

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 to 2024 academic year.

Teaching:

Maths working walls are fully established in all classrooms showing key vocabulary, worked methods and current day's learning objectives. These working walls have been extended to include Science, History and Geography working walls placed in different areas around classrooms in Key Stage 1. Phonics displays are available in every classroom throughout school showing the sounds and key focus words and common exception words worked on each week and where these fall in the phonics scheme as a whole. Children use these displays to aid their learning and to provide prompts when they meet challenges in their independent work. Children have been observed checking these displays, vocabulary and key information during lesson observations.

Hard copies of the Sticky knowledge book pages and front covers were sent home at the beginning of each term in Key Stage 1. These packs contained knowledge organisers for Science, Maths, History, Geography and English. The children have referred back to knowledge organisers both at home at school, particularly the maths which have helped embed key knowledge and vocabulary. KS1 encouraged the use of these sticky knowledge books at home by setting homework based on their contents and competitions for the most creative place to read the books. These were particularly successful and encouraged children to refer to the Sticky Knowledge books at home. A better understanding of subject specific vocabulary was observed throughout Key stage 1 with children remembering a greater number of the target vocabulary words by the end of each term.

Lesson observations by Maths and Phonics leaders and the senior Leadership team show that the modelling and scaffolding training given continues to be used by teaching staff to support children's learning in lesson introductions to good effect.

In September 2023 to further clarify the progression of knowledge in foundation subjects across Key Stage 1, the Kapow scheme was introduced for the teaching

of History, Geography, Science, Art, Design and Technology. This has provided consistency in lesson structure, a clear progression of skills and knowledge throughout KS1 and clear, detailed lesson plans which has ensured consistency in delivery of lessons across the year groups.

In the academic year (2022-2023) school ran 8 classes plus nursery instead of 9 classes plus nursery on the advice of county. This resulted in larger classes, a split Year 1/2 class and a greater number of Pupil Premium children in each class. This had a large impact on the amount of time that could be spent with individual PP children on reading and interventions. As a result, it was decided that a proportion of the PP funding would be used to facilitate the re-instatement the 9th class in the year 2023-2024. This reduced the class sizes and consequently the number of disadvantaged children in each class increasing the time available for 1:1 reading and intervention. The data outlining impact of this increased intervention is given in the Targeted Intervention paragraph below.

Targeted Intervention:

Twenty-three of our disadvantaged children (31%) had co-occurring SEND in the year 2023-2024. This has significantly reduced the impact of the targeted intervention we have put in place this year. The additional needs for these children have also been supported alongside the Pupil Premium interventions.

Internal data tracking for 2023-2024 showed that the targeted intervention in Year 2 resulted in improvements in the percentage of disadvantaged pupils in the Year 2 cohort reaching age related expectations (ARE) in Reading, rising from 38% in autumn 2023 to 50% in 2024. In writing there was an improvement from 29% of disadvantaged children at the expected level in autumn 23 to 36% achieving age related expectations in summer 24. For maths the number rose from 33% achieving age related expectations in maths in autumn 2023 to 45% achieving ARE in summer 2024

An additional three disadvantaged Year 2 children passed the retake of the phonics check test leading to sixteen out of twenty three (70%) of disadvantaged children passing the Year 1 phonics check by the end of Year 2.

In Year 1 Targeted intervention in reading during the year led to an increase in the number of Pupil Premium children achieving age related expectations, rising from 38% in the autumn 2023 term to 50% achieving age related expectations in July 2024. Smaller group TA Maths support led to an increase from 33% in the autumn term to 45% achieving age related expectations in July 2024.

52% of disadvantaged Year 1 children passed the Year 1 phonics check in Summer 2024.

In Reception, Wellcomm Interventions, phonic interventions as well as additional reading support resulted in an increase from 14% of disadvantaged children achieving the expected level in word reading in September 23 to 36% of children reaching the ARE in word reading in July 2024. In the autumn term, on entry data showed 19% of disadvantaged children at the ARE level for writing which increased to 36% in July 2024. For maths, small group interventions led to an increase from 14% of disadvantaged reaching ARE in on entry assessments to 48% reaching the expected level in maths at the end of reception.

Wider Strategies:

The detailed monitoring of attendance by the Senior Leadership Team (SLT) and the school's family resource worker, together with the greater degree of targeted input by the school's family resource worker is having a very positive effect on improving the attendance of disadvantaged children. In the year 2022-2023 attendance for disadvantaged children was 85.86% in 2023-2024 this attendance saw a significant rise of 4.62% to 90.48% for children in receipt of pupil premium funding.

As in previous years all Pupil Premium children wishing to take part in off-site curriculum enrichment activities such as theatre trips etc. were funded where necessary to allow attendance on these visits for all disadvantaged children.