



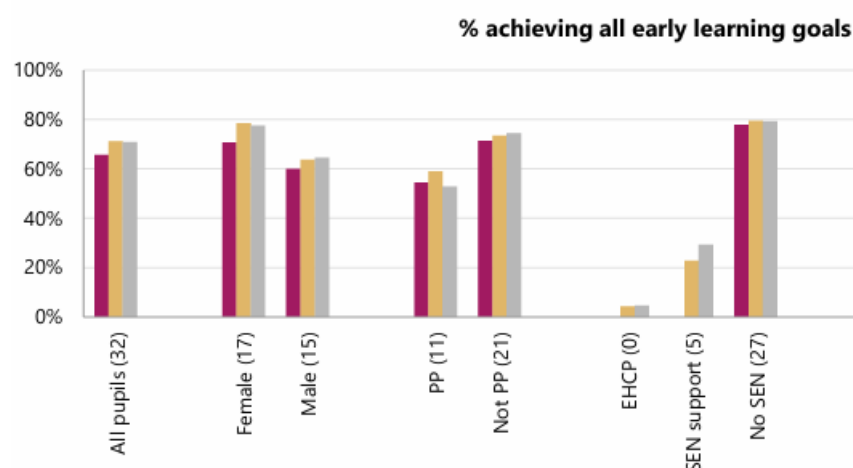
## **Pupil Premium Impact Report- 2025-2026** **Askern Littlemoor Infant Academy**

### **Intended Outcome 1**

Disadvantaged pupils make strong progress from their individual starting points across the curriculum, particularly in reading, writing and mathematics. As a result, gaps in attainment and progress between disadvantaged and non-disadvantaged pupils continue to diminish.

### **Success Criteria Outcome 1**

#### **EYFS % achieving all early learning goals (GLD)**



#### **Y1 2025 Phonics Screening Check Outcomes**

- 88% of PP pupils achieved the expected standard compared with 79% of non-PP pupils.
- This represents a 9% point advantage for disadvantaged pupils.
- There is therefore no disadvantage gap in phonics attainment. Instead, PP pupils are performing more strongly than their peers.
- PP pupils exceeded the Local Authority average by 15 percentage points.
- PP pupils exceeded the national average by 19 percentage points.
- This indicates that targeted support for disadvantaged pupils is having a significant impact.

Outcomes for disadvantaged pupils in Year 1 phonics are a significant strength. Eighty-eight per cent of pupils eligible for Pupil Premium met the expected standard, outperforming both non-disadvantaged pupils within the school (79%) and disadvantaged pupils nationally and locally. These outcomes demonstrate the positive impact of targeted support and effective early reading provision.

### **Phonics**

Littlemoor

#### **Year 1**

|                        | % of cohort | Wa         | Mark        | LA         | England    | Wa 2025    | Wa 2024    | GLD 2025   |
|------------------------|-------------|------------|-------------|------------|------------|------------|------------|------------|
| <b>All pupils (45)</b> | <b>100%</b> | <b>82%</b> | <b>32.2</b> | <b>83%</b> | <b>82%</b> | <b>84%</b> | <b>88%</b> | <b>67%</b> |
| Female (24)            | 53%         | 83%        | 33.8        | 87%        | 86%        | 88%        | 83%        | 68%        |
| Male (21)              | 47%         | 81%        | 30.6        | 79%        | 78%        | 80%        | 92%        | 65%        |
| PP (16)                | 36%         | 88%        | 31.7        | 73%        | 69%        | 82%        | 75%        | 69%        |
| Not PP (29)            | 64%         | 79%        | 32.5        | 86%        | 86%        | 85%        | 92%        | 65%        |

## Y2 Phonics Resit Outcomes

- All Non-PP pupils (100%) achieved the expected standard compared with 75% of PP pupils.
- This represents a 25% point attainment gap in favour of Non-PP pupils.
- However, given the very small cohort sizes (4 PP pupils and 3 Non-PP pupils), this gap equates to just one PP pupil not meeting the standard and should therefore be interpreted with caution.
- PP pupils achieved an average score of 34.0.
- Non-PP pupils achieved an average score of 35.0.
- The difference of just 1 mark indicates that PP pupils generally demonstrated secure phonics knowledge and performed closely to their non-disadvantaged peers.

### Year 2 (re-sits only)

|                       | % of cohort | Wa         | Mark        | LA         | England    | Wa 2025    | Wa 2024    |
|-----------------------|-------------|------------|-------------|------------|------------|------------|------------|
| <b>All pupils (7)</b> | <b>100%</b> | <b>86%</b> | <b>34.5</b> | <b>53%</b> | <b>53%</b> | <b>75%</b> | <b>55%</b> |
| Female (2)            | 29%         | 50%        | 32.0        | 58%        | 58%        | 80%        | 67%        |
| Male (5)              | 71%         | 100%       | 35.0        | 50%        | 50%        | 67%        | 50%        |
| PP (4)                | 57%         | 75%        | 34.0        | 49%        | 47%        | 67%        | 44%        |
| Not PP (3)            | 43%         | 100%       | 35.0        | 56%        | 58%        | 100%       | 100%       |

## Reading Outcomes KS1

- 50% of PP pupils achieved the expected standard or above (EXS+) compared with 74% of non-PP pupils.  
This represents a 24 percentage point gap in favour of non-disadvantaged pupils.
- The gap suggests that disadvantaged pupils are less likely to reach age-related expectations in reading by the end of Key Stage 1.
- Half of PP pupils achieved the expected standard in reading.
- No PP pupils remain significantly below age-related expectations beyond the EM category, which contains only one pupil.
- Non-disadvantaged pupils perform broadly in line with local and national outcomes.

### Reading

|                        | % of cohort | Teacher assessment |           |            |            |            |           | LA         | England    |
|------------------------|-------------|--------------------|-----------|------------|------------|------------|-----------|------------|------------|
|                        |             | EXS+               | GDS       | EXS        | WTS        | PKS        | EM        | EXS+       | EXS+       |
| <b>All pupils (35)</b> | <b>100%</b> | <b>66%</b>         | <b>6%</b> | <b>60%</b> | <b>14%</b> | <b>17%</b> | <b>3%</b> | <b>71%</b> | <b>72%</b> |
| Female (15)            | 43%         | 60%                | 7%        | 53%        | 20%        | 13%        | 7%        | 76%        | 75%        |
| Male (20)              | 57%         | 70%                | 5%        | 65%        | 10%        | 20%        | 0%        | 65%        | 68%        |
| PP (12)                | 34%         | 50%                | 0%        | 50%        | 17%        | 25%        | 8%        | 56%        | 59%        |
| Not PP (23)            | 66%         | 74%                | 9%        | 65%        | 13%        | 13%        | 0%        | 76%        | 76%        |

## Writing Outcomes KS1

- 50% of PP pupils achieved the expected standard or above (EXS+) compared with 70% of non-disadvantaged pupils.
- This represents a 20% point attainment gap in favour of non-PP pupils.
- Half of PP pupils are therefore not yet meeting age-related expectations in writing by the end of Key Stage 1.
- PP pupils are 3 percentage points above the LA average.
- PP pupils are in line with national PP outcomes.

The writing data indicates that disadvantaged pupils achieve broadly in line with national outcomes for disadvantaged learners and slightly above local authority figures.

### Writing

|                        | % of cohort | Teacher assessment |           |            |            |            |           | LA         | England    |
|------------------------|-------------|--------------------|-----------|------------|------------|------------|-----------|------------|------------|
|                        |             | EXS+               | GDS       | EXS        | WTS        | PKS        | EM        | EXS+       | EXS+       |
| <b>All pupils (35)</b> | <b>100%</b> | <b>63%</b>         | <b>6%</b> | <b>57%</b> | <b>17%</b> | <b>17%</b> | <b>3%</b> | <b>63%</b> | <b>64%</b> |
| Female (15)            | 43%         | 53%                | 7%        | 47%        | 27%        | 13%        | 7%        | 71%        | 70%        |
| Male (20)              | 57%         | 70%                | 5%        | 65%        | 10%        | 20%        | 0%        | 56%        | 59%        |
| PP (12)                | 34%         | 50%                | 0%        | 50%        | 17%        | 25%        | 8%        | 47%        | 50%        |
| Not PP (23)            | 66%         | 70%                | 9%        | 61%        | 17%        | 13%        | 0%        | 68%        | 69%        |

## **Maths Outcomes KS1**

- 50% of disadvantaged pupils achieved the expected standard or above (EXS+) compared with 74% of non-disadvantaged pupils.
- This represents a 24 percentage point gap in attainment.
- Consequently, disadvantaged pupils are considerably less likely to reach age-related expectations in mathematics by the end of Key Stage 1.
- Attainment is 10 percentage points below both LA and national PP outcomes.

### **Maths**

|                        | % of cohort | Teacher assessment |           |            |            |            |           | LA         | England    |
|------------------------|-------------|--------------------|-----------|------------|------------|------------|-----------|------------|------------|
|                        |             | EXS+               | GDS       | EXS        | WTS        | PKS        | EM        | EXS+       | EXS+       |
| <b>All pupils (35)</b> | <b>100%</b> | <b>66%</b>         | <b>9%</b> | <b>57%</b> | <b>11%</b> | <b>20%</b> | <b>3%</b> | <b>73%</b> | <b>73%</b> |
| Female (15)            | 43%         | 53%                | 7%        | 47%        | 20%        | 20%        | 7%        | 76%        | 73%        |
| Male (20)              | 57%         | 75%                | 10%       | 65%        | 5%         | 20%        | 0%        | 71%        | 73%        |
| PP (12)                | 34%         | 50%                | 0%        | 50%        | 17%        | 25%        | 8%        | 60%        | 60%        |
| Not PP (23)            | 66%         | 74%                | 13%       | 61%        | 9%         | 17%        | 0%        | 78%        | 77%        |

## **Reading, Writing & Maths Outcomes KS1**

- 50% of PP pupils achieved the expected standard or above across reading, writing and mathematics compared with 70% of non-disadvantaged pupils.
- This represents a 20% point attainment gap in favour of non-PP pupils.
- Consequently, disadvantaged pupils are less likely to achieve the combined expected standard by the end of Key Stage 1.
- PP pupils achieved 6 percentage points above the LA average.
- PP pupils achieved 5 percentage points above the national average.
- Despite the attainment gap within school, disadvantaged pupils are performing better than disadvantaged pupils locally and nationally.

The combined RWM data shows that disadvantaged pupils achieve outcomes above both local authority and national averages for disadvantaged learners. This demonstrates that targeted support is having a positive impact and enabling many disadvantaged pupils to achieve the expected standard.

However, a 20 percentage point gap remains between disadvantaged and non-disadvantaged pupils within the school. While the performance of both groups is stronger than external benchmarks, disadvantaged pupils are less likely to reach the combined expected standard and none achieved Greater Depth.

The key priority is therefore not simply raising attainment overall, but accelerating progress for disadvantaged pupils so that the internal attainment gap narrows and a greater proportion achieve higher standards.

## Reading, writing and maths

|                        | % of cohort | TA         |           | LA         | England    |
|------------------------|-------------|------------|-----------|------------|------------|
|                        |             | EXS+       | GDS       | EXS+       | EXS+       |
| <b>All pupils (35)</b> | <b>100%</b> | <b>63%</b> | <b>6%</b> | <b>60%</b> | <b>60%</b> |
| Female (15)            | 43%         | 53%        | 7%        | 67%        | 64%        |
| Male (20)              | 57%         | 70%        | 5%        | 53%        | 56%        |
| PP (12)                | 34%         | 50%        | 0%        | 44%        | 45%        |
| Not PP (23)            | 66%         | 70%        | 9%        | 66%        | 65%        |

## Intended Outcome 2

Improved oral language skills and vocabulary among disadvantaged pupils, which impacts on reading and writing standards.

A reading culture is in place that ensures all children read regularly and a love for books is developed.

Children are confident and able to speak well to a range of audiences and for different purposes.

## Success Criteria Outcome 2

|                        | School      |            |            |             | Doncaster   |            |            |             | National    |            |            |             |
|------------------------|-------------|------------|------------|-------------|-------------|------------|------------|-------------|-------------|------------|------------|-------------|
|                        | % of cohort | GLD        | All ELGs   | Av Exp      | % of cohort | GLD        | All ELGs   | Av Exp      | % of cohort | GLD        | All ELGs   | Av Exp      |
| <b>All pupils (32)</b> | <b>100%</b> | <b>66%</b> | <b>66%</b> | <b>13.8</b> | <b>100%</b> | <b>72%</b> | <b>71%</b> | <b>14.2</b> | <b>100%</b> | <b>72%</b> | <b>71%</b> | <b>14.4</b> |
| Female (17)            | 53%         | 71%        | 71%        | 15.1        | 47%         | 80%        | 79%        | 15.0        | 49%         | 79%        | 78%        | 15.2        |
| Male (15)              | 47%         | 60%        | 60%        | 12.2        | 53%         | 65%        | 64%        | 13.3        | 51%         | 66%        | 65%        | 13.7        |
| PP (11)                | 34%         | 55%        | 55%        | 14.1        | 20%         | 60%        | 59%        | 12.6        | 17%         | 55%        | 53%        | 12.4        |
| Not PP (21)            | 66%         | 71%        | 71%        | 13.6        | 81%         | 75%        | 74%        | 14.5        | 83%         | 76%        | 75%        | 14.8        |

Early Years outcomes demonstrate the positive impact of targeted support for disadvantaged pupils in developing communication, language and literacy skills. Pupil Premium children achieved a GLD of 55%, in line with national disadvantaged outcomes (55%) and above national outcomes for all Early Learning Goals (53%), despite entering school with lower starting points than many of their peers. Furthermore, PP pupils achieved an average of 14.1 Early Learning Goals, exceeding the national disadvantaged average of 12.4, indicating strong progress across the curriculum.

The school's emphasis on high-quality oral language development, explicit vocabulary instruction and rich communication opportunities has enabled disadvantaged pupils to develop the language skills needed to access learning successfully. Through structured talk, storytelling, vocabulary-rich interactions and targeted intervention, pupils have strengthened their ability to articulate ideas, engage in discussion and communicate confidently with different audiences.

This investment in language development has supported pupils' early literacy acquisition. A strong reading culture ensures that books, stories and reading opportunities are embedded throughout the curriculum and daily routines. Regular reading, high-quality texts and consistent engagement with parents have helped disadvantaged pupils develop positive attitudes towards reading and establish firm foundations for future success. As a result, disadvantaged pupils have been able to achieve outcomes that compare favourably with national disadvantaged cohorts and demonstrate strong progress from their starting points.

The impact of this work is evident in pupils' growing confidence as communicators. Children are increasingly able to express themselves clearly, use a wider vocabulary and participate effectively in conversations, performances and classroom discussions. These strengthened speaking and listening skills provide the foundation for improved achievement in reading and writing and support pupils to access the wider curriculum successfully.

**Impact:**

- PP pupils achieved 55% GLD, in line with national disadvantaged outcomes.
- PP pupils achieved an average of 14.1 Early Learning Goals, significantly above the national disadvantaged average of 12.4.
- Improved vocabulary and oral language skills have strengthened pupils' readiness for reading and writing.
- A strong reading culture has fostered regular reading habits and a love of books.
- Disadvantaged pupils demonstrate increasing confidence when speaking to a range of audiences and for different purposes.
- Targeted support is helping disadvantaged pupils develop the communication and literacy skills needed to succeed in future year groups

**Intended Outcome 3**

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

**Success Criteria for Outcome 3**

Attendance has been a key priority, with a strong focus on reducing absence and persistent absence among disadvantaged pupils to ensure they can fully access learning opportunities and achieve their potential.

The school's attendance strategies, including early intervention, robust monitoring, personalised family support and targeted work with vulnerable families, have contributed to sustained improvements in attendance across the school. The impact of this work is particularly evident in the significant reduction in persistent absence rates.

**Impact of Attendance Strategies**

Overall absence has reduced from 8.5% in 2021/22 to 5.1% in 2024/25, representing a reduction of 3.4 percentage points over three years. Attendance is now broadly in line with the Doncaster average (5.1%) and slightly better than the national figure (5.2%).

Authorised absence has fallen from 5.5% in 2021/22 to 2.9% in 2024/25, reflecting improved engagement with families and effective support systems. This figure is substantially lower than both Doncaster (3.3%) and national (3.7%) averages.

Unauthorised absence has also reduced from 3.0% in 2021/22 to 2.3% in 2024/25 and remains close to previous years despite increasingly rigorous national attendance expectations.

Most significantly, persistent absence has reduced dramatically from:

- 28.9% in 2021/22
- 25.0% in 2022/23
- 14.7% in 2023/24
- 8.9% in 2024/25

This represents a reduction of 20% points over three years.

The school's persistent absence rate is now:

- 4.3 percentage points below Doncaster (13.2%)
- 4.1 percentage points below the national average (13.0%)

This demonstrates the highly effective implementation of attendance improvement strategies and reflects the positive impact of targeted support for vulnerable and disadvantaged families.

### Impact on Disadvantaged Pupils

Although disadvantaged pupils traditionally face greater barriers to regular attendance, the substantial reduction in overall absence and persistent absence indicates that attendance initiatives are successfully addressing these challenges. Improved attendance has ensured that disadvantaged pupils have greater access to high-quality teaching, intervention programmes and wider curriculum opportunities.

As attendance has improved, disadvantaged pupils have been better placed to:

- Access targeted academic support.
- Participate fully in reading, writing and mathematics interventions.
- Benefit from enrichment opportunities and wider curriculum experiences.
- Develop stronger relationships, wellbeing and engagement with school.
- Make improved progress from their individual starting points.
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### Evaluation

The data demonstrates a sustained and highly positive trend in attendance outcomes. Persistent absence has more than halved since 2022/23 and is now significantly below both local and national averages. These improvements indicate that attendance systems, family engagement strategies and targeted support are having a strong impact, particularly for pupils who are vulnerable to low attendance.

### Pupil Premium Impact Summary

Targeted attendance strategies have successfully improved engagement and reduced barriers to learning for disadvantaged pupils. Overall absence has reduced to 5.1%, while persistent absence has fallen sharply from 28.9% in 2021/22 to 8.9% in 2024/25. Persistent absence is now significantly below both local authority and national averages. As a result, disadvantaged pupils are accessing more learning time, benefiting from intervention and enrichment opportunities and are better placed to achieve strong outcomes across the curriculum. These improvements demonstrate the positive impact of the school's proactive and targeted approach to attendance.

### Intended Outcome 4

All children have the opportunity for further education within the home and beyond the school day.  
Pupils love learning and have access to an engaging, broad and varied curriculum.  
All pupils are exposed to a breadth of experiences that allow them to contextualise their learning

### Success Criteria for Outcome 4



**Home learning is encouraged through:**

- The ReadWriteInc portal is being used consistently by staff to promote reading to parents. Parents are provided with QR codes to support their children's reading by providing a link to reading lessons.
- Parents' reading workshops
- Phonics Booster sessions have been delivered twice weekly since December. There was 100% support for these sessions by parents which was key in 80% of children overall passing the Y1 Phonics Screening Check
- Children are provided with log-ins for Numbots and Times Tables Rock Stars to support with the children's maths fluency.
- A range of after-school clubs take place throughout the school year and PP attendance is prioritised and tracked by our PP lead and attendance lead.

**Breadth of Learning Experiences**

A range of subsidised learning experiences have been provided throughout 2025-2026, which allow the children to contextualise their learning.

- Harvest Festival and link to the Askern Food Bank
- Visit to the Askern War memorial on Remembrance Day by Y2 children
- Cannon Hall Farm trip by Reception
- Visit to Conisbrough Castle by Y1 children
- Visit to Cannon Hall Museum by Y2 children, where they spent the day as Victorian servants.
- Visit to St Peter's Church Askern
- Eggs and incubators- all children observed the chicks hatching
- Caterpillars observed which transform into butterflies.
- KS1 participation in a range of sporting competitions and festivals throughout the year, led by Leger Sport.
- Box2Bfit and Skip2Bfit- the children learn to be resilient and understand that 'practice makes you better'.
- Visit by Network Rail as part of children's PHSE.
- Visit by local fire service, community police, vet, dentist, LNER train driver and a cake maker as part of the careers curriculum.
- School nurses deliver a Safe Touch lesson to Y1 children and a series of workshops to Y2 children.
- KS1 visited the Cast Theatre to see the pantomime, Cinderella.
- Reindeer visited the EYFS children.
- Local walks to support geographical understanding.
- Litter picking in the local community.
- Easter Service and transition assembly led by the vicar of Askern, Stella McHugh.
- Visits by members of the Askarne Day Centre to support inter-generational work.
- Work in collaboration with Doncaster Lions
- Enterprise Days
- Reading workshops & phonics parental workshop
- Author visit- Chris the Story Teller
- Disco's and themed breakfast clubs
- Competitions ie- comic, attendance, talent show.
- 43 children visited the Doncaster art gallery at Doncaster Airport

**Intended Outcome 5**

All pupils will have positive attitudes to learning, displaying good self-organisation skills, resilience and determination. They will be able to work independently with confidence.

**Success Criteria for Outcome 5**

- Lesson observations and Learning Walks

- Teaching and Learning Review
- Assessment outcomes
- SEND review
- PD review
- Visitor voice- Chris the Story Teller and Activ8's manager.