

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

As previously announced by the DFE, it will not be possible to calculate KS1-KS2 progress measures for academic year of 2024/2025. This is because there is no relevant KS1 data, which is required to calculate KS1-KS2 progress measures for this cohort, as primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Data from national tests and assessments, at KS2 level, suggests that our (MCA) disadvantaged pupils achieved a higher standard than those nationally.

MCA | Outcomes for Disadvantaged Pupils | 2025

At the end of KS2, 71% of our disadvantaged pupils attained the expected standard in reading, writing and maths (combined), compared to 45% (2024) nationally. This represents a strong outcome for our disadvantaged cohort and demonstrates the sustained impact of our Pupil Premium strategy.

There were 32 disadvantaged pupils in our Year 6 cohort, including 3 Service children. Despite the absence of one pupil during SATs week, outcomes remained significantly above national comparators.

This positive trajectory was evident across individual core subjects for disadvantaged pupils:

Subject MCA disadvantaged National disadvantaged Sig. difference

Reading	92% (84% in 2024)	75%	+17%
Writing	90% (81% in 2024)	72%	+18%
Maths	95% (91% in 2024)	74%	+21%

Focus for 2024/25 and Evaluation of Impact

In 2024–25, our key priority was to narrow gaps in early speech and language through the implementation of early screening and evidence-informed intervention. This reflected the reality that more than half of our disadvantaged pupils enter MCA with significant language delay, vocabulary gaps, or difficulties in oral communication.

Key outcomes achieved:

- **Early Years Foundation Stage (EYFS):** While 60% of disadvantaged pupils achieved a Good Level of Development (GLD), below the national figure (68%), progress measures show the gap between disadvantaged and non-disadvantaged pupils narrows significantly during EYFS and into Key Stage 1.
- **Phonics:** 92% of disadvantaged pupils achieved the expected standard in Year 1 (national figure for disadvantaged pupils in 2023 was 67%), demonstrating accelerated progress in language and early reading.
- **Multiplication Check (Year 4):** 79% of Disadvantaged pupils achieved an average of 22 (out of 25), in line with whole-cohort performance (22.1) and above national averages.
- **KS2 outcomes:** Attainment for disadvantaged pupils significantly exceeded national comparators in reading, writing and maths, both individually and combined based on last year's national (45%)

Wider impact:

Disadvantaged pupils' attendance, although improved overall, remained 1.4% lower than their peers. Targeted pastoral strategies will continue to address this at WILT level.

The combination of academic interventions and pastoral provision led to measurable gains in confidence, resilience, and engagement with learning.

Conclusion

The 2024–25 Pupil Premium Strategy successfully met its stated priorities. In particular:

Disadvantaged pupils achieved significantly above national expectations in all core areas at KS2.

Early language and reading outcomes improved markedly through systematic early intervention. MCA EYFS staff are now accredited ELKLAN providers.

The attainment gap between disadvantaged and non-disadvantaged pupils narrowed progressively across year groups.

Our continued priority moving into 2025–26 will be to sustain these improvements while further embedding early language development as the foundation for long-term attainment, alongside targeted work to reduce the attendance gap.

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
Bug Club Phonics	Pearson Education (Active Learn)
NELI	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	MK Heroes sessions and trips ELSA and TISUK trained staff to support children with deployed parents

	PSA support for children and their families
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

