

## **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 33% of our children being at age related expectations and by the end of Summer Term this had increased to 75% - an increase of 42%.

At Baseline our **Non -Pupil Premium** children were assessed at 40% and by the end of the Summer this had improved to 71% - an increase of 31%

With **Speaking** our **Pupil Premium** children at Baseline were assessed with 17% of pupils being at age-related expectations but by the end of end of Summer Term this had risen to 75% - an increase of 58%.

Our **Non -Pupil Premium** children performed well too with an increase in children achieving age-related expectations by the end of the summer term compared to those at age related at baseline. The increase was 29%.

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 improve the attendance and lateness of Pupil Premium children so it will be at least in line with the attendance of Non-Pupil Premium children in school**

Our attendance team have worked very effectively over the year to improve attendance for all children in school. The data shows no increase amongst the attendance of Non-Pupil Premium children in school but we have maintained 96%.

Attendance for our Pupil Premium children has improved to 95% which is up by 1% on last year but is the highest percentage attendance data for PP children we have had, so although small this is still a positive improvement. The attendance initiatives have been successful in terms of parents and children understanding the importance of regular attendance which is clear when you talk to children and their parents

##### **Attendance 2022-23**

Pupil Premium – 94%

Non Pupil Premium – 96%

##### **Attendance 2023-24**

Pupil Premium – 95%

Non Pupil Premium – 96%

The Attendance Team have started targeting pupils who are late coming into school. This has been monitored intensively from Spring 2024. This approach is starting to have an impact with Spring term 2024 figures of Pupil Premium lateness at 47%. This equates to 69 of the 139

late marks during this period being from PP children compared to 38% which is 74 of the 139 late marks being from non- PP children which is 53%

This improved in the Summer term 2024 for Pupil Premium children with late percentages dropping to 38% which is 52 late marks out of the 137 late marks from Pupil Premium children compared to Non PP children where there was an increase in late marks to 62% or 85 lates out of a total of 137.

Hopefully the Attendance Team will see an improvement in all pupils over the next terms but we are very encouraged by the Pupil Premium data for lateness.

We intend to target and drill this down to individuals and specific families where there is an on-going issue with lateness. Hopefully the new guidance will support this over the next academic year. These families will be supported with individual meetings and actions plans with targets set to support their childrens' education.

### **3.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 49 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 identified a 57 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.

### **4.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
- The Hive - bespoke learning for lower attaining learners year 3-6
- 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%

2022-23			
	ALL PUPILS	SEND & PP	NON SEND & PP
Reading	205/356 – 57.6%	12/33 – 36.4%	43/93 – 46.2%
Writing	152/356 – 42.7%	7/33 – 21.2%	36/93 – 38.7%
Maths	196/356 – 55.1%	8/33 – 24.2%	49/93 – 52.7%

The support children received in Maths in class has had the biggest impact for pupils with SEND and PP - an increase of

7.9% more children achieving ARE at the end of the school year when comparing 22-23 and 23-24.

Reading and Writing interventions have not had the impact required with both subjects decreasing the amount of pupils achieving ARE.

	SEND & PP	NON SEND & PP
Reading	-4.3%	+8.9%
Writing	-3.3%	+0.1%
Maths	+7.9	+6.9%

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

66% of Pupil Premium children passed the Year 1 Phonics Screening test and 33% of Year 2 passed the retake this year. This compared to Non PP children in the cohort where 83% of Year 1 and 86% of Non PP passed this year.

Whilst there is a difference between PP and Non PP in the phonics screening pass rate and Non PP performed better the % of PP who achieved a pass was greater than the initial phonics data would have suggested at the beginning of the year as a result of intervention across the year and targeted Read write inc. one to one support.

Our end of year data across the school comparing PP and Non PP in reading, writing and maths- this shows attainment at ARE. This data does not show the progress made over time just attainment at ARE. If you drill down to individuals data you will see the progress made over the academic year. The areas where most progress was made for most PP children was maths and reading in KS2 and reading in KS1 and Foundation.

PP made significant progress of 8% gain in reading in Year 3 compared to baseline and non pupil-premium children. In Year 6, there was an increase of 2% in reading and 16% in maths from baseline for PP children.

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

Yr group	2022 - 2023			2023 - 2024		
	Reading	Writing	Maths	Reading	Writing	Maths
Y6 PP	55%	46%	36%	52%	38%	62%
Y6 NPP	60%	55%	64%	78%	65%	78%
Y5 PP	50%	42%	46%	53%	26%	42%
Y5 NPP	83%	36%	58%	82%	46%	71%
Y4 PP	67%	40%	53%	50%	17%	50%
Y4 NPP	71%	61%	71%	69%	37%	62%
Y3 PP	56%	20%	50%	55%	40%	50%
Y3 NPP	76%	43%	62%	78%	52%	89%

Y2 PP	47%	47%	53%		57%	44%	61%
Y2 NPP	77%	58%	81%		68%	48%	68%
Y1 PP	36%	50%	64%		42%	25%	58%
Y1 NPP	57%	61%	57%		79%	79%	88%

Colour matches to corresponding year groups

### **6.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 in 2023 -24.

In 2022-23, SLT received 47% of reflection forms from PP children compared to 53% from Non PP children. This decreased to 40% of behaviour reflection forms in 2023-4 from PP children and an increase in Non-PP children to 60% of behaviour reflection forms.

After discussion and further analysis, the Year 6, the Year 2 cohort and some key individual pupils impacted heavily on the 2022-23 data PP behaviour reflection forms and this year that Year 6 cohort have moved onto secondary education. There was also significantly less behaviour reflection forms completed in 2023-24 compared to the period in 2022-23. We believe this is because all classes and behaviour outside of the classroom had significantly improved.

Pupil interviews during Ofsted revealed that all children felt safe and knew where to go to for support in school if they were struggling with their emotions.

The data of a key group of PP children who struggled with self-regulation demonstrates that improvements in their resilience and strategies which helped them self-regulated made accelerated progress in some aspects of their academic progress which could be credited to the interventions and strategies outlined.

### **7.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 ? % of 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 31 clubs with 430 places over the academic year. PP children attended the full range of clubs with between 45% and 60% of PP attended sessions at these clubs.

100% of our PP children in Year 4 attended weekly swimming lessons for half of the school year.

We offer a range of musical tuition lessons for our pupils and subsidise and prioritise our PP children. Analysis of PP who take up instrumental lessons.

Year Group	Pupil Premium %
Year 3	24%
Year 4	23%
Year 5	19%
Year 6	10%

We offered over 40 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.