

Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

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

The KS2 outcomes for the last academic year do not fully reflect the long-term impact of the strategies implemented across the school. This is due to a significant change in the Year 6 cohort composition in September 2024, when 10 pupil premium children joined the school. Although these pupils demonstrated substantial progress across all areas of the curriculum during the year, their late entry affected the overall predictions for the cohort that had been with us for a longer period. Consequently, the reported outcomes should be interpreted with this context in mind.

- 1) Intended outcome:** Improved reading attainment among disadvantaged pupils.
Success criteria: KS2 reading outcomes show more than 60% of disadvantaged pupils have met the expected standard.
Details of impact: The percentage of all pupils who met the expected standard in reading at the end of KS2 was 66%. The percentage of children entitled to pupil premium who met the expected standard was 55% (11 out of 20).
- 2) Intended outcome:** Improved maths attainment for disadvantaged pupils at the end of KS2.
Success criteria: KS2 maths outcomes show that more than 60% of disadvantaged pupils have met the expected standard.
Details of impact: *'Pupils are making good progress in their understanding in subjects like mathematics.'* *The Drive Community Primary School, Ofsted report 2022.* The percentage of pupils who met the expected standard in maths at the end of KS2 was 76%. The percentage of children entitled to pupil premium who met the expected standard was 65% (13 out of 20).
- 3) Intended outcome:** To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

 - **Success criteria:** The percentage of pupils who are persistently absent being closer to the national benchmark 13.5%.
To raise our school attendance to 97%. (Department for Education expects that each pupil should achieve at least 97% school attendance).

Details of impact:

 - **Overall Absence**
 - 2024/25: **6.2%**
 - 2023/24: **7%**

Improvement of 0.8 percentage points.

- **Persistent Absence**
 - 2024/25: **15.7%**
 - 2023/24: **20.3%**
Improvement of 4.6 percentage points.
 - National Average: **13.3%**
The Drive is getting closer to the national benchmark.
- This shows a **positive trend** in both overall and persistent absence, indicating that the strategies implemented are working effectively.

FSM6 - Attendance

Year	Co-hort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	95	92.2%	92.4%	Close to average	Relative improvement

4) Intended outcome: To improve children’s emotional wellbeing, social skills and behaviours, especially for our disadvantaged children.

- **Success criteria:** Children can draw on known strategies to self-regulate and via this, their resilience has grown.

Details of impact:

Improved Emotional Wellbeing

- Reduction in the number of recorded emotional incidents or time spent in the nurture room.
- Increased pupil voice feedback indicating children feel happier and more supported.
- Positive trends in wellbeing surveys (e.g., pupils reporting feeling safe and valued).

Enhanced Social Skills

- Greater participation in group activities and collaborative learning.
- Fewer playground disputes recorded; improved peer relationships noted by staff.
- Increased confidence in speaking and listening during class discussions.

Better Behaviour and Self-Regulation

- Reduction in behaviour-related sanctions or exclusions.

- Children independently using strategies such as breathing techniques, re-sets/calm/quiet time out of classroom and returning to the classroom to continue with their work.
- Teachers reporting improved classroom focus and reduced disruption.

Impact on Disadvantaged Pupils

- Targeted pupils show accelerated progress in personal development compared to baseline.
- Increased attendance and punctuality for disadvantaged children.
- Positive staff feedback on children’s resilience and coping strategies in the classroom.

Quantitative Evidence

- Data from behaviour logs, attendance records, and wellbeing surveys.

Qualitative Evidence

- Case studies of individual pupils demonstrating improved resilience.
- Observations from staff and external professionals (e.g., educational psychologists)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Solutions
Times Table Rock Stars	Maths Circle Ltd
My Maths	Oxford University Press
Number Sense	Number Sense Maths Ltd,
Sounds -Write Programme	Sounds-Write
Kapow	Kapow