# E:\school logo.pngPart B: Review of outcomes in the previous academic year (2023-2024)

## Pupil premium strategy outcomes

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

|  |  |  |
| --- | --- | --- |
| Intended outcome | Success criteria | Progress towards intended outcome |
| Improve oral language skills for all pupils entitled to PP, with a particular focus on those in the EYFS, through the use of quality first ECAT strategies and evidence-based speech and language interventions. | 80% pupils entitled to PP achieve expected+ in CL at the end of the EYFS.  80% pupils entitled to PP achieve expected+ in speaking and listening at the end of KS1.  Pupils’ interactions demonstrate understanding and the ability to use a wide range of appropriate vocabulary. | 57% (4/7) pupils entitled to PP achieved expected in CL at the end of the EYFS in 2024 (compared with % nationally and % national FSM).  (87.5% all pupils achieved expected in CL at the end of the EYFS in 2024.) |
| Ensure all pupils entitled to PP learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions. | 80% pupils entitled to PP achieve expected+ in Literacy at the end of the EYFS.  80% pupils entitled to PP achieve expected+ in Reading at the end of KS1.  Pupils demonstrate a love for books and reading through their independent choices and play.  Most families of pupils entitled to PP work in partnership with school to help their children learn to read. | 29% (2/7) pupils entitled to PP achieved expected in Literacy at the end of the EYFS in 2024.  (57.7% (15/26) all pupils achieved expected in Literacy at the end of the EYFS in 2024, compared with % nationally.)  55.55% (5/9) pupils entitled to PP achieved expected+ in Reading at the end of KS1 in 2024, compared with 88% (7/8) in 2023.  (60% (12 pupils) all pupils achieved expected in Reading at the end of KS1 in 2024, compared with % nationally.)  11.11% (1/9) pupils entitled to PP achieved GDS in Reading at the end of KS1, compared with 50% (4/8) in 2023.  (20% (4/20) all pupils achieved GDS in Reading at the end of KS1.)  71.4% (15/21) Year 1 pupils entitled to PP achieved the standard in the Phonics Screening Check in 2024, compared with % in 2023.  (85% all Year 1 pupils achieved the standard in the Phonics Screening Check.) |
| Ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them. | Children can talk about their feelings and can identify trusted adults in school.  School-centred assessments show that pupils involved in SEMH interventions and referrals make good progress.  Incidents of challenging behaviour in the classroom are rare and children have strategies for managing their feelings when they are anxious | *Emotion Coaching Data to follow*  Referrals for Mental Health Support Team has enable bespoke plans and support given to families that have identifies themselves has needing additional support for their child’s mental Health and wellbeing.  Using Zones of Regulation and scripted language pupils have been supported to identify their emotions and follow strategies to enable them to regulate in a safe and appropriate manner.  Circle of Adult training and sessions have helped safe to |
| Ensure all pupils entitled to PP consistently attend school well. | Pupils entitled to PP attend as well as, or better than, those not entitled. Attendance is at least in line with national expectations.  Persistent absence is substantially reduced (for affected pupils).  Families of pupils who are persistently absent are working in partnership with school on achieving bespoke attendance targets. | Attendance for 2023-24: 92.12%  Pupils entitled to PP – 87.03%  Pupils not entitled to PP 94.69%  Bespoke plans created by the Attendance Lead to support families of persistently absent children were successful.  Parents have been open and honest and willing to work in school they have appreciated weekly updates surrounding what percentage their child has attended school that week, this has seen an increase in attend increasing from 50% to 70%.  A child whose attendance was 80% last year has increased to 90% this year following an attendance meeting.  Families who have been supported via the ATTEND framework intervention have engaged with the support plan and showed attendance being raised from 60% to 100% in the period of a half term  Building relationships in particular with attendance has also lead to supporting them with other factors e.g. debt and housing. |
| Ensure all pupils entitled to PP have full access to a wide range of clubs, visits and residential and have opportunities to work with artists, musicians and sports specialists to build their cultural capital. | Pupils entitled to PP have full access to all wider opportunities at school, as demonstrated by school data.  Pupils entitled to PP can talk about their experiences with understanding, using appropriate vocabulary. | All PP eligible pupils had full access to all wider opportunities (including school visits and visitors).  All PP eligible pupils were recognised in Celebration Worship at least once during the year.  All PP eligible pupils were invited to school clubs, discos and parties.  77.77% (7/9) PP eligible pupils attended the Ravenstor residential.  All PP eligible pupils had ukulele lessons and performed for parents/carers. |
| Work with parents/carers to help them develop the home learning environment, using the school’s graduated approach. | Parents/carers of pupils entitled to PP feel supported by school, work in partnership with school staff and feel they have strategies for developing the home learning environment.  More pupils entitled to PP read regularly at home and have the resources to do so. | Of the parents/carers who completed a questionnaire:  100% say that the school generates a sense of belonging;  100% say they know how to support their children at home;  100% say that they feel comfortable approaching the school with a question or problem. |