

Part B: Review of the previous academic year

Pupil premium strategy outcomes

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

Intended outcome	Review
Improved oral language skills and vocabulary among disadvantaged pupils. Success criteria Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	• The percentage of disadvantaged pupils meeting the Early Learning Goal for Communication and Language at EL was 75% in 2024/25, compared to 79.5% of pupils nationally (there is no national data for non-disadvantaged children). • Visits to the school by Education Development Partner and by Ofsted commented on children's attitudes to learning and their acquisition of new vocabulary: 'New subject vocabulary is carefully introduced to pupils with speech, language and communication needs before they encounter it in lessons. This helps them to keep up with their peers.' (Ofsted March 2025)
Improved reading attainment among disadvantaged pupils. Success criteria KS2 reading outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard.	• The percentage of disadvantaged pupils meeting the Early Learning Goal for Literacy was 75% at EL in 2024/25, compared to 70.5% of pupils nationally (there is no national data for non-disadvantaged children). • In 2024/25, 92% of disadvantaged pupils passed the Phonics Screening Check at EL compared to 80% of non-disadvantaged pupils nationally. This is an improvement on the previous year where 60% of disadvantaged pupils passed the Phonics Screening Check at EL compared to 83% of pupils nationally. This is an increase of 32%

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Success criteria Sustained high levels of wellbeing from 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	• Analysis of behaviour incidents categorised as bullying at EL from 2024/25 show that 0% of disadvantaged pupils were involved. This is a decrease of 50% from the previous year. • Analysis of reportable behaviour incidents from 2024/25 show that disadvantaged children were involved in 54% of these; this is the same percentage as the previous year. • Ofsted report from March 2025 highlights the work EL have done to broaden the children's experiences: 'The school's approach to pupils' wider development is impressive. There is a keen focus on creating ambition and curiosity among pupils. The school does this in many ways, including introducing pupils to jobs, careers and cultures they might not otherwise encounter in their local community.' • Percentage of disadvantaged pupils attending at least one after school club in 2024/25 was 46%. This was an increase of 7.5% from the previous year. • Overall attendance of children attending at least one after school club in 2024/25 was 64%- this is an increase of 5% on the previous year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Success criteria Sustained high attendance from 2026/27 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.	• Attendance figure for the whole school for 2024/25 is 94.1%, which is an increase of 1.1% from the previous year. • There has been a significant decrease in persistent absenteeism from the previous year. In 2024/25, 24.5% of disadvantaged children were persistent absentees compared to 39.3% in the previous year. This is a difference of 14.8%. • There is still a gap of 11% between the percentage of disadvantaged children at EL who are persistent

the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 1% lower than their peers.	absentees and the percentage of non-disadvantaged persistent absentees. We need to continue to work to narrow this gap by carefully analysing data and providing early support and intervention for children at risk of becoming persistent absentees. In 2024/25 severe persistent absenteeism halved from the previous year.
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	• In 2024/25, 67% of disadvantaged pupils at passed the Phonic Screening Check retake at EL compared to 92% of non-disadvantaged pupils nationally in 2023/24. This is an increase of 34% on the previous year as in 2023/24, 33% of disadvantaged pupils at EL passed the Phonics Screening Check retake in Year 2. • In 2024/25, 50% of disadvantaged pupils achieved the expected standard in Reading at the end of KS2 in EL compared to 75% of non-disadvantaged pupils achieving the expected standard nationally. The current gap of 25% needs to be addressed- current interventions need to be carefully scrutinised and amended if needed so that this gap narrows.
Improved maths attainment for disadvantaged pupils at the end of KS2. Success criteria KS2 maths outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard.	• The percentage of disadvantaged pupils meeting the Early Learning Goal for Mathematics at EL was 75% in 2024/25, compared to 77.6% of pupils nationally (there is no national data for non-disadvantaged children). • The average score for disadvantaged pupils at EL in 2024/25 was 15.11, compared to 20.6 for non-disadvantage pupils nationally. This is a slight difference compared to the previous year, where the average score for disadvantaged pupils was 16.6 compared to 19.6 for non-disadvantaged pupils. • In 2024/25, 60% of disadvantaged pupils achieved the expected standard in Mathematics at the end of KS2 in EL compared to 74% of non-disadvantaged pupils achieving the expected standard nationally. This is an improvement on the previous year; in 2023/24, 50% of disadvantaged pupils at EL met the expected standard at the end of KS2 compared to 81% of non-disadvantaged children nationally. The attainment gap has narrowed by 17%.