Impact of Disadvantaged Funding for 2024-2025 as at July 2025

Intended outcome	Success criteria	Impact at July 2025
Close gaps in speech and language understanding	Targets for age related speech and language achievement met in EYFS, Year 1 and 2 and all gaps closed by the end of KS1	Gaps closed to have 24 children at age related standard by end of Reception class. Intensive work and individual programmes for 5 children disadvantaged (all on SEN register) – good progress from low starting points: one age related, other 4 on speech and language programmes or individual curriculums or in speech and language unit – to continue in Year 1. Gaps in speech and language closed in Year 1 for 26 out of 30 children including 4 out of 5 disadvantaged children; one child SEN targets set. Year 2: 5 out of 6 disadvantaged children at age related level; one child on EHCP individual curriculum due to individual and small group targeted work.
All children accelerated in phonics learning and fluency in reading to ensure closing of gaps in attainment	Targets set for age related phonics achievement in Year 1 met: 90%	Target achieved in Year 1 phonics: 87% age related expectation achieved. Very good progress by the 4 below age attainment children – projected 2 to be age related equivalent at the end of Year 2. 3 out of 5 disadvantaged children at age related level. Other 2 children: one disapplied (high needs individual curric EHCP and one high needs EHCP making good progress against objectives).
Closing gaps between disadvantaged children and their peers in English achievement: focus on reading	Age related targets in Reading met by the end of Year 2.	Reading: 4 out of 6 disadvantaged children at age related level in phonics. One child below excellent progress and one child below on EHCP individual curriculum. 4 out of 6 children at age related fluency levels; one child good progress within Year 2 objectives and one child on EHCP individual curriculum. 2 out of 6 age related comprehension skills; 3 now working within year group objectives comprehension due to very good progress.
Small Teaching Groups Year 5: Maths, English lessons and Guided reading	Gaps with peers in achievement closed	**Yr 5:** Reading: 90% Writing 83% Maths: 90% Projected to meet Year 6 targets of 90% RWM Disadvantaged: 100% of children for Reading, 75% Writing and 100% Maths. (4 children in focussed acceleration groups)
Small teaching groups Ensure targets for age related and above outcomes are met by end of Key Stage 2	ARE or above Targets for end of Year 6 Reading: 80% Writing: 80% GPS: 80%	Achievement in school end KS2 (Yr 6): Reading 77% (75% national); 61% Greater depth (28% national 2024). APS 110.6 National 106 Writing 77% (72% national); Greater depth 35% (13% national 2024).

	Maths: 80%	GPS 81% (73% national); Greater depth 68% (28% national 2024). APS 112.4 National 105 Maths 81% (74% national); Greater depth 52% (22% national 2024). APS 109.7 National 105 Pupil Premium achievement end KS2 Year 6: (6 children) 3 non EHCP children: Reading: 1 child at age related level and 2 children at greater depth Writing: 1 child at age related level and 2 children at greater depth GPS: All 3 children at greater depth Maths: 1 child at age related level and 2 children at greater depth 3 high needs EHCP children: below ARE but 2 very good progress from low base successful transition to specialist school. One child steady progress due to low attendance (medical condition) successful transition to mainstream secondary setting.
To ensure disadvantaged funding is effectively targeted to ensure all children are fully included in all aspects of school and extra-curricular activities, facilitating development of cultural capital for all.	Full inclusion in all aspects of the curriculum, extra curricular activities and educational visits	Achieved – all children included in all activities to facilitate development of cultural capital. Examples include Year 6 residential, visitors to school, additional resources and reading books, subsidy / funding of educational visits and visitors into school.
To ensure that adequate pastoral support and Family Support is in place and effective to meet well-being needs.	Emotional and social needs, promotion of good mental health are met to ensure full inclusion and reaching potential.	Targeted emotional / social programmes, family support work, pastoral care and counselling has enabled all children to progress well both in terms of academic progress, personal development and learning behaviours.