

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.

Progress towards meeting our goals for the end of three year plan are indicated as follows:

Green highlighting = on target/met

Yellow highlighting = on track but more to do

Red highlighting = not working – school are taking a different action

Review of 2023-2024 (Year 3 of our 3 year strategy plan)

There were whole cohort improvements in many areas of the curriculum with evidence of gaps beginning to close. In KS1 the year 2 outcomes demonstrated this in particular.

As evidenced in schools across the country, the impact of the pandemic is still being felt by learners even if they were pre- school age at the time they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was a mixed picture with evidence of gaps closing. In some areas higher than previous years – when compared to 2019 in particular for EYFS and phonics outcomes which reflects the work and focus of teams on these areas in recent years.

Intended Outcome by end of three year Strategy (2021 – 2024)	Progress and updates after Year 2 of three year strategy (2023-2024)
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>On track</p>	<p>EYFS began to use Wellcomm</p> <p>ELSA interventions took place in Key Stage One</p> <p>2023-2024 EYFS Outcomes Communication and Language</p> <p>Whole cohort: Listening, attention and understanding 75% 2023 81% Speaking 77% 2023 89%</p> <p>Disadvantaged: Listening, attention and understanding 73% 2023 73% Speaking 73% 2023 64%</p> <p>Vocabulary was a focus for all year groups with strategies such as vocab walls; vocabulary exploration in guided reading and inclusion on knowledge organisers. The evidence of impact could be seen through lesson observations/learning walks where children were expected to use the correct technical vocabulary and answer in full sentences. This remains a focus for the coming year and is high profile across our curriculum.</p>
<p>Improved reading (phonics) attainment among disadvantaged pupils.</p>	<p>2023-2024 Outcomes</p> <p><u>PHONICS</u></p> <p>Whole cohort</p> <p>Y1 84% (up from 75% in 2023)</p> <p>Provisional national Y1 phonics data at 2024 was 80%</p> <p>Y2 combined 88%</p>

On track – improvements at school level but more to do to reach goal of 80%

National Y2 phonics data at 2023 was 87%

Phonics PPG outcomes

63% met Y1 phonics 2023 62%

88% of Y2 retakes met the check 2023 94%

READING

Whole cohort

Y1 reading 80% met ARE 2023 68%

Y2 reading 84% met ARE 2023 66%

National Y2 data at 2023 was 68%

Reading PPG outcomes

Y1 PPG meeting Reading ARE

R 75% 2023 46%

Non PPG 80% Gap: 5%

Y2 PPG meeting Reading ARE

R 77% 2023 64%

Non PPG 85% Gap: 8%

- Additional phonics interventions are beginning to have a positive impact on phonics learning and have supported the majority of PPG children to move through the phonics scheme at the expected pace.
- Support from the English HUB and use of 'Unlocking letters and sounds' materials have been effective in training and coaching all staff to become secure in their phonics delivery.
- The phonics leader, has enabled high quality coaching and modelling to take place on a termly basis; supporting all staff to become strong phonics teachers and maintaining rigour and consistency across the school. This will continue this year so new staff can be trained and supported.

Improved writing attainment among disadvantaged pupils.

On track

2023-2024 Outcomes

WRITING

Whole cohort

Y1 writing 64% met ARE 2023 62%

Y2 writing 67% met ARE 2023 59%

National Y2 data at 2023 was 59/61%

Y1 PPG meeting Writing ARE

W 50% 2023 46%

Non PPG 66% Gap: 16% (down by 3%)

Y2 PPG meeting Writing ARE

W 62% 2023 57%

Non PPG 69% Gap: 7%

	<ul style="list-style-type: none"> Teachers and teaching assistants received training to support the development of writing: Sentence stacking, fine motor skills training, teaching of common exception words and writing strategies. Fine motor interventions took place in EYFS and led to improved physical outcomes and better developed/more effective pencil grip EYFS meeting Fine motor skills Early learning goal: Whole cohort: <i>2023 83% met ELG for Fine motor skills</i> <i>2022 75%</i> EYFS PPG <i>2024 73% of PPG pupils met ELG</i> <i>2023 75%</i> EYFS Non PPG <i>2024 88% of PPG pupils met ELG Gap = 15%</i> <i>2023 85% Gap = 10%</i> The % of PPG pupils achieving expected outcomes in writing by the end of the year increased in Y1 (by 7%). In Y2 PPG pupils writing outcomes for ARE was 62% showing an increase of 5% which reflects strategies put in place. Raising standards in writing including scaffolding techniques, remains a focus for monitoring activity, staff training and development in the 2023-2024 academic year but with an added emphasis on Oracy Across 2023-2024 the school continued to offer specific literacy interventions and maths interventions, based on the individual needs of the pupils. Priority access was given to children entitled to the PP and those whose progress is not as expected. These form an integral part of our Pupil progress meetings (Terms 2,4,6) During 2023-2024 there was a whole school review of handwriting policy and assessment of handwriting as part of the English lead's remit
<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i></p> <p>On track</p>	<ul style="list-style-type: none"> Over the year more disadvantaged pupils were able to begin to access ELSA and Nurture provision due to extension of these programmes. The school continued to draw upon other agencies such as Behaviour and attendance panel who support with play therapy and Thrive approaches The use of the Parent Support Advisor through our Behaviour and Attendance panel also supported key families from the group including PPG families; also PSA Drop ins in January 2024. Key meetings: CP, EHA, TAC/TAF, CMEO have been focused upon the child with key input from those working with the children on a daily basis. This has ensured that the whole child's needs were taken into account in planning teaching and learning experiences as well as identifying any family support needed. We continue to support our disadvantaged children to access wider curriculum and cultural experiences where possible. All pupils have been able to participate fully in all visits and clubs. This group of pupils are positively discriminated for sporting opportunities and in small positions of responsibility. We continue to support families to access support from the local foodbank.

To sustain high attendance for all pupils, particularly our disadvantaged pupils.

On track – some improvements at school level but more to do to reach goal

Attendance data

2023-2024 whole school attendance figure was 95.7%

2022-2023 94.2 %

2023- 2024 for PPG pupils was 92.9%

2022-2023 91.9%

2023-2024 Non PPG was 95.9%

2022- 2023 Non PPG: 95.1%

Attendance below 95%

2023-2024 46% of PPG below 95% = improvement of 14%

2023-2024 60% of PPG pupils were below 95%.

2023-2024 Persistent absentees (below 90%)

PPG 27.5%

Non PPG 6.4%

- The Headteacher, Education Welfare Officer, school nurse service are providing good support for the school in monitoring attendance and engaging with disadvantaged families.

Additional Maths data

EYFS

Number 81% at expected

2023 78%

PPG 82%

2023 33%

Non PPG 81%

2023 85%

Numerical Patterns 86% at expected

PPG 50%

Non PPG 91%

KS1

Y1 maths 69% met ARE 2023 64%

Y2 maths 81% met ARE 2023 64%

National data at 2023 was 70%

Y1 PPG meeting Maths ARE

M 50% Non PPG 72% Gap: 22%(down by 10%)

2023 38%

Y2 PPG meeting Maths ARE

M 93% Non PPG 78% Gap: 15% with PPG outperforming non PPG

2023 50%