

Part B: Review of the previous academic year (Year 1 of 3)

Outcomes for disadvantaged pupils

This review details the impact that our pupil premium strategy activity (2023-2026) has had on pupils in the 2023-2024 academic year.

At the time of the review, there were 53 disadvantaged pupils on roll, 14 (26%) of these disadvantaged pupils are also on the school's SEND register.

Year Group	Disadvantaged Pupils
R	10
1	8
2	6
3	9
4	9
5	10
6	1

Aim
Intended Outcome Increase attainment of disadvantaged pupils in reading, writing, maths and phonics, leading to a reduction in the attainment gaps between disadvantaged and non-disadvantaged pupils.
Success Criteria The gap in attainment between disadvantaged and non-disadvantaged pupils will close in reading, writing, maths and phonics. A greater percentage of disadvantaged children will be working within or beyond the curriculum expectations for their year group.
Analysis of end of summer term data (see document <i>whole school on a page – closing gaps</i>) indicates that the gap in attainment between PPG and NPPG pupils is closing in reading overall for the whole school and in Years R, 3 and 5. The gap in attainment is closing in writing in Years R, 2 and 3 and in maths in R, 1 and 2. The percentage of PPG pupils working within or beyond curriculum expectations for their year group has increased in reading, writing and maths overall for the whole school. In reading the percentage of pupils working within or beyond curriculum expectations has increased in Years R, 3 and 5, in writing in Year R and in maths in Years R, 1 and 2. Note that there is no comparable data for Year 6 due to there only being 1 pupil receiving pupil premium funding and this pupil being ESMA and not sitting national curriculum tests at the end of Year 6.

75% (67% nationally) of PPG pupils met the required standard in the Year 1 phonics screening check compared to 96.3% of NPPG pupils (a gap of -21.3%). This is a reduction when compared to the previous gap in 2022/2023 which was -48%. Attainment of PPG pupils in the Year 4 multiplication screening check has dropped from an average of 12.5 marks to 11.8 marks this year (12.8 marks when allowing for absent PPG pupil). The gap between PPG and NPPG has increased to an average of 8.3 marks. This will be a focus for the 2024-2025 and 2025-2026 cycles.

Aim
Intended Outcome High quality teaching leads to improved outcomes for disadvantaged and non-disadvantaged pupils.
Success Criteria Analysis of diagnostic assessments leads to appropriately planned and scaffolded provision for pupils. Through precision teaching, gaps in disadvantaged pupils' knowledge and understanding are reduced.
The use of summative assessment has been refined this year in order to ensure that it provides clear actions for class teachers when planning next steps for pupils. Summative assessments used this year are: <ul style="list-style-type: none">- Assessment of pupils' writing using TAFs- Herts diagnostics (maths)- Testbase Merit (reading, SPaG and maths)- 144 grids (maths)- Little Wandle (phonics/reading)- Literacy Gold (reading, spelling)- Science Assessment Tracker- Previous KS2 SATs papers (reading, SPaG and maths)- WellComm screening (Speech and Language) <p>Training on how to analyse outcomes of summative assessment has been given to teaching and support staff as well as release time to carry out the analysis. This analysis is then discussed at pupil progress and attainment meetings and planned actions agreed.</p> <p>Learning conversations in writing are embedded across the school. All pupils have a learning conversation with their teacher at least once per writing unit. All PPG children have a weekly learning conversation with their teacher or a teaching assistant. Pupils know and share their writing targets which are set during these conversations.</p> <p>Pre and post teach sessions are used across the school to close the gaps in pupils' knowledge and understanding after lessons, including in tutoring sessions. Children, teachers and teaching assistants work together to identify gaps and who needs further</p>

input or scaffolding. These gaps are then addressed in pre or post teach sessions.

54% of eligible PPG pupils have received small group after school tuition sessions in either English or maths.

10 children have received WellComm intervention this year. This intervention has led to 7/10 of these children now working within age related expectations and so no longer requiring intervention.

Analysis of end of summer term data indicates that the attainment of PPG pupils in reading has increased by 13.2% in reading, 3.3% in writing and 3.1% in maths (percentage of children working within or beyond curriculum expectations). There has been an increase in the percentage of children working within or beyond curriculum expectations in Year R, 3 and 5 in reading, in Year R in writing and in Years R, 1 and 2 in maths.

Aim
Intended Outcome Early identification of barriers to learning for disadvantaged pupils and their families takes place and is actioned. Early intervention/provision is planned based on these identified needs.
Success Criteria Qualitative data indicates that conversations with pupils, parents and carers leads to reduction in barriers to learning. An increase in participation in enrichment activities e.g clubs, residential, sporting activities is seen.
Termly telephone calls/surveys have been sent to 100% of parents of children entitled to pupil premium funding this academic year. 39/42 parents have engaged (93%). 41/42 parents have used their school uniform voucher (98%) All PPG children have been offered devices to use at home. 11 parents took up this offer. All PPG children now have access to hardware at home. Food Bank vouchers given to 2 parents. 100% of PPG children attended school residential trips and 100% attended day trips this year. 42/53 PPG children (79%) attended an after school club this year. 97% of PPG children in KS2 have represented the school in competitive sporting activities. 100% of PPG children in KS1/FS represented the school in competitive sporting activities. 11 home visits were carried out for new reception starters September 2024. Class teachers and the school's family worker have visited the family home in order to identify possible barriers to learning and plan actions to address these.

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Aim
Intended Outcome Ensure that all disadvantaged children have access to IT hardware at home and school in order to access learning.
Success Criteria All families of disadvantaged pupils are offered hardware for use at home and given a chrome book for school use. Our school family worker has made contact with all of parents of PPG children and 93% of these parents have engaged. All parents of PPG children have been offered IT hardware for use at home. 11 parents took up this offer. 100% of PPG children have access to IT hardware at home. 100% of PPG children have access to a ChromeBook in school (1 between 2).

Aim
Intended Outcome Improve attendance of disadvantaged children leading to a reduction in the gap in attendance/persistent absence between disadvantaged and non-disadvantaged pupils.
Success Criteria The attendance of disadvantaged pupils improves. The percentage of disadvantaged pupils who are persistently absent reduces.
2022-2023 PPG 90.3% Non PPG 95.1% Gap -4.8% PPG PA 31.4%
2023-2024 PPG 91.1% (without 2 pupils – EMSA and traveller) Non PPG 95.9% Gap -4.8% PPG PA 26.2%
Data shows an improvement in the attendance of PPG children of 0.8% The percentage of PPG children who are PA has reduced by 5.2%

Aim
Intended Outcome Improve the metacognition and self-regulation skills of disadvantaged pupils across all subjects, developing independence and resilience
Success Criteria Metacognition is explicitly taught within subject areas. Observations, pupil voice and teacher reports suggest that disadvantaged pupils are able to work independently and can identify strategies to support themselves as learners.

Year 2 and 3 focus (2024-2025 and 2025-2026)

Aim
Intended Outcome Achieve and sustain improved vocabulary and oral language among disadvantaged pupils across the school.
Success Criteria Pupils written and oral work demonstrates an improved ability to use and understand explicitly taught tier 2 and 3 vocabulary. Pupils use explicitly taught vocabulary when talking about their learning. They know more and remember more.
CUSP curriculum continues to be embedded in all year groups with a focus on vocabulary. Weekly word champion assemblies in place in Years 1-6. All children have had an opportunity to share tier 2 and 3 vocabulary with their peers. Subject leader monitoring in the summer term has focused on pupils' language/vocabulary acquisition in their subject. Lesson observations and pupil book studies have taken place in all subjects. PPG children are included in every pupil book study session in all subjects. A county TLA has worked with Year 1 teachers to plan opportunities for rich talk and questioning in order to move pupils' learning and thinking on. This area will be a focus in Year 2 and 3 of the plan (2024-2025 and 2025-2026).