

# 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.

It should be noted that 60% of pupils on our SEND Register in our school are also FSM and/or CLA

### End of EYFS outcomes

- 33% (1 out of the 3) PPG pupils in the class achieved the GLD.

	Reception: Number of children: 30 Number of PP children: 3			
	Combined	Reading	Writing	Maths
All Pupils	76%	90%	76%	83%
PP Pupils	33%	67%	33%	33%

### Phonics Screening Check

- 57% (4 out of the 7) of PPG pupils in the class achieved the phonics screening check. 1 of the 3 children who did not has an EHCP.

### End of KS1 attainment

- 50% (3 out of the 6) of PPG pupils in the class achieved the expected standard in Reading. 2 of the 3 children who did not are on the SEND register.
- 33% (2 out of the 6) of PPG pupils in the class achieved the expected standard in Writing. 3 of the 4 children who did not are on the SEND register.
- 67% (4 out of the 6) of PPG pupils in the class achieved the expected standard in Maths. Both children who did not are on the SEND register.

### End of KS2 attainment (6 children 2 on the SEND register, two with an EHCP)

- 50% of PP in Year 6 achieved Expected Standard + in Reading (17% at Greater Depth). (Without EHCP 60% achieved Expected Standard+)
- 67% of PP in Year 6 achieved Expected Standard + in Writing (17% at Greater Depth). (Without EHCP 83% achieved Expected Standard+)
- 67% of PP in Year 6 achieved Expected Standard + in Maths (17% at Greater Depth). (Without EHCP 83% achieved Expected Standard+)
- 33% of PP in Year 6 achieved combined Expected Standard + in Reading, Writing and Maths. (Without EHCP 40% achieved combined Expected Standard+)

Whilst there continues to be a gap between the attainment of our PP and non-PP pupils at the end of KS2, attainment in both writing and maths are above national both at ARE and GD

<b>Published disadvantaged data 2023-2024</b>				
	Reading	Writing	Maths	RWM Combined
<b>National ARE</b>	62%	58%	59%	45%
<b>School ARE</b>	50%	67%	67%	33%
<b>National GD</b>	18%	6%	13%	3%
<b>School GD</b>	17%	17%	17%	

<b>End of year outcomes 20223 – 20234 % of children at ARE</b>						
	Reading		Writing		Maths	
	All	PP	All	PP	All	PP
Year 1	71%	43% (1/4 SEND)	68%	29% (1/5 SEND)	71%	43% (1/4 SEND)
Year 2	76%	33% (3/4 SEND)	72%	33% (3/4 SEND)	80%	50% (3/3 SEND)
Year 3	83%	n/a	63%	n/a	77%	n/a
Year 4	90%	86%	64%	14% (1/6 SEND)	74%	43% (1/4 SEND)
Year 5	90%	50% (1/3 SEND)	67%	17% (1/5 SEND)	73%	33% (1/4 SEND)
Year 6	75%	50% (1/3 SEND)	82%	67% (1/2 SEND)	78%	67% (1/2 SEND)

(Figures in green represent the number of children who did not attend ARE who are SEND)

**Number of PP pupils (non EHCP) below ARE who have made at least the same progress as their peers.**

	Reading	Writing	Maths
Y2	5/5	5/5	5/5
Y3	n/a	n/a	n/a
Y4	5/7	6/7	6/7
Y5	5/6	5/6	5/6
Y6	4/6	5/6	5/6

**Number of PP pupils (non EHCP) below ARE who have made accelerated progress.**

	Reading	Writing	Maths
Y2	1/5	2/5	0/5
Y3	n/a	n/a	n/a
Y4	4/7	2/7	2/7
Y5	1/7	1/7	3/7
Y6	0/6	1/6	2/6

The attainment of disadvantaged pupils continues to be below those identified as non-disadvantaged across key areas of the curriculum and is a key focus during all pupil progress meetings and SEND surgeries. However, both our end of Key Stage 2 data and the end of year outcomes shown in the above tables show that high quality teaching enables many pupil premium children to make progress at least at the same rate as their peers and in many cases attainment is accelerated.

Pupil Premium Learning Enquiries by Governors and Senior Leaders continue to focus on:

- High Quality Teaching – including direct instruction, guided and independent practice, modelling and using metacognitive strategies
- Universal Provision
- Pedagogical approaches such as ‘cold-calling’ to reduce passivity and scaffolding to develop greater self-efficacy amongst prioritised learners.

Zones of Regulation is now embedded across the school enabling all children to develop the skills to self-regulate and identify strategies that will enable them to successfully engage in their learning. The practice of the Learning Mentor is also aligned to these principles and strategies and she continues to identify and work alongside children on short-term, targeted ELSA interventions.

The school has focussed on developing pedagogy so that provision for all pupils, especially disadvantaged pupils, meets their learning needs and enables pupils to build the agency, self-efficacy and self-regulation skills to thrive. An emphasis has been placed on the importance of Universal Provision and time has been spent considering what constitutes high quality teaching, including explicit instruction, modelling, metacognitive talk, guided practice and independent practice. There has been a whole school focus on developing pedagogical approaches that support all children to secure deeper learning and ensuring all children are actively involved in thinking and responding to probing questions.

There has been a whole school focus on developing consistent, high-quality teaching of reading as this is recognised to be the key to unlocking learning for all children, especially disadvantaged. Developing consistent, high-quality teaching of reading and comprehension has been a focus this year. All children in Key Stage 2 are taught whole-class reading for 30 minutes a day, using challenging texts and consistent strategies such as echo reading and choral reading with a focus on prosody, comprehension and the development of vocabulary.