

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Intended outcome	Success criteria
To raise the attainment of disadvantaged pupils in writing	60% + of disadvantaged children working at EXS (currently 47%)

Summary

The implementation of Literacy Counts had a positive impact on our school's writing results generally in 2023-24. Across the school, 50% of our disadvantaged children are now working at the expected standard in writing which shows a slight increase from the previous year. However, the greatest initial impact being seen for high attaining non-pupil premium children.

Whole School end of Year (Year 1-6):

	2022-2023		2023-2024		2025		2026	
Group	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
No. of pupils	44	77	54	93				
EXS+	47%	71%	50%	69%				
Higher	2%	16%	0%	17%				

At the end of KS2, 56% of our nine disadvantaged children reached the expected standard in writing with no higher attainers. The comparison with their non-disadvantaged peers highlights that there is still work to do in this area (83% EXS+ 33% Higher). Four of these nine children joined in Year 5.

End of Key Stage 2:

	2023		2024		2025		2026	
Group	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
No. of pupils	10	23	9	24				
EXS+	70%	78%	56%	83%				
Higher	10%	13%	0%	33%				

Next Steps

Embed the Literacy Counts programme effectively across school.

Target literacy support effectively for disadvantaged learners in English lessons. Particularly those disadvantaged children who are still working towards their age-related expectations.

Intended outcome	Success criteria
To reduce the attainment gap between disadvantaged and non-disadvantaged pupils earlier in reading	<ul style="list-style-type: none"> • 75% + of disadvantaged children working at EXS (currently 57%) • All non-SEN disadvantaged pupils passing Phonics Screening (Y2 and Y1)

Summary

Across the school, 63% of our disadvantaged children were working at the expected standard in reading by the end of the 2023/24 academic year. 15% of these children were working at the higher standard. This shows improvement on the previous year.

In the Year 1 Phonics Screening, 75% of our disadvantaged children met pass mark compared with 100% of their non-disadvantaged peers. One of the two children who did not meet the threshold joined us mid-year and had not received the same strong start in phonics as their peers. In the Year 2 re-sits, 50% of the disadvantaged children reached the threshold but both of the children in this group made excellent progress.

The investment in training, support and the virtual classroom both helped to achieve accelerated progress during the year with regards to early reading.

Next Steps

Reduce the attainment gap in reading across school. Further work on embedding the RADY principles coupled with targeted intervention / support for the children in Year 2 and lower key stage 2 with reading fluency will be priority areas.

Intended outcome	Success criteria
To develop speaking & listening skills of disadvantaged pupils across school.	<ul style="list-style-type: none"> • 80% + of all children meeting ELG in speaking and listening • Positive staff feedback on improvements made.

Summary

Early intervention on speech and language difficulties has continued in the Early Years during 2023-24. The Talk Boost intervention is used with children in Reception and this has had a positive impact. 80% of the children made accelerated progress with the programme and 80% of the children met the early learning goals for speaking and listening & attention.

Across the school, 18 of the 35 children on our SEN register have Speech, Language and Communication Needs as their primary area of need. Seven of these children are also disadvantaged. Further work is required to support these children and the children from Early Years who have not met those speaking and listening milestones at the end of their reception year.

Next Steps

Introduce further Talk Boost interventions in Key stage 1 to support children who continue to struggle in these areas.

Evaluate wider speaking and listening opportunities across school.

Train all staff in Emotion Coaching during the spring term in 2025 which will support both social, emotional and mental health needs and speaking and listening.

Intended outcome	Success criteria
To further reduce the attainment gap in mathematics	<ul style="list-style-type: none"> • 75% + of disadvantaged children working at EXS (currently 55%) • Observed improvement in the way children articulate mathematical thinking

Summary

The number of disadvantaged children working at the expected level across school raised slightly to 59% compared with 55% in the previous year.

Data analysis through FFT Aspire highlighted a dip in our maths results last year. This was caused by an additional nine children who joined the class between the end of Year 4 and end of Year 6 and four of these children fell into the disadvantaged category. The varying approaches from their previous schools highlighted a variety of different gaps in learning which were challenging to address in the timescale given.

Mastering Number is now embedded in Early Years and KS1. Implementation within Years 4 and 5 has also been completed during 2023-24 with staff training being concluded and the resources being used daily in these year groups. This had a positive impact on the average score in the Multiplication Check in Year 4 with our average being higher than both local and national averages. The average score for the cohort was 22.6 with our disadvantaged children reaching 21.8.

Next Steps

Continue to implement Mastering Number in Years 3 and 6 and embed in other years.

Targeted intervention work for disadvantaged children in Year 6. Internal data shows that six out of nine disadvantaged children are still working below expected standard at the end of Year 5.

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% (19 in 2022-23) • Reduced number of disadvantaged children arriving late (21 in 2022-23)

Summary

Attendance on the whole in 2023-24 showed improvement from the previous year (94.8%). We received an award from the FFT for being in the top 25% of schools with similar numbers of disadvantaged pupils.

There were still 17 disadvantaged children in the persistently absent category for 2023-24 compared with 19 in the previous year. By comparison, there were only four children from non-disadvantaged backgrounds who were persistently absent. This illustrates that we still have work to do in this area to reduce the gap.

Where some cases of attendance have improved for disadvantaged pupils, punctuality remains a concern. A slightly earlier start time of 8:45am which was introduced in September 2023 is still proving challenging for some to adhere to.

Clear systems and protocols have supported some improvement in this area. We have also continued to support families through good relationships, Early Help and work with external agencies through Child in Need and Child Protection plans.

Next Steps

Continue to engage with targeted families to support improvement in attendance/punctuality.

Work with the newly appointed Local Authority Access & Inclusion Officer to reduce unauthorised absence.

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

Summary

Our visit overviews have been updated on the school website to support parents with financial planning. We have introduced some different visits to additional locations to support the development of cultural capital. Our visits now expand from our locality, along the Roman wall to Carlisle in the West and Newcastle/Gateshead in the West. We have also added further visits to different sites within the Lake district National Park.

No children missed visits due to financial reasons in 2023-24 and we have reviewed how we present information to parents. Dual letters are used to parents in receipt of and not in receipt of free school meals to reduce stigma and provide equity in line with the RADY principles. Some costs are covered solely from within pupil premium and others are heavily discounted.

Next Steps

In 2024-25 we will continue to review our visits and are looking to add an additional visit to a larger British City (e.g., Manchester).

We will continue to use some pupil premium funding to support with the costs of visits/visitors to school.

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
Mastering Number	NCETM
Read Write Inc Phonics	Ruth Miskin
Ready. Steady. Write.	Literacy Counts

Service pupil premium funding (optional)

<i>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</i>
<p>We had one Service Premium child in our school last year. The funding was used to support the pupil premium strategies listed and the child were supported to ensure they make/maintain the expected level of progress for their year group.</p> <p>Ongoing pastoral support is offered to our Service Premium children as and when required. Access to clubs in free and costs for residential visits are also reduced.</p>
The impact of that spending on service pupil premium eligible pupils
<p>The child has maintained good school attendance (98%+) and is working at their age-related-expectations as a result.</p>