage. Success has been driven by a holistic approach that combines high-quality teaching, targeted academic support, improved attendance, and initiatives that nurture positive behaviour and relationships.

Looking ahead, we remain determined to build on this progress. Continuous evaluation will guide the refinement of our strategies, ensuring they remain responsive to the evolving needs of our pupils. The lessons learned from this review will shape future priorities, enabling us to strengthen what works and innovate where necessary.

The outcomes for 2024/25 are highly encouraging and reflect the impact of sustained, purposeful action. We remain committed in our belief that every child deserves the opportunity to thrive, and we will continue to champion equity in all aspects of each child's educational journey.

## 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.*

<b>Programme</b>	<b>Provider</b>
Wellcomm	GL Assessment
Colourful Semantics	Colourful Semantics
Online Rocket Phonics	Rising Stars
Third Space Learning Maths Tutoring	Third Space Learning
Mastering Number	NCETM
CEM	Cambridge
NTS	Hodder Education
Times Table Rock Stars	TTRS
Purple Mash	2 Simple
Mathletics	Mathletics
Boost	Rising Stars
Reading Lab	Children's Literacy Lab
Now Press Play	Now Press Play
Century	Century Tech
Mentor Link	
Reach Psychology	
ELSA	

## Activity in this academic year

This details how we spent our pupil premium **this academic year** to address the challenges highlighted in our 3 year plan.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Additional classroom-based staff	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>Making Best Use of Teaching Assistants   EEF</p>	1,2,3,4,8	Yellow
<p>Purchase of CEM and other standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	1,2,4,5,8	Green
<p>Improve and maintain provision for the 'most' disadvantaged children, for example, through integrating the use of the Birmingham Hippodrome and Birmingham Conservatoire into the curriculum, as well as utilising and increasing engagement through the passport to success programme.</p> <p>Reduce barriers for attending</p>	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p>	2,3,6,7,8	Green

extra- curricular activities to improve academic progress and also promote cultural capital.			
Further develop and embed in class approaches to the development of communication and language and early reading skills.	Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes. Communication and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months)	1,2,3,5,6,8	
Development of mathematics teaching in line with DfE and EEF guidance. Trust expert support and NCETM trained leads has been given to develop Maths leads and 4 teachers.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3,4,6,7,8	
Further develop curriculum provision so that it supports resilience and the development of pupil wellbeing strategies	Explicitly teaching and building opportunities for social and emotional learning through broader curriculum is highlighted by the EEF <a href="https://www.educationendowmentfoundation.org.uk/primary-schools/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	3,6,7,8	
Provide targeted staff CPD to ensure quality first teaching	Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners. <a href="https://www.educationendowmentfoundation.org.uk/primary-schools/characteristics-of-effective-teacher-professional-development">Characteristics of Effective Teacher Professional Development   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1,2,3,4,8	
Contingency fund to ensure we can develop approaches that effectively respond to additional challenges as they arise	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All	

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
<p>Inclusion support: Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes</p>	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by the EEF: Social and emotional support (+4months), behaviour interventions (+3months).</p>	1,2,3,4,6,8	
<p>Provide targeted support in early reading development, including additional phonics, developing wider reading strategies and supporting reading at home.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes. Speech and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months)</p>	1,2,3,6,7,8	
<p>Implement a maths based intervention with a focus on early number skills, including small group tuition in maths</p>	<p>EEF research in structured interventions indicate high efficacy if a number of criterion are met. <a href="#">Recommendations 5 and 6: unpacking the evidence   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,6,7,8	
<p>Embed and evaluate a communication and language intervention</p>	<p>EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. <a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,6,7,8	
<p>Engage with, and go beyond, the School Led Tutoring Programme to ensure that our pupils in most need of lost learning catch-up regularly access online tuition, alongside a</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	1,2,4	

programme of mentoring.			
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Improving access to ICT/technology in order to support home learning	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2,4,5	
Remove financial barriers to educational and aspirational experiences by subsidising associated costs where appropriate.	Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes. Enrichment Theory, Research and Practice: <a href="#">(PDF) Enrichment Theory, Research, and Practice (researchgate.net)</a>	2,3,6	
Promoting and maintaining the high value placed on regular school attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	3,7,8	
Develop a mentoring provision to support children with acute SEMH needs	EEF report highlights the need to provide additional support for children who have possible SEMH needs. <a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	3,7,8	
Provide a free breakfast provision for disadvantaged pupils	Research indicates that providing pupils with a breakfast has a direct impact on outcomes in reading, writing and maths. <a href="#">EEF statement: re-publication of the evaluation of school...   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,7,8	
Support for families aiming to develop their parenting skills and/or further engage with their child's learning.	Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils.  EEF report indicates that parental engagement has an impact of +4 months <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5	

**Total spend: £185,468**