

Part B: Review of outcomes in the previous academic year

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

We have analysed the performance of our school's Pupil Premium pupils during the previous academic year (2023-2024), drawing on national assessment data and our own internal summative assessments.

In Year 1, 50% of our Pupil Premium pupils met the standard for the Phonics Screening Check. This was what was expected for this cohort. Targeted interventions and tuition support have had a positive impact.

At the end of Key Stage 1, we had no pupils who were Pupil Premium.

The table below shows the performance of Pupil Premium pupils at the end of Key Stage 2.

31 pupils total		READING		WRITING		MATHS		SPAG	
		M+	H	M+	H	M+	H	M+	H
%	PP (2) No.	2	1	2	0	1	0	2	0
	PP (2) %	100%	50%	100%	0	50%	0	100%	0

Targeted interventions and Tuition support had a positive outcome for our pupils in Year 6, particularly in reading.

The table below shows the percentage of Pupil Premium Pupils who met the expected standard for their year group.

	Reading	Writing	Maths	SPaG	RWM
Year 1 Phonics				50%	
Year 1	50%	50%	50%	50%	50%
Year 3	100%	100%	100%	100%	100%
Year 4 MTC			50%		
Year 4	100%	50%	100%	100%	50%
Year 5	0%	0%	0%	0%	0%
Year 6	100%	100%	50%	100%	50%

Again, access to tuition and targeted intervention has had a positive outcome.

Some of the strategies used in 2023-2024 will continue to be used in 2024-2025, as they proved to be successful.

Teaching Strategies

Staff continue to have access to maths mastery training through the Maths Mastery Hub. This has further strengthened our approach to maths and the high-quality teaching and support that our children receive. The maths co-ordinator has also accessed training to ensure that

she is able to lead the subject with confidence and can fully support staff in school. She has led training sessions for all staff to enhance maths teaching and support. The use of stem sentences in school has continued to develop and had a positive impact on teaching and learning.

The use of VIPERS in school to support our reading comprehension continues to have a positive impact in school. Staff continue to have confidence in teaching each of the skills. In Key Stage 1, 90% of our pupils achieved the expected standard with 41% achieving above the expected standard. In Key Stage 2, 80% of (100% of PP) pupils achieved the expected standard with 43% (50% of PP) achieving above the expected standard.

The implementation of Monster Phonics in Key Stage 1 has had a positive impact. Staff and pupils have responded very well to the programme. For the Phonics Screening check, 80% of our pupils (50% of PP) achieved the expected standard. Our English co-ordinator has organised and led training on this scheme.

The implementation of Superhero Spellings has also had a positive impact across Key Stage 2. All Key Stage 2 staff have accessed training. In Year 3, 81% (100% PP) of pupils achieved the expected standard in SPaG, Year 4 it was 90% (100% of PP), Year 5 it was 78% (0% of PP) and in Year 6 it was 80% (100% of PP).

Staff have confidence in the White Rose scheme that we adapt, use and enhance and this has had a positive impact on our results. In Key Stage 1, 90% of our pupils achieved the expected standard with 34% achieving above the expected standard. In Key Stage 2, 83% of pupils (50% of PP) achieved the expected standard with 20% (0% of PP) achieving above the expected standard.

For reading, writing and maths combined at KS2, 70% (50% PP) of our pupils achieved the expected standard with 10% (0% PP) exceeding the expected standard.

For the Multiplication Tables Check in Year 4, 50% of pupils achieved full marks (50% of PP). Our use of TTRockstars has supported this.

Reading Plus continues to have a positive impact in school. All pupils in Key Stage 2 use it at school and at home. We aim for our Year 2 pupils to use the programme from Easter.

Access to Letter-join has been of benefit to our staff and pupils. Staff have commented that the presentation of pupils' work has improved and that having a scheme that can be used and adapted has helped with the delivering of handwriting lessons.

Targeted Intervention

The pupils who accessed Catch up Numeracy and Literacy were supported with their key skills and made progress within the programme.

Additional interventions before and after school to support reading, maths, spelling and phonics took place throughout 2023-2024. This did have a positive impact on our Pupil Premium pupils.

Phonics interventions took place for pupils in Year 1 and 2 and these helped to diminish the gap between Pupil Premium and non Pupil Premium pupils.

Our pupils who accessed school-led tutoring also performed well in our end of Key Stage 2 assessments.

Wider Strategies

Pupils who took part in the friendship groups showed increased resilience in friendship situations.

Our Wellbeing Co-ordinator carried out Emotional Literacy Support Assistant Training (ELSA), this work informs her daily practice.

Pupils had access to our Wellbeing Co-ordinator on a drop-in basis as well as additional blocks of sessions, tailored to pupils' needs, where necessary. Check-in sessions also take place afterwards.

Pupils have also accessed the We Eat Elephants (KS1 & KS2), Decider Skills (Year 5), Feelings and Friendship (Years 1 and Year 2) and Transition (Year 6) sessions delivered by Piece of Mind. These have all had a positive impact on pupils' emotional resilience in school.

Staff have all taken part in Zones of Regulation Training and this is used in all classrooms. This helps pupils to recognise and manage their own emotions. This has had a positive impact across school.

Pupil Premium children accessed free instrumental tuition. They had the opportunity to perform throughout the year. We also had pupils who had their residential visit paid for out of Pupil Premium funds.

Pupils accessed Lego Therapy and Connecting with Children. These schemes had a positive impact for these pupils.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Sessions with our Wellbeing Co-ordinator have been provided to support the emotional needs of our service children. They have also benefited from various emotional resilience programmes: We Eat Elephants, Decider Skills and Feelings and Friendship.
The impact of that spending on service pupil premium eligible pupils
Our Service Pupils are more emotionally resilient due to the programmes that have been delivered. Their drop in and/or weekly sessions with our Wellbeing Co-ordinator have also been of benefit as they have had the opportunity to have regular sessions to discuss any worries.