

**TOTAL BUDGETED
COST:**

£125,235

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

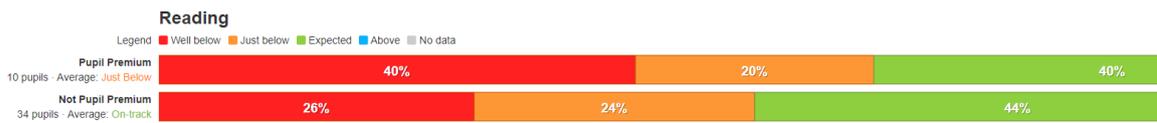
OUTCOMES FOR DISADVANTAGED PUPILS

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading.

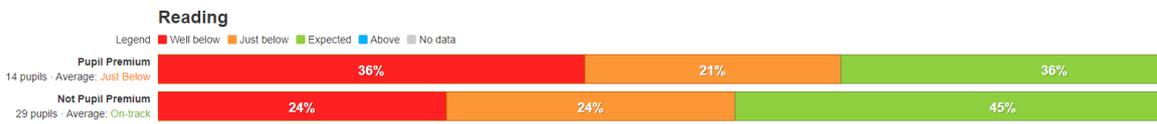
Attainment Overview for Pupils in Year 1 - 2022-2023 Summer 2 - Main Assessment



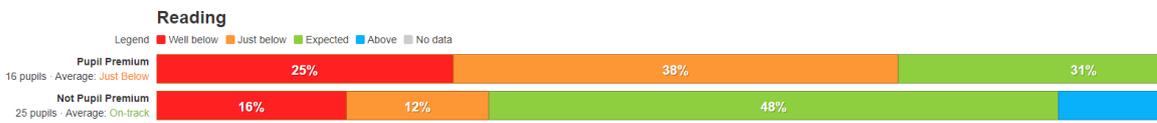
Attainment Overview for Pupils in Year 2 - 2022-2023 Summer 2 - Main Assessment



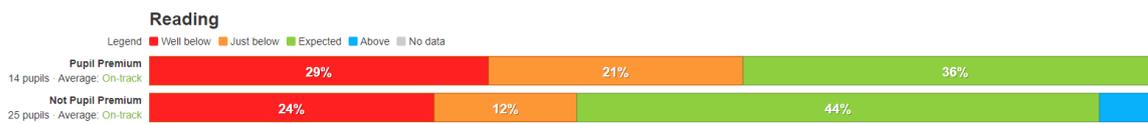
Attainment Overview for Pupils in Year 3 - 2022-2023 Summer 2 - Main Assessment



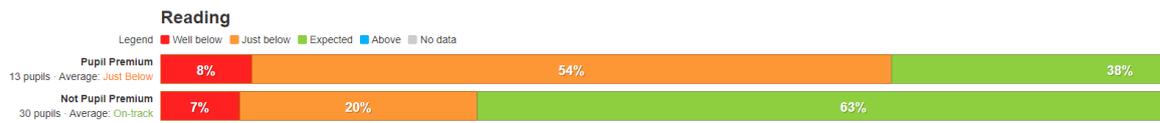
Attainment Overview for Pupils in Year 4 - 2022-2023 Summer 2 - Main Assessment



Attainment Overview for Pupils in Year 5 - 2022-2023 Summer 2 - Main Assessment



Attainment Overview for Pupils in Year 6 - 2022-2023 Summer 2 - Main Assessment



2. To improve attainment in reading, for all pupils, including disadvantaged pupils by the end of KS1 and KS2.

Attainment Overview for Pupils in Year 1 - 2022-2023 Summer 2 - Main Assessment



Attainment Overview for Pupils in Year 2 - 2022-2023 Summer 2 - Main Assessment



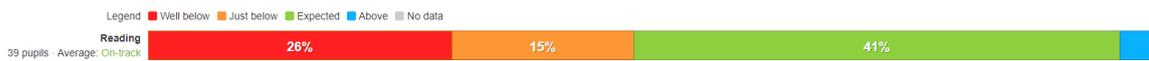
Attainment Overview for Pupils in Year 3 - 2022-2023 Summer 2 - Main Assessment



Attainment Overview for Pupils in Year 4 - 2022-2023 Summer 2 - Main Assessment



Attainment Overview for Pupils in Year 5 - 2022-2023 Summer 2 - Main Assessment



Attainment Overview for Pupils in Year 6 - 2022-2023 Summer 2 - Main Assessment



3. To improve the early language acquisition and increase % of pupils in EYFS achieving expected outcomes.

Y1 2023/24	Listening & Attention	Speaking
Nursery Baseline	16%	10%
End of Nursery	74%	68%
End of Reception	88%	85%

Approach includes: Word Aware sessions daily, Wellcomm is used as an assessment tool, SaLT interventions are used throughout EYFS and all adults have accessed SaLT CPD.

4. To sustain and enhance the support and development of SEMH of all pupils, including disadvantaged pupils in order that they achieve to their full potential and overcome personal barriers to effective learning.

Recent pupil voice surveys show that pupils feel safe in school. They also comment that the changes to the behaviour system means that there are less incidents of poor behaviour and that incidents are dealt with fairly. At least once an academic year, all children in school carry out a 'site walk' to identify any areas of school grounds where they feel less safe. Leaders then try to address these concerns, by either making changes to the physical environment, or by increasing the SLT presence in these areas at break and lunch times.

The KS2 SATs results in summer 2023 demonstrated how well supported this cohort was. The Y6 team, supported by SLT and the Learning Mentor, worked with the children to build their resilience and self-confidence. This led to improved KS2 results, which were in line/above national.

KS2 2023	Reading ARE	Reading Above	Writing ARE	Writing Above	Maths ARE	Maths Above	GPS ARE	GPS Above	Combined ARE	Combined Above
School	73%	22%	76%	16%	76%	24%	69%	9%	67%	9%
National	73%	29%	71%	13%	73%	24%	72%	8%	59%	8%

School records show a reduction in the number of low-level behaviour incidents, both within lessons and at playtimes and lunchtimes. The behaviour incidents which are reported/logged are for children with a specific SEND/SEMH need and detailed support plans are in place for these pupils.

5. To improve the attendance for pupils whose attendance falls below that of expected national levels, including persistent absences.

Attendance of Pupil Premium children remains 1.4% lower than Non-Pupil Premium and is 4.1% lower than the national average.

At the end of July 2023, children in receipt of Pupil Premium were PA which is a larger percentage per pupil in that demographic than not. However, at the time there were four Pupil Premium children on a phased reintegration plan.

In summer 2023, two year groups were highlighted as needing additional support with attendance (Y1 and Y3 from September 2023).

ATTENDANCE					
	2022/23	NATIONAL AVERAGE 2022/23	Difference to national	No of PA	Attendance of PA
WHOLE SCHOOL	92.45%	94%	-1.55%	62	83.7%
BOYS	92.16%	92.6%	-0.44%	39	82.9%
GIRLS	92.69%	92.4%	0.29%	23	84.7%
SEN SUPPORT	88.72%	88.9%	-0.18%	27	79.44%
SEN EHCP	85.6%	86.7%	-1.10%	9	73.18%
NON-SEN	92.87%	96.3%	-3.43%	35	86.64%
PUPIL PREMIUM	90.28%	94.4	-4.12%	33	82.09%
NON-PUPIL PREMIUM	93.35%	95.8	-2.45%	29	85.09%
AUTHORISED ABSENCE	5.47%	4.3%	1.17%		
UNAUTHORISED ABSENCE	2.08%	1.7%	0.38%		
PERSISTENT ABSENCE	21.65%	17.2%	4.45%	58	83.75%