



Phonics attainment and poor speech and language.	At least 80% of disadvantaged pupils pass the Y1 (2023 PP was 54% Non-PP 100%) Screening Check. At least 90% of disadvantaged pupils have passed the screening check by the end of Y2. (2023 By end of Y2 PP was 80%)
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Phonics:

<u>Year 1</u>	% of cohort 2025	Expected	LA	England	WA 2024	WA 2023
PP	56%	79%	69%	67%	78%	54%
Non PP	44%	91%	84%	84%	90%	100%

<u>Y2 Resits</u>	% of cohort 2025	Expected	LA	England	WA 2024	WA 2023
PP	50%	50%	46%	44%	86%	43%
Non PP	50%	100%	50%	54%		100%

- The gap between PP and Non PP at Y1 phonics is less than the National gap (SDLA 11% National gap 17%).
- By the end of KS1 13/16 PP children had achieved PSC = 79% which is above LA and National figures, and continues a rising trend for SDLA
- Year 2 resits was above LA and National achieving PSC.
- The PP and Non PP gap is more significant than the National gap at Y2 resits, however, there were 2 PP children only and only 1 did not achieve.
- Target of 80% PP to pass PSC achieved by end of Y1

Embed high expectations so that pupils can meet Age Related Expectations in their year groups and beyond.

Disadvantaged pupil attainment rises by 10% in each year group from baseline.

Yr	<u>2025</u>	R BL	R End	W B/L	W ENd	M B/L	M End
1 PP		73%	63%	64%	50%	73%	63%
2 PP		69%	76%	69%	65%	75%	76%
Nat PP Y2 2025		58%		49%		59%	
3 PP		61%	61%	44%	39%	78%	78%
4 PP		69%	56%	63%	61%	69%	72%
5 PP		91%	83%	74%	71%	74%	79%
6 PP		66%	86%	62%	71%	62%	75%
Nat PP Y6 2025		63%		59%		61%	
Disadvantaged pupil attainment at greater depth increase by 10% at the end of Key Stage 2 from baseline especially in writing and Maths.		14%	50% (+36%)	3%	4% (+1%)	6%	14% (+8%)

Commentary:

To note there have been changes in PP numbers in y1, y4 and y5.

Reading - (KS1)- 34, 17 PP children

	% of cohort	Teacher assessment						LA	England
		EXS+	GD	EXS	WTS	PKS	EM	EXS+	EXS+
PP	50%	76%	41%	35%	18%	6%	0%	59%	58%
Non PP	50%	82%	29%	53%	12%	6%	0%	78%	76%

- PP outcomes are significantly above LA and National levels. The gap between PP and Non-PP is less than the national gap (SDLA 6% gap, Nat 18% gap).

PP pupils have made gains across reading, writing and maths.

See below - Phonics step progress for PP children who did not achieve EXS, linked to phonics reading stage.

Child initials only	Baseline	End of Summer	Progress:
Child A	1exs	2wts	Phase 3 to phase 5.5 (8 phonics band progress)
B	2wts	2wts	Phase 4.2 to phase 5.2 (3 phonics band progress)
C	1wts	2wts	Phase 5.1 to phase 5.5 (4 phonics band progress)
D	0wts	1wts	Phase 2.2 to phase 3.2 (5 phonics band progress)

Reading - (KS2)- 28 children

	% of cohort	Test			LA	England
		Score	EXP+	High	EXS+	EXS+
PP	68%	108	86%	50%	61%	63%
Non PP	32%	111	100%	77%	80%	80%

- 25% more PP children achieved EXS+ standard than within the LA
- 23% more PP children achieved EXS+ standard than within England

Reading	PP		Non-PP		Difference GAP		National PP -Non PP GAP at EXS
	Ex+	GDS	Ex+	GDS	Ex+	GDS	
Y1	63%	19%	78%	22%	-15%	-3%	-18% (58% and 76%)
Y2	75%	44%	83%	28%	-8%	+16%	
Y3	61%	11%	92%	42%	-31%	-31%	-17% (63% and 80%)
Y4	56%	17%	90%	50%	-34%	-33%	
Y5	83%	33%	92%	42%	-9%	-9%	
Y6	86%	50%	100%	77%	-14%	-27%	

Non PP are out performing PP across all year groups at Ex+, however Y2 GDS PP are outperforming Non-PP by 16%

Y2 and Y6 PP are outperforming National PP

The gaps in the academy in the majority of year groups is less than the National gap with 2 year groups where this is significantly greater.

Writing - (KS1)- 34, 17 PP children

	% of cohort	Teacher assessment						LA	England
		EXS+	GD	EXS	WTS	PKS	EM	EXS+	EXS+
PP	50%	65%	18%	47%	18%	18%	0%	49%	49%
Non PP	50%	71%	6%	65%	18%	12%	0%	72%	69%
GAP PP to Non		-6%	+12%					-20%	-20%

- PP are outperforming Non-PP at GDS by 12%
- PP at SDLA are outperforming LA and National by 16%
- The gap between PP and Non PP at SDLA is significantly less than the National gap at EXS+ and PP outperform Non PP children at GDS.

Writing - (KS2)- 28 children

	% of cohort	Teacher assessment						LA	England
		EXS+	GD	EXS	WTS	PKS	EM	EXS+	EXS+
PP	68%	71%	4%	68%	7%	18%	4%	59%	59%
Non PP	32%	100%	15%	85%	0%	0%	0%	81%	78%
GAP PP to Non		-29%	-11%					-22%	-19%

- 12% more PP children achieved EXS+ in writing than within the LA.
- 12% more PP children achieved EXS+ in writing than within England.
- The gap between PP and Non PP at SDLA is slightly higher than the National gap at EXS+ but the gap at GDS is less than the National gap.

Writing	PP		Non-PP		Difference to National PP		SDLA GAP PP to Non PP		National PP -Non PP GAP at EXS
	Ex+	GDS	Ex+	GDS	Ex+	GDS	EXS+	GDS	
Year 1	50%	0%	100%	11%	50%	11%	-50%	-11%	-20% (40%-60%)
Year 3	39%	11%	100%	17%	61%	6%	-61%	-6%	-19% (59%-78%)
Year 4	61%	11%	80%	40%	19%	29%	-19%	-29%	

Year 5	71%	0%	67%	25%	4%	25%	-4%	-25%	
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PP at Year 4 and Year 5 are above National PP (59%)

PP at Y5 is outperforming non-PP by 4% - completed up to this point

Maths

Maths	PP		Non - PP		Difference		Nat PP/Non PP GAP
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+
Year 1	63%	13%	89%	22%	-26%	-9%	-18%
Year 2	76%	18%	88%	24%	-12%	-6%	

- PP children are outperforming National PP children for year 2 and year 1 at EXS+, by 17% in Y2 and 4% in Year 1
- SDLA non-PP continue to outperform PP however the gap from year 1 to year 2 is reducing.

Maths - (KS2)- 28 children

	% of cohort	Test			LA	England
		Score	EXP+	High	EXS+	EXS+
PP	68%	106	75%	14%	63%	61%
Non PP	32%	109	100%	46%	82%	80%
GAP PP to Non			-25%	-32%		-19%

- 68% of the cohort were PP, outcomes for this cohort are above Nat PP by +14%
- 12% more PP children achieved EXS+ in maths than within the LA
- 20% more PP children achieved EXS+ in maths than within England.
- The gap between PP and Non PP at SDLA is (-25%) slightly higher than the National gap(-19%) at EXS+ and the gap at GDS (-32%) is higher than the National gap (19%)

Maths	PP		Non - PP		SDLA GAP PP to Non PP		Nat GAP PP to Non PP
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+
Year 3	74%	16%	100%	44%	-26%	-29%	-19% (61% and 80%)
Year 4	72%	17%	69%	38%	+3%	-22%	
Year 5	79%	25%	75%	42%	+4%	-17%	

- Y4 3% more PP children achieved EXS+ in Maths than Non PP and 11% above National PP (61%).
- Y3 26% less PP children achieved EXS+ in Maths than National PP % and in Y5 where 4% more PP children achieved EXS+ in Maths than Non PP are also above National PP by +18%

- The gap between PP and Non PP is less than the National gap in Yr 4 and 5, however more significant with the Y3 cohort.

Combined KS2 PP

RWM Yr 3- PP 37% are below Non PP by - 63% and below national by -24%

RWM Yr 4 - PP 56% are below Non PP by -6% and below National by -5%

RWM Yr 5 - PP 58% are below Non PP by -9% and below National by -3%

RWM Yr 6 - PP 69% are below Non PP by -31% and significantly above National by +12%

Pupils attend school on a regular basis.

Overall disadvantaged pupil attendance is 93.1% which is broadly in line with the national expectation of 92.5%

Overall disadvantaged persistent absence is above Non Disadvantaged PA at 19.35% in 2023, reduce this by 10% or better.

Pupil premium attendance data 21/22 - Summary:

91.03% against 93.48% non PP and 92.02% whole school

Pupil premium attendance data 22/23- Summary:

93.10% PP against 94.32% non PP and 93.4% whole school

Pupil premium attendance data 23/24 : Summary:

93.91% PP against 94.99% non PP and 94.5% whole school

Pupil premium attendance data 24/25: Summary below

Group	Count	% Attendance	PA No of Group	PA % of Group
All students	247	95%	38	11.8%
Pupil Premium	126	94.1%	23	
Non Pupil Premium	121	95.8%	15	

Pupil premium attendance continues to improve in line with the 4 year improvements seen across the academy. From academic year 21/22 it has increased by 3.07%. The increase in the last year was 0.19%, impacted by the volume of G codes (unauthorised family holiday) is still a focus for further improvement.

Actions for the academic year 25/26-

- Write to all parents of PA children at the start of the year, reminding them of attendance expectations
- Send all parents copies of the new parent friendly version of Working Together to Improve School Attendance
- Meet with all families requesting holidays to explain the changes in legislation
- SLT coding of attendance to monitor PP and vulnerable families
- Included pupils with dedicated roles of responsibility to raise the profile of good attendance and a team approach to support targeted PP children with improving attendance

Pupils attend school on a regular basis.

Overall disadvantaged pupil attendance is 93.1% which is broadly in line with the national expectation of 92.5%

Overall disadvantaged persistent absence is above Non Disadvantaged PA at 19.35% in 2023, reduce this by 10% or better.

Pupils are physically and mentally safe with their needs looked after appropriately	All pupils with social care involvement or classed as vulnerable on the school safeguarding register have regular access to in school pastoral support and programmes. Pupils are aware of mental health and wellbeing and can describe and discuss as well as know what help and where help is available.
<p>Right Time Thrive Intervention</p> <ul style="list-style-type: none"> Weekly sessions in class as part of the PD/SEMH offer, average class progress of 39% progress across the year. All year groups working at their correct age and stage of development. Year 6 pupils - secondary ready - reading to move to the next strand of interdependence. <p>Reparative Thrive Intervention</p> <ul style="list-style-type: none"> Weekly guidance meeting with the Inclusion Manager / SENDCO to direct reparative support, based on the academy vulnerability register. Specific time allocation of weekly sessions for pastoral support 1:1 support for PP children who need to improve their attendance. Has supported pupil Child K Y6 to remain in school and avoid permanent exclusion. <p>Targeted Nurture group (1 hours daily) - (Cohort is 83.% cohort) led by Thrive practitioner with SENDCO support</p> <ul style="list-style-type: none"> Has supported pupil Child O Y3 to reduce comparative behaviour incidents (due to emotional dysregulation) across the year - he now accesses Nurture provision 3 sessions/week and integrates with his peers for social time 2 sessions/week Has supported pupil Child B Y2 to reduce comparative behaviour incidents (due to emotional dysregulation) to zero, socially and emotionally he is happier and engaging well with peers. Targeted nurture has supported social interaction, with increased awareness of emotions and how they can be managed. 	
Pupils across school can access wider opportunities and programmes to enhance learning through visits, visitors and technology on a regular basis as part of the curriculum.	<p>Each phase of school will have access to a suite of ipads, Chromebooks or laptops. Each class in KS2 will use the IT equipment at least three times a week (5x for Reading Plus).</p> <p>Increase access to wider opportunities for PP pupils by at least 10% e.g. visits/visitors, after school clubs, tournaments, arts, music and residential visits in KS2.</p>
<p>Teachers plan a range of visits throughout school, and show cases of learning take place across the year groups. Children were given the opportunity to visit different places and experience different activities out of school. Trips ranged from outdoor activities observing wild life at a local nature reserve at Austerfield to learning life skills at Crucial Crew. Children had the opportunity to go on a residential to Austerfield both in year 3, 4, 5 and year 6. Children are able to attend the 'Big Sing' at the Doncaster Dome. Children participated in Opera North at the Dome. Children in Foundation Stage visited the farm and Austerfield. Key Stage 1 children visited Bradford Industrial Museum and Conisbrough castle as well as participating in locality walks to the church and local areas. Children were able to attend the trust games in KS2 Year 2 children participated in a cricket tournament. Children are given the opportunities to attend after school clubs with a range of different activities on offer, such as Active 8, football and yoga, dodgeball, gymnastics, snack and stories and cooking club Children in FS2, KS1 and Y3 saw a live show - a Christmas Panto in school.</p> <p>PP and Non PP attendance of extra Curricular Activities:</p>	

Extra-Curricular	
Number of educational visits that have taken place since the last report	3
Examples of trips / visits	LKS2 - Murton Park FS2 - Austerfield Year 5 residential - Kingswood
Number of students taking part in trips and visits	236/243 = 97%
% of which are pupil premium	139/143 = 97%
% of which are SEND	53/55 = 93%
Number of after school clubs	Dodgeball Gymnastics Multisports Year 4 TTRS breakfast club



	Y6 Booster
% of which are pupil premium	84/143 = 59%
% of which are SEND	22/48 = 52%
Number of sports fixtures	Cricket Bocia Netball Orienteering UKS2 athletics
% of which are pupil premium	26/34 = 76%
% of which are SEND	8/8 = 100%
Number of students representing the Student Council	11 on pupil parliament 44 subject ambassadors
Other events e.g. productions, charity events	Carers day WMIM assembly WMIM sleep workshops Nexus dance festival HSBC world of work workshop World book day - author online events Intra Tournament for PE Easter in a box workshop Judaism workshop Internet safety workshops Trust student council ELP dance festival Cinema evenings

- Next steps - pupil voice in ks1 finding barrier to attending clubs, begin to offer lunchtime clubs

EYFS identification of Language development using WELLCOMM and Fine Motor to ensure Literacy development.

screening/interventions for speech and language
1-1/small group support
Welcomm programme

FS1 S and L Intervention

- 11/ 24 children accessed the programme. 45% of the FS1 class accessed WELLCOMM throughout the year.
- 3 27% Children off programme
- 10/11 91% children made accelerated progress through the the sections of WELLCOMM.
- 6/11 54% of children achieved end of year C&L who were working on the WELLCOMM programme.

WELLCOMM has supported the progression for Nursery of C&L for the target group of children. Children have made rapid progress across WELLCOMM programme resulting in 54% of children achieving ARE for Nursery end of year.

Name	Baseline	Autumn	Spring	End	Other info
Child RJ	WT	WT	AT	AT	

Child P	WT	WT	WT	AT	
Child A	WT	WT	WT	AT	EAL
Child R	WT	WT	AT	AT	
Child B	WT	WT	WT	WT	SEND
Child H	WT	WT	WT	WT	Speech
Child L	WT	WT	WT	WT	SEND
Child Z	WT	WT	WT	WT	SEND
Child R	WT	WT	WT	WT	EAL
Child E	WT	WT	AT	AT	
Child G	WT	WT	WT	AT	

FS1 Fine Motor Intervention:

5/24 20% children accessed fine motor intervention throughout the year.

% 80% children achieved ARE at the end of the year for Nursery.

Intensive fine motor intervention has supported rapid progress for fine motor skills across nursery. 80% of children have achieved ARE for the end of nursery. Children have left nursery with strong pencil grip skills and ability to copy their name from name cards (80% % children)

Name	Baseline	Autumn	Spring	Summer
Child RJ	WT	WT	WT	AT
Child H	WT	WT	AT	AT
Child B	WT	WT	AT	AT
Child S	WT	WT	WT	AT
Child M	WT	WT	WT	WT

FS2 Speech and Language Intervention

- 7/7 100% children have made accelerated progress 100%
- 5/7 71% children have moved to the next section of WELLCOMM 71%
- 4/7 57% children accessing the programme are high level / PRE verbal SEND
- 4/7 57% Children working in the final bracket of WELLCOMM

FS2 focus group have made significant progress since using the WELLCOOM programme. 4/7 children are now working in the last section for WELLCOMM. 3 children working out of age bracket are either PRE verbal SEND or High Level SEND.

<u>Name</u>	<u>Baseline</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Child G	WT	WT	WT	WT
Child J	WT	WT	AT	AT
Child J (SEND)	WT	WT	WT	WT

Child L (SEND)	WT	WT	WT	WT
Child L (SEND)	WT	WT	WT	WT
Child A (EAL)	WT	WT	WT	WT
Child M (SEND)	WT	WT	WT	WT

FS2 Fine Motor Intervention

- 7/8 88% children achieved ELG for Physical Development.
- 7/8 88% children achieved GLD
- 1/2 50% PP achieved ELG for Fine Motor

Children in the fine motor intervention group have undertaken specific focussed intervention 3 times per week focussing on fine motor skills in particular letter formation. Children have made rapid progress with 7/8 88% of the target group of children achieving ELG.

Name	Baseline	Autumn	Spring	Summer
Child S	WT	WT	WT	WT
Child F	WT	WT	WT	AT
Child J	WT	AT	AT	AT
Child H	WT	WT	WT	AT
Child A	WT	WT	AT	AT
Child F	WT	WT	AT	AT
Child E	WT	WT	AT	AT