

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023-2024 academic year using key stage 2 performance data, EYFS performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and local level.

Data from KS2 statutory assessments in 2023-2024 demonstrated that disadvantaged pupils were achieving broadly in line with non-disadvantaged peers in both Reading and Writing, however in Maths there was a significant gap between disadvantaged and non-disadvantaged pupils, with 79% of non-disadvantaged pupils reaching EXS, comparative to only 40% of disadvantaged pupils. This impacted on data for combined scores. Additionally, an achievement gap could be seen in GPS, with 79% of non-disadvantaged pupils reaching EXS, comparative to only 50% of disadvantaged pupils.

Across the rest of the school, internal data demonstrates that the gap between disadvantaged and non-disadvantaged is most prevalent in Maths, with a 23% gap between the attainment of non-disadvantaged pupils compared to disadvantaged pupils across years 1-5. However, it is also notable that in Years 4 and 5, the attainment gap between disadvantaged and non-disadvantaged was higher in Reading and Writing than it was in other classes. This may be demonstrative of the ongoing and long-lasting the impact of COVID-19 had on learners who experienced disruption to their KS1 teaching and learning and it is positive to see that this gap has reduced in Years 3 and below. In EYFS in the year 2023-2024, attainment data for disadvantaged pupils was broadly in line with non-disadvantaged peers for GLD.

Following the last 3-year Pupil Premium Strategy which saw a focus on improving attendance for disadvantaged pupils we have seen the gap reduce over time. Last academic year, attendance for disadvantaged pupils surpassed levels for non-disadvantaged pupils. Attendance for disadvantaged pupils was 96.9%, compared to 95.2% for non-disadvantaged pupils. Despite this improvement, the school is aware that attendance rates for some disadvantaged pupils will be an ongoing challenge and therefore the good practice achieved with attendance over the past few years must continue to ensure that good attendance for disadvantaged pupils contributes to good educational outcomes.

Additionally, following a focus on supporting pupils with high levels of SEMH needs in the previous Pupil Premium Strategy, we have seen an improvement in behaviour and a reduction in fixed term suspensions. In the year 2023-2024, there was a total of 3.5 days of fixed term suspensions, a reduction from 18 days the year prior to this. However, the school continues to see a rise in the number of pupils listed on the SEN register as well as

a rise in the percentage of these pupils with SEMH as an area of need. As such, the school must continue to implement support to ensure this improvement continues.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

Last academic year, we employed a Learning Mentor, who worked to support the emotional wellbeing and academic achievement of vulnerable children, including service children. The Learning Mentor provided emotional well-being support to the one pupil in receipt of SPP funding across the school. This pupil received support through access to ongoing emotional well-being support (such as regular check-in times) and Thrive or nurture approaches (delivered via whole class provision).

We identified gaps in service children's education which were addressed with targeted support in class and school-led tutoring.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in well-being and involvement with the child in receipt of SPP funding. This contributed to accelerated progress in the pupil's final year at primary school. This pupil left the school having achieved EXS in all areas and GDS in Reading.

Further information (optional)

Additional activity

Our Pupil Premium funding has enabled us to employ a School Improvement Lead across the Trust. The impact of the School Improvement Lead can be seen through the quality of teaching for pupils due to the coaching and mentoring, as well as CPD, offered.

The School Improvement Lead has had a positive impact on teachers' pedagogy and practice, which – as a result of mentoring and coaching – is now at least good across the school. The School Improvement Lead has also acted as an ECT mentor to ensure that ECTs not only successfully complete the ECF programme, but that they begin their teaching journey with the skills needed to equip them to be long-term reflective and proactive practitioners. High quality teaching leads to improved outcomes for all pupils, including those in receipt of pupil premium funding.

Further to this, CPD, led by the School Improvement Lead for teaching staff, has ensured that there is a clear learning process that maximises learning and increases opportunities for children in receipt of Pupil Premium funding. This is in line with the Trust's Teaching and Learning Strategy.

Additionally, through CPD led by the School Improvement Lead, a system of knowledge organisers has been developed that enables teachers to identify the core elements of each topic, ensuring knowledge teaching is explicit and that core knowledge is taught, learned and remembered. Furthermore, the School Improvement Lead has facilitated the development of knowledge organisers to assess pupils' knowledge as well as the use of skills assessments to ensure that teachers are more effective in assessing knowledge and skills from across the curriculum. Assessment schedules have now been developed for all year groups to ensure pupils are regularly assessed for progress against the planned curriculum. Insight, our data tracking system, is also now well-embedded, with teachers uploading assessments frequently and leaders at all levels analysing this to ensure that disadvantaged pupils as well as any other vulnerable groups' progress and attainment is well-tracked and gaps are addressed swiftly. We now need to work to ensure that all planning shows clear assessment milestones so that teachers are clear what they must assess at which points so that learning is progressive and well-sequenced.

CPD on the explicit teaching of vocabulary has ensured that vocabulary development is explicitly planned for. CPD in improving communication skills in EYFS has been delivered, with a focus on the use of communication boards to aid successful interactions and build vocabulary. This CPD has also been extended beyond the EYFS to ensure that those pupils with low levels of language receive ongoing support.

Little Wandle, our systematic synthetic phonics programme, is now well-embedded in practice and the school has adapted this well to ensure it meets the needs of all pupils, including those who are disadvantaged and those with SEND. Last academic year, Year 1 PSC results showed that 60% of disadvantaged pupils, compared to 76% of non-disadvantaged peers passed the check. This shows that an ongoing focus on early phonics and literacy skills remains important moving forwards.

Development of pupils' mental health and well-being, following the pandemic, has remained a high-priority, and with continuing national challenges with wait times and availability of support for children's mental health needs, this will remain important. Through implementation of both Thrive and Nurture approaches and the employment of our Learning Mentor / SEN and Pastoral Support Assistant, the school are able to meet the needs of pupils with additional needs. This continues to be a priority for the school as we move into the academic year 2024-2025.

Lastly, our work on strengthening relationships with parents has been successful and the school passed the Leading Parent Partnership Award (LPPA) in April 2024. This has led to improved relationships with families and an increased parental offer, with opportunities for parents to access additional support and courses as required. As a next step in this journey, we now need to continue work to strengthen links with some of our harder-to-reach, disadvantaged families and the work of our Family Liaison Officer will be key to achieving this.