

Pupil Premium Review 2022-24

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our schools having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.

Children in receipt of Pupil Premium 2023-24: 31 out of 65 (48%)

End of KS2 results 2024 for children in receipt of Pupil Premium

Number of Children/ %	Maths	Reading	GPS	Combined	Writing
11 in cohort 6/11 PP 54%	50%	67%	50%	33%	50%

The children who did not make ARE at the end of year 6 did not make ARE at the end of Year 2 and some also had special educational needs and disabilities but showed accelerated progress in years 5 and 6.

Year 1 Phonics Screening for children in receipt of Pupil Premium

Number of Children/% that passed the phonics screening assessment	
2/4	50%

Intended Outcome	Outcome
<p>% of disadvantaged pupils meeting ARE rises each year, from previous attainment position Pupils retain key knowledge set out in the ambitious, exciting curriculum</p>	<p>Gaps in learning are identified hastily and strategies are put in place Progress of children in receipt of Pupil Premium is good Interventions are in place to ensure accelerated progress</p>
<p>Improved reading attainment among disadvantaged pupils</p>	<p>All children who are targeted to meet age expectations by the end of KS2, do so. Those who do not pass the test have made significant progress in lines with SEN targets following additional SEN support as well as quality first teaching</p>
<p>Attendance among disadvantaged pupils is at least 96%</p>	<p>Yearly attendance for children in receipt of Pupil Premium was 92.6%</p>
<p>Improvement in well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>The school has 2 ELSAs , some children in receipt of Pupil Premium had ELSA intervention The school ethos puts well-being before anything Ongoing support for families in need is in place Children and parents voice feedback positive Discrete PD lessons ensure a safe space to talk openly</p>
<p>Children who are eligible for Pupil Premium has access to the same experiences and opportunities as all other pupils</p>	<p>The school ensured all Children who are eligible for Pupil Premium had support in order to participate in all school activities, this included financial support with school visits and residentials. It also included upkeep of the school minibus to ensure there were many opportunities for children to take part in visits and enrichment.</p>

	Swimming was also free for children in receipt of Pupil Premium.
Improved oral language skills and vocabulary among disadvantaged pupils	Staff CPD (early years) in oracy and speech and language to offer the best support for children with speech and language needs

Parental Engagement

Parent engagement has continued to be strong; parental feedback continues to be overwhelmingly positive and the school has continued to be creative in how to engage parents in their child's life at school. Parents engaged in face-to-face workshops again this year: feedback from this was positive.

Cultural Capital

Over the last year, pupils have continued to have the opportunity build their cultural capital. This has been through visitors to the school, class trips and a range of sporting events where pupils compete against other local schools. These opportunities bring their learning to life. Examples of these events are varied and included a D-day Street Party, a Barwick Revival experience, a school sleepover for Oak Class, a visit to Melbury Estate and visits from a variety of people from a variety of backgrounds. These activities have been hugely enjoyed by the children and have provided vital context to their learning and cultural capital development.

Emotional Wellbeing

Our provision for children who need additional support with their emotional well-being continues to be strong with individualised programmes in place. We have 2 ELSA practitioners to ensure pupils access support and ensures pupils access school in a supportive and inclusive way that meets their individual needs. This provision will continue to be adapted to meet the ever-changing needs of our pupils.