



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our previous Pupil Premium strategy plan ran from 2021-2024 and was developed with the impact of the Covid-19 pandemic and subsequent closure of school in mind. Like with most schools across the country, this had an enormous impact on the progress and achievement of children, particularly those who are disadvantaged. The analysis of our previous strategy has been pivotal in informing the planning for our future pupil premium spending strategy.

#### Challenge 1: Speech and language needs

##### Activity:

Speech and Language Link was provided in school, in order to identify particular sounds that children struggle to learn and identify when a referral to SALT is necessary. HLTA supported those children who have English as an additional language, with intervention activities.

##### Impact:

33% of children in Foundation Stage have good language development (compared to 55% of local authority) and as such, full-time nursery places can be offered to children from families we identify as being disadvantaged. WellComm assessment in Summer 2024 showed that 2 out of 3 of our disadvantaged children in Reception class achieved expected standard for speech and language. Children with EAL are assessed regularly using Bell Assessment and EALIP books promote rapid progress. School has purchased Flash Academy to support these children, and more dedicated intervention time with HLTAs is in place. This challenge was successfully met, although over the course of the previous strategy our speech and language needs have evolved: children with EAL now accounts for 31% of all children in school – a significant rise from previously. This is taken into account when considering our future strategy.

#### Challenge 2: Disadvantaged pupils have greater difficulties with reading than non-disadvantaged pupils

<p><u>Activity:</u></p> <p>HLTA supported children in KS2 with school-led tutoring programme, as well as supporting Y6 by targeting specific disadvantaged children to reach expected standard. Little Wandle was used for Phonics. Additional support was provided by HLTAs and TAs for children deemed to be in need of a 'keep-up' programme. Assessment and progress meetings took place to identify children who were not making projected progress.</p>	<p><u>Impact:</u></p> <p>Results from phonics screening tests:</p> <table border="1"> <thead> <tr> <th></th> <th>PP children (ARE+)</th> <th>Non-PP children (ARE+)</th> <th>LA PP children (ARE+)</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>67%</td> <td>81%</td> <td>72%</td> </tr> </tbody> </table> <p>Results from KS2 national tests:</p> <table border="1"> <thead> <tr> <th></th> <th>PP children (ARE+)</th> <th>Non-PP children (ARE+)</th> <th>LA PP children (ARE+)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>59%</td> <td>77%</td> <td>62%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>77%</td> <td>59%</td> </tr> </tbody> </table> <p>The challenges posed by our demographics are such that 70% of our children live in the bottom 25% most deprived areas (compared to 46% of the local authority). We continue to work hard to equip our children with literacy skills from an early age, yet these results demonstrate that we still have work to do in closing achievement gaps. As such, we have adopted a back-to-basics approach in the teaching of English across KS2.</p>		PP children (ARE+)	Non-PP children (ARE+)	LA PP children (ARE+)	Phonics	67%	81%	72%		PP children (ARE+)	Non-PP children (ARE+)	LA PP children (ARE+)	Reading	59%	77%	62%	Writing	65%	77%	59%
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### 3. Parental support and aspiration; disadvantaged pupils living in poverty or experiencing bereavement and various drug / alcohol related lifestyles

<p><u>Activity:</u></p> <p>Pastoral teacher is employed to support disadvantaged children and their families through hardship. Provision of Homework Club, targeted at children in KS2 who needed support to complete homework. Provision of a snack at morning break and during Homework Club, as well as on an ad-hoc basis when necessary.</p>	<p><u>Impact:</u></p> <p>Pastoral teacher liaises regularly with families experiencing socio-economical challenge and hardship, and associated agencies, to work towards improving standards for our children. Children regularly read, practise maths activities and routinely complete homework when they might otherwise not be supported to do so at home. Staff regularly identify and record when disadvantaged pupils might benefit from snacks. They are supported to learn better when they are not hungry. This challenge was met on the whole, although new issues arise each year. One significant issue was attendance; the last academic year, 30% of our children were persistent absentees (17% local authority), which has led to us prioritising this as a challenge in the new strategy.</p>
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### 4. Disadvantaged pupils lacking real-life experiences

<p><u>Activity:</u></p> <p>Provision of Summer School for KS2 children to have days out and learn through a variety of experiences.</p>	<p><u>Impact:</u></p> <p>Disadvantaged pupils visited the zoo, participated in canoeing, zip-wire and glass sledging, took a boat trip in the Lake District and had a history-focused visit. This had</p>
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Provision of educational visits for families who are experiencing financial hardship.	a positive impact on the wellbeing and cultural capital of the children involved. This challenge was successfully met, and we have widened this to ensure that all disadvantaged children have access to such experiences by putting funding into place to pay for school trips for these families.
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### 5. Poor wellbeing and social / emotional issues for many disadvantaged pupils

<u>Activity:</u> Monitoring of CPOMS shows that there is an increase in different pupils needing wellbeing intervention.	<u>Impact:</u> Pastoral teacher has completed nurture training and 2 x TAs are training to deliver ELSA to those disadvantaged pupils who experience social and emotional issues. This challenge was met, and we continue to explore ways to support our children in their social and emotional needs in a variety of ways.
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### 6. Widening gap in mathematical knowledge and understanding between disadvantaged and non-disadvantaged pupils

<u>Activity:</u> HLTA supported children in KS2 with school-led tutoring programme, as well as supporting Y6 by targeting specific disadvantaged children to reach expected standard. A vocabulary focus focused on developing the ability to clarify and communicate the thoughts and ideas of disadvantaged children – they were encouraged to use this in lessons. Assessment and progress meetings identified those children who were not making projected progress.	<u>Impact:</u> Results from KS2 national tests: <table border="1" data-bbox="667 1014 1481 1153"> <thead> <tr> <th></th> <th>PP children (ARE+)</th> <th>Non-PP children (ARE+)</th> <th>LA PP children (ARE+)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>71%</td> <td>77%</td> <td>66%</td> </tr> </tbody> </table> The scheme of work that is used is firmly embedded and a mastery approach supports the delivery of high quality teaching. Additional resources from the NCETM are used to support progress. These results demonstrate that we were successful in our efforts to narrow this gap in achievement, particularly when comparing results with the local authority. These efforts will continue, as we try to close this gap.		PP children (ARE+)	Non-PP children (ARE+)	LA PP children (ARE+)	Maths	71%	77%	66%
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## Externally provided programmes

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

Programme	Provider
Educational Psychology	Dr Rebecca Ashton – Ashton Psychology
Roots of Empathy	Roots of Empathy