

Part B: Review of the previous academic year

We have analysed the performance of disadvantaged pupils at Priory Fields School during the 2024–2025 academic year using Key Stage 2 (KS2) outcomes, EYFS results, phonics screening data, the Year 4 Multiplication Tables Check, and internal school assessments. To evaluate progress and impact, outcomes for disadvantaged pupils have been compared with both non-disadvantaged pupils within school and national data where available.

In 2024–2025, disadvantaged pupils in the Year 6 cohort achieved outcomes that show clear improvement compared to 2024, although an attainment gap remains. At KS2, 45% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths combined, compared with 53% of all pupils in school and 62% nationally. While disadvantaged outcomes remain below national averages, the improvement from 25% in 2024 indicates that targeted support and quality-first teaching have had a positive impact.

Across individual subjects, 53% of disadvantaged pupils achieved the expected standard in Reading, Writing, Maths and GPS. Outcomes were strongest in Writing and GPS, where over half of disadvantaged pupils met age-related expectations. Disadvantaged pupils also made gains at Greater Depth, particularly in Mathematics, where 10% achieved GDS, rising significantly from 2% in 2024. Reading and GPS also showed improved GDS outcomes, indicating increasing confidence and depth of understanding for some disadvantaged pupils.

Average scaled scores at KS2 were 103 in Reading, 102 in Maths and 103 in GPS, demonstrating that many pupils, including those who are disadvantaged, are working securely within the expected standard, even where attainment thresholds were not fully met.

Despite these improvements, an attainment gap remains across most subjects, most notably in the combined measure and in Writing at Greater Depth. Leaders recognise that continued focus on language development, vocabulary acquisition and structured opportunities for extended writing will be key to further narrowing this gap. Pupils with multiple vulnerabilities, including SEND, are closely tracked to ensure barriers are identified early and appropriate support is put in place.

Phonics outcomes show a mixed picture. In Year 1, 71% of pupils met the expected standard in the Phonics Screening Check, which is below national expectations. However, by Year 2, 91% of pupils passed, indicating that targeted catch-up interventions are effective and that gaps are closing over time. This demonstrates the importance of sustained phonics support beyond Year 1, particularly for disadvantaged pupils.

In Year 4, outcomes from the Multiplication Tables Check were positive, with 30% of pupils achieving full marks and a further 65% scoring between 20–24 marks. These results suggest that disadvantaged pupils are benefiting from structured approaches to teaching multiplication, including small focus groups, which is supporting improved outcomes in KS2 Mathematics.

In the Early Years Foundation Stage, 61% of pupils achieved a Good Level of Development, a decrease from 69% in 2024. While disadvantaged pupils performed broadly in line with their peers, overall GLD outcomes were impacted by low starting points, particularly in Writing. To

address this, the school is strengthening early language and writing provision, including adaptations to the Drawing Club approach and the introduction of targeted strategies such as Scribble It and Story Dough, particularly for pupils with SEND.

Attendance data indicates that attendance for disadvantaged pupils dipped slightly compared to the previous academic year, particularly for pupils joining the school through in-year admissions. These pupils will remain a key focus for pastoral support and attendance monitoring during the 2025–2026 academic year. Persistent absenteeism remains a focus. Moving forward, these pupils will be identified as a focus group for closer attendance monitoring. Staff will work proactively with families to strengthen relationships, identify barriers to regular attendance, and reinforce the importance of consistent school attendance.

Overall, outcomes for disadvantaged pupils at Priory Fields show clear year-on-year improvement, particularly in Mathematics and in the proportion of pupils reaching the expected standard. While attainment gaps remain, leaders are confident that continued focus on early reading, language development, high-quality teaching and targeted intervention will further improve outcomes for disadvantaged pupils as part of the School Strategic Plan 2025–2026.