

## Review of the previous academic year (2024-2025). Outcomes for disadvantaged pupils

Intended outcome	Success criteria
<p>Complex SEN needs: PP pupils' complex SEN needs are met through personalised pathways and adapted teaching, with strong progress from starting points..</p>	<ul style="list-style-type: none"> <li>• Progress Report: ILP outcomes – English 82%, Maths 88% achieved by summer (high overall, though dip in English ILPs from 97% autumn → 82% summer).</li> <li>• SEF: “Pupils continue to make good progress against ILP and EHCP targets... curriculum pathways are secure and embedded.”</li> <li>• Against Success Criteria: Partly met. Pupils made strong progress overall, but inconsistency in ILP completion highlights the need for continued focus on embedding strategies.</li> </ul>
<p>Sensory regulation: Pupils self-regulate effectively through sensory strategies and Zones of Regulation, improving engagement and reducing incidents.</p>	<ul style="list-style-type: none"> <li>• SEF: “Behaviour and regulation strategies including Zones of Regulation embedded across school.”</li> <li>• SEF: “Reduction in the number of incidents logged on CPOMS compared with previous year.”</li> <li>• Against Success Criteria: Met. Zones embedded across all classes; CPOMS confirms reduced incidents for PP pupils.</li> </ul>
<p>Communication and Interaction: Disadvantaged pupils improve communication skills through AAC, Makaton, visuals, and SALT interventions, enabling greater access to learning.</p>	<ul style="list-style-type: none"> <li>• Progress Report: English attainment (PP) rose from 64.7% autumn → 94% summer.</li> <li>• SEF: “Communication approaches are embedded across the school and part of curriculum intent. Total Communication remains a key focus for development.”</li> <li>• Against Success Criteria: Partly met. English attainment gains demonstrate clear impact, but SEF shows consistency in Total Communication remains a school priority.</li> </ul>
<p>Aspirational Curriculum PP pupils access an ambitious curriculum that improves attainment in English and maths while promoting independence.</p>	<ul style="list-style-type: none"> <li>• Progress Report:</li> <li>• English attainment (PP): 64.7% autumn → 94% summer.</li> <li>• Maths attainment (PP): 79% autumn → 82% summer.</li> <li>• Maths (LAC): 100% autumn → 50% summer.</li> </ul>

	<ul style="list-style-type: none"> <li>• SEF: “Teaching and learning is more consistent, with strengthened planning and deployment of TAs.”</li> <li>• Against Success Criteria: Partly met. English outcomes improved into the 90s, but maths progress was weaker, especially for LAC pupils.</li> </ul>
<p>Cultural Capital &amp; Wider Life Experiences:</p> <p>All PP pupils access cultural and community opportunities to build independence and PfA skills.</p>	<ul style="list-style-type: none"> <li>• SEF: “Pupils have increased access to enrichment, community, enterprise and cultural opportunities.”</li> <li>• SEF: “Pupils demonstrate increased independence and confidence through PfA work.”</li> <li>• Against Success Criteria: Met. All PP pupils accessed enrichment and demonstrated increased independence and community confidence.</li> </ul>
<p>Holistic Development – Therapeutic &amp; Community Interventions:</p> <p>PP pupils benefit from therapeutic and enrichment interventions that improve wellbeing, reduce barriers, and increase engagement.</p>	<ul style="list-style-type: none"> <li>• SEF: “Therapeutic approaches including ELSA, OT, SALT embedded across school.”</li> <li>• SEF: “Wellbeing groups and Zones of Regulation have supported improved pupil engagement.”</li> <li>• Progress Report: ILP outcomes (82–88%) sustained across year. Against Success Criteria: Met. Therapies supported regulation and improved engagement, reflected in ILP progress and CPOMS reduction.</li> </ul>
<p><b>Overall Judgement (2024–25)</b></p> <ul style="list-style-type: none"> <li>• <b>Met:</b> Challenges 2 (Sensory Regulation), 5 (Cultural Capital), 6 (Therapeutic &amp; SEMH).</li> <li>• <b>Partly Met:</b> Challenges 1 (Complex SEN ILP consistency), 3 (Communication consistency), 4 (Maths attainment, esp. LAC).</li> <li>• <b>Not Yet Met:</b> None but clear improvement areas identified for 2025–26 strategy.</li> </ul>	