

## Part B: Review of the previous academic year (2024/2025 – Year 1)

### Outcomes for disadvantaged pupils

Over the first year of this strategy, 2024/2025, the school has been focusing on the key intended outcomes to support challenges identified. An additional staff member was employed to work as an 'Acorn Champion', working with our disadvantaged pupils in targeted 1:1 or small group sessions with planned, targeted activities to support closing the gaps. The school's Y6 statutory data reflects a cohort with 50% SEN/SEMH needs and added ongoing impacts of the COVID-19 pandemic, which affected pupils differently.

Progress in year one against intended outcomes is as follow:

***Improved reading attainment among disadvantaged pupils.***

***Increased motivation and enthusiasm for reading, leading to increased practice, improved fluency and exposure to greater variety in vocabulary and culture capital in our disadvantaged pupils:***

Implementation of Accelerated Reading from Year 2 onwards has impacted pupil motivation and enthusiasm, resulting in increased practice and exposure to a wider variety of texts. 70% of parents noticed a positive change in their child's reading habits with 0% noting any negative impact (30% noted their child already loved reading and continued to do so). Parents noted 'it has made it much easier to engage my reluctant reader', 'we have definitely seen a change in his enthusiasm to read' and 'it has been so nice to see her excited to pick out her books and tell us about the quiz'.

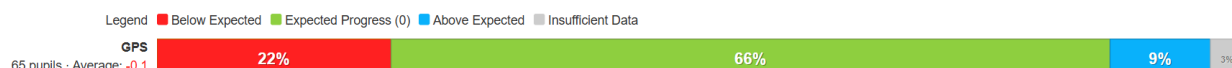
Key vocabulary is identified on MTPs for all subjects and is displayed on working walls within the classroom. During lessons, key vocab is explicitly taught during lessons and revisited during rocket recaps. Language increased focus during English lessons and guided reading sessions. Oracy practice that is purposeful and planned implemented during lessons, with further oracy and vocabulary development as focus in year 2 of strategy.

KS2 data shows 90% of Y6 pupils achieving expected or above. National result 75%.

***Improved spelling, punctuation and grammar attainment for disadvantaged pupils, leading to a positive impact on overall writing attainment:***

Improved quality of spelling teaching across KS2. Implementation of new spelling resources to support delivery of spelling patterns trialled and 100% of teachers noted they supported the pupils in understanding the rules and delivery of spelling lesson. Year two will see embedding and mapping of new resources and monitoring. Progress matrix for GPS shows -0.1 progress, however historic input of data has shown combined GPS in some classes and split spelling & GP in others. In 25/26 staff will include both results in all classes so that Spelling and GP can be tracked separately.

Increased practice of grammar and punctuation in fluency Friday and KS1 stripped back curriculum to support focus of non-negotiables.



**Improved maths attainment, particularly in increased fluency and recall skills, amongst our disadvantaged pupils:** All classes implemented 'fluency Friday' to work on KIRF (key instant recall facts). Gap analysis continue to support teacher focus on fluency recall gaps to target during morning work, rocket recaps, intervention and fluency Friday. PP Champ NC continued intervention focus on fluency skills. Further development to continue into second year (maths lead to focus on refining the recall skills for each year group, see previous doc from JM).

KS2 data shows 75% success rate, 1% above national average. Whole school results show 67% Exp or above, with PP pupils at 57%. Further targeted work to support closing the 10% gap needed into 2<sup>nd</sup> year.

### Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	20	70%	● At or above	62%	70th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	20	5%	■ Below	8%	43rd
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	15	20%	■ Below	~ 38%	19th
Phonics Screening Check	% of pupils passing in Year 1	18	83%	● At or above	~ 80%	57th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	16	75%	● At or above	~ 69%	72nd

### Legend

- Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national

### Key Stage 2

Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	69% ●	59%	82% ●	60%	50% ■	61%	20	70% ●	62%
Reading	% of pupils achieving the expected standard	94% ●	74%	82% ●	73%	75% ●	74%	20	90% ●	75%

Writing	% of pupils achieving the expected standard	75% ●	69%	86% ●	71%	75% ●	72%	20	75% ●	72%
Maths	% of pupils achieving the expected standard	81% ●	71%	86% ●	73%	81% ●	73%	20	75% ●	74%

***To improve and sustain greater articulation in emotional literacy skills, particularly around emotional resilience and perseverance skills; along with an improving growth mindset, across all pupils but especially with our disadvantaged pupils, eventually leading to pupils ability to achieve more as they are able to challenge themselves academically and manage pressure from increased cognitive load:*** Planned opportunities within lessons to support pupils growth mindset and building perseverance and resilience. Staff noted pupils are showing some progress and are continuing to work on oracy and articulation of emotional literacy. ELSA has supported those pupils who need more targeted support and has implemented 'talk time' for pupils not current in ELSA sessions, so they can have drop-ins. Teachers and TAs using daily drop ins where needed. 76% of pupils state they know how to be a good learner and when asked about the best thing about St Mary's, some pupils stated 'the teachers and how inclusive it is', 'that I can always count on my friends', 'the staff are kind and the children are respectful', 'The best things about this school are the teachers and the people around me. They will always make me feel confident when I think I can't do it and support me through the good things. Also the inclusiveness of the school rules, virtues and CST values are all impacted in our daily lives at this school.' (Pupil Wellbeing Survey SRS Pen2 2025).

Whole school implementation of Zones of Regulation from Sept 2025 to support further development along with further oracy development within the classroom.

***To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils :*** Over 24/25, attendance information and advice has been shared weekly with families on school newsletter, including highlighting the impact in 'hours of lost learning' that days, weeks etc have. Attendance data has been shared at parent consultations, including highlighting pupils that are 'at risk' of falling below expectations. Parents are invited to meeting with class teacher where attendance becomes problematic and then formalised letters inviting parents to meet with headteacher where there is no improvement seen. Guidelines around holidays from DCC/SRS are adhered to in order to support improved attendance overall.

There has been improved attendance for all pupils since 23/24 from 96.2% to 97.9%, including a slight increase in pupil premium pupils from 94.5% to 94.7%.

Persistent absence in disadvantaged pupils has decreased from 15% in 23/24 to 11.7% in 24/25, as well as all pupils from 13.5% to 6.8%. Continued focus will remain to improve attendance data of our disadvantage pupils to bring them inline with our school target and other non-disadvantaged pupils.

6. PUPIL ATTENDANCE:								
(Year 1 - Year 6 only)	School Target - Attendance Rate:		96%		School Target - Persistent Absence Rate:		10.0%	
	2022-23		2023-24		2024-25			
	National 18-19 (3 terms)	Whole year 22-23	National 18-19 (3 terms)	Whole year 23-24	National (indicative picture) for Sept - end of November (taken from the DfE and FFT)	Sept - end of Advent	Sept - end of Lent	Whole year
	% Attendance Rate for Yr1 - Yr6	96.0%	96.20%	96.0%	96.20%	95.3%	96.10%	96.30%
% Attendance Rate: PP Yr1 - Yr6	94.4%	96.50%	94.4%	94.50%	N/A	94.80%	94.80%	94.70%
% Attendance Rate: SEND (EHCP) / (K) Yr1 - Yr6	93.0% / 94.6%	95.7%/95.1%	93.0% / 94.6%	94%/93.7%	N/A	EHCP 96%/94.1% K	93.6%/93.7%	94%/93%
% Persistent Absence Rate (<90%) Yr1 - Yr6	8.2%	11.20%	8.2%	13.50%	17.7%	8.80%	9.70%	6.80%
% Persistent Absence: PP Yr1 - Yr6	16.1%	6.50%	16.1%	15.00%	N/A	18.80%	17.60%	11.70%
% Persistent Absence: SEND (EHCP) / (K) Yr1 - Yr6	19.8% / 14.2%	88.5%/0%	19.8% / 14.2%	/17%		EHCP 0%/20% K	0%/19%	k=8.8%/EHCP 2.9%

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% Attendance Rate: SEND (EHCP) / (K) Yr1 - Yr6	93.0% / 94.6%	95.7%/95.1%	93.0% / 94.6%	94%/93.7%	N/A	EHCP 96%/94.1% K	93.6%/93.7%	94%/93%
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% Persistent Absence: SEND (EHCP) / (K) Yr1 - Yr6	19.8% / 14.2%	88.5%/0%	19.8% / 14.2%	/17%	N/A	EHCP 0%/20% K	0%/19%	k=8.8%/EHCP 2.9%