

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

Analysis of data in both Key Stages once again demonstrates that attainment in reading is being maintained as a result of the quality first teaching and range of interventions that have been delivered this academic year. Again, we aimed to achieve the national average in both key stages. Key Stage 2 achieved 68% (National average 74%) and Key Stage 1 achieved 64% (National average not available). Although, we didn't reach our target, Children in Key Stage 2 are gradually getting closer to National average and the implemented initiatives in both Key stages have helped to close the gap between PP and Non-PP children in this subject. Moving forward a target for the Reading FIAP will focus on boys and reading, especially PP boys. In writing Key stage 2 achieved 61% (National average 72%) and Key stage 1 achieved 62% (national average 2023 61%). Writing remains a key priority in all year groups next year and is a key feature of the 2024-2025 SIP. Attainment in maths has also increased this year in Key stage 2. They achieved 65% (National average 73%) whereas Key stage 1 has dipped slightly from last year (high % of SEND in this cohort), achieving 64% (National average 2020/21 72%). This is as a result of the maths mastery approach and mastering number interventions including times tables that are now embedded in the key stage. Maths will be a focussed intervention next year aimed particularly at PP boys in Key Stage 2. Despite attainment in Key stage 2 increasing in reading, writing and maths our combined scores remain significantly below national average and to address this, all staff will have this as an appraisal target next year.

The school has embedded its robust phonics programme this year and despite all of the rigour and fidelity to the programme there has been a dip in attainment in the Phonics screening check at the end of year 1. This year the children achieved 78%. National average 80%. The interventions that have been implemented this year have resulted in 76% of Non-PP children working at the expected standard compared to only 56% of PP children. Next year, PP children will be the priority for extra keep up sessions to ensure that this gap is reduced.

Attendance has once again been a key priority. And as a result of all of the initiatives attendance has increased from 93.5% last year to 94.1% for the current year. Absence among disadvantaged pupils has decreased to 0.5% lower than their peers. However, persistent

absence was 11.5% higher. Addressing persistent absence will be a priority next year, which is why attendance remains a focus for next year's plan.

Our assessments and observations indicated that pupil behaviour, well-being and mental health are still being affected by Covid-related issues. This is why we have continued to use pupil premium funding to provide well-being support for all identified children and targeted interventions where required. Observations of pupils who have accessed these interventions, such as ELSA, show that they are more confident and settled when working in the classroom. This year we introduced the zones of regulation throughout school. This tool has provided the children with the vocabulary to effectively express their feelings and emotions. This has resulted in children independently implementing strategies to help them self-regulate their emotions.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme                        | Provider                  |
|----------------------------------|---------------------------|
| Little Wandle letters and Sounds |                           |
| ELSA                             | ELSA Support              |
| Reading Plus                     | On line reading Programme |