

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview

We have assessed the performance of our school's disadvantaged pupils for the 2023-2024 academic year using Key Stage 2 performance data, Early Years Foundation Stage data, phonics check results, and internal assessments. To evaluate our disadvantaged pupils' performance, we compared our results with those of disadvantaged and non-disadvantaged pupils at both national and local levels.

In reading, Pupil Premium students achieved an expected standard of 52%, substantially lower than their non-Pupil Premium counterparts, who achieved 82%. Similarly, in writing, the performance of Pupil Premium pupils was 45%, compared to 75% among non-Pupil Premium students. In Maths, the disparity is even more pronounced, with Pupil Premium pupils reaching 47% EXS, whereas 92% of non-Pupil Premium pupils met the expected standard.

When benchmarked against national outcomes, it is evident that our PP pupils are underperforming relative to both their disadvantaged peers and the wider cohort.

Internal data further reveals that the attainment gap is most pronounced in Maths and Writing across Years 1-5, with a high percentage of discrepancy in achievement. Notably, in Years 4 and 5, the gap in Reading and Writing is larger than in other year groups. This may reflect the long-term impact of COVID-19 on learners affected by disruptions during KS1. Conversely, it is encouraging to observe that the gap has narrowed in Years 3 and below. In the EYFS for 2023-2024, disadvantaged pupils' attainment was largely in line with that of their non-disadvantaged peers regarding Good Level of Development (GLD).

Following our previous three-year Pupil Premium Strategy, which prioritised improving attendance for disadvantaged pupils, we have witnessed a consistent reduction in the attendance gap. Nonetheless, we recognise that longstanding challenges in attendance for some disadvantaged pupils must be addressed to maintain improved educational outcomes.

Teaching (£60,000)

School Improvement Leads

The role of School Improvement Leaders has proved to be pivotal in driving the enhancement of both teaching and learning. Their impact is particularly evident through the robust development of the curriculum, which not only engages pupils but also embodies a progressive, logical, and systematic approach to learning.

Central to this advancement has been the commitment to Continuous Professional Development (CPD) for teaching staff, facilitated by these leaders. This CPD has established a clear learning process that maximises educational opportunities, particularly for children in receipt of Pupil Premium funding. Consequently, this approach contributes significantly to widening their cultural capital, allowing them to engage more fully with diverse learning experiences.

Furthermore, School Improvement Leaders have effectively trained staff in the significance of retrieval practice, which ensures that knowledge is both learned and retained across the curriculum. This focus on memory and retrieval is critical in fostering a deep and enduring understanding of subject matter among students. The

development of knowledge organisers has emerged as another key strategy, enabling teachers to discern and delineate the core elements of each topic. This clarification ensures that essential knowledge is not only taught but also retained in a meaningful manner.

In addition, the School Improvement Leaders have facilitated the creation of skills documents, which serve as tools for more accurately assessing learning outcomes in foundation subjects. While this initiative shows promise, it is acknowledged that embedding these practices into the school culture remains an ongoing objective.

The emphasis on explicit vocabulary teaching through targeted CPD has also played a significant role in enhancing language skills across the curriculum. The coaching and mentoring programmes provided have been instrumental in striving towards the goal of having 100% of teaching consistently rated as good or better. As a result, subject leaders are increasingly honing their abilities to lead, develop, and monitor their respective areas effectively.

In conclusion, the comprehensive Teaching and Learning Strategy, grounded in contemporary educational research, has become well-embedded in our pedagogical approach, largely due to the exemplary efforts of our School Improvement Leaders. Their influence continues to shape a culture of sustained improvement and excellence in teaching and learning.

Assessment

The implementation of 'Insight', our data tracking and analysis system, is now fully operational, enabling the prompt collation and analysis of data. This functionality allows school leaders to quickly ascertain the progress and attainment of pupils in receipt of pupil premium funding relative to their peers, thereby identifying both strengths and weaknesses. Consequently, any disadvantages can be addressed swiftly and effectively. Furthermore, we have enhanced our knowledge organisers to incorporate a key question approach that significantly aids in the assessment process. These organisers are now actively utilised to evaluate knowledge and understanding within the foundation subjects. To complement this, a series of skills assessment documents have been introduced across these subjects to facilitate subject leaders in assessing the impact of their curriculum, with a sharp focus on Pupil Premium achievement.

The data from end-of-year statutory assessments indicates that the targets set forth in our Pupil Premium Strategy for the 2022-2023 were not consistently met. Therefore we recognise the necessity of embedding these new assessment frameworks to ensure the collected data accurately reflects pupil attainment and that subject leaders are proficient in analysing the data against their intended impact:

- ***Key Stage 2 data shows that 51% of all pupils achieved the expected standard in Reading, with 50% of pupil premium children meeting the expected standard which proves that the gap in reading has narrowed.***
- ***An analysis of the Key Stage 2 (KS2) data reveals that 51% of all pupils met the expected standard in writing. In comparison, only 48% of pupils eligible for the pupil premium achieved this benchmark. These figures highlight a slightly lower attainment among disadvantaged students compared to their peers. When compared to national averages, which indicate that approximately 62% of all pupils and 54% of pupil premium pupils met the expected standard in writing.***
- ***An analysis of Key Stage data indicates that 42% of all pupils achieved the expected standard in mathematics, a figure that reveals areas for improvement within the cohort. Conversely, only 28% of pupils eligible for the Pupil Premium met this standard, highlighting a significant disparity. Nationally, the average percentage of pupils meeting the expected standard in mathematics is approximately 79%. This comparison illustrates a concerning gap between our local data and national benchmarks, particularly for disadvantaged pupils. Addressing these discrepancies will be crucial in ensuring equitable educational outcomes for all learners. We will do this through the***

implementation of White Rose and the coaching sessions and CPD delivered by the school improvement leader.

- ***The overall percentage of children passing the Year 1 increased from 55% to 67% including 60% of Pupil premium children passing the check by end of Year 2.***
- ***In EYFS 56% of PP pupils compared to 69% of Non-PP achieved GLD, demonstrating that attainment gap are narrowing in comparison to previous years for those children in receipt of PP funding.***

Systematic Phonics Teaching

The implementation of 'Little Wandle: Revised Letters and Sounds' has been robust, with ongoing training provided to teachers to ensure fidelity to the programme. Continuous monitoring is employed to evaluate delivery, with professional development adapted accordingly. Placement assessments and regular re-assessments facilitate timely identification of pupils needing additional support; however, challenges such as staff illness and the pandemic have hindered full delivery of interventions. Despite progress demonstrated in phonics, 2023 Phonics Screening Check results reveal that certain groups, including disadvantaged pupils and those with SEND, fell short of expectations. In response, the Little Wandle SEN programme commenced in summer 2023, alongside the impending introduction of the 'Bridge to Spelling' programme. Further catch-up support remains essential for some pupils to attain age-related expectations.

Targeted Academic Support

- **Tutoring**

School-led tutoring was implemented as a response to mitigate the ongoing impact of COVID-19 on pupil attainment, particularly for those in Years 4, 5, and 6. Year 6 students benefitted from up to 30 sessions of targeted tuition, whereas pupils in Years 4 and 5 received a reduced number of sessions. The tuition plans were meticulously designed to address specific misconceptions, gaps, and barriers in each pupil's knowledge, understanding, and skills. Regular evaluations of the tutoring process facilitated informed decision-making for subsequent steps, while assessment data provided a reliable means to track progress. For some pupils, this tailored approach has significantly contributed to narrowing the attainment gap and progressing towards age-related expectations. However, it is acknowledged that these students will require ongoing support to meet the expected standards by the conclusion of Key Stage 2, highlighting the necessity of sustained educational interventions.

- **Language Intervention**

Baseline assessments indicated that children entering Year R exhibited inadequate literacy skills. In response, a screening process was implemented to identify children's speech, language, and communication needs, thereby facilitating the swift recognition of developmental gaps. This was addressed through the deployment of Speech and Language Link interventions, complemented by targeted sessions with a Speech and Language Therapist (SALT) for children in Years R and 1. The initiative demonstrated significant potential in enhancing communication outcomes. Additionally, the recruitment of an extra SENDco played a pivotal role in fortifying early intervention strategies, ensuring timely and effective responses to the individual needs of children. This comprehensive approach underscores the commitment to improving literacy and overall language proficiency in the foundation stages of education for children in receipt of pupil premium funding.

- **Reading Intervention**

In addition to the Little Wandle reading interventions, the Reading Between the Lines and Reading Rope programmes were implemented throughout the school to enhance the reading development of all students, particularly those who are eligible for Pupil Premium funding. These targeted interventions resulted in significant improvements in reading proficiency across the pupil population. The

comprehensive approach adopted enabled educators to cater to various learning needs, thereby fostering a more inclusive learning environment. Consequently, our commitment to supporting the literacy skills of every child has led to notable advancements in their overall academic performance and engagement with reading.

- **78% of children in Year 1 met ARE, including 62% (18/29) of those in receipt of PP;**
- **60% of children in Year 2 met ARE, including 43% (17/40) of those in receipt of PP;**
- **77% of children in Year 3 met ARE, including 40% (12/30) of those in receipt of PP;**
- **64% of children in Year 4 met ARE, including 56% (23/41) of those in receipt of PP;**
- **76% of children in Year 5 met ARE, including 67% (22/42) of those in receipt of PP;**
- **84% of children in Year 6 met ARE, including 80% (22/42) of those in receipt of PP.**

The school recognises that, for some of our pupils in Years 3, 4 and 5 who are in receipt of PP funding and did not meet age-related expectations, these pupils are experiencing multi-vulnerabilities, including SEND, poor attendance and/or mobility. As such, our plans for 2024-2025 will address these areas of vulnerability.

Wider Strategies - £24000

Thrive and Self-Regulation Support

Our Thrive Practitioners have received extensive training and have shared their knowledge with all staff involved in teaching. We've conducted Thrive profiling for entire classes, identifying key areas where support is needed and creating action plans to address these. Monitoring indicates that the strategies we've outlined have helped shape provision maps, which are now being effectively implemented. Notably, 25 pupils participated in individual or group Thrive sessions, with 20 of these receiving Pupil Premium funding. An end-of-year analysis reveals that these interventions have met the needs of most students, though it's evident that 70% of them will require ongoing Thrive support.

However, for some pupils with significant social, emotional, and mental health (SEMH) needs, Thrive provision alone was not enough, leading to an increase in suspensions during the 2022-2023 academic year. Fortunately, recruiting an additional SENCo and providing further training for our Thrive practitioners has led to improvements, including greater feelings of success for these pupils, smoother reintegration into classrooms, and a notable decrease in suspensions. We are keen to expand this approach to younger children with SEMH needs. Additionally, all classes from Year 1 to Year 6 now have Zones of Regulation set up, helping pupils learn to manage their emotions. With individual toolkits for targeted students and intervention groups for additional support, we are beginning to see progress, although there is still more work to do on self-regulation.

The development of pupils' mental health and well-being has been established as a key priority, particularly in the aftermath of the pandemic. The ongoing national challenges related to waiting times and the accessibility of support for children's mental health needs highlight the importance of this issue. In light of these circumstances, it is imperative that we continue to focus on enhancing the emotional and psychological resilience of our students.

To address these needs, our school has implemented both Thrive and Nurture approaches, this provision is strongly delivered by the Inclusion team, (Inclusion Assistant, SENCo and Pastoral Support Assistants) These resources enable us to effectively support pupils with additional needs and facilitate their overall development. As we approach the academic year 2024-2025, prioritising the mental health and well-being of all students remains at the forefront of our agenda. We recognise that fostering a supportive and nurturing environment is essential for enabling pupils to thrive both academically and personally, and we are committed to maintaining this focus as we progress.

Attendance

During the academic year 2021-2022, attendance rates declined to 90.4%, representing a considerable reduction from pre-pandemic figures. In recognition of this challenge, a variety of strategies were implemented to enhance attendance, including the distribution of letters and flyers to parents, regular updates through a weekly newsletter, and parent meetings facilitated by the Assistant Headteacher and Family Liaison Officer. Additionally, a dedicated workshop was organised for parents, and support from the SENCO, FLO, and Assistant Headteacher was provided, alongside ongoing referrals to external services as needed. As a result of these interventions, attendance for the 2022-2023 academic year improved to 92.7%. Notably, the attendance rate of disadvantaged pupils has also seen a rise, now standing 2% higher than the previous year, reflecting the focused efforts during 2022-2023. Despite these positive developments, attendance remains below pre-pandemic levels, indicating that this area requires sustained attention and commitment to further enhance pupil engagement and participation.

Leading Parent Partnership Award

Our endeavours to foster robust relationships with parents have yielded positive outcomes, culminating in the school achieving the Leading Parent Partnership Award (LPPA) in October 2024. This accomplishment has significantly improved our engagement with families and broadened our parental offer, allowing parents to access additional support and courses tailored to their needs. Moving forward, it is imperative that we continue to strengthen connections with some of our harder-to-reach, disadvantaged families. The role of our Family Liaison Officer will be instrumental in this ongoing effort, ensuring that we effectively support and involve all families in our school community. Through these initiatives, we aim to create a more inclusive environment for every family.

Externally provided programmes

Programme	Provider
Little Wandle: Revised Letters and Sounds	Wandle Learning Trust
Speech and Language Link	Speech Link Multimedia Ltd
Thrive Approach	Fronting the Challenge Projects Ltd
Leading Parent Partnership Award	Award Place