

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes 2023-24

Desired outcomes		Evaluation of impact – end of academic year														
1 and 2	<p>Attainment and progress at the end of EYFS for disadvantaged pupils is in line with national averages.</p> <p>The communication, language and literacy skills of disadvantaged children on exit to reception to be in line with their peers – a result of a language rich environment.</p> <p>Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.</p>	EYFS area	Disadvantaged	National												
		Communication and Language	71%	69%												
		Literacy	71%	54%												
		Mathematics	86%	63%												
		Good Level of Development	71%	52%												
		<p>100% of EYFS Disadvantaged parents had a seesaw account</p> <p>46% of EYFS Disadvantaged parents accessed their Seesaw account regularly</p> <p>73% of EYFS Disadvantaged parents attended parental consultation meetings</p>														
3 and 4	In all year groups, SEND/Disadvantaged pupils make progress that is in line with their peers.	<table border="1"> <thead> <tr> <th rowspan="2">Number of pupils</th> <th colspan="3">Average Points Progress</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Number of pupils	Average Points Progress			Reading	Writing	Maths				
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Year 1 (4)	6.3	6.0	6.7
Year 2 (5)	5.6	5.8	5.8
Year 3 (8)	5.9	5.8	5.9
Year 4 (2)	5.3	5.0	5.7
Year 5 (9)	6.0	4.1	5.2
Year 6 (7)	9.1	9.1	6.3

Expected progress would be 6 points. Green indicates where these pupils have made more points progress than all pupils in the year group. The vast majority of SEND/Disadvantaged pupils in each year group are making expected progress.

The Year 4 pupils includes one pupil who is working significantly below and is tracked on Bsquared and therefore is showing no progress.

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5	Attainment at the end of KS2 for pupils is below the national average in Reading and Writing for pupils who are eligible for the pupil premium	<table border="1"> <thead> <tr> <th rowspan="2">% pupil achieving age related expectations</th> <th colspan="3">Attainment</th> </tr> <tr> <th>ALL</th> <th>PP</th> <th>National PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>82%</td> <td>70%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>72%</td> <td>60%</td> <td>59%</td> </tr> <tr> <td>Maths</td> <td>84%</td> <td>75%</td> <td>59%</td> </tr> <tr> <td>reading, writing and maths combined</td> <td>75%</td> <td>65%</td> <td>45%</td> </tr> </tbody> </table>	% pupil achieving age related expectations	Attainment			ALL	PP	National PP	Reading	82%	70%	63%	Writing	72%	60%	59%	Maths	84%	75%	59%	reading, writing and maths combined	75%	65%	45%								
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6	<p>Increased attendance rates of disadvantaged children across school and a reduced gap between PP and non-disadvantaged pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.</p>	<p>Overall attendance percentage for this academic year (2023-24) was 94.2%</p> <p>Attendance for pupil premium children was 94.3.</p>
7	<p>Majority of parents are engaging with school and supporting their children at home with learning</p>	<p>A range of events took place to encourage parents to engage with school so they could support their children. These were organised for each year group. The most well attended included the:</p> <ul style="list-style-type: none"> Parent lunch (for each year group) Y4 Times table tea party Y1 Phonics picnic Year group information meetings <p>In addition presentations are placed on Seesaw so parents who are unable to attend are able to access them.</p>

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
Reading Plus	Dream Box Education
Read Write Inc	Ruth Miskin
TTRS	Maths Circle Ltd
Mastering Number	NCETM
Numberstacks	Numberstacks
Bespoke SALT interventions	Lingo