

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

This section reviews the impact of Pupil Premium expenditure at Rowlatts Mead Primary Academy during the 2024–2025 academic year and evaluates how effectively provision addressed the identified barriers to learning for disadvantaged pupils. Evaluation draws upon internal pupil-level analysis, statutory assessment outcomes, Local Authority returns, attendance data, and qualitative evidence from monitoring, pupil voice and external review.

Challenge	Provision & Impact																																								
1. QFT <i>Closing gaps created and widened by COVID-19, particularly in Year 6</i>	<p>Targeted investment in Quality First Teaching remained the most impactful element of the Pupil Premium strategy. Disruption caused by COVID-19 had disproportionately affected cohorts now in Key Stage 2, particularly Year 6. In response, the school prioritised increased staffing capacity, leadership support and evidence-informed professional development to ensure teaching was responsive, consistent and ambitious.</p> <table><tr><th>Cohort</th><th>Reading EXP+</th><th>Reading GDS</th><th>Writing EXP+</th><th>Writing GDS</th><th>Maths EXP+</th><th>Maths GDS</th><th>Combined EXP+</th></tr><tr><td>Pupil Premium (All)</td><td>73.7%</td><td>26.3%</td><td>63.2%</td><td>10.5%</td><td>73.7%</td><td>31.6%</td><td>63.2%</td></tr><tr><td>PP + SEN</td><td>50.0%</td><td>0%</td><td>50.0%</td><td>0%</td><td>62.5%</td><td>12.5%</td><td>50.0%</td></tr><tr><td>PP (No SEN)</td><td>90.9%</td><td>45.5%</td><td>72.7%</td><td>18.2%</td><td>81.8%</td><td>45.5%</td><td>72.7%</td></tr><tr><td>Non-PP</td><td>85.2%</td><td>51.9%</td><td>88.9%</td><td>33.3%</td><td>96.3%</td><td>44.4%</td><td>85.2%</td></tr></table> <p><u>Impact and evaluation</u></p> <p>Outcomes show that reading was the strongest area of attainment for disadvantaged pupils, with pupils eligible for Pupil Premium without identified SEND exceeding national expectations and performing broadly in line with non-PP peers. This reflects the school’s sustained focus on reading, curriculum coherence and explicit teaching strategies.</p> <p>The attainment gap is most pronounced where disadvantage overlaps with SEND, highlighting the compounding nature of barriers for these pupils. This analysis provides important diagnostic insight and validates the school’s targeted deployment of staffing and intervention.</p> <p>Key contributing factors included:</p> <ul style="list-style-type: none">• Targeted deployment of an additional teacher and Phase Leader (HA) in Year 6, significantly strengthening Quality First Teaching through:<ul style="list-style-type: none">○ Smaller group sizes○ More responsive planning○ Rapid identification and addressing of gaps, particularly in reading	Cohort	Reading EXP+	Reading GDS	Writing EXP+	Writing GDS	Maths EXP+	Maths GDS	Combined EXP+	Pupil Premium (All)	73.7%	26.3%	63.2%	10.5%	73.7%	31.6%	63.2%	PP + SEN	50.0%	0%	50.0%	0%	62.5%	12.5%	50.0%	PP (No SEN)	90.9%	45.5%	72.7%	18.2%	81.8%	45.5%	72.7%	Non-PP	85.2%	51.9%	88.9%	33.3%	96.3%	44.4%	85.2%
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	<ul style="list-style-type: none"> • Strengthened subject leadership through the successful completion of NPQ Leading Literacy (AS), which improved consistency, sequencing and ambition in reading and writing provision • Whole-school CPD focused on evidence-informed pedagogy, ensuring greater consistency in teaching quality across classes • Regular pupil progress meetings, enabling precise intervention and adaptive teaching <p>Overall evaluation Targeted staffing and leadership capacity had a direct and measurable impact on outcomes for disadvantaged pupils, particularly in reading. Where pupils faced disadvantage alone, gaps narrowed most effectively, demonstrating the strength of Quality First Teaching as the most cost-effective lever for improvement. Outcomes for pupils with overlapping SEND remain an area for continued focus, informing the next phase of the strategy.</p>
<p>2. Language proficiency and communication barriers</p> <p><i>During 2024–2025, cohort analysis confirmed that many disadvantaged pupils, particularly those with English as an Additional Language, entered EYFS and Key Stage 1 with low starting points in oral language and vocabulary. This remains a key barrier within a school context where 69.4% of pupils are EAL and 25.5% are disadvantaged.</i></p>	<p><u>Review of Impact</u></p> <p>In response, the school prioritised early language development and oracy, particularly within EYFS and KS1, through increased adult–pupil interaction, targeted staffing and whole-school CPD focused on spoken language and vocabulary development.</p> <p><u>The impact of this approach is reflected in early outcomes and attainment trends:</u></p> <ul style="list-style-type: none"> - In EYFS, 70% of pupils achieved a Good Level of Development, exceeding the national average (68%), indicating improving foundations in communication and language despite significant cohort challenge. - At Key Stage 1, attainment in language-dependent subjects was also strong, with 74% achieving the expected standard in reading and 70% in writing, both above national figures. - Early reading outcomes demonstrate both impact and ongoing need. Year 1 Phonics outcomes (71%), while below national (82%), show that a substantial proportion of pupils are securing early decoding skills, supporting the evaluation that targeted language and phonics provision is effective but requires sustained focus to further reduce gaps. - Pupil voice, lesson observations and external feedback confirm that pupils are increasingly confident in articulating ideas, explaining thinking and engaging in structured talk, particularly within early years and KS1. <p>Overall, the focus on oracy and early language development during 2024–2025 has strengthened early communication and access to learning, though vocabulary and language gaps persist, particularly for disadvantaged pupils with EAL. These findings justify the continued prioritisation of language development within the strategy.</p>
<p>3. Social, Emotional and Cultural Barriers</p>	<p><u>Review of impact</u></p> <p>During 2024–2025, pastoral records and intervention monitoring confirm that a disproportionate number of pupils requiring ongoing social, emotional and mental health (SEMH) support are classified as Pupil Premium. Limited access to wider life experiences and emotional support outside of school continues to impact pupils’ well-being, confidence and engagement with learning.</p> <p>In response, the school prioritised a targeted pastoral and cultural capital offer, ensuring disadvantaged pupils were identified early and supported through</p>

	<p>mentoring, trauma-informed approaches and structured enrichment opportunities.</p> <p>Pastoral logs and intervention registers show that the majority of pupils accessing sustained mentoring and SEMH support this year are Pupil Premium, validating the identified barrier and the targeting of provision. Pupil voice and staff observations indicate improvements in emotional regulation, confidence and readiness to engage, particularly for pupils receiving combined pastoral and enrichment support.</p> <p>Disadvantaged pupils were also prioritised for fully subsidised enrichment experiences, supporting the development of social skills, resilience and aspiration, and helping to reduce cultural capital gaps that can limit engagement and wider achievement.</p> <p>Overall, the pastoral and cultural capital strategy has been effective in reducing SEMH-related barriers for disadvantaged pupils, though a significant proportion continue to require ongoing support. This confirms the need to sustain and further embed this provision as part of the wider pupil premium strategy.</p>
<p>4. Early Learning Gaps and Reading Challenges</p> <p><i>Assessment information and cohort analysis during 2024–2025 confirm that many Pupil Premium pupils enter EYFS with low starting points, particularly in early literacy skills. Limited access to early learning experiences, reduced exposure to books and language, and wider contextual factors contribute to gaps in phonics, reading fluency and comprehension, which, if not addressed early, hinder pupils’ ability to access the wider curriculum.</i></p>	<p>Impact evidence</p> <ul style="list-style-type: none"> • EYFS outcomes indicate improving early foundations, with 70% of pupils achieving a Good Level of Development, exceeding the national average (68%). This suggests that early learning gaps are beginning to narrow despite high levels of disadvantage and EAL. • Year 1 Phonics outcomes show that 71% of pupils met the expected standard. While this remains below national (82%), it demonstrates that a substantial proportion of pupils are securing early decoding skills, validating the impact of targeted phonics support while highlighting the need for continued focus. • At Key Stage 1, attainment in reading was strong, with 74% of pupils achieving the expected standard, above national (71%), indicating that early reading provision is translating into improved outcomes over time. • By Key Stage 2, 80% of pupils achieved the expected standard in reading, exceeding national (75%), demonstrating that sustained reading strategies and targeted intervention are supporting pupils, including those who entered school with low starting points, to achieve well by the end of primary school. <p>The focus on early learning and reading during 2024–2025 has been effective in supporting pupils to make progress from low starting points and in securing strong reading outcomes by the end of Key Stage 2. However, phonics outcomes confirm that early reading gaps remain, particularly for disadvantaged pupils, and require continued targeted intervention and high-quality early provision. These findings justify the continued prioritisation of early reading, phonics and targeted literacy support within the pupil premium strategy to ensure disadvantaged pupils build strong foundations and sustain progress throughout the school.</p>
<p>5. Attendance</p> <p><i>Attendance has remained a significant barrier for a proportion of disadvantaged pupils, with Pupil</i></p>	<p>During 2024–2025, a sustained focus on attendance, underpinned by targeted family support and early intervention, has led to clear and measurable improvements, particularly for Pupil Premium pupils.</p> <p>Impact evidence. (appendix 1)</p> <ul style="list-style-type: none"> • Pupil Premium attendance improved from 91.8% in 2023–24 to 93% in 2024–25, representing a 1.2 percentage point increase year on year.

<p><i>Premium pupils historically overrepresented within persistent absence figures. Improving attendance is essential to ensure disadvantaged pupils can fully access learning and sustain progress over time.</i></p>	<ul style="list-style-type: none"> Over the same period, non-Pupil Premium attendance remained stable at 95%, indicating that improvement was strongest for disadvantaged pupils. Whole-school attendance increased from 93.8% to 94.3%, moving closer to the national average of 94.5%. <p>The most significant impact has been seen in persistent absence:</p> <ul style="list-style-type: none"> Pupil Premium persistent absence reduced substantially from 34.8% in 2023–24 to 20% in 2024–25, a 14.8 percentage point reduction. This compares to a smaller reduction for non-Pupil Premium pupils (from 14.5% to 13.8%), demonstrating that targeted strategies have been particularly effective for disadvantaged pupils. Whole-school persistent absence reduced from 21.7% to 17%, moving closer to the national figure of 15%. <p>Evaluation</p> <p>Attendance data shows that strategies implemented during 2024–2025 have had a significant positive impact on disadvantaged pupils, particularly in reducing persistent absence. While a gap between Pupil Premium and non-Pupil Premium attendance remains, the rate of improvement for Pupil Premium pupils has been markedly stronger, indicating that targeted family support, close monitoring and early intervention are beginning to reduce entrenched attendance barriers. Attendance therefore remains a priority area, but current evidence demonstrates that the school is moving in the right direction, with disadvantaged pupils benefiting from focused and sustained attendance strategies.</p>
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Appendix 1.

	2023-2024	2024-2025
PP attendance	91.8%	93%
Non PP attendance	95%	95%
Whole School attendance	93.8%	94.3%
National attendance	94.5%	94.5%
PP Persistent Absentees	34.8%	20%
Non PP Persistent Absentees	14.5%	13.8%
Whole School PA	21.7%	17%
National PA	15.2%	15%