

Pupil premium strategy statement 2024-25



Review of outcomes

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

Children to achieve national expectations in progress and attainment - Attainment for 11 pupils in Y6 (all pupils) was above the national average; 73% attained EXS in RWM. The national average for 2025, 62%. Outcomes for disadvantaged pupils was 80%, with each child accounting for 20% - this is well above the national average and above % of all pupils in this cohort. This cohort included 45% pupil premium (5/11), 27% SEND (3/11).

All Pupils (11)	Read (NA)	Write (NA)	Maths (NA)	RWM (NA)
EXS	73 (75)	73 (73)	73 (74)	73 (62)
EXS PP (5)	80	80	80	80
GDS	36	36	18	9
GDS PP (5)	40	40	0	0

Outcomes in GLD and PSC in 2025 were above average for the third consecutive year with 75% (all) 67% (PP) reaching GLD and 90% (all 9/10) 100% (PP 5/5) PSC pass. Y4 MTC was also sustained, reaching the national average of 31% (4/13) achieving full marks.

Leaders remain resolute in continuing to raise standards for all pupils through rigorous monitoring and high expectations, regardless of disadvantage.

Next Steps:

- Maintain small group intervention/boosters/1:1 tutoring.
- Embed fundamental strategies to further increase writing outcomes.
- Aim to maintain RWM and MTC above national averages with multiplication drive, particularly in Y5 to sustain progress in mathematical fluency.
- Maintain move up, stay up as this helps teachers to plan for small group support/booster sessions and interventions to help reduce this gap quickly from day one.

Children to have access to wider opportunities - Pupils had access to a range of wider opportunities this academic year including: swimming lessons, whole-school Sports Day, Sports Council (including SSP meetings), a range of Cluster Events, e.g. cross country, tri-golf and Croydon Cup.

Life Skills taught have included: using a knife and fork, toileting, coats, getting dressed sandwiches, brushing teeth, making a bed, making a cup of tea and washing up.



Trips and visits have included: Public Speaking Literary Event held at King's Lynn Corn Exchange, Y5 transition days Smithdon High School, Y6 transition Smithdon High School, Crucial Crew, Brilliant Club – Cambridge and West Norfolk and Young Carer sessions. Assemblies have included: Celebration assemblies and singing assemblies. Some assemblies have been taken from the Enrichment Map and have included: International Peace Day, World Animal Day, World Smile Day, World Kindness Day, Bonfire Night, Remembrance, Universal Children's Day, Go Green Week and Safer Internet Day. These have been complimented by No Outsiders assemblies.

Trust/school events and workshops have included: Mental Health Week, West Norfolk Academies Trust Music Concert, World Book Day, Soroptomists International Public Speaking Event at the college, Smithdon High School Year 3/4 Sports Festival, West Norfolk Academies Trust Dance Festival, West Norfolk Academies Trust Primary Maths Challenge, Apprenticeship Day, Spelling Bee and move up/stay up.

Fundraisers have included: Christmas Jumper Day, Red Nose Day and our annual Christmas fair. On average, disadvantaged pupils have accounted for between 30%-60% of pupils participating in key events and enrichment opportunities.

Improved parental engagement - Parental engagement continues to thrive through parents' evenings, school events, workshops, trips and extra-curricular clubs. The PTA has successfully hosted events, including a well-attended Christmas Fair. Engagement via Class Dojo remains positive, and newsletters along with knowledge organisers are shared every half term to strengthen the home-school partnership.

Every teacher a teacher of SEND – Regular planned CPD has supported staff development and enhanced our offer to pupils. Autumn term: script review, INDES and learning plans, lowest 20% technology and handwriting. Spring term: SALT, Wellcomm, planning adaptations and learning plan reviews. Summer term: Fundamentals, mental health team, adapting plans for pupils at PKS and using teaching assistants effectively. Adaptions are in place for all SEND pupils to support learning. SEND team work alongside staff to ensure planned adaptations are in place and continue to be effective. Screening completed as required and outcomes/suggestions for support shared with staff. Professional reports shared via provision mapping – outcomes feed into learning plan targets. Learning plans are on provision mapping and are reviewed/renewed every term (children and families are part of this process and their views are captured).

Improved % attendance - Attendance this year stands at 94.5% for all pupils, while attendance for disadvantaged pupils (PP) is 93.3%. This is a significant improvement on 88.6% in 2024 and falls in line with the national average of 93.3%. Improving attendance will remain a key focus in 2025–26 as research indicates that three-quarters of schools in England identify poor attendance and low reading levels as the most significant barriers to academic achievement among socio-economically disadvantaged pupils.