

# Part B: Review of outcomes in the previous academic year 2023-24

## Pupil premium strategy outcomes

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

**Intended outcome** - *Raise attainment of pupils and diminish attainment gap through accelerated learning.*

**Success criteria** – *A greater number of PP children are working at the expected level of attainment than in the previous academic year*

**Actual outcome** – *This was achieved in Reading, Writing and Maths as a whole school.*

Below shows attainment of PP children and whole school attainment 2023-24 (percentages of children attaining 'expected' standard).

	Whole School 2023-24	PPG 2023-24	PPG 2022-23
Reading	53%	39%	32%
Writing	39%	27%	19%
Maths	53%	36%	29%

Below shows attainment of PPG children KS2 SATS

### Year 6 Reading

Expected Standard 64%	Greater Depth 36%	Girls (3) 38%	<b>PPG (6) 50%</b>	SEN (1) 25%
2024 National Average 74%	2023 National Average 29%	Boys (15) 75%	EAL (10) 83%	

Although the above shows that PP children are not attaining as highly as Non-PP children, the percentage difference between the whole class and PP has diminished from last year.

## Year 6 Writing

Expected Standard 57 %	Greater Depth 0%	Girls (3) 38%	PPG (5) 42%	SEN (0) 0%
2024 National Average 72 %	2023 National Average 13%	Boys (13) 65%	EAL (8) 67%	

The attainment of PP children in writing this year, is similar to that of the previous accademic year where the percentage was 44%

## Year 6 Maths

Expected Standard 57%	Greater Depth 18%	Girls (3) 38%	<b>PPG (4) 33%</b>	SEN (0) 0%
2024 National Average 73%	2023 National Average 24%	Boys (13) 65 %	EAL (9) 75%	

The % achievement at the expected standard was lower for both the whole class (80% 2023) and PP (56% 2023)

## Year 6 SPaG

Expected Standard 68%	Greater Depth 36%	Girls (3) 38%	<b>PPG (6) 50%</b>	SEN (0) 0%
2024 National Average 72%	2023 National Average 30%	Boys (16) 80%	EAL (10) 83%	

The above data shows that, as a school, we need to continue to review teaching and provision for our PP children in order to raise the attainment of our PP children.

**Intended Outcome** - *Improved language skills, especially spoken language and verbal comprehension skills*

**Success criteria** - *PP children will show significant progress in comprehension tests and reading levels and will be considered to have improved spoken language with an enriched vocabulary. Intervention records from 'new to English' intervention groups*

*show good progress in learning English, the gap in the communication and language strand of EYFS is reduced with PP and Non-PP children attaining similarly. Assessment from Sound Linkage Phonemic Awareness progress demonstrates improved language skills from pre and post intervention assessments.*

**Actual Outcome** – The use of Racing to English is showing to be an effective intervention to support the development of children’s English who are new to the country and it is planned to continue using this programme in the academic year 2024-25. Sound Linkage was a suitable and useful intervention for three of the four children who took part in sessions. A new phonics scheme has offered more opportunity for PP children to participate in whole class phonics reading.

**Intended Outcome** - *PP children attend school regularly in line with national expectations.*

**Success criteria** – *Attendance of PP children improves year on year until it is in line with national expectations.*

**Actual outcome** – gap Whole school attendance: 95.03% PP Children: 93.82% between PP and whole school attendance was 1.2%.

**Intended Outcome** – *PP children to have greater emotional resilience and are better equipped to deal with a variety of situations, both socially and academically. They demonstrate positive behaviours to learning.*

**Success criteria** – *Children use the language of ‘dragons’ to identify their feelings and use taught strategies to ‘feed’ their dragons and feel good about themselves, showing positive behaviour at school in the classroom and socially with their peers at breaks and lunchtimes.*

**Actual outcome** – *The ‘What Colour is your Dragon’ scheme, provided by the NHS, has now been delivered throughout the school. Staff were trained in the programme in and all children have received lessons and activities to embed this culture. There continue to be children, both PP and Non-PP who have difficulties managing their emotions and regulating these which can lead to behaviours that challenge. The school is working with all these children to provide supportive strategies, resources and interventions alongside the ‘What Colours is my Dragon?’ programme. This includes play therapy, drawing and talking, ear defenders to cancel out loud noise which can be a trigger and resources such as calm boxes, and ‘My Big Life Journal’. Children continue to have access to our school Emotional Literacy Support Assistant (ELSA), both in planned sessions and throughout the school day.*

## **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*

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars	<a href="https://trockstars.com/">https://trockstars.com/</a>
Bug Club Online	<a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>
Touch Type Read and Spell	<a href="http://www.readandspell.com">www.readandspell.com</a>

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A