

Pupil Premium - Review of the 2023-24

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Children in receipt of the PPG data:

Attainment - shows the percentage of children who are meeting at least the expected standard within their own year group (higher standard shown in brackets).

NB: EYFS no longer has 'exceeding expectations' – only 'below' and 'meeting'

Progress – shows the percentage of children who are making at least expected progress when compared to their previous end of key stage assessment (more than expected progress shown in brackets).

A table to show end of spring term attainment and progress

	Reading		Writing		Maths		Combined		RE	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
EXS - Attainment	56% (0%)	79% (12%)	56% (0%)	72% (7%)	69% (8%)	81% (12%)	47% (0%)	69% (2%)	66% (6%)	81% (5%)
EXS - Progress	94% (0%)	94% (17%)	92% (6%)	94% (11%)	100% (11%)	94% (11%)	92% (0%)	91% (3%)	97% (3%)	100% (3%)

- When comparing from same assessment point as last year, clear increase in percentage of children reaching both the expected standard and greater than expected standard.
- Children meeting the expected progress in all subjects has increased since the Autumn term, including combined.
- There are more children with greater than expected progress in writing and maths.

All children in receipt of the PPG in Year met the expected standard in Reading, Writing and Maths. 89% of children not in receipt of the PPG met the expected standard in Reading, Writing and Maths (combined).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the majority of disadvantaged pupils were meeting the expected standard of attendance (+96%), were accessing extra- and co- curricular activities during and outside of the school day. Disadvantaged students were represented

across the school in the School Council, Chaplaincy Team, classroom Roles and Responsibilities, Awards, Sports Teams, and Subject Ambassadors.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve outcomes we set out to achieve by 2024/2025, as stated in the Pupil Premium Strategy.

Our evaluation of the approaches delivered last academic year indicates that the school is effective in the below areas:

- The school has high standards of grammar, punctuation and spelling in all subjects and all books.
- Disadvantaged pupils receive timely and purposeful feedback and are able to act on this to improve their work. Pupils who are both SEN and disadvantaged make at least expected progress from entry.
- The language, communication and interaction skills of pupils in EYFS and KS1 improves and has an impact on pupil learning.
- Disadvantaged pupils are provided with wider opportunities and there is an increase in the attendance of disadvantaged pupils at after school clubs.

The school is less effective in, and continues to work towards:

- Developing positive attitudes to reading for disadvantaged pupils across the school so that more read regularly at home.
- Disadvantaged pupils engaging in conversations about future aspirations with a wide range of choices, recognising the options that they aren't interested in, alongside the ones that inspire them to achieve (beyond Dreams Job Day).
- Accelerated progress of identified disadvantaged pupils so they more make expected progress in reading and writing.
- Disadvantaged pupils making more than expected progress in maths, reaching the expected standard and above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

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

Programme	Provider