

Review of the previous academic year 25.26

Outcomes for disadvantaged pupils

Intended Outcomes

Ensure high quality teaching and learning is in place at all levels and is addressing the attainment gap for PP pupils

Disadvantaged children make at least expected progress in line with national averages.

Pupils with SEND or EAL are able to access the intended learning and make good progress.

Review

Small cohorts lead to inaccurate analysis if measured in percentages. In year progress for each disadvantaged pupil is below. **GREEN** is expected progress, **RED** for less than expected and **PURPLE** for accelerated progress. This includes those in receipt of FSM, POST LAC funding and those with Special Educational needs including EHCP.

Pupil	Year group	Pupil Premium	SEND	Progress in Reading	Progress in Writing	Progress in Maths
	REC					
1	1					
1	1					
1	1					
1	1					
1	1					
1	1					
2	2					
3	3					
3	3					
3	3					
3	3					
4	4					
4	4					
4	4					
4	4					
4	4					
4	4					
5	5					
5	5					
5	5					
5	5					
6	6					
6	6					

Effective strategies have included use of Number stacks to raise number confidence, additional reading specifically with the use of a range of dyslexia friendly texts for LKS2 and the use of TAs for pre teaching key number or SpAG skills. Pre teaching of the guided reading text, with support from home, enabled pupils in Y5/6 to access class reading sessions with their peers, raising self esteem and confidence. Accelerate/acceleratewrite and SNIP spelling were used with pupils in Key stage 2. Use of TA time for daily phonics intervention was highly impactful

Pupils state:

- "I like doing phonics with Miss B because we only have a dew of us so you get more time to have a go."
- "I think I am a bit better at spelling than I was because I have had more teaching and in SNIP we have different ways to practise."
- "Getting a head start is really good for me with reading. Like I have already seen it before everyone else and that means in the reading lesson I know what everyone is talking about."

Intended outcomes

All staff are able to identity, address and support pupils' emotional wellbeing as a result of quality training.

Pupils are well regulated and demonstrate improved motivation and application to learning.

Review

High-quality professional development has strengthened staff understanding of the barriers experienced by disadvantaged pupils and improved the consistency of inclusive practice across the school. Whole-school SEND

training has focused on pupil anxiety, reducing cognitive overload and creating inclusive classrooms for pupils with ADHD. This has enabled staff to identify barriers to learning more effectively and implement appropriate strategies to support disadvantaged pupils to engage successfully in lessons.

Targeted professional development, including epilepsy awareness, phonics, Mastering Number, oracy, social interaction, bereavement and support for young carers, has further strengthened the school's ability to respond to individual barriers faced by disadvantaged pupils. This has contributed to pupils being better supported to access learning, develop confidence and participate fully in school life.

Teaching assistant deployment has had a positive impact on disadvantaged pupils' engagement, social development and wider experiences. High-quality outdoor learning opportunities are available to all pupils, with additional targeted opportunities provided for children who require further support. These experiences have helped pupils develop confidence, resilience, social skills and positive relationships, supporting their readiness to learn.

The SENDCo provides targeted support for pupils experiencing social and emotional barriers to learning.

Interventions are carefully matched to individual needs, with **Drawing and Talking** introduced this year to provide additional support for identified pupils. This targeted provision is helping pupils develop emotional awareness and strategies that enable them to regulate more effectively and engage positively with school.

The impact of this provision is reflected in pupils' behaviour and engagement. Disadvantaged pupils are generally well regulated and settled in school, with monitoring showing **minimal disruption to learning and very few occasions when pupils need to be removed from lessons because of dysregulation**. Individualised strategies and effective adult support are enabling pupils to remain in class, access learning and participate more consistently. Leaders recognise that unstructured times, particularly lunchtime, remain a potential barrier for a small number of pupils, where increased social interaction can lead to difficulties with self-regulation or conflict. This is being monitored closely and informs ongoing refinement of support.

Overall, the school's investment in staff expertise, targeted intervention and carefully matched support is **reducing barriers to learning for disadvantaged pupils**. The strongest evidence of impact is seen in pupils' improved ability to regulate, engage in learning, sustain positive relationships and participate successfully in the wider life of the school.

Parents survey results:

- 90% of parents with a child with SEND states their child receives the support they need to achieve and 94% of all parents state the school has high expectations for their child.
- 92% of all parents state their child is happy at school and 95% report that their child feels safe.

Intended outcome – Wider strategies review

To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.

- 64% of pupil premium children receive support to access breakfast and afterschool club care. This provision is available for all pupil premium children.
- There are currently 2 pupil premium children accessing free music tuition in keyboard, guitar or drums which is enrichment that they may not otherwise have been able to access. This provision is available for all pupil premium children.
- 100% of pupil premium children received support to reduce the cost of curriculum enhancement activities such as trips, visitors and workshops which is enrichment that they may not otherwise have been able to access.

Pupils state:

- "I think Young Voices was the best thing we did last year. When I get to Tuxford I am definitely going to choose music" Y6
- When we went to the sculpture park, I saw some things I have never seen before and then it was really fun to make our own clay sculptures.' Y2
- "The Egyptian day with Partake really helped me to remember the facts we were learning in history and then in English we did writing about it and we wrote thank you letters. I loved the dressing up the best."