

## Outcomes for disadvantaged pupils

In academic year 2024/2025 the percentage of disadvantaged pupils across the whole school was 34%.

### St Saviour's C of E Academy 2025

#### KS2 Outcomes for Disadvantaged Pupils

57% of disadvantaged pupils achieved expected/+ in Reading  
 86% of disadvantaged pupils achieved expected/+ in Writing  
 43% of disadvantaged pupils achieved expected/+ in Mathematics  
 71% of disadvantaged pupils achieved expected/+ in GAPS  
 36% of disadvantaged pupils achieved expected/+ in Combined  
 93% of disadvantaged pupils achieved expected/+ in Science

### St Saviour's C of E Academy 2025

#### KS2 Outcomes for Disadvantaged Pupils (Not SEND)

67% of disadvantaged pupils achieved expected/+ in Reading  
 100% of disadvantaged pupils achieved expected/+ in Writing  
 67% of disadvantaged pupils achieved expected/+ in Mathematics  
 89% of disadvantaged pupils achieved expected/+ in GAPS  
 56% of disadvantaged pupils achieved expected/+ in Combined

### Year 1 Phonics Check 2025

88% (7/8) of disadvantaged pupils achieved the phonics check

Data from tests and assessments suggest that, along with some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/2025 was inline or better than national average

### July 2025 DA School Data

| DA Pupils | Reading EXP+ | Writing EXP+ | Mathematics EXP+ |
|-----------|--------------|--------------|------------------|
| Y1        | 5/8 63%      | 6/8 75%      | 7/8 88%          |
| Y2        | 6/8 75%      | 6/8 75%      | 6/8 75%          |
| Y3        | 6/7 86%      | 6/7 86%      | 5/7 71%          |
| Y4        | 9/10 90%     | 9/10 90%     | 8/10 80%         |
| Y5        | 6/9 67%      | 5/9 56%      | 4/9 44%          |

| DA Pupils<br>Not SEND | Reading EXP+ | Writing EXP+ | Mathematics EXP+ |
|-----------------------|--------------|--------------|------------------|
| Y1                    | 4/6 67%      | 6/6 100%     | 6/6 100%         |
| Y2                    | 6/8 75%      | 6/8 75%      | 6/8 75%          |
| Y3                    | 5/5 100%     | 5/5 100%     | 4/5 80%          |
| Y4                    | 8/8 100%     | 7/8 88%      | 7/8 88%          |
| Y5                    | 6/8 75%      | 5/8 63%      | 4/8 50%          |

| Intended outcome  | Success criteria  |
|---|---|
| Improve oral language and vocabulary development amongst DA pupils. | <p>Reception Data</p> <p>24-25 data - 35% of the cohort were delayed in their communication and language. By the end of reception, this had reduced to 10%.</p> <p>25-26 data - (children who attended our nursery only) 80% delay when they were baselined in nursery. This has now reduced to 30% when they were baselined at the beginning of reception.</p> <p>Disadvantaged pupil data:</p> <ul style="list-style-type: none"> <li>• 24-25 pupils - 40% (2/5 pupils) delayed at baseline this then reduced to 20% (1/5 pupils) by the end of reception.</li> <li>• 25-26 pupils - 75% (3/4 pupils) delayed at baseline in nursery this then reduced to 50% (2/4 pupils) by the beginning of reception.</li> </ul>  |
| Improve attendance for DA pupils                                    | <p>Attendance for disadvantaged pupils in 24/25 was 92%, which was in line with national.</p> <p>Our disadvantaged attendance data was in line with that of similar schools (92%) over the academic year 2024/2025.</p> <p>Our disadvantaged attendance data improved from 90 % in 2023 /2024 to 92% in 2024/2025.</p> <p>We recognise that this continues to be a significant issue and will continue to be a key focus.</p>   |
| Improve DA pupils' aspirations for the future                       | <p>Pupils have feedback very positively in relation to the CJ programme and monitoring shows a high level of engagement and enjoyment in the activities and missions. Pupils feel they have shown improved teamwork, problem solving and resilience.</p> <p><b>SIAMS November 2024 Feedback</b></p> <p><i>"An emphasis on personal development alongside academic achievement is supported by a wide range of exciting and extra-curricular opportunities. These currently include sewing, dancing, film club and 'Young Voices', a national children's choir. They enrich pupils' lives and experiences whilst also developing life skills."</i></p> <p><b>SBMAT ASR November 2024 Feedback</b></p> <p><i>"Pupils make strong links between their lessons and how this is equipping them for life beyond St Saviours. They talk about how they will use their learning in the next phase of their education and beyond, into employment. "</i></p> <p><b>Pupil Voice March 2025</b></p> <p>DA pupils stated the reasons they enjoy CJ</p> <ul style="list-style-type: none"> <li>• I like activities and challenges.</li> <li>• I like the obstacles.</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Working through the challenges</li> <li>• We get to use the resources from the CJ box.</li> <li>• It helps you to work with friends and we get to make things.</li> <li>• It changes each session.</li> <li>• We get to learn about a new person, but the sessions make it more interesting.</li> </ul>   |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has varied. As a school, we have a Mental Health Lead and have embedded links with the North Staffs Mental Health team. We are proactive in our response to mental health issues for our children. This will continue to be a priority area of focus.</p> <p><b>Pupil Survey November 2024</b><br/> <i>The majority of pupils Strongly agree/agree that “My school encourages me to look after my emotional and mental health”</i></p> <p><b>SBMAT ASR November 2024 Feedback</b><br/> <i>Pupils are very well mannered and demonstrate courteous behaviour during interactions around the school with each other (holding doors open, using manners, saying good morning).<br/> Pupils demonstrate good attitudes to learning in their discussions about their work. They know that they must try hard, must persevere and can recognise when they have achieved well because of this.</i></p> |
| <p>Provide support to DA pupils to enable them to overcome some barriers to learning through “wider strategies”</p>   | <p>All pupils have full access to the curriculum and all available opportunities</p> <p>An attendance officer (EWO) has worked with the families and school to provide support where attendance is a concern</p> <p>A wide range of extracurricular activities has been offered and subsidised for DA pupils.</p> <p>Data shows that DA attendance at most clubs is above the school percentage of DA pupils (34%)</p> <p>Discounts and subsidies in line with our charging policy have been applied to DA families for trips, visits, workshops, extracurricular clubs etc.</p> <p>Purchase of iPads throughout has enabled pupils to access scaffolds for their learning independently</p> <p>Tuesday Lunchtime sports club has a 65% attendance rate for DA pupils</p> <p>At least 50% of pupils who have responsibilities throughout school are DA pupils eg. Office Assistant 55% of pupils represent DA PUPILS</p>   |