

Pupil premium impact report 2023/2024

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria												
<p>1. For children in KS2 to achieve in line with non-disadvantaged peers in reading and writing</p>	<p>Achieve national average attainment and progress scores in KS2 Reading (0) and KS2 writing (0) in 2023/24</p> <table border="1" data-bbox="810 465 1482 584"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>65%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>39%</td> </tr> </tbody> </table> <p>2024/25 2025/26</p>		All chn	Disadvantaged	Reading	65%	44%	Writing	57%	39%			
	All chn	Disadvantaged											
Reading	65%	44%											
Writing	57%	39%											
<p>2. For children in KS2 to achieve in line with non-disadvantaged peers in Maths</p>	<p>Achieve national average attainment and progress scores in KS2 Maths (0) 2023/24</p> <table border="1" data-bbox="810 831 1482 909"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>60%</td> <td>39%</td> </tr> </tbody> </table> <p>2024/25 2025/26</p>		All chn	Disadvantaged	Maths	60%	39%						
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<p>3. For children in KS1 to achieve in- line with their non-disadvantaged peers</p>	<p>Achieve national average attainment scores in optional KS1 SATs – optional SATs were not taken. Data taken from teacher assessment 2023/24</p> <table border="1" data-bbox="810 1193 1482 1346"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>61%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>57%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> <p>2024/25 2025/26</p>		All chn	Disadvantaged	Reading	62%	61%	Writing	55%	57%	Maths	70%	70%
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<p>4. For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.</p>	<p>Achieve national average scores in phonics screening 2023/24</p> <table border="1" data-bbox="810 1570 1482 1682"> <thead> <tr> <th></th> <th>All chn</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Phonic screening</td> <td>80%</td> <td>71%</td> </tr> </tbody> </table> <p>2024/25 2025/26</p>		All chn	Disadvantaged	Phonic screening	80%	71%						
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<p>5. For disadvantaged pupils in EYFS to improve speech, language and communication skills so that they are operating at age related levels.</p>	<p>WellComm scores show that children are scoring 'green' for their age group by the end of Reception 2023/24 2024/25 2025/26</p>												
<p>6. Improve attendance of disadvantaged pupils to good</p>	<p>Attendance of disadvantaged pupils to be 97%</p>												

7. To improve personal development and aspirations for pupils across the school	For disadvantaged pupils throughout the school to be able to discuss their year group 'aspirations passport'.
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Analysis and commentary on intended outcome

For children in KS2 to achieve in line with non-disadvantaged peers in reading and writing

	All chn	Disadvantaged
Reading	65%	44%
Writing	57%	39%

In writing 11/18 disadvantaged pupils are off track. Of those 11, 8 are on the SEND register, 1 with an EHCP and a further 2 awaiting finalised plans.
 In reading 10/18 disadvantaged pupils are off track. Of those 10, 8 are on the SEND register (as above). Although not meeting the expected standard, individual children within this group made good progress from their personal starting points. At the moment, there is not a progress measure for this cohort, however if there is one released this may be a more positive measure for this cohort.

For children in KS2 to achieve in line with non-disadvantaged peers in Maths

	All chn	Disadvantaged
Maths	60%	39%

As above, in maths, 11/18 disadvantaged pupils are off track. Of those 11, 8 are on the SEND register, 1 with an EHCP and a further 2 awaiting finalised plans. Although not meeting the expected standard, individual children within this group made good progress from their personal starting points. At the moment, there is not a progress measure for this cohort, however if there is one released this may be a more positive measure for this cohort.

For children in KS1 to achieve in- line with their non-disadvantaged peers

	All chn	Disadvantaged
Reading	62%	61%
Writing	55%	57%
Maths	70%	70%

Optional KS1 SATs were not taken in the end after discussion with senior leaders and the governing body.
 The data in the table above has been taken from the end of year teacher assessment results. These judgements are informed by performance in tests i.e. PIRA and PUMA as well as children's class work.
 There is no significant difference between the performance of disadvantaged children and their non- disadvantaged peers in any of the core subject areas this year. There is a difference between their performance in writing and other subject areas, which is reflective of the pattern with non-disadvantaged children. This will be targeted.

For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.

	All chn	Disadvantaged
Phonic screening	80%	71%

The predicted national score is currently 80.9% which would put all children in line with national, but disadvantaged pupils scoring below this year. However, of the 17 disadvantaged pupils in the cohort, 5 children did not meet the standard. Individual differences have a large impact on smaller pupil groups. Two of the children have significant SEND needs and are awaiting EHC plans to be issued. A further one has very low attendance (67%) and EA has been working with the family to address persistent absenteeism.

For disadvantaged pupils in EYFS to improve speech, language and communication skills so that they are operating at age related levels.

	All chn	Disadvantaged
Welcomm Green	63%	57%
Welcomm Green or Amber (only 1 level below)	77%	89%

Welcomm is assessed at green (working at age related), amber (working 1 level below) and red, which is working significantly below age related expectations. The percentage of disadvantaged pupils at green or amber is higher than that of their non-disadvantaged peers. However, it is a small cohort of 9 children, so individual differences have a large impact. There is only 1 disadvantaged pupil in Reception currently working significantly below (scored red) and this pupil has been referred to the Educational Psychologist for concerns around their development and progress in all areas. There are a further three pupils working at amber (which is 1 level below) and they will continue to be supported until they move to green.

Improve attendance of disadvantaged pupils to good

	Disadvantaged	Non-disadvantaged
Very low attendance (<84%)	16	29
Low attendance (85-94%)	60	153

The percentage of pupils who are disadvantaged with very low attendance is 38% which is higher than the national average of 25%. However, as always with small cohorts they are impacted by individual differences e.g. one family with 2 or 3 children could make up 19% of this number.

Again, of the pupils with low attendance, the rate is higher for disadvantaged pupils than their non-disadvantaged peers.

Of persistent absenteeism, the rate for disadvantaged pupil is 25% which is higher than the rate of their non-disadvantaged peers at 15.2%. All persistent absenteeism is followed up by EA and ML in their attendance roles, and support is offered in line with particular needs.

Attendance will continue to be a focus of the pupil premium plan and the overall school improvement plan in the 24/25 academic year.

To improve personal development and aspirations for pupils across the school

The measure for this was intended to be; For disadvantaged pupils throughout the school to be able to discuss their year group 'aspirations passport'. However, as part of the drive to raise aspirations, Jane Comery has started the 'Start small, dream big' project and is the lead teacher for this. The project will carry on into the 24/25 academic year and will be the focus of the first staff training day in September. Therefore this measure is not appropriate anymore and will be re-written in the adjusted plan for 24/25 and onwards.

