



Review of the Pupil Premium Strategy Plan for Blue Coat C. E. (A) Infant School 2024-25

Outcomes for disadvantaged pupils:

Attainment

Blue Coat C.E. Infant School has a significantly higher proportion of disadvantaged pupils (119 pupils, 42.6%) compared to the national average of 25%. This demographic context underscores the importance of a robust and responsive Pupil Premium Strategy. The school has identified the specific challenges faced by disadvantaged pupils and is addressing them through high-quality teaching, targeted academic support, and wider strategies aimed at improving attainment, attendance and behavior.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The school has undertaken a thorough analysis of disadvantaged pupils' performance using both national assessment data and internal assessments. Staff have worked diligently to ensure an equitable approach to teaching, providing additional opportunities for disadvantaged pupils to practise fundamental skills such as reading and oracy through rich, language-based activities. This commitment is reflected in the Early Years Foundation Stage (EYFS) data, where the attainment gap between disadvantaged and non-disadvantaged pupils achieving a Good Level of Development (GLD) is just 2%. This gap has narrowed by 5% since the previous year, indicating positive progress.

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	Expected			
	Nat 2025	School	Dis	Non-Dis
GLD	69%	66% (inc. SRP) 68% (not inc. SRP)	64%	66%

*34 pupils disadvantaged in Reception 2024-25 (41%)

Early writing remains a priority along with fine motor skills. To address this, fine motor skills development has been prioritised through daily handwriting and sentence writing sessions.

	Expected			
	Nat 2025	School	Dis	Non-Dis
Phonics 2025	80%	82% (inc. SRP) 87% (not inc. SRP)	78%	85%

* 33 children in Year 1 2024-25 were disadvantaged (35%).

In phonics, 78% of disadvantaged Year 1 pupils passed the screening check, compared to the national benchmark of 80%. This represents a 27% improvement from the previous year, demonstrating the impact of targeted support.

At the end of Key Stage 1, overall attainment was broadly in line with national averages. However, gaps remain, particularly in reading, where only 62% of disadvantaged pupils met the expected standard compared to 73% of their non-disadvantaged peers. Writing outcomes were more positive, with disadvantaged pupils slightly outperforming their peers. In maths, the gap was smaller but still present. Notably, only 2% of disadvantaged pupils achieved Greater Depth Standard (GDS) in all three core subjects.

	Expected				Greater Depth			
	Nat' 2025	School All	School Dis	School Non-Dis	Nat' 2025	School All	School Dis	School Non-Dis
Reading	71%	70% (75)	62%	73%	19	18	10%	29%
Writing	63	64% (67)	65%	62%	8	9	5%	13%
Maths	72	72% (77)	69%	72%	16	16	12%	29%
Combined	59%	60% 64%*	57%		6	6%	2%	9%

*45 Pupils were identified as disadvantaged in Year 2 in 2024/25 (48%)

Wider issues impacting disadvantaged pupils' performance

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behavior and wellbeing.

Behaviour and wellbeing data reveal that a higher proportion of EYFS disadvantaged pupils require support with self-regulation and emotional development. In contrast, KS1 behaviour outcomes are stronger, with 92% of disadvantaged pupils rated as "Good" or better. The school has responded by increasing communication with families and implementing restorative practices, which have contributed to a reduction in suspensions.

	Foundation Stage Behaviour Capture			KS1 Behaviour Capture		
	All	Non-dis	Dis	All	Non-dis	Dis
Exceptional	44%	48%	38%	38%	43%	31%
Good	79%	85%	70%	89%	87%	92%
Requires improvement	15%	13%	18%	11%	14%	8%
Cause for concern	6%	2%	12%	0%	0%	0%

Attendance for disadvantaged pupils stands at 96%, slightly above the national average of 95.4%. Persistent absence among disadvantaged pupils is 11.2%, but there is no significant gap compared to their peers.

	Absence		
	Nat	School	LA
2024-25	95.4%	96%	95.1%

Enrichment

The school offers a rich programme of enrichment activities, including visits to local farms, museums, libraries, and cultural institutions. Disadvantaged pupils are actively encouraged to participate, with 40% of extracurricular places reserved for them and costs subsidised to ensure accessibility. These experiences are designed to build cultural capital and support personal development.

Conclusion

In response to ongoing evaluation, the school has made strategic adjustments for the current academic year. These include increased phonics tutoring, targeted writing support, expanded ELSA provision, and enhanced mentoring for wellbeing. A new Advanced Skills Practitioner has been appointed to lead coaching and CPD. The school has also introduced new assessments in reading and maths, and adopted comparative judgement to identify pupils with GDS potential.

Further initiatives include structured lunchtimes with a new sports coach, expanded extracurricular offerings, and a three-year commitment to career-related learning. Pupil voice is now captured through digital surveys to inform planning and provision. These measures reflect a comprehensive and evolving strategy to close attainment gaps and support the holistic development of disadvantaged pupils.

Blue Coat C.E. Infant School has significantly narrowed the attainment gap for disadvantaged pupils in recent years.

Strengths	Areas for Development
<ul style="list-style-type: none">• Clear data-driven approach to identifying and addressing gaps.• Strong phonics provision and early language focus.• Effective use of pupil premium to support wellbeing and enrichment.• Inclusive ethos with high expectations for all pupils.	<ul style="list-style-type: none">• Despite progress, disadvantaged pupils remain 8% behind at KS1.• Very few disadvantaged pupils reach GDS across subjects.• Emotional regulation and readiness for school remain challenges.• Although improving, writing outcomes for disadvantaged pupils should be monitored closely.