



Park Way Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	30.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024 Year 1 – 2021/2022 <u>Year 2 – 2022/2023</u> Year 3 – 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Karen Dhanecha Headteacher
Pupil premium lead	Denise Hill Deputy Headteacher
Governor / Trustee lead	Peter Hockney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1385 x 95 = £131,575
Recovery premium funding allocation this academic year	£145 x 95 = £13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,350

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- carefully track disadvantaged pupils' attainment and achievement
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Outcomes for disadvantaged pupils were disappointing in 2021/22. In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Using this information and to ensure an improvement in all areas we have reviewed, revised and adapted our statement for 2022/23 including:

- an increased focus on pedagogy and developing all teaching regardless of starting points.
- engaging with outside agencies to deliver the National Tutoring Programme rather than using in school staff with the aim of increasing both engagement and impact.
- increasing enrichment opportunities for the most disadvantaged as we know these have been restricted in recent years.
- revisiting the principles of good practice set out in the DfE's improving school attendance advice and continuing our efforts to engage with parents to improve rates of attendance.

Further details, related to these changes, are set out in the Activity in this academic year below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Internal and external assessments along with observations indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged children. Many of our disadvantaged pupils have been impacted by the Covid-19 pandemic and associated school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across the curriculum. These findings are supported by national studies.</p> <p>In the 2021/22 academic year, we used in school staff to deliver the National Tutoring Programme after the end of the school day. Unfortunately, there was limited engagement in this opportunity and minimal impact meaning that a change of approach is required in 2022/23.</p>
2	<p>Although there still remains further work to do with all groups, in 2022 Year 1 phonics data shows that disadvantaged children outperformed their non-disadvantaged peers. However, this do not reflect the trends seen in previous years (2019 and 2021) whereby disadvantaged children's results were significantly below their non-disadvantaged peers and although disadvantaged children performed better than non-disadvantaged children in 2022, their outcomes remained 12% below the national figure. These low phonics levels amongst disadvantaged children negatively impact their development as readers and writers at the end of Key Stage 1.</p>
3	<p>Internal and external assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with recall of multiplication tables than their peers. This negatively impacts their development as mathematicians in Upper KS2.</p> <p>In the MTC of summer 2022, of the children with the highest scores (20+/25) 0% were disadvantaged children compared to 33% of their peers.</p>
4	<p>Assessments, observations and discussions with pupils (and families) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These difficulties continue to be most evident within our current Year R and Year 1 cohorts but can also been seen in children from Year 2 to Year 6 and, in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>Observations and discussions with pupils and families have identified social and emotional (wellbeing) issues for many pupils. Following the COVID-19 pandemic and associated periods of lockdown, pupils have lost their sense of cultural capital with enrichment opportunities being severely restricted which in turn has had a negative impact on their real world knowledge and consequently their ability to access the curriculum. This means that there is currently an increased need for social and emotional support for our pupils. These challenges particularly affect disadvantaged pupils (and their families), including their attainment.</p>
6	<p>Our attendance data over the last 4 years (pre and during the Covid-19 pandemic) indicates that attendance among disadvantaged pupils has been between 0.6 (pre-covid) to 2.5 (2021-22)% lower than for non-disadvantaged pupils.</p>

	Our data tracking indicates that absenteeism is negatively impacting disadvantaged pupils' progress.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading, writing and maths attainment (through accelerated progress) among disadvantaged pupils.	KS1 and KS2 outcomes by 2023/24 show that disadvantaged children attain at or above the expected standard and the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely. Disadvantaged children attain in line with their non-disadvantaged peers nationally.
Improved phonics (and reading & writing) attainment among disadvantaged pupils.	Year 1 Phonics Screen outcomes in 2023/24 show that disadvantaged children attain at or above the expected standard and the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely. Disadvantaged children attain in line with their non-disadvantaged peers nationally. 2023/24 outcomes show that year on year improvements for disadvantaged children are maintained and that these directly relate to an increase in reading and writing outcomes at the end of KS1.
Improved times table recall among disadvantaged pupils.	Year 4 Multiplication Tables Check outcomes in 2023/24 show that disadvantaged children attain as well as or better than non-disadvantaged peers meaning that the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely. Disadvantaged children attain in line with their non-disadvantaged peers nationally.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary skills among disadvantaged pupils. This is evident when triangulated with book scrutiny, pupil voice, lesson engagement and ongoing formative and summative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by and from 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, observations and student, parent and staff surveys and questionnaires. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by and from 2023/24 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non- disadvantaged peers being reduced to less the 0.5% • The percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils continuing to be lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring and feedback by senior leaders to embed and consolidate high quality first teaching, especially for early career teachers.	High quality teaching, with a focus upon areas in which disadvantaged pupils require the most support, is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. EEF Guide to the Pupil Premium	1, 2, 3, 4
Coaching teams across the school to embed and consolidate high quality first teaching for all staff members	High quality teaching, with a focus upon areas in which disadvantaged pupils require the most support, is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. EEF Guide to the Pupil Premium	1, 2, 3, 4
Continued Professional Development for all staff regardless of their career stage. Develop and embed pedagogical practices to include: <ul style="list-style-type: none"> • Adaptive teaching • Scaffolding • Retrieval practice • Questioning including hinge questions for assessment • Flexible, fluid and sensitive grouping • Pre-teaching, especially vocabulary • Precision teaching • Maslow before Bloom • Rosenshine principles • Subject leader development 	Evidence shows that the quality of teachers and teaching is one of the most important factors in raising outcomes and disadvantaged pupils are disproportionately affected by the quality of teaching. Using the Pupil Premium to improve teaching quality to consistently good or better benefits all pupils and has a particularly positive effect on disadvantaged pupils. EEF Guide to the Pupil Premium	1, 2, 3, 4, 5, 6

<ul style="list-style-type: none"> Curriculum coverage Reliable and accurate assessments across the curriculum <p>We will purchase additional resources and fund ongoing training and associated release time.</p>		
<p>Embed the marking and feedback policy to maximise impact on learning</p>	<p>There is a strong evidence base that indicates high quality teacher and peer feedback, focused on the task, subject or self-regulation strategies, given when things are correct as well as when they are incorrect can have a very high impact on pupil outcomes.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3,</p>
<p>Enhance our maths teaching and curriculum planning, with a specific focus on times tables, in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths Guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Invest in Digital Technologies:</p> <ul style="list-style-type: none"> TT Rockstars Dyslexia Gold Oxford Owls Fiction Express Spelling Shed Mastering the Multiplication Tables Check 	<p>The evidence base for using digital technologies to benefit and positively impact on disadvantaged pupils progress is contained throughout the EEF Toolkit e.g.</p> <ul style="list-style-type: none"> digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. <p>The EEF report Using Digital Technology to Improve Learning concludes that technology can be beneficial for pupils but it depends on a range of factors including the context, the subject area, the content, the pedagogy, access to technology, training/support, the length of the intervention and how it is integrated with other classroom teaching. We will keep the technologies we use under</p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>constant review to ensure they are appropriate in securing the best possible outcomes for all pupils including those who are disadvantaged.</p> <p>e.g.</p> <p>Dyslexia Gold is an evidence based program to help pupils who aren't making progress despite high quality phonics teaching. Dyslexia Gold state that reading improves by 12 months in a term and spelling improves by 10.5 months in a term.</p>	
<p>Embed dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase additional resources and fund ongoing training and associated release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional approaches to be embedded into routine practices and supported by professional development and training for staff.</p> <p>e.g. Use of Boxall Profile, Use of wellbeing toolkit, therapeutic play techniques, Theraplay activities etc.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5
<p>Support for speech and language development continually promoted through the day by all staff in all curriculum and pastoral areas.</p> <p>Use of specific interventions e.g. NELI (Year R), Speech Link, Language Link</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group booster teaching for reading, writing, maths and GPS in Year 6 – teacher led	Evidence shows that small group tuition is effective with the smaller the group size the better. Studies have shown that disadvantaged pupils typically receive additional benefits from this form of tuition. Small groups offer an opportunity for greater levels of interaction and feedback compared to whole class teaching Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Small group booster teaching for reading, writing and GPS in Years 3/4 - teacher led Use of specific resources e.g. Fresh Start (RWI phonics)	Evidence shows that small group tuition is effective with the smaller the group size the better. Studies have shown that disadvantaged pupils typically receive additional benefits from this form of tuition. Small groups offer an opportunity for greater levels of interaction and feedback compared to whole class teaching Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
1:1 phonics intervention for disadvantaged KS1 children falling behind age-related expectation – TA led Use of RWI 1:1 Phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
1:1 reading comprehension intervention for UKS2 children falling behind the age-related expectation – TA led	Reading comprehension strategies, tailored to pupils' reading capabilities and involving activities and texts that provide an effective but not overwhelming challenge, have a strong evidence base indicating a positive	1, 2, 4

Beanstalk volunteer support	<p>impact on pupils, particularly disadvantaged pupils. Evidence shows that on average disadvantaged children are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
1:1 and small group times tables intervention for disadvantaged LKS2 children falling behind the age-related expectation.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>NCETM</p>	3
Engage with the National Tutoring Programme to provide tuition in Reading and Maths for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5, 6
Forest School (linked to social and emotional support and wellbeing as well as learning)	<p>Evidence shows that Forest Schools make a difference to pupils, especially disadvantaged pupils, in the following ways:</p> <ul style="list-style-type: none"> • Confidence • Social skills • Communication • Motivation • Physical skills • Knowledge and understanding <p>Forest Research</p> <p>Initial findings from research carried out by Loughborough University suggest that engaging in a Forest School can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities.</p> <p>Collaborative Learning Toolkit Strand Education Endowment Foundation EEF</p>	1, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral provision at lunchtimes to support children's social interactions and social anxieties	There is a strong evidence base that suggest nurture provision is likely to improve social and emotional functioning and academic achievement in pupils Nurture UK	1, 4, 5, 6
Promote and embed opportunities for parents to engage with school to support their children, including: <ul style="list-style-type: none"> • Perk Way • Festival of Fun • Class Assembly • Curriculum Evenings • Increased meetings with parents of disadvantaged children to discuss barriers and challenges and to set short term targets • Focused phonics sessions for parents and children to work together 	There is a strong evidence base to suggest that disadvantaged pupils are less likely to have an appropriate space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, we aim to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading and times tables recall. Parental Involvement Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5, 6
Review of Behaviour Management training for all staff. Specific training for new staff including ECT, trainee teachers and apprentice teaching assistants.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Pastoral support to signpost families in relation to their social and emotional wellbeing needs, to include: <ul style="list-style-type: none"> • Funded use of breakfast club and after school club. • Food banks • School holiday clubs • Housing support 	We understand that some of our families have really struggled in the aftermath of the COVID-19 pandemic and more recently with the cost of living crisis. We are keen to provide all the support we can to enable families to support their children to experience success in school and in their wider lives.	5

<p>Improve upon and embed principles of good practice related to school attendance as set out in the DfE guidance materials, including:</p> <ul style="list-style-type: none"> • Continuation of first day calling • Parents meetings • Home visits and unannounced attendance calling especially for PA children 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>Working Together to Improve School Attendance</u></p>	6
<p>Contingency fund for acute issues</p>	<p>Based on our previous experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or those that arise throughout the year.</p>	All

Total budgeted cost: £145,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Early Years, Key Stage 1 and Key Stage 2 performance data, phonics check results and multiplication tables check.

Schools are not required to publish their 2022 Key Stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time in 2022 since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and school level (*see below* - although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Improved reading, writing and maths attainment (through accelerated progress) among disadvantaged pupils.

Year R

- Fewer disadvantaged children achieved GLD than disadvantaged children nationally (22% cf. 49%) and non-disadvantaged children at Park Way (22% cf. 56%)
- Fewer disadvantaged children met the expected level in the Literacy area of learning than non-disadvantaged children (22% cf. 56%)
- Fewer disadvantaged children met the expected level in the mathematics area of learning than non-disadvantaged children (56% cf. 82%)

Year 2 (KS1)

- In reading, fewer disadvantaged children achieved the expected standard than disadvantaged children nationally (47% cf. 51%) and non-disadvantaged children at Park Way (47% cf. 73%). The attainment gap between disadvantaged and non-disadvantaged is 26%. The percentage of

disadvantaged children achieving the standard in 2022 (47%) was lower than the percentage in 2019 (80%)

- In writing, fewer disadvantaged children achieved the expected standard than disadvantaged children nationally (27% cf. 41%) and non-disadvantaged children at Park Way (27% cf. 60%). The attainment gap between disadvantaged and non-disadvantaged is 33%. The percentage of disadvantaged children achieving the standard in 2022 (27%) was lower than the percentage in 2019 (60%)
- In maths, fewer disadvantaged children achieved the expected standard than disadvantaged children nationally (40% cf. 52%) and non-disadvantaged children at Park Way (40% cf. 73%). The attainment gap between disadvantaged and non-disadvantaged is 33%. The percentage of disadvantaged children achieving the standard in 2022 (40%) was lower than the percentage in 2019 (70%)

Year 6 (KS2)

- In reading, slightly more disadvantaged children achieved the expected standard than disadvantaged children nationally (67% cf. 62%). Fewer disadvantaged children achieved the expected standard than non-disadvantaged children at Park Way (67% cf. 79%). The attainment gap between disadvantaged and non-disadvantaged is 12%. The percentage of disadvantaged children achieving the standard in 2022 (67%) was lower than the percentage in 2019 (93%)
- In writing, fewer disadvantaged children achieved the expected standard than disadvantaged children nationally (42% cf. 55%) and non-disadvantaged children at Park Way (42% cf. 85%). The attainment gap between disadvantaged and non-disadvantaged is 43%. The percentage of disadvantaged children achieving the standard in 2022 (42%) was lower than the percentage in 2019 (71%)
- In maths, fewer disadvantaged children achieved the expected standard than disadvantaged children nationally (33% cf. 56%) and non-disadvantaged children at Park Way (33% cf. 61%). The attainment gap between disadvantaged and non-disadvantaged is 28%. The percentage of disadvantaged children achieving the standard in 2022 (33%) was lower than the percentage in 2019 (86%)
- Combined, fewer disadvantaged children achieved the expected standard than disadvantaged children nationally (25% cf. 43%) and non-disadvantaged children at Park Way (25% cf. 52%). The attainment gap between disadvantaged and non-disadvantaged is 27%. The percentage of disadvantaged children achieving the standard in 2022 (25%) was lower than the percentage in 2019 (64%)

Improved phonics (and reading) attainment among disadvantaged pupils.

Year 1 phonics screen

- 50% of disadvantaged children met the expected standard compared to 44% of non-disadvantaged. This is a reverse of the national trend where a higher percentage of non-disadvantaged met the expected standard.
- Nationally, 62% of disadvantaged children met the expected standard compared to 50% in our school.
- The percentage of disadvantaged children achieving the standard in 2022 (50%) was lower than the percentage in 2019 (75%)

Year 2 Cumulative phonics data

- 67% of disadvantaged children met the expected standard by the end of Year 2. This is compared to 87% for all children nationally.

Improved times table recall among disadvantaged pupils.

Year 4

- Of the 20 children eligible for pupil premium in Year 4:
 - 0% (0 children) scored in excess of 80% - 20/25 marks
 - 55% (11 children) scored in excess of 50% - 13/25 marks
- The average score for disadvantaged children was 11.9 marks. The average score for non-disadvantaged children was 15 marks.

Improved oral language skills and vocabulary among disadvantaged pupils.

Year R

- 89% of disadvantaged children met the expected standard in Communication and Language (listening, attention and understanding and speaking) compared to 79% of non-disadvantaged children.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Our observations and assessments demonstrate that challenges, in relation to wellbeing and mental health, remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Absence among disadvantaged pupils was 2.5% higher than their peers in 2021/22 although persistence absence was 3% lower. We recognise that this absence gap (aside from persistence absence) is too large which is why raising the attendance of our disadvantaged children (as well as all pupils) is a focus of our current plan.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in this academic year section above.

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
Read Write Inc.	Oxford University Press
Nessy Reading and Spelling	Nessy Learning
Dyslexia Gold	Engaging Eyes Limited
Boxall Profile	Nurture UK
Speech and Language Link	Speech Link Multimedia Limited
Fiction Express	Fiction Express Education
Oxford Owl	Oxford University Press
Spelling Shed	Education Shed

My Maths	Oxford University Press
TT Rockstars	Maths Circle
Duolingo	Duolingo Inc.