

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Intended Outcomes and Progress made towards them in academic year 2023 – 2024:**

<b>Intended Outcome:</b>	<b>Progress Made</b>
<p>Pupils have access to increased speech and language intervention.</p>	<p><i>12 children were assessed using Speech Link intervention in FS2, 10/12 were PP. Impact; pronunciation improved as they worked through the program to completion.</i></p> <p><i>Early identification in FS1 improved, 5 pupils accessed early years intervention plans and Tiny Talkers intervention – these were for children who were not really communicating on arrival, impact; all were able to communicate their wants and needs, and initiate communication by end of program. Tiny Talkers CPD with Rachel Bolton shared with all staff, impacting on the development of vocab for all chn in provision.</i></p> <p><i>Neli program ran in FS2 with the 8 children identified, 3/8 were PP, impact; their expressive vocab, listening comprehension, receptive vocab and sentence repetition all improved during the program. Neli CPD through the program shared with all staff in provision, impacting on the development of vocab for all chn.</i></p> <p><i>4 SALT referrals in FS2 and 8 in FS – 50% of these were PP.</i></p>
<p>The Read Write Inc. SSP has high impact on ALL pupils' phonics acquisition.</p>	<p><i>Pass rate for Y1s 88% (Nat Av 80%) 8/26 scored 40/40 9/11 PP chn passed (82%)</i></p> <p><i>Pass rate for Y2s 89% (Nat Av 79%) None of these scored full marks</i></p>
<p>ALL pupils can read fluently by the end of KS1.</p>	<p><i>89% of pupils leaving KS1 were able to read fluently. Of the remaining 11% they continue with the RWI program in 24-5 and have moved one phonics band this academic year (all SEND).</i></p> <p><i>6/7 of these pupils are PP. Of these chn 2 were new to school, 1 moved to specialist provision and 4 are SEND and had attendance/punctuality issues, for which families were supported.</i></p> <p><i>Chn who did pass phonics screener but remain on RWI in KS2 due to fluency rather than word reading:</i></p> <p><i>Y3 - Currently 7 children on RWI in KS2 (1 new to school this year) 3 children on language and comprehension</i></p> <p><i>Y4 - Currently 2 children on RWI and one child on language and comprehension – All SEND</i></p>

	<p><i>Y5 child on RWI – New to school</i></p> <p><i>Y6 1 child on RWI – New to school and EAL</i></p> <p><i>2 years ago we introduced a Language and Comprehension group as a bridging gap when leaving RWI and starting whole class reading lessons to work on comprehension, fluency and vocab, the impact has meant that chn are ready to begin whole class reading sessions and can keep up with their peers.</i></p>
<p>ALL children read regularly and use reading opportunities to extend their vocabulary range.</p>	<p><i>Monitoring by the reading lead has identified that despite efforts, PP chn do tend to read less regularly at home than their peers. As a result this group are prioritised to read with adults 1:1 in school. The reading lead monitors how regular chn read by checking planners and if this slips, it is followed up with the teacher, parents and Inclusion Team.</i></p> <p><i>Book scrutinies and pupil voice evidence children applying newly acquired vocabulary in context and within independent writing.</i></p> <p><u><i>2024 end of KS data ALL:</i></u>  <i>EYFS – 94% Reading ELG</i>  <i>KS1 – 69% (Nat AV 68%), GDS 27%</i>  <i>KS2 – EXP 61% (Nat Av 79%), GDS 11% (Nat AV 29%)</i></p> <p><u><i>2024 end of KS data PUPIL PREMIUM:</i></u>  <i>EYFS – 80% Reading ELG</i>  <i>KS1 – 59% (Nat AV 54%)</i>  <i>KS2 – 26 % (Nat Av 62%)</i></p>
<p>Pupils are able to recall and apply mental maths strategies consistently.</p>	<p><u><i>MTC results:</i></u>  <i>34% full marks (Nat Av 29%)</i>  <i>55% scored 20+ / 25</i>  <i>69% scored 15+</i></p> <p><i>Opportunities for overlearning, retrieval and identified gaps being addressed and evidenced in Flash Back 4s and Arithmetic starters daily.</i></p> <p><u><i>2024 end of KS data ALL:</i></u>  <i>EYFS – 82% Maths ELG</i>  <i>KS1 – 73% (Nat Av 70%), GDS 20%</i>  <i>KS2 – 55% (Nat Av 79%), 8% GDS (Nat AV 24%)</i></p> <p><u><i>2024 end of KS data PUPIL PREMIUM:</i></u>  <i>EYFS – 60% Maths ELG</i>  <i>KS1 – 65% (Nat Av 56%)</i>  <i>KS2 – 26% (Nat Av 59%)</i></p>
<p>Pupils arrive on time ready to learn and attend regularly.</p>	<p><i>Whole school attendance 23-24: 93.5% (Nat Av 92.6%)</i>  <i>Disadvantaged attendance 23-24: 89.3%</i>  <i>Persistent absence 23-24: 21.9% (Nat Av 21.2%)</i></p>

<p>Cultivate opportunities for enhancing 'cultural capital' through extra curriculum activities and enrichment experiences.</p>	<p><i>Breakfast club</i>  <i>All educational visits, workshops, visitors</i>  <i>Instrumental music lessons</i>  <i>Lunchtime and after school clubs</i>  <i>Bikability</i>  <i>Residential visits – all of the above have been subsidised when required.</i></p> <p><i>50% of places in after school clubs are reserved for PP chn.</i></p> <p><i>Enrichment activities on offer in 23-24 were increased by 30% on 22-23 and take up was more than 50% higher.</i></p>
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**Writing:**

2024 end of KS data ALL:

EYFS – 71% Writing ELG

KS1 – 62% (Nat Av 60%), GDS 13%

KS2 – 74% (Nat Av 78%), 0% GDS (Nat AV 72%)

2024 end of KS data PUPIL PREMIUM:

EYFS – 30% Writing ELG

KS1 – 53% (Nat Av 44%)

KS2 – 34% (Nat Av 58%)

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

**How our service pupil premium allocation was spent last academic year**

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A