

## Part B: Review of the previous academic year (2024-2025)

### Outcomes for disadvantaged pupils

We noted in our last evaluation that whilst our numbers on roll have seen a slight dip over time, our children entitled to pupil premium funding has continued to increase. It was 41.8% in September 2021 and was at 43.6% at the point of writing the new strategy for 2024-2027. This increase meant that a significant number of pupils remain a priority in closing the gap between our disadvantaged and non-disadvantaged pupils. We also remain significantly higher than the national average and this is also increasing in comparison due to our increase in school data and national data. We have seen the percentage of children eligible for funding continue to rise and note that national has taken a small dip in data whilst ours continues to increase.

| Number on roll Sept 2022-2023 | Number on roll Sept 2023-2024 | Number on roll 2024-2025 | Numbers currently on roll – Dec 2025 |
|-------------------------------|-------------------------------|--------------------------|--------------------------------------|
| 321                           | 317                           | 298                      | 268                                  |
| % eligible for PP 2022        | % eligible for PP 2023        | % eligible for PP 2024   | % eligible for PP 2025               |
| 42.1%                         | 41%                           | 43.6%                    | 44.8%                                |
| National % for PP 2022        | National % for PP 2023        | National % for PP 2024   | National % for PP 2025               |
| 25.9%                         | 25.9%                         | 25.9%                    | 24.7                                 |

### Academic year 2024-2025

|                | Overall data | National data | PP children | Non-PP children |
|----------------|--------------|---------------|-------------|-----------------|
| GLD            | 59%          | 68%           | 56%         | 60%             |
| Phonics Year 1 | 59%          | 80%           | 28%         | 75%             |
| Phonics Year 2 | 83%          | 89%           | 85%         | 82%             |
| KS2 Maths      | 71%          | 74%           | 60%         | 75%             |
| KS2 Writing    | 71%          | 72%           | 50%         | 84%             |
| KS2 Reading    | 63%          | 75%           | 45%         | 72%             |

### ELG

We SAW a significant increase in the disadvantage gap for academic year 23-24 and it was felt that this was cohort specific and that a number of other things impacted on this data. The gap was -4% this year and this is felt far more reflective of the work that goes into reducing the gap between disadvantaged and non-disadvantaged pupils in our youngest pupils. There still remains a gap and we continue to strive to have a swing to a positive difference.

## PSC

The gap between PP and non-PP children remains significant. As a school we have looked into the articles around summer born children and we feel this has significantly impacted this cohort. 48% of the cohort were summer born and the national picture reflects that those children need longer to fully meet the expected standard which makes it very challenging from a purely data perspective. This data allows us to reflect and look at the cohort specific data to ensure we are putting the correct support in for those who need it and to remain ahead of research and strategies to support. When analysing the phonics data, we had a very similar picture to national and our high percentage of summer born children was very evident in our data set. 75% of Autumn born children met the EXS but only 45% of summer born. There was also no gap evident between PP and Non-PP in Autumn term but this gap widens each term of birth and summer born disadvantaged pupils remain our priority for the PSC. We continue to meet the needs of our summer born children and phonics remains a priority for children in year 2 who did not meet the required score.

## KS2

In relation to the year 6 data there was a significant negative difference between PP and non-PP however, our priority remains on phonics and reading to ensure children have the skills to unlock all curriculum areas through reading and an enjoyment of reading. 11% of disadvantaged pupils reached the higher score in reading and we hope this is something to continue to build on and we know the importance of reading for all pupils, but especially our disadvantaged pupils.

## Attendance and persistent absence for Academic year 2024-2025

The overall attendance trend shows that although the gap between overall absence and national overall absence data has improved. There has been an increase in the gap between national and school data for persistent absence. In an attempt to reduce this gap, we opted to become a fining school and this is now being implemented across the school.

|           | Overall absence | National | Gap   | Persistent absence | National | Gap   |
|-----------|-----------------|----------|-------|--------------------|----------|-------|
| 2024-2025 | 7%              | 6.6%     | -0.4% | 21.1%              | 17.6%    | -3.5% |
| 2023-2024 | 6.9%            | 5.9%     | -1%   | 18.8%              | 16.2%    | -2.6% |
| 2022-2023 | 6.7%            | 5.9%     | -0.8% | 21.4%              | 16.2%    | -5.2% |
| 2021-2022 | 7.3%            | 6.3%     | -1%   | 24.6%              | 17.7%    | -6.9% |

We had seen very positive trends in the gap between PP and non-PP children for persistent absence during the duration of the previous 3-year strategy. We saw a slightly upward trend in 2022-2023 but continued with challenging absence and putting support systems in place with a particular focus on persistent absence and saw a reduction. However, we do recognise the gap is still there and we have

seen a small increase in the gap so we will continue to challenge absence and persistent absence and support our pupils to attend with a continuous focus on our most vulnerable pupils.

|           | Persistent absence for PP children | Persistent absence for non-PP children | Gap between PP and non-PP |
|-----------|------------------------------------|----------------------------------------|---------------------------|
| 2024-2025 | 30%                                | 14.3%                                  | -15.7%                    |
| 2023-2024 | 26.9%                              | 12.5%                                  | -14.9%                    |
| 2022-2023 | 35.5%                              | 10.6%                                  | -24.9%                    |
| 2021-2022 | 36.6%                              | 15.3%                                  | -21.3%                    |

We recognise the importance of attendance and it remains a key priority and forms part of our intended outcomes section of the pupil premium strategy as outlined below.

| Intended outcome                                                                                                                      | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evaluations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Attendance will be improved for all pupils with a focus on increasing overall attendance and continually reducing persistent absence. | <ul style="list-style-type: none"> <li>-Attendance tracked and support offered termly through letters, early identification and meetings offered.</li> <li>-Support in place for those with attendance issues e.g. Early Support, WAS, nurture group, breakfast club.</li> <li>-Persistent absence of all children will be reduced</li> <li>-Persistent absence of PP children will be reduced</li> <li>-Overall attendance will be improved over time</li> <li>-Overall attendance will be improved over time for PP children</li> <li>-Reduction in parents taking holidays during term time</li> <li>-Fines for those with poor attendance to reduce the long-term impact on education</li> </ul> | <ul style="list-style-type: none"> <li>-Letters have been sent home to alert parents when attendance has dropped. We then offer support and ways to help improve attendance.</li> <li>-Regular meetings take place with Warwickshire attendance service and all actions followed up. Support plans implemented.</li> <li>-As we have implemented fines recently, we recognise that this will take time to improve our attendance. Parents have been made aware, fines have been issued and we are tracking data to look at trends over time to see the full impact of fining.</li> <li>-Termly attendance report is completed for governors and trends and patterns continue to be analysed.</li> <li>-Individual case study information held for those who are having the most significant impact on attendance data.</li> <li>Support offered to meet needs.</li> </ul> |

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| <p>SEMH awareness will be improved in staff, children and parents and an increased awareness of how SEMH can impact on behaviour, learning behaviours and attainment and progress. Training will provide support to reduce the impact SEMH has on the academic achievement and behaviour of all pupils.</p> | <ul style="list-style-type: none"> <li>-MHST-MHST referrals will be timely and support will be in place for children in school.</li> <li>-RISE referrals will be timely to ensure specialist support is in place</li> <li>-Neurodevelopment referrals will be completed to ensure that needs are identified and the correct support is in place</li> <li>-SEMH audit with the Local authority to review current provision and create an action plan to work on any identified areas.</li> <li>-School environment audit to ensure that all spaces and areas are fully utilised to meet the needs of all learners</li> <li>-Inclusion meetings will ensure that all children who need additional support are being planned for using EHCP targets, STS or EP recommendations and that progress is monitored</li> <li>-SEND needs and resources are appropriate and staff have the skills they need to support all learners through high quality CPD.</li> </ul> | <ul style="list-style-type: none"> <li>-MHST have been very involved in school and have been working 1:1 with pupils, have delivered workshops to whole year groups and a strategic plan has been developed to ensure support continues.</li> <li>-Neurodevelopment referrals continue to be completed and submitted for any parents who request it.</li> <li>-SEMH audit was completed and a review date booked in for Spring 2026 to review the actions and plan next steps.</li> <li>-Lots of work with STS on an environment audit and lots of spaces are continually being developed e.g. the nest, treetops, Chestnut, treehouse etc as well as other small spaces to use for calming.</li> <li>-Inclusion meetings take place termly to offer support and guidance. POAP developed further to support with EHCP, STS or EP targets.</li> <li>-Ongoing CPD for the ever-changing SEND picture and evaluating what staff need and when to ensure it is purposeful.</li> <li>-OPAL continues to support our children with both engagement and enjoyment but also to support their SEMH needs through structured and enjoyable outdoor play. Not all pupils have access to gardens or parks to enjoy so our development allows them to experience these things too.</li> </ul> |
| <p>Multi-factor disadvantage will be tracked and monitored in school to allow a more in-depth analysis of disadvantaged pupils and to impact our most vulnerable individuals or families.</p>                                                                                                               | <p>-Continue tracking data to look at barriers to learning and begin to identify those who have multi-factor disadvantage and to ensure that all barriers are addressed with priority given to those factors that have the biggest impact on attainment and progress e.g. attendance or SEND needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>-Barriers to learning document is completed with staff and this is ever changing due to barriers in learning changing. We are seeing an increase in barriers that we haven't always historically had e.g. EBSNA. We continue to support and track to reduce barriers to learning but this is an</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                                                                                                                       | <p>-Proportionate representation is used across the whole school to ensure that all disadvantaged pupils have the same opportunities as their non-disadvantaged peers.</p> <p>-All staff are aware of those pupils who have multi-factor disadvantage and are on the SEND register and in receipt of PP funding due to increasing numbers across the school</p> <p>-Attendance will be key in improving outcomes for all pupils but particularly disadvantaged pupils so support will be timely, parents will be informed and fines will be implemented. Attendance tracking, monitoring and support will be a key priority for school.</p> <p>-Social care involvement and referrals will be tracked and monitored to ensure that support is in place for all families and those with social care involvement who are in receipt of PP funding will be on the multi-factor risk to ensure that the most appropriate support is in place.</p> <p>-Early help will be essential for families and food bank support will be utilised for families who need it. Links with Citizens advice support will be in place to address the financial burden some of our families face and a multi-disciplinary approach will ensure the right support is in place.</p> <p>-Providing breakfast and access to healthy snacks will remain a priority to ensure no pupils attend school hungry.</p> | <p>on-going and long-term piece of work.</p> <p>-We continue to promote proportionate representation and to ensure children are given exciting opportunities like residential trips, visits and we track and monitor this to ensure all year groups are balanced.</p> <p>-Cohort reviews remain focused on progress and attainment of PP and SEND pupils.</p> <p>-Attendance remains a priority but linked to this is raising awareness of how important attendance is with parents. Attendance remains on the newsletter and all staff know to remind parents when they discuss leave of absence how important it is that children attend school. Lateness and support for families is also an area we need to offer further support and guidance around as this is significantly impacting some children and their attendance.</p> <p>-Lots of support is in place from a Family Learning mentor perspective and families are receiving support.</p> <p>-Citizens advice coffee morning took place to offer support for families and it was attended. This needs further exploration and we will continue to make links with CAB, children's centre at St Michaels to ensure support is available for families.</p> <p>-Breakfast remains in place and is available for all pupils every day.</p> |
| <p>SALT needs and complex needs will be identified early and the correct support will be in place for those pupils using a multi-agency approach where necessary.</p> | <p>-All children in the Early Years will be assessed using the WellComm tool and referrals will be timely where specialist support is required.</p> <p>-SALT interventions will be monitored in school and staff will continue to work with the SALT</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>-Referrals are timely but it does take a long time due to waiting lists. WellComm supports assessing the children and it is used to support referrals.</p> <p>-We have signed up to TalkBoost to further support the growing speech and language needs in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                                                                                                                                             | <p>team to deliver high-quality interventions</p> <p>-STS and the EP service will be utilised to ensure recommendations are in place to support all learners.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>school. This is an exciting new initiative that we hope will continue to support our pupils.</p> <p>-STS and EP subscriptions remain high and they are used for both high need pupils but also new to school pupils who need further support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Low aspirations will be challenged through the curriculum and knowledge of the world and wider experiences will be planned for to ensure that children have enjoyment and high engagement in their learning journey.</p> | <p>-Experience days planned for in advance taking into consideration costs, families with more than one child and costs over the year.</p> <p>-Residential trip to PGL to have proportionate representation where possible and adjustments to be made to support those wanting to attend to ensure any barriers are removed.</p> <p>-Additional learning experiences in the local area to continue to be planned and visits, visitors and experiences to be mapped out and monitored in all year groups.</p> <p>-Ongoing experiences for all pupils to continue e.g. gymnastics from Reception to Year 6, variety of clubs available during and after school, sports events during and after school and monitoring to ensure proportionate representation where possible.</p> | <p>-We remain very conscious of keeping costs to a minimum and part of that includes negotiations with coach companies etc for cheapest days and quieter days to keep costs as low as possible.</p> <p>-Proportionate representation when possible continues to be a priority.</p> <p>-We continue to provide gymnastics visits for ALL pupils and geography local studies has allowed for further exploration of the local area.</p> <p>-As a school we apply for the book show every year as it is a free visit (travel costs only) and this is a really valuable experience for whichever year groups they focus on.</p> <p>-Gymnastics for all is ongoing and sports events continue to run and they are always well attended.</p> |
| <p>Attainment and progress for all pupils to be in line with national data and to close the gap between disadvantaged and non-disadvantaged pupils.</p>                                                                     | <p>-All school data will be tracked and monitored to look at trends in data, progress, attainment and this will include the breakdown of groups – specifically focusing on the progress and attainment of SEND pupils and disadvantaged pupils. This will be tracked and monitored in pupil progress meetings</p> <p>-PP data will be tracked to measure how well school is closing the gap between disadvantaged and non-disadvantaged pupils with an aim to reduce the gap over time.</p> <p>-Interventions will be planned for in order to close the gap and</p>                                                                                                                                                                                                           | <p>-Cohort reviews are completed and pupil progress meetings take place termly to ensure we are monitoring progress and attainment of all pupils, specific groups of pupils and we remain abreast of any research or information that supports us to improve this. PP and SEND are a particular focus for every meeting but we also look for any other trends that will support us with improving overall outcomes but with a specific focus on disadvantaged pupils.</p> <p>-Whole school data continues to be monitored and compared to</p>                                                                                                                                                                                          |

|  |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                    |
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|  | <p>identified disadvantaged pupils (RADY pupils will be a focus)</p> <p>-Data will be broadly in line with national data in all areas and school will strive to close any gaps in specific subject areas.</p> | <p>national data at the end of the year and throughout the year.</p> <p>-Staff meetings planned in to continue to raise awareness of disadvantaged pupils, multi-factor disadvantage and strategies to support removing barriers to learning for our most vulnerable learners.</p> |
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Moving forward we need to look very closely at the increase in numbers and the impact this has on school and managing data and also the priority of our children who are both entitled to Pupil Premium and also identified on the SEND register. We have always done this but this needs to remain a focus due to significant increases in both quantity and the ever-changing picture locally and nationally for both SEND pupils and pupils eligible for PP funding.

DfE's socio-economic definition of disadvantage can overlook children disadvantaged in other ways. For schools, Ofsted expands on the definition used by DfE to also include children with special educational needs, those who are in contact with a social worker and those who meet the definition of 'needing help and protection'.

We are also aware that the English Indices of deprivation was updated in 2025 and replaces the 2019 version. It shows that Nuneaton and Bedworth O16C is more deprived than most neighbourhoods in England. Key findings include;

-The O16C neighbourhood is most deprived in relation to education and skills and it also reports that it has a higher rate of income derivation affecting children than most neighbourhoods in England.

-Compared to other neighbourhood in the local authority district, Nuneaton and Bedworth O16C is most deprived in relation to barriers to housing and services.

This information is similar to that of that IoD2019 and therefore remains very significant to both our pupils and families but also our pledge to improve outcomes for our most disadvantaged pupils and to improve long -term outcomes for our community.

## Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
|-----------|----------|

|                            |                                   |
|----------------------------|-----------------------------------|
| Rapid catch up Assessment  | Little Wandle                     |
| WellComm                   | GL                                |
| Maths and spelling shed    | EdShed                            |
| Accelerated reading skills | Warwickshire Education Psychology |
| Number stacks              | Number stacks                     |

## 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***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

When reviewing the previous 3-year strategy and in order to write the 2025-2027 Pupil Premium strategy, one of the areas we focused a lot of research and interest was around the idea that the DfE's socio-economic definition of disadvantage can overlook children disadvantaged in other ways. For schools, Ofsted expands on the definition used by DfE to also include children with special educational needs, those who are in contact with a social worker and those who meet the definition of 'needing help and protection'. We completed a SEND review with an external consultant to really focus our attention on those pupils who are both on the SEND register and also in receipt of Pupil Premium funding. This is a significant proportion of our children and they become our most disadvantaged pupils. We stated in that review that

'We will need to carefully consider how best to use the funding to meet the needs of those pupils and looking more in depth as those who could be classed as persistently disadvantaged or disadvantaged due to more than one factor and those who are short-term disadvantaged or only disadvantaged based on one factor e.g., attendance.'

This remains our drive and our focus and this is shaping how we are educating our pupils, the spaces we use, our staffing arrangements, the curriculum we offer and trying to meet the needs of all pupils, but especially those that we have identified as disadvantaged.