

## **Part B:**

### **Review of the outcomes in the previous academic year.**

#### **1.To ensure Pupil Premium children make good progress in the Foundation Stage in Communication and Language support by School Language Lead**

All pupils in the Foundation Stage were targeted throughout the year and there was a specific focus on PP to support with language and communication development and intervention across the whole unit. We offered a language based universal approach to the curriculum with speaking and listening skills at the centre of the curriculum.

The **Listening and Attention** assessments show that at baseline our **Pupil Premium** started with 50% of our children being at age related expectations and by the end of Summer Term this had increased to 71.4% - an increase of 21.4%.

At Baseline our **Non -Pupil Premium** children were assessed at 62.1% and by the end of the Summer this had improved to 80.6% - an increase of 18.5%

With **Speaking** our **Pupil Premium** children at Baseline were assessed with 50% of pupils being at age-related expectations but by the end of end of Summer Term this had risen to 71.4% - an increase of 21.4%.

At Baseline our **Non -Pupil Premium** children were assessed at 55.2% and by the end of the Summer this had improved to 77.4% - an increase of 22.2 %

The language rich communication centred curriculum with appropriate intervention and tracking clearly had a significant impact on the children within this cohort but particularly on our Pupil Premium children.

#### **2.To support and guide our Pupil Premium families to ensure all have access to services to improve their well-being, emotional and physical health**

Over the past academic year, at least 52 (50%) of our Pupil Premium families were supported to access a range of official or formal services and support including referrals to healthy family team services, counselling sessions and ELSA sessions. We families who were of significant concern and particularly vulnerable and these families were on our radar and prioritised for support offered additionally to school in a variety of areas including Salvation Army hampers and Christmas Toy Appeal.

#### **3.To ensure all Pupil Premium children with additional or SEN will be supported by bespoke programmes linked to academic/social and emotional need**

We have used the following interventions/support

- TA support to access after school clubs
- TA support for enable children to attend trips
- Dyslexia screening - KS2
- Overlays / dyslexia friendly handwriting books
- Dyscalculia screening - KS2
- Wellcomm screening (communication)- Foundation
- Black Sheep Narrative
- Nuffield communication intervention - Foundation
- Bespoke transition (Y6) arranged for individual pupils

- Extra transition arranged within school in the summer term - vulnerable pupil forms

2023-24			
	ALL PUPILS	SEND & PP	NON SEND & PP
Reading	205/304 – 67.4%	9/28 – 32.1%	49/89 – 55.1%
Writing	138/303 – 45.5%	5/28 – 17.9%	31/89 – 34.8%
Maths	205/304 – 67.4%	9/28 – 32.1%	53/89 – 59.6%

2024-25			
	ALL PUPILS	SEND & PP	NON SEND & PP
Reading	189/339 – 56%	6/26 – 23%	49/98 – 50%
Writing	141/339 – 42%	3/26 – 12%	28/98 – 29%
Maths	205/339 – 60%	6/26 – 23%	53/98 – 54%

	SEND & PP	NON SEND & PP
Reading	-33%	-6%
Writing	-30%	-13%
Maths	-37%	-14%

#### **4.To improve Pupil Premium attainment compared with the previous academic year in writing, reading and maths**

71.4% of Pupil Premium children passed the Year 1 Phonics Screening test and 25% of Year 2 passed the retake this year. This compared to Non PP children in the cohort where 59.3% of Year 1 and 57% of Non PP passed this year.

This shows that intervention of PP children in reading in Year 1 has had a big impact this year however we also need to ensure this is not at a detriment to Non PP children achieving their best.

#### **PP vs NPP results attaining ARE**

Yr group	2023 - 2024			2024 - 2025		
	Reading	Writing	Maths	Reading	Writing	Maths
Y6 PP	52%	38%	62%	55%	32%	59%
Y6 NPP	78%	65%	78%	69%	66%	84%
Y5 PP	53%	26%	42%	43%	5%	38%
Y5 NPP	82%	46%	71%	63%	40%	61%
Y4 PP	50%	17%	50%	39%	32%	50%
Y4 NPP	69%	37%	62%	61%	43%	61%
Y3 PP	55%	40%	50%	44%	36%	44%
Y3 NPP	78%	52%	89%	67%	56%	63%
Y2 PP	57%	44%	61%	42%	0%	50%

Y2 NPP	68%	48%	68%		63%	53%	81%
Y1 PP	42%	25%	58%		29%	14%	43%
Y1 NPP	79%	79%	88%		41%	41%	48%

Colour matches to corresponding year groups

**5.To improve self-regulation and resilience for PP. to empower those pupils to deal with negative emotions and strive to achieve**

Whilst this is difficult to demonstrate in terms of qualitative data there was a distinct 'change' in certain pupils ability to self-regulate and deal with negative emotions as a direct result of interventions such as Brighter Futures and ELSA. Staff in school commented positively on the behaviour of their classes and certain individuals as part of the Behaviour questionnaire which were completed.

There was a distinct reduction in the number of Behaviour reflection forms received by SLT.

**6.To increase enrichment opportunities for put PP children and ensure a wider curriculum exposes these children to a range of experiences**

All pupils continue to receive specialist teaching in PE and Music in school. Many of our children participate in extra curricular music lessons and many PP children has music lessons in a range of instruments including the drums, keyboards, trumpet and vocals. Our PP are active members of the School band and they regularly perform in school and community events. Some of these lessons were funded using PP funding.

The school offered a range of clubs with a minimum of 50% of places over the academic year. PP children attended the full range of clubs.

100% of our PP children in Years 3 and 4 attended daily swimming lessons for a half term due to getting the pool on the playground.

Children, including many PP children, were also able to access extra swimming clubs at school at a very reduced rate compared to swimming clubs outside of school.

We offer a range of musical tuition lessons for our pupils and subsidise and prioritise our PP children.

We offered several school trips and experiences all of which are attended by PP children.

Our Classroom Personal Pledges for all pupils enriched the opportunities for PP children with experiences such as completing Bikeability, a visit to the greengrocers and performing a Remembrance assembly with their year group, all of which increased our enrichment offer helping all pupils but particularly our PP and increased their social and cultural capital.