

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 2022 - 2023 academic year.

Analysis of data in both Key Stages once again demonstrates that attainment in reading is being maintained as a result of the 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 65% (National average 73%) and Key Stage 1 achieved 68% (National average 69%). Although, we didn't reach our target, the implemented initiatives have helped to close the gap between PP and Non-PP children in this subject. In writing Key stage 2 achieved 65% (National average 71%) and Key stage 1 achieved 57% (national average 61%). Writing remains a key priority in all year groups next year. Attainment in maths has dipped this year in Key stage 2. They achieved 60% (National average 73%) whereas Key stage 1 has increased, achieving 68% (National average 72%). This is as a result of the maths mastery approach and mastering number interventions 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 dipping this year we are extremely pleased that the children's scaled scores have significantly improved from their baseline and many children are now achieving 99 scaled score consistently in reading and maths.

The school has embedded its robust phonics programme this year and has further increased the percentage of children achieving the phonic screening check at the end of Year 1. This year the children achieved 87.1%, once again exceeding the National average of 81%. The interventions that have been implemented this year have resulted in 93.9% of Non-PP children working at the expected standard compared to only 57.1% 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 to from 93.5% last year to 94.3% 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 Think Children and 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
Launchpad for Literacy	Launchpad for Literacy
ELSA	ELSA Support
TT Rockstars	Maths Circle Ltd