

Phonics Screening Check Report – 2025

Overview of Outcomes

2024 Retakes (Year 2 2025 cohort):

Of the 93 pupils in 2024, 6 did not initially meet the Phonics Screening threshold. In 2025, five of these children resat the screening (one pupil had left the school). Four out of five pupils (80%) met the expected standard on retake.

2025 Year 1 Cohort:

This year, 7 out of 89 pupils did not meet the expected standard in the Phonics Screening Check. This figure includes two pupils with SEND who were disapplied.

Threshold Score: 32/40

School Average Score: 38/40

What Went Well

- The screening was administered by class teachers and carefully timetabled to minimise disruption to learning.
- All staff delivering phonics received weekly RWI training, supplemented by termly development days, coaching, and regular observations to ensure fidelity to the scheme.
- The use of consistent RWI strategies such as ‘Special Friends, Fred Talk, Read the Word’ has become embedded in daily practice, improving pupil confidence and decoding skills.
- Pupils are assessed on their grapheme–phoneme correspondence approximately every six weeks, with grouping adjusted accordingly. These data-informed decisions have supported rapid progress.
- Targeted pupils received additional support through the Fast Track Tutoring programme. Staff were trained to deliver Fast Track Tutoring, resulting in 50% of targeted pupils (5 out of 10) achieving the expected standard, the 3 out of the 5 children who did not pass were within 3 marks of passing.
- In response to previously identified gaps in decoding split digraphs and multisyllabic words, we introduced afternoon whole-class phonics sessions and gave all pupils access to phonic videos via the school portal. This ensured broad and inclusive coverage of the phonics programme.
- Parents were provided with clear guidance and digital resources, including QR-coded practice papers to support home learning.

Challenges and Considerations

The high-quality provision delivered this year was resource-intensive, requiring:

- 14 adults deployed each morning to deliver streamed RWI sessions (6 Reception groups, 8 Year 1 groups, and a phonics lead released for coaching)
- Cover arrangements for part-time TAs
- Skilled TAs timetabled for intervention support in the afternoons

Sustaining this level of staffing and support will require careful planning to ensure continuity and maintain high outcomes moving forward.

Next Steps

- Strengthen transition processes by liaising with Reception teachers to ensure consistency and continuity in phonics provision.
- Continue holding half-termly grouping meetings to share updated Sounds Grids, groupings, and the “What to Teach When” guidance with all phonics staff.
- Maintain a strong programme of CPD and in-school coaching aligned with the School Action Plan.

- Continue Fast Track Tutoring to support identified pupils with additional needs.

Year 2 Phonics Retake Outcomes (2025)

4 out of 5 pupils met the expected standard on retake.

The pupil who did not meet the standard has an EHCP and is currently working within the 'Working Towards' standard in Reading. He receives ongoing 1:1 support to access the curriculum.

Children in Year 2 have continued to receive daily phonics sessions, alongside targeted reading interventions, which have supported progress across reading, writing, and spelling.

Phonics Benchmark

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	Local Authority	3,762	3.9%	9.9%	3.9%	4.3%	27.9%	50.2%	32.8	0.0%	0.4%	3.5%	18.0%	78.1%
5200	Park Hall Infant School	89	2.2%	1.1%	1.1%	3.4%	14.6%	77.5%	37.6	0.0%	0.0%	2.2%	5.6%	92.1%