

Evaluation of 2024 – 2025 PP Strategy

Intended outcome	Success criteria	Evaluation
Improved reading and writing attainment for disadvantaged pupils at the end of KS2. Improved maths attainment for disadvantaged pupils at the end of KS2.	Key stage 2 reading, writing and maths outcomes in 2024/25 show disadvantaged pupils attainment gap has closed when compared to with non-disadvantaged pupils.	Reading, writing and maths show an improving picture for disadvantaged attainment moving closer to national figures for children in receipt of PP, however, the gap between PP and non-PP needs to continue to be addressed as a priority.
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.	Across school vocabulary acquisition and oracy opportunities are now embedded into all subjects. Strategies such as Concept Cat are having a positive impact in Early Years. This strategy needs to continue into the next academic year.
To achieve and sustain improved wellbeing for our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils	In 2024/25, our disadvantaged children have been offered a range of strategies to support wellbeing. - Children have successfully completed courses with our play therapist and WEST teams. - As a result, children, attend more often and are better prepared to access learning opportunities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • The overall absence rate for all pupils showing an upward trend and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 10% and the figure among	For the academic year 2024/25, there has been a great improvement in disadvantaged pupils attendance. - 95% for disadvantaged children in school, compared to 92.6% nationally. - Disadvantaged persistent attendance is 11% better than national.

	disadvantaged pupils being no lower than their peers.	
To enhance enrichment experiences for all disadvantaged pupils.	Sustained high levels of engagement in enrichment experiences demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils	With the support of PP funding, school trips have regularly happened and have enriched the curriculum offer for our children. In addition, attendance of extra-curricular clubs and opportunities has continued to grow.