

## Part B: Review of outcomes in the previous academic year 2024-25

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We believe that the quality first wave teaching that happens in the classroom is the most important success factor for our disadvantaged pupils. We have a focus on whole school oracy to help our pupils express ideas and develop communication skills vital for later life and these skills are embedded through our teaching in every curriculum subject and through our partnership with Voice21. We want staff to actively involve our disadvantaged pupils in lessons through direct questioning and to provide prioritised feedback through Live marking of books first and providing detailed feedback where applicable in books. We believe that by active engagement and the development of strong classroom relationships, our disadvantaged pupils are able to thrive. We are proud of the breadth and width of our curriculum and the specialised focus we have in every subject area. This was also recognised by Ofsted in November 2024:

***There is a bold artistic, creative and academic curriculum at the school. Pupils are resilient, reflective and confident. They rise to the school's expectations and achieve highly across a wide range of subjects. The school has done significant work to ensure disadvantaged pupils achieve as highly as their peers.***

Our disadvantaged cohort is small and so varies from year to year, which means the needs are diverse and areas of strength and weakness alter from year to year. Whilst the smaller numbers of disadvantaged pupils allow us to produce a bespoke policy and support offer, we also need to be reactive to meet need.

Alongside the academic, we recognise the importance of extending experiences and building and diversifying our pupils' cultural capital. We continue to explore ways to develop this aspect of our work. We are proud that this was recognised by Ofsted in the November 2024 report.

***A vast range of extra-curricular clubs take place each week. Many pupils, including the most disadvantaged, take part in one or more of these.***

## Academic Impact Analysis

In the KS2 SATS our disadvantaged pupils achieved much success with progress and outcomes, especially with Reading:

### Reading

88% of pupils gaining EXS or above

31% gaining GD

### Maths

69% of pupils gaining EXS or above

35% gaining GD

We no longer have progress measures generated from KS1, but internal data demonstrates the impressive progress made through the latter half of KS2 in their Reading and GD maths. As a school we will continue to explore how to support additional progress with our disadvantaged cohort and sustain and build on our success.

**Year 5** disadvantaged pupils showed good progress through the year, ending with 64% S+ at Reading, 58% S+ in writing and 71% S+ in maths.

**Year 7** disadvantaged pupils demonstrated excellent progress, ending with 100% S+ in Reading, 92% S+ in Writing and 100% S+ in Maths.

**Year 8** disadvantaged pupils also progressed well through the year, with 94% S+ in Reading, 88% S+ in writing and 76% S+ in Maths.

The Reciprocal Reading programme proved very successful in both KS2 and KS3 with pupils gaining an average of 22 months progress through the academic year. Pupils were very positive about the reading and progress they made throughout the year and we were pleased with the impact of this programme. Once again, as an extension of this reading focus, we had trips to the local bookshop, which allowed pupils to look at books, read the blurb and discuss which ones they would like to read as group readers.

Our Year 8 cohort has now moved to WBHS and completed bespoke transition activities previous to this. We continue to liaise closely to develop new transition activities for PP students and provide bespoke support.

Aim	Outcome
Improve student outcomes in Year 6 Writing SATS - to close gaps with Non-PP pupils.  Monitor GD attainment in Reading, Maths and Writing	In Year 6 SATS: 69% of disadvantaged students gained S+ for writing as opposed to 77% of non-disadvantaged pupils. This has improved by 2% from last year and the PP/Non-PP gap has closed by 24% from 2024.

<p>SATS with aim to close gaps with non-PP.</p>	<p>In Year 6 SATS:</p> <p>Performance at GD level has closed in maths (38% for non-PP pupils and 35% for PP pupils.</p> <p>Performance at GD level has closed in Reading 38% of pupils achieved GD against 50% Non-DA.</p> <p>Performance at GD level has closed in writing with 13% DA pupils gaining GD against 20% Non-DA</p>
<p>Increase GD attainment of disadvantaged pupils in KS3 in English and Maths.</p>	<p>In Year 8:</p> <p>GD Writing improved by 14% on the previous year. The gap between DA and non-DA closed from 35% to 14% in 2024/25.</p> <p>GD Reading improved by 14% on the previous year. The gap between DA and non-DA closed from 35% to 21% in 2024/25.</p> <p>GD Maths improved by 3% on the previous year, however the gap between DA and non-DA widened.</p> <p>In all cases the GD performance of Year 8 pupils not only sustained but improved, whilst in reading and writing the gap between DA and n-n-DA was also diminished.</p> <p>In Year 7</p> <p>The gap between DA and Non-DA pupils widened in Writing and Reading in Year 7, however in maths, the gap was significantly reduced to just 7%.</p>
<p>Increase PP attainment by further embedding provision through continued employment of an academic tutor to embed a small group catch-up programme, which identifies gaps and focuses on pertinent and timely catch-up to improve overall attainment.</p> <p>Strategies used within this to be developed based on experience from 2024.</p>	<p>The role of the PP academic tutor was very important in the outcomes of DA pupils in the SATS and in the support given to pupils through Accelerated Reading and small group intervention programmes. The small steps pupil planner document identified the specific knowledge gaps that pupils needed support with.</p>
<p>Pupils who are disadvantaged and SEND access pertinent interventions to support their</p>	<p>Pupils were offered support sessions as part of SEN support which consisted of AM and PM intervention groups, inclusion in the Accelerated Reading programme and also, where</p>

learning needs and the impact is shown in curriculum attainment.	applicable, through PP Academic tutor. We also had ARP sessions running and in class TA support.																		
All disadvantaged pupils are actively engaged in lessons and benefit from the first wave quality teaching in the classroom..	Engagement in lessons was a focus this year to make sure DA pupils were actively engaged in lessons. This was monitored in a number of ways, including pupil voice, staff CPD to re-introduce the Quality First Wave teaching strategies for DA pupils. Reading strategies for DA pupils was collated and disseminated to all staff to help with planning. In Departments, Heads of Department monitored teaching and learning and quality of work through book looks and discussion.																		
Increased number of disadvantaged pupils who are actively involved in reading for pleasure outside of the classroom. This is to address the nationally recognised downward trend in reading habits ( <u>National Literacy Trust survey</u> )	There is a continued national downturn in reading for pleasure with all children. This year we looked to address this with DA pupils through the curriculum reading lessons, inclusion of pupils in Accelerated Reader sessions, where DA pupils read with and read to staff. We also had a reading group 3 mornings a week, where pupils could come and have some quiet reading time before school began. We did have more of our DA pupils engaging in reading and we will look to develop this again.																		
Monitor PP attendance to ensure it stays in line with the whole school attendance figures.	<div>Disadvantaged attendance is regularly reviewed and tracked. Pastoral team liaise over attendance issues. 2024-25 figures are above average and this will continue to be monitored</div> <table><tr><td>2024-25</td><td>Year 5</td><td>Year 6</td><td>Year 7</td><td>Year 8</td><td>Overall</td></tr><tr><td>PP</td><td>93%</td><td>89%</td><td>95%</td><td>94%</td><td>93%</td></tr><tr><td>Non-PP</td><td>97%</td><td>96%</td><td>96%</td><td>95%</td><td>96%</td></tr></table>	2024-25	Year 5	Year 6	Year 7	Year 8	Overall	PP	93%	89%	95%	94%	93%	Non-PP	97%	96%	96%	95%	96%
2024-25	Year 5	Year 6	Year 7	Year 8	Overall														
PP	93%	89%	95%	94%	93%														
Non-PP	97%	96%	96%	95%	96%														
Further develop and extend the Masterclass provision for KS3 pupils to diversity the cultural capital experience for children and to encourage attendance in extracurricular opportunities	PP engagement is tracked through our tracker and pupils are encouraged to attend clubs and activities that may be of interest to them. At times we ask staff to approach children to give a personal invitation where this may be more successful. All of our disadvantaged children were involved in some way with extra-curricular events/trips/activities in the last academic year and we will continue to monitor and facilitate experiences to wider and diversify the experience our DA pupils have through school. This was an area recognised by Ofsted in 2024.																		

## Externally provided programmes

Programme	Provider
My Maths	Oxford University Press
Emile Spelling	Emile Education
SPaG.Com	SPaG.Com
Read Write Inc	Ruth Miskin
Reciprocal Reading	FFT Literacy
Accelerated Reader	Renaissance Learner
Fresh Start	Read Write Inc
Voice21	Voice21

## Further information (optional)

### Provider/Overview

Resource/ activity	Impact on Pupil Premium pupils and others
MyMaths	Used as part of the maths homework provision and for online teaching support for students.
SPaG.com	A progressive, stepped programme to help identify and close gaps in grammar. It increased confidence leading up to KS2 SATs SPAG test for Yrs 5 and 6 PP pupils. Supported teaching of SPaG where we identified gaps were from covid lockdown.
ReadWrite Inc	This took over from the use of the North Tyneside Dyslexic Service materials and supported pupils in Year 5 with phonics based issues in spelling.
Reciprocal Reading	With FFT Literacy we continued with the trial and embedded as the reading intervention approach for small group support.
Accelerated Reader	Introduced to support middle and lower ability pupils in reading, with reading sessions provided before and after school and in registration sessions.
Voice21	Voice21 is a charity which works with schools to train staff and embed high quality speaking and listening into the school curriculum and support this as a golden thread which runs throughout the curriculum. It forms the basis of our whole staff CPD as part of a two year programme. More information is available <a href="#">here</a> .

Provision of SATs revision resources for PP maths and English pupils in Year 6.	Provision of revision books and workbooks to support Year 6 pupils - this was successful and will be extended to other year groups.
Extra curricular provision in sports, Reading, Drama, Arts.	Focus on developing the Arts in VGMS, which has resulted in various awards and the extension of writing, art and music. This will be developed and extended this year.