

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please find a review of each intended outcome on a separate page of this document.

Page	Intended Outcome
2	To raise the attainment of disadvantaged pupils in maths
3	To raise the attainment of disadvantaged pupils in reading
4	To develop oral language skills of pupils in Early Years
5	To reduce the level of persistent absence and lateness among disadvantaged children
6	To improve the retention of knowledge /working memory of our disadvantaged pupils.
7	To ensure that all children access visits pertaining to their respective year groups
8	Information about external providers
9	Service Premium

Intended outcome	Success criteria
To raise the attainment of disadvantaged pupils in maths	50% + of disadvantaged children working at EXS (currently 27%)

At the end of the 2023-23 academic year, 55% of the children across school were working at the age-related expectations or above. 5% of the pupils were working at a higher standard.

In the Year 6 cohort at the end of 2023, the data highlighted that progress for PP children between KS1 and KS2 was greater than their non-PP peers and that the gap had been reduced. However, attainment for PP children was still below their non-PP peers.

33 children 9 PP / 24 Non-PP	Maths		
	PP	Non-PP	Gap
KS1 ARE+ %	70	74	-4
KS2 ARE+ %	80	83	-3
Progress KS1 to KS2	+0.40	+0.13	+0.27

Intended outcome	Success criteria
To raise the attainment of disadvantaged pupils in reading	<ul style="list-style-type: none"> 50% + of disadvantaged children working at EXS (currently 33%) All non-SEN disadvantaged pupils passing Phonics Screening (Y2 and Y1)

At the end of the 2023-23 academic year, 57.5% of the children across school were working at the age-related expectations or above. 2.5% of the pupils were working at a higher standard.

In the Year 6 cohort at the end of 2023, the data highlighted that progress for PP children between KS1 and KS2 was greater than their non-PP peers and that the gap had been eradicated. Attainment for PP children was above their non-PP peers.

33 children 9 FSM	Reading		
	FSM	Non-FSM	Gap
KS1 ARE+ %	60	70	-10
KS2 ARE+ %	80	78	+2
Progress Ks1 to KS2	+0.50	+0.39	+0.11

In terms of the Year 1 Phonics Screening, the attainment of non-PP children is generally higher than their PP peers.

Year	Y1 Phonics Screening			
	All	PP	Non-PP	Gap
2023	82.6	75	86.7	-11.7
2022	84	84.6	83.3	+1.3
2021	88	71.4	84.6	-13.2

In 2023, 100% of the Y2 PP children who had to re-sit passed the screening compared with 83% of their non-PP peers. The typical gap in attainment at this crucial stage of early reading will form part of the next three-year strategy.

Intended outcome	Success criteria
To develop oral language skills of pupils in Early Years.	<ul style="list-style-type: none"> 80% + of all children meeting ELG in speaking





In 2023, 87.5% of the pupils in Reception met the ELG for speaking.

Year	EYFS GLD			
	All	PP	Non-PP	Gap
2023	60	71.4	55.5	+15.9
2022	55	14.3	76.9	-62.9

Last year's result is quite uncommon for our typical cohorts. There are still a number of children in school who struggle with oracy. This will form part of our continued strategy for 2023 and beyond.

Intended outcome	Success criteria
To reduce the level of persistent absence and lateness among disadvantaged children	<ul style="list-style-type: none"> • Reduced number of disadvantaged children under 90% (12 in 2020-21) • Reduced number of disadvantaged children arriving late (12 in 2020-21)

At the end of 2022-23:

Pupil Premium 	Attendance 	Authorised absence 	Unauthorised absence 
Y (66)	91.89%	6.65%	1.45%
N (126)	94.78%	4.04%	1.19%

On the whole, the majority of our PP children have good school attendance. However, there were still 12 PP children below 90% attendance at the end of 2022-23 compared with 11 non-PP children. Earlier in the academic year there were an additional 4 PP children (with poor school attendance) who left in the autumn term.

The use of free breakfast club places has helped to reduce some lateness. However, the number of PP children arriving late for school remains similar.

Improving attendance and punctuality will remain part of the strategy focus for 2023 and beyond.

Intended outcome	Success criteria
To improve the retention of knowledge /working memory of our disadvantaged pupils.	<ul style="list-style-type: none"> <li data-bbox="810 219 1369 315">• Greater knowledge and understanding demonstrated when interviewing pupils about learning.

Implementation of the CUSP materials and continuing work on metacognition and self-regulation has helped staff to develop a greater awareness of effective teaching sequences. The use of CUSP materials in science, history and geography has highlighted the importance of sequential learning, cognitive load, retrieval practice and modelling. This has supported specific development in these subject areas.

When children have been interviewed with their books as part of subject monitoring, they have all (PP and non-PP) articulated greater understanding of their learning in these areas. This has also been evident while talking to children about their learning in Maths.

Intended outcome	Success criteria
To ensure that all children access visits pertaining to their respective year groups	<ul style="list-style-type: none"> <li data-bbox="810 219 1401 320">• Carefully planned programme of visits for all year groups which builds cultural capital <li data-bbox="810 324 1401 385">• No disadvantaged children missing visits or residential due to cost

Since 2021, no PP child has missed out on any visits due to financial reasons. Pupil Premium money has been used to reduce the cost of our residential visits rather than provide them at no cost. All PP children have taken part in outdoor residential activities in Years 4 and 6. PP has also been used to write off or reduce other trip costs when required to ensure full access for all pupils.

At the start of 2023-24, visit calendars have been reviewed to ensure that calendar of events continues to build cultural capital and that any cost of such visits are articulated to parents with as much advanced notice as possible.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Freckle Maths	Renaissance
Read Write Inc Phonics	Ruth Miskin
CUSP Curriculum	Unity Schools Partnership

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We had two Service Premium children in school last year. The funding was used to support the pupil premium strategies listed and the children were supported to ensure they make/maintain the expected level of progress for their year group.

Ongoing pastoral support is offered to our Service Premium children as and when required.

The impact of that spending on service pupil premium eligible pupils

Both children have maintained good school attendance (98%+) and are working at their age-related-expectations as a result.