

## Part B: Review of outcomes in the previous year



This details the impact that our pupil premium activity had on pupils leaving Shiremoor Primary in the 2024 to 2025 academic year. (Year 6 – end of KS2)

### Context

Shiremoor Primary has improved access for disadvantaged pupils through enrichment, resources, and pastoral support. However, attainment and progress gaps remain compared to their peers but not those nationally.

### Key Strengths

- Access & Inclusion: PP pupils benefit from wider opportunities (enrichment, trips, technology).
- Pastoral Support: Mentoring and wellbeing strategies support attendance and readiness to learn.
- Targeted Support: Small-group and 1:1 interventions show early positive impact.
- Parental Engagement: Increased communication has strengthened family involvement but this remains an area of focus.

### KS2 Attainment in Reading, Writing & Maths (RWM)

Over 3 years, disadvantaged pupils at the school consistently outperform national disadvantaged pupils (school 60% vs national 46%).

The 2025 cohort achieved a positive gap (+2) compared with national non-disadvantaged pupils – demonstrating rising expectations and improved teaching.

The 2024 cohort shows a narrowing gap, improving significantly from 2023.

Cohorts with high SEND and FSM have still performed strongly, reflecting successful pastoral and

Current Attainment		
2025 KS2 Data- (National Data in brackets)	School Average for Pupils Eligible for PP	Sc Pu
% achieving at 'Expected' level in reading, writing & maths at end of KS2	71% (%)	
% achieving at 'Expected' level in reading.	71% (%)	
% achieving at 'Expected' level in writing.	71% (%)	
% achieving at 'Expected' level in maths.	76% (%)	
% achieving at 'Expected' level in Spelling, grammar and punctuation	71% (%)	

More of our PP achieved expected standard or above in RWM than in 2024

More of our PP achieved expected standard or above in Maths than in 2024 academic support.

Disadvantaged pupils at Shiremoor Primary perform above national disadvantaged peers and are beginning to close the gap with non-disadvantaged pupils. Curriculum improvements and early intervention are having measurable impact.

#### Year 4 Multiplication Tables Check (MTC)

Outcomes in the MTC continue to be a notable strength. Across the past three years, the school has performed significantly above national in every cohort, demonstrating a sustained pattern of high attainment. In 2024, pupils achieved an average score of 24.4, compared with the national figure of 20.6, placing the school within the “significantly above” national band. Importantly, these strong outcomes were secured despite a high FSM cohort, evidencing that disadvantaged pupils develop number fluency in line with their peers. The consistency of performance reflects the effectiveness of the school’s maths curriculum sequencing, retrieval practice, and teacher subject knowledge, all of which contribute to secure and automatic recall of multiplication facts.

#### Phonics Screening Check

The school’s phonics outcomes remains a significant strength. Over the past three years, an average of 91% of pupils achieved the expected standard, placing the school well above the national average of 80%. Each cohort has performed within the “above (sig+)” or “above (non-sig)” national distribution band, demonstrating sustained and high-level effectiveness. Notably, cohorts with high proportions of FSM and SEND pupils continue to outperform national figures, indicating that early reading provision is highly effective for vulnerable learners. These outcomes reflect strong and consistent delivery of the school’s Systematic Synthetic Phonics (SSP) programme, with teachers demonstrating fidelity to the programme sequence, secure subject knowledge, and effective use of timely “keep-up” interventions to prevent pupils from falling behind.

#### Wider Outcomes

The school has strengthened wider provision for disadvantaged pupils through improved access to enrichment opportunities, digital technology, and targeted pastoral mentoring, all of which have contributed to increased engagement and greater readiness to learn. Enhanced communication with parents has also supported stronger home-school relationships.

**Overall**

Shiremoor Primary has improved access and inclusion for disadvantaged pupils. The priority now is to ensure these gains translate into sustained academic outcomes through consistent teaching, stronger evaluation, and higher expectations for all PP learners.