

Part B: Review of the previous academic year 2024-2025 - Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 24/25 academic year.

1. To achieve and sustain improved attendance for disadvantaged pupils in comparison with end of 2024 data and national data.

Attendance	National 2024	2023 - 24	National 2025	2024 - 25
Pupil Premium Overall	91.5%	93.1%	TBC%	93.5%
Overall attendance	94%	94.4%	94.8%	94.9%
Persistent Absence - PP	18.5%	22.7%	TBC%	20.2%
Persistent Absence - Overall	17.2%	14.3%	TBC%	13.8%

End of 2025 success criteria achieved.

- **Strong Improvement:** School’s overall attendance is slightly above the national average in both years — a sign of consistent culture-building and likely effective safeguarding work.
- **Pupil Premium Focus:** PP attendance has improved from 93.1% to 93.5%, outpacing the national rate by nearly 2 percentage points.
- **Persistent Absence Challenges:**
- The **PP persistent absence** rate (22.7%) was notably higher than national 2024 (18.5%). The projected reduction to **20.2%** is a positive step, though there’s still room to close the gap further.
- **Overall persistent absence** is decreasing effectively — outperforming national trends.

Next Steps:

- **Targeted Interventions** for PP families: Deep-dives into barriers such as transport, mental health, and familial engagement.
- **Narrative Reporting:** Frame data through storytelling in your stakeholder communications to humanise the progress.
- **Celebrate Successes Creatively:** With persistent absence improving, community celebration events can be tied directly to attendance milestones.

2. To achieve improved outcomes for disadvantaged pupils at the end of EYFS.

GLD	School 2023 - 24	National 2024 – 25	School 2024 - 2025
PP	60%	52%	31% (4/13)

End of 2025 success criteria not achieved:

- There's been a **29 percentage point drop** in PP GLD at your school year-on-year.
- The 2024–2025 cohort sits **21 points below national**, despite prior above-average performance.
- Importantly, this cohort entered with an exceptionally **low baseline of 9% GLD on entry**, suggesting widespread developmental delay or unmet early needs.

Next steps:

Strategic Insight: Context Behind the Dip

Rather than viewing this as underperformance, the data tells a story of **complex starting points**. A 9% baseline implies:

- High prevalence of **SEND, speech/language delay**, and lack of access to quality early education.
- **Socioeconomic challenges** or familial disruption impacting school readiness.
- EYFS leader has created a bespoke next steps document where SLT have looked at the barriers and how we can overcome these in Year 1. We have identified common barriers among the 9 who didn't and used this to inform EYFS planning and interventions.
- **EYFS Enrichment Strategy**
- Invest in early speech/language and social-emotional interventions from Autumn 1.
- Partnered with local nurseries to align transition planning and readiness strategies.

3. To achieve improved outcomes for disadvantaged pupils at the end of KS1 and KS2.

	Reading	Writing	- Maths
PP KS1 2024	Attainment 39% Progress 83%	Attainment 35% Progress 67%	Attainment 30% Progress 83%
PP KS1 2025	Attainment 21%	Attainment 21%	Attainment 21%
PP KS1 National 2024	Not statutory so no data	Not statutory so no data	Not statutory so no data
PP KS2 2024	45.5% Progress 92%	45.5% Progress 92%	45.5% Progress 83%
PP KS2 2025	81%	69%	63%
PP KS2 National 2024	62%	60%	61%
PP KS2 National 2025	63%	61%	62%

End of 2025 success criteria **partially achieved:**

- **KS1 Attainment Drop:** PP attainment fell significantly across all subjects from 2024 to 2025 (e.g. Reading: 39% → 21%). This aligns with prior notes about exceptionally low baselines (only 9% GLD on entry).
- **KS1 Progress Resilience:** Despite low attainment, 2024 PP pupils made strong progress — especially in **reading and maths**, suggesting strong internal teaching impact and pupil growth from challenging starting points.
- **KS2 Acceleration in 2025:**
- There's been **substantial uplift** in PP attainment year-on-year:
 - Reading: +35.5 pp
 - Writing: +23.5 pp
 - Maths: +17.5 pp
- All subjects now **exceed national PP figures**, especially in reading (81% vs 63%)

4. Disadvantaged pupils will have experienced a wide range of enrichment activities.

Success criteria **achieved:**

The percentage of disadvantaged pupils who will have accessed an after school club will be above 100%. Motivation to join extra-Curricular clubs At Hillbourne Primary, we have seen a remarkable 100% take-up rate for extra-curricular clubs, thanks to our "Your Time" initiative on Fridays. This program ensures that all pupils, including those who are Pupil Premium (PP) and Special Educational Needs (SEN), are actively involved in a club. The diverse range of clubs available, such as STEM, gardening, gymnastics, mindfulness, and board games, caters to various interests and abilities, motivating pupils to participate enthusiastically. These clubs provide valuable opportunities for pupils to explore new hobbies, develop skills, and build friendships in a supportive environment. The inclusive nature of "Your Time" fosters a sense of belonging and encourages all pupils to engage fully in school life, enhancing their overall educational experience. The percentage of disadvantaged pupils who attend school trips and visits will be at least equal to the non-disadvantaged group. **Achieved.** The percentage of disadvantaged pupils taking on roles and responsibilities will be above 70% of the total. **Achieved.** Disadvantaged pupils represented 82.3% of the children taking on roles and responsibilities.

All children will have taken part in forest school sessions during the year. **Achieved.** All Year groups accessed forest school during the academic year.

5. Pupils with mental health needs will be quickly identified and have their needs met and pupils will be able to self-regulate with greater independence.

Behaviour incidents will be in line with 2023-2024 and there will not be a PP – Non PP gap. **Achieved**. PP/Non-PP behaviour incidents are equal in ratio when incidents relating to children waiting for specialist settings are removed as all these pupils are also PP. 2024-2025 PP incidents 187 compared to non PP 183.

End of year 1:

Mental health intervention assessments will indicate improved outcomes in at least 80% of cases. **Achieved**. 74 children took part in 11 different mental health interventions during the year with very positive outcomes. All year 6 pupils, for example felt well-prepared for the transition to secondary school.

Pupil voice surveys will show that pupils understand the Zones of Regulation and access this resource when needed. **Achieved**

Question – Pupil Wellbeing Survey July 2024 (200 Pupil's Response).	Strongly – Somewhat Agree	Disagree – Strongly Disagree
When I feel sad or worried, there are things I can do to make myself feel better	87%	13%
When I feel angry, there are things I can do to calm myself down	86.5%	13.5%

Question – Pupil Wellbeing Survey July 2025 (178 Pupil's Response).	Strongly – Somewhat Agree	Disagree – Strongly Disagree
When I feel sad or worried, there are things I can do to make myself feel better	92%	8%
When I feel angry, there are things I can do to calm myself down	88.7%	11.3%

Key Insights

- **Uplift in Self-Soothing Confidence:** Both indicators rose — with the strongest gain around sadness/worry coping (from 87% to 92%).
- **Reduced Disagreement Rates:** Fewer pupils report feeling unable to manage their emotions — signalling progress in emotional literacy and likely enhanced classroom culture or intervention access.
- **Drop in Respondents:** While total responses fell slightly (from 200 to 178), the consistency across cohorts gives this trend credibility.

Strategic Next Steps

1. Celebrate and Sustain Progress

- Highlight pupil quotes or case studies in newsletters or display boards that show emotional growth.

- Create an “emotion toolbelt” visual with staff and pupils — affirming accessible regulation strategies across phases.

2. Explore Remaining Disagreement (8–11%)

- Consider a focused pupil voice exercise to uncover what's missing for the pupils still struggling.
- Are they newer to the school, facing change at home, or simply unsure which tools work best for them?

3. Targeted CPD and Peer Support

- Train pupil leaders (Wellbeing Ambassadors or Play Champions) to co-develop strategies with peers.
- Use circle time or structured journaling to embed regular reflection and emotional vocabulary.

4. Build Narrative for Inclusion Quality Mark

- This two-year data story shows measurable impact. Pair it with other statements like “I feel safe” and “Adults help me if I’m sad” to tell a rounded wellbeing 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.

Programme	Provider
Think Bricks	Think Bricks Education
Reading Revival	Reading Revival
Lego Therapy	Lego Therapy
Talk About	Alex Kelly
Little Wandle – Letters and Sounds	Little Wandle
Wellcomm	GL Assessments
Pegs to paper	Nexus