

Part B: Review of academic year 2024/25

Outcomes for disadvantaged pupils

We have analysed data for the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFSP, Year 1 phonics check, KS2 SATs results, and our own end of year teacher assessments.

EYFSP (GLD (Good Level of Development) (3 pupils):

1 PPG pupil achieved GLD, 2 PPG pupils did not achieve GLD both EAL, one joining school in Spring term.

Year 1 Phonics check (11 pupils):

10 PPG pupils passed, 1 PPG pupil did not achieve the pass score (SEND).

Year 2 Phonics check (13 pupils):

All PPG pupils passed

Year 6 SATs analysis of disadvantaged (13 pupils)

Reading

9 PPG pupils achieved expected standards including 2 at Greater Depth, 4 pupils did not meet expected standards (1 SEND and 1 EAL pupils)

Writing

10 PPG pupils achieved expected standards including 2 at Greater Depth, 3 pupils did not meet expected standards (2 SEND pupils)

Maths

9 PPG pupils achieved expected standards including 3 at Greater Depth, 4 pupils did not (2 SEND and 1 EAL pupils)

RWM combined

8 PPG pupils achieved expected standards (62%) including 1 at Greater Depth in all three subjects (8%).

PPG pupils across the school attaining expected or above standards in:

Disadvantaged pupils	Reading	Writing	Maths	RWM combined
Year 1	54%	64%	54%	55% 9% GD
Year 2	53%	46%	54%	38% 8% GD
Year 3	80%	40%	70%	40% 20% GD
Year 4	63%	48%	69%	47% 5% GD
Year 5	54%	36%	45%	27% 9% GD
Disadvantaged pupils	Reading	Writing	Maths	RWM combined
Year 6	69%	77%	69%	62% 8% GD
National Average disadvantaged pupils	63%	59%	61%	47% 4% GD
Year 6				
National Average non-disadvantaged pupils	81%	78%	80%	69% 11% GD
Year 6				

Summary

Year 1 – 33% of disadvantaged pupils are also SEND (4/12) with three SEND pupils not making expected attainment (one pupil having EHCP and EAL and one further EHCP application in progress).

Year 2 – 38.5% of disadvantaged pupils are also SEND (5/13 pupils), 3 pupils are also EAL including one pupil also with SEND. Writing is a significant issue. GLD in Reception year of EYFS was 58%. However, 77% (10/13) pupils have made expected or accelerated progress since the end of Reception in writing and maths and 92% (12/13) pupils in reading.

Year 3 Writing is a significant issue with 6/10 pupils working below expected standards in writing. Three of these pupils are SEND and another pupil being new to English at the beginning of year 3.

Year 4 – 35% disadvantaged pupils are also SEND (8/23). In this year group, there are significant cognitive learning difficulties including one pupil with an EHCP and 3 pupils are SEND and EAL. Writing is a significant issue with 7/8 SEND and 5/7 EAL pupils working below expected standards in writing. 5 pupils joined this year with 3 being SEND, another 3 EAL and 2 pupils being both SEND and EAL.

Year 5 – 64% of disadvantaged pupils are SEND (7/11) with an EHCP and one further application in progress. Writing is a significant issue with all 7/13 SEND pupils working below expected standards in writing.

Year 6 – disadvantaged pupils are exceeding national averages for disadvantaged pupils in reading, writing and maths and performing in line with national averages for non-disadvantaged pupils in writing. Over a three-year average, our disadvantaged pupils are performing in line with non-disadvantaged pupils nationally in reading, writing and maths combined, 67% compared to 68% respectively (Ofsted's Inspection Data Summary Report 2025).

Year 6 SATs analysis of disadvantaged (12 pupils) progress since KS1 (1 pupil joined in 2024 with no comparable data)

Reading- 67% expected or accelerated progress

- 4 pupils did not make expected progress from KS1 (1 SEND and 1 EAL pupils).
- 2 pupils made accelerated progress (1 SEND and 1 EAL pupils)

Maths- 67% expected or accelerated progress

- 4 pupils did not make expected or accelerated progress from KS1 (2 SEND pupils)
- 2 pupils made accelerated progress (1 EAL pupil)

Writing- 75% expected or accelerated progress

- 3 pupils did not make expected progress from KS1 (1 SEND pupil).
- 1 pupil made accelerated progress.

Summary

50% of Year 6 PPG pupils made expected or accelerated progress in all three core subjects, reading, writing and maths, since the end of Key Stage 1.

Impact of nurture and mental health provision

A number of pupil premium pupils and children identified as vulnerable, accessed Lunch Bunch nurture support group, gym trail intervention, thrive support or additional EAL interventions.

All pupils accessed Forest School sessions at some point in the year with a number of pupils receiving additional sessions to help them develop social skills or support their

well- being by being given role of Forest School mentors (see attached reports at end of document).

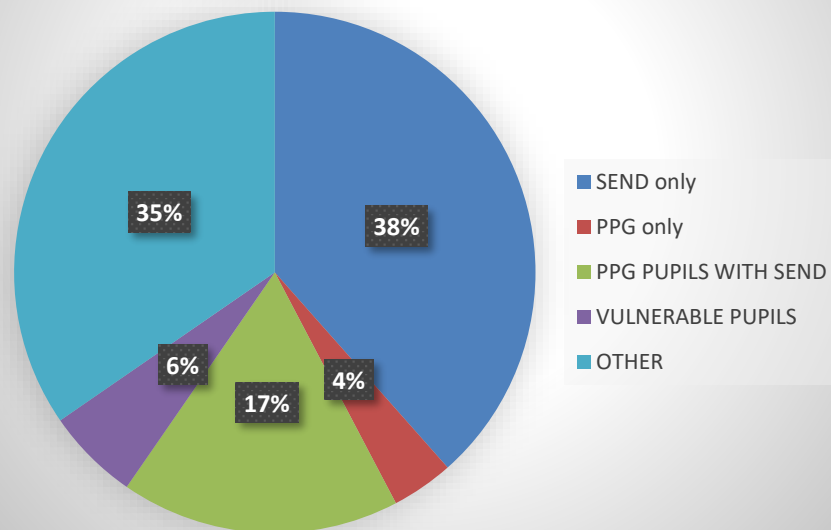
Further information (optional)

Appendices below outline specific interventions where data has been collected for their impact.

Lunch Bunch
Gym Trail
Forest School
Thrive
EAL

Impact of Lunch Bunch 2024-2025

Percentages of SEND, PPG and vulnerable pupils attending Lunch Bunch 2024-25



Represents 52 pupils including
 3 vulnerable pupils,
 19 SEND pupils,
 2 PPG pupils
 7 PPG pupils with SEND

Parents:

'*** really loves going to Lunch Bunch and would really like to continue', parent of Y2 pupil.
 'Lunch club has really helped giving this friend and *** some time apart to do different things resulting in it being exciting and refreshed the next day at break / lunch for both of them.' Parent of Y2 pupil.

Pupil comments:

'I like that when I find the lunch hall is loud I can come in here' Y6 pupil.
 At Lunch Bunch, 'I can use my voice to say my feelings', Y6 pupil.
 'I like that we get to share ideas' Y5 pupil.
 'I like that there are loads of different people from different year groups', Y4 pupil.
 'I get to share what's on my mind', Y6 pupil.
 'I get to join in and play around', Y6 pupil.
 'Lunch Bunch has helped me with friends', Y1 pupil.
 'Lunch Bunch has helped my friendships', Y2 pupil.
 'I like that it is a safe space and I have people to talk to at lunch bunch', Y4 pupil.
 'It has helped me find new games and make new friends', Y2 pupil.
 'It has helped me at being calm', Y2 pupil.
 'I like going to Lunch Bunch to see everyone and it has improved my skills at making friends', Y3 pupil.
 'I find it relaxing', Y3 pupil.
 'I like going because I like the way they treat me', Y4 pupil.

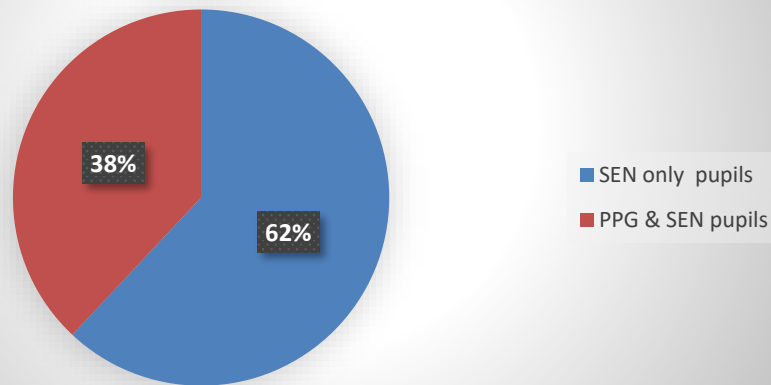
<p>'I like that it is quiet', Y4 pupil.</p> <p>-100% of the children asked said they enjoyed attending Lunch Bunch. -93% of the children felt that the leading adult knew them well. -78% of the children felt they were happy to openly talk to the leading adult and the children in their group during a session. -68% of pupils had an improved SDQ score following intervention- demonstrating improved emotional and behavioural well-being.</p>		
<p>Challenges</p> <ul style="list-style-type: none"> • Children are not regulated enough to learn. • Children exhibiting disruptive behaviour which made learning challenging for themselves and others. • Children not making academic progress • Children internalising their anxieties so that they are still not ready to learn. • Children with social communication needs • Children with challenging home lives needing calm safe spaces with trusted adult. • Some children find maintaining positive relationships with peers and play at lunchtimes difficult. • 	<p>Actions (What did we do?)</p> <ul style="list-style-type: none"> • Allocate designated space and 2 staff members to deliver intervention, allowing for consistency of sessions and support. • Liaise with class teachers and SLT/DSL to identify need. • Welcomed parents' views and requests. • Timetabled Lunch Bunch sessions for pupils so that staggered lunchtimes were considered. • Structured sessions beginning each term with the 12-week program focusing on SEMH development- Nurturing Lunchtimes. • Incorporated mindfulness and therapeutic activities into sessions. • Carefully planned groupings- mixture of year groups where possible, children's needs, likes and interests considered, children's strengths and weaknesses considered when grouping children. • Supported and supervised social interactions and led games within sessions. 	<p>Outcomes (What happened?)</p> <ul style="list-style-type: none"> • Better safeguarding due to open communication with pupils (trusted relationships) • Having staggered sessions with varying starting times, enabled us to maximise accessibility across the school, reaching all ages. • Liaising with staff, SLT and DSL enabled us to promptly support children across the school. Early response and identification of pupils evolving/emerging needs. • We provided at least one term of support for 52 pupils in total across the year. • All children had a consistent approach to their sessions- all children completed the 12 week Nurturing lunchtimes programme. • Pupils enjoyed the calm and quiet space, enabling them to decompress and regroup before starting their afternoons in class. It was very apparent from pupil comments that this calm, nurturing approach was important to the children.

	<ul style="list-style-type: none">• Adults provided good modelling of social interactions, conversations/communication and behaviours. Staff provided the children with opportunities to practice these skills.	<ul style="list-style-type: none">• The carefully planned grouping created safe spaces for children to feel they can share their feelings with trusted staff and peers.• Adult modelling of play skills as well as social communication skills improved the children's friendships and confidence with interactions with others- this was clear from pupil feedback/comments.• We were able to support the identified SEND needs and One plan provisions of 26 pupils.
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Gym Trail Impact 2024-2025

Across the year we have offered 35 weeks of motor skill support for 16 pupils with One plans, 38% of these pupils are PPG.

Percentages of SEN and PPG pupils attending Gym Trail 2024-2025



Parents:

During One Plan review meetings in the Summer term, feedback from all parents of children attending Gym trail was positive and they expressed their wish for sessions to continue next academic year.

Pupil comments:

'I like coming and being with my friends' 'Gym trail has helped me become closer to my friends' Y6 pupil.

'I like that Gym trail makes me feel proud' Y6 pupil.

'Gym trail has helped me have better balance' Y6 pupil.

'Gym trail helps me to work with different partners' Y6 pupil.

'I like that I get to do some activities before going into school...it has helped my strength' Y4 pupil.

'I think Gym Trail has helped me with my concentration, helps me to get calmer and has helped me be able to use my knife and fork better' Y2 pupil.

'Gym trail has helped my delicateness with lining up dominoes. My balancing on stilts has got better and my strength with the wheelbarrow' Y2 pupil.

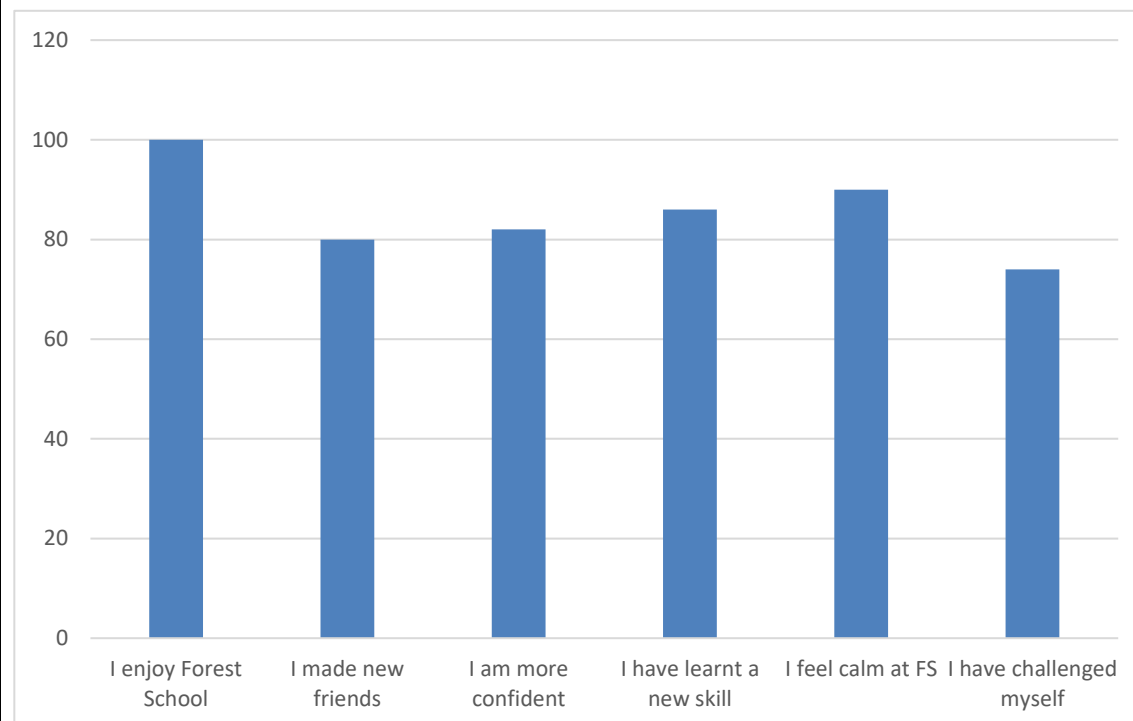
All of the children said they enjoy coming to Gym trail, 86% of children said they enjoy coming all of the time and 14% said they enjoyed coming most of the time.

Assessment results:

The children are assessed in July each year.

	<ul style="list-style-type: none"> - Data showed that 100% of pupils made progress from last year's motor skills score. (Excluding 1 pupil due to not having data from last year to compare to.) - 60 % of pupils attending made progress in at least 50% of the following areas: shoulder stability pelvic stability, hand/eye coordination, foot eye coordination, spatial awareness, midline crossing, active trunk extension/flexion, symmetrical integration and memory areas assessed since Summer 24. 	
<p>Challenges</p> <ul style="list-style-type: none"> • Poor fine and gross motor skills impacting on handwriting and physical ability to access the curriculum. • To meet the needs of pupils with formal Occupational Therapy programmes/sensory diets and physio programmes. • Increased need for sensory input during the school day. • Increased numbers of children requiring additional practice of gross and fine motor skills. • Need for a more structured program to ensure coverage of fine/gross motor skills, balancing and coordination skills. • Considered outside sessions in the summer months however due to timing of gates opening sessions would be disturbed by pupils/families accessing the site/playground. • After school sessions not possible as staff are unavailable. 	<p>Actions (What did we do?)</p> <ul style="list-style-type: none"> • Delivered a program shared by PNI services across the academic year. • Delivered a range of activities based on OT and physio recommendations for children with mobility challenges. • Purchased equipment to deliver programme. • Employed an additional LSA to help deliver programme and support pupil with medical needs. • Liaised with parents and welcomed feedback during One plan meetings to identify strengths and weaknesses. 	<p>Outcomes (What happened?)</p> <p>Across the year we have offered approx. 35 weeks of motor skill support for 16 pupils with One plans, 38% of these pupils are PPG. All children made progress with their motor skills across the year.</p> <p>Assessment results and needs of the group:</p> <p>Strengths of the group:</p> <ul style="list-style-type: none"> *Eye/foot co-ordination *Pelvic stability *Spatial awareness <p>Motor skill areas to focus on and further develop:</p> <ul style="list-style-type: none"> *Memory 12 pupils scored below top score. *Midline crossing, 7 pupils scored below the top score <p>Next steps: Increase frequency of memory tasks in response to assessment outcomes.</p>

Forest School 2024-25



Impact of Forest Schools 2024-2025

Analysis of the Pupil Perception Survey

100% of pupils enjoyed the sessions.

80% made new friends.

82% became more confident

86% learnt a new skill

90% feel relaxed / calmer at FS

74% challenged themselves

Pupil comments: At Forest School...

I get to play in the trees with my friends.

I like to listen to nature around us.

Tuesday is my favourite day at school (Y2 FS)

I like the things we make. We get to take them home too.

We can climb trees, I like the new swings too.

I've got really good at whittling. I like to do that every week.

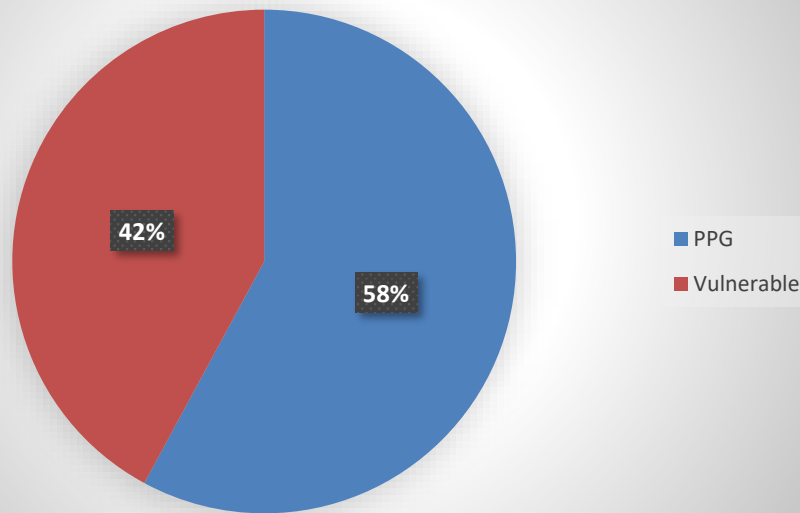
We got to see the deer!

Pizza cooked on a campfire is better than Dominoes!

Challenges?	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> • Sustainability of environment due to constant use. • Grouping the children so all pupils benefit from their time at FS. • Ensuring the additional pupils in the bulge class in Y4 get adequate time at FS. • Ensuring children with SEMH are 'safe' offsite. • Damage to FS site in Highwoods Country Park (public area) can impact on sessions e.g. broken glass, fires, destruction of dens / rope swings etc) • Communication with Country Park. 	<ul style="list-style-type: none"> • Re-developing pond area on school site for an ecological focus. • Some pupils with low confidence, social communication and S&L needs have an additional experience of FS in a different group. • Y4 pupils reduced to 5 weeks of FS. • Established Thrive FS group on school site for pupils with ASD or social communication difficulties or SEMH (Thrive practitioner) • Monday morning check of FS area in the Country Park. (by FS leaders). • Regular contact with the Forest School rangers in the Country park. • Forest School Mentors in Y4/5 helped with younger pupils to help develop their SEMH. 	<ul style="list-style-type: none"> • The pond site was out of use for most of the school year as the new pond developed a leak and had to be redone. By the summer term, it was teeming with pondlife and pupils can access pond dipping on site. • Pupil perception of activities at FS is extremely positive. • All pupils experience Forest School for at least a 5 week block. • Communication with Country Park developing. • Mentoring scheme a success with older pupils feeling it had helped develop their confidence.

Impact of Thrive 2024-2025

Thrive



Parents:

'Oh good, it's a Thrive day. She'll come home happy.' Y4 girl.
A parent asked for their child to continue Thrive sessions despite a break being scheduled as she said they helped calm her child.

'X will talk about his feelings in his Thrive sessions.' Year 4 boy
Some parents have asked for activities to do at home.

Pupil comments:

I guess it calms me down. (Year 4 boy)

I like the things we do. Even when we play games it feels calm.

Y4 boy

I like the activities that we do. It's peaceful. I like being in a quiet space. (Year 4 girl)

It's quiet. (Year 4 girl)

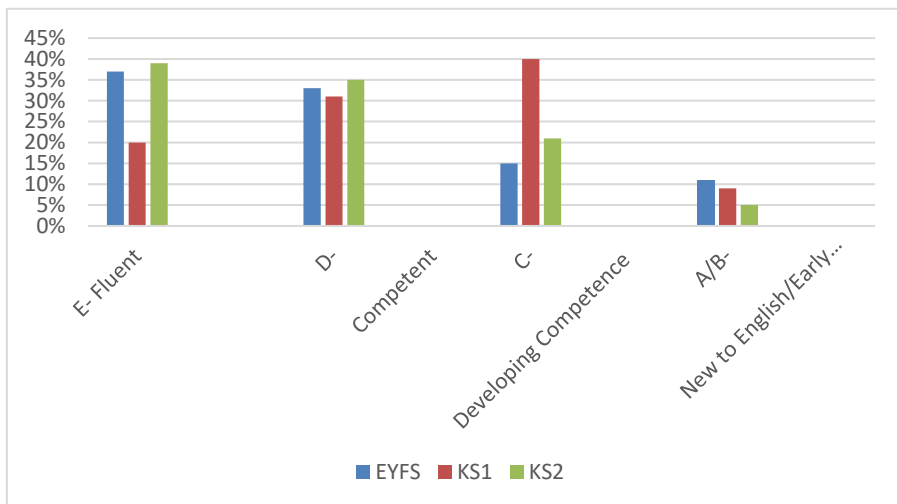
I like playing the games we make up like the circus and treasure hunt. (Year 5 boy)

I love being outside in the Forest School area (Year 5 boy)

Challenges	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> • Children are not regulated enough to learn and consequently are not making expected progress. • Children exhibiting disruptive behaviour which made learning challenging for themselves and others. • Increasing number of children internalising their anxieties so that they are still not ready to learn. • Increasing number of children not suitable for group work so require individual sessions which is challenging to accommodate due to time constraints. • Children with social communication needs. • Children with challenging home lives. • Some children find maintaining positive relationships with peers and play at lunchtimes difficult. • Some children need opportunities to discuss ongoing issues. • Low parental engagement with Thrive 	<ul style="list-style-type: none"> • Timetabled Thrive sessions for individuals and groups- shortened number of sessions to try to target more pupils. • Dedicated Forest School sessions focussing on social communication skills and cooperation. • Older children appointed as mentors to younger children. • Regular daily check ins with those who need it. • Looking at ways of providing parents with feedback from sessions and sharing ideas of activities to do at home. • Training for another practitioner to be able to accommodate current need. 	<ul style="list-style-type: none"> • Profiling- especially the behaviour grid- helps build a bigger picture of need and intervention. • Mentoring has had a positive impact on self-esteem and confidence. • Better safeguarding due to open communication with pupils (trusted relationships). • The profiles help adults working with the children where developmental gaps exist. • Thrive data shows 100% of pupils made progress in areas targeted for development.

154 pupils on EAL register – 34%. 25 pupils (16% of EAL pupils) also have SEND/EHCP

EYFS and KS1/2 have different assessment criteria.



Below table: Years1-6 (127 pupils). 16 pupils are EAL and PPG (13% of EAL pupils) including 4 pupils who have SEND/EHCP.

Subject	Attainment	%	Number of pupils
Reading	SB/WB	19%	3
	WT	31%	5
	EX	38%	6
	GD	13%	2
Writing	SB/WB	25%	4
	WT	19%	3
	EX	44%	7
	GD	13%	2
Maths	SB/WB	13%	2
	WT	31%	5
	EX	44%	7
	GD	13%	2

Impact of EAL interventions 2024-2025

Parent Perception Survey EAL questions:

98% positive response to question 'does your child feel part of the school community?'

100% positive response to the question 'is your child making progress with their English language skills?'

Tables below: Years 1-6 = 127 pupils. 16 pupils are EAL and PPG (13%) including 4 pupils who are have SEND/EHCP

KS1 % EAL: (35 Children 23%) Years 1-2 PPG and EAL (5 children 14%)

Expected/ Greater Depth	2024-2025
Maths non PPG	76%
PPG	60%
Writing non PPG	76%
PPG	40%
Reading non PPG	80%
PPG	40%

KS2 % EAL: (92 Children 60%) Years 3-6 PPG and EAL (11 children 12%)

Maths non PPG	84%
PPG	54%
Writing non PPG	81%
PPG	64%
Reading non PPG	84%
PPG	54%

Challenges 2024/25

-Increasing numbers of EAL pupils – 17% increase on last year, percentage has nearly doubled in the last 6 years and well above national average and very high for Colchester
-45 Languages spoken including English
- Third class added to Year 4 with 55% of new pupils being EAL.
- This year, 36 new pupils joined the school from years 1 to 6 with 69% of these pupils being at risk of underachievement by being classed within the thresholds of EAL, SEND or PPG. Of these 36 pupils, 58% are classed as EAL and 23% PPG, 20% SEND.
- EYFS, Year 1, Year 4 high EAL with SEND.
-EYFS Cohort - 45% EAL, Year 4 – 37% EAL
-Increased SEND amongst EAL pupils (16%)
-Many New Starters KS1/KS2-New to English.

EYFS-27 pupils registered as EAL

1x EHCP (1-1 Support) (non-verbal)
4x One Plan
2x New Starters Spring term– new to English

KS1-35 pupils registered as EAL

2x EHCP (1-1 support) (non-verbal)
5x One Plan

KS2-92 pupils registered as EAL

3 form entry – year 4, 55% of new pupils
12 x One Plan

Actions (What did we do?)

- Training – EAL Coordinator implemented best practice ideas from EAL training course with Hounslow Language College last year.
- Increased Focus on EYFS and KS1 due to higher language need.
- EYFS – Language comprehension groups.
- Year 1 targeted daily writing support.
- Year 2 practical vocabulary groups & community visits.
- Environment – Improved displays, signage in school to celebrate cultural diversity and language.
- Increased focus on the psychological effects of being an EAL learner.
- Library- Bilingual books and reading area in KS1 & KS2 library.
- Improved contacts – Hounslow Language College.
- Advice and Home Language Assessments now available.
- NALDIC –Newsletters and Termly magazines.
- Ofsted Advisor visit – summer term to look at EAL and SEND provision.

Outcomes (What happened?)

- EAL language assessments on Insight.
- EAL Resources added to T-Drive for all teachers to access.
- EYFS 75% GLD (national average 68%) (56% of EAL children reached GLD)
- See previous page for attainment – above national average for reading, maths and writing in both key stages.
- Phonic Screening – 94% of EAL pupils (only 1 pupil didn't meet pass, EHCP)
- Refocus on using Makaton consistently.
- EAL section on school website
- Translation tool on school website
- 'Importance of Home Language' document to all new EAL starters.
- Ofsted Advisor visit – summer term to look at EAL and SEND provision.
- EAL Coordinator hosted CPD Training for teachers and staff from schools in our area.
- EAL Coordinator completed Early Years Teacher Status – which included modules on EAL practises.

FOCUS 2025/26

- Increased EAL pupils on roll
- 45 Languages spoken Inc English
- Continue Writing support in EYFS. Year 1 and KS2
- Developing Inclusive classrooms that celebrate language diversity.
- Continue to develop KS1 and KS2 libraries bilingual books.
- School induction and initial assessment procedures.
- Continue training on the psychological affects to an EAL learner.
- Update Insight to include all EAL pupils

