Review of Pupil Premium strategy outcomes in the previous academic year (2023-2024)

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

Accelerated progress in EYFS

Our internal data shows that pupils continue to make accelerated progress in EYFS. Despite their low starting points, the gap between them and their peers is closing. As a result of targeted support, the percentage of children meeting the expected standard in every area of the EYFS profile increased. In some areas, pupils made outstanding progress. This can be evidenced in the table below:

FSM (9 pupils)	Baseline 2023	Summer 2024
Word Reading	11%	67%
Comprehension	22%	56%
Writing	11%	33%
Numerical Pattern	22%	44%
Number	22%	44%

The percentage of Pupil Premium pupils achieving a Good Level of Development (GLD) was 42.9%. Although we are still awaiting more information of this year's national picture, it is clear that rapid progress is ensuring Pupil Premium pupils are catching up with their peers. Going into Year 1, the school will reflect on the needs of these pupils and focus on the Quality First Teaching (QFT) strategies adopted and their impact, whilst identifying if there are specific pupils who require specific intervention. The school has been accepted on the "Mastering Number" programme from September which will help combat the low levels of attainment these children come in to school with surrounding number.

Accelerated Progress across Key Stage 1 and Key Stage 2

Continued focus for our PP pupils shows that in Year 1, they are achieving in line with their non-PP peers across all areas of the curriculum. Writing continues to be a focus for the Year 2 cohort as they enter into Year 3. As of yet, not enough pupils are reaching the 'Expected' standard for their age. This is despite intervention and a phonics focus for the year.

When examining the percentage of pupils who passed the Year 1 phonics check, pupils eligible for the PPG achieved in line with the whole cohort. A whole school focus on phonics, consisting of whole school training as well as new resources has had a positive impact on pupils eligible for the PP grant. The percentage of Pupil Premium pupils passing the check was slightly higher than the National picture

(67%). When looking at pupils who needed to be retested in Year 2, 1 of 2 PP pupils passed the check ensuring good phonetical awareness skills to take them into Key Stage 2.

Our internal data continues to show that Reading is a strength by the end of Key Stage 2. Our Year 6 data shows that 67% of PP pupils achieved the expected standard. Although the percentages for this cohort are closely in line with National, more needs to be done to ensure that pupils across the rest of KS2 have the skills and strategies to achieve the standard at the end of KS2. Writing and Maths continues to be an area of focus to ensure PP pupils attainment is in line with Non-PP peers.

Despite their being some disparity between the attainment of PP and non-PP pupils, the progress of PP pupils across KS2 is strong. In Years 3 and 4, pupils made at least expected progress with Year 5 pupils making 3.4 points in Maths and 3.2 in SPAG. This demonstrates the focus that pupils have had to ensure they are making accelerated progress across the curriculum. PP pupils are making better progress than their peers. The average point score for PP progress in Year 6 was between 3.1 and 3.9 demonstrating significant progress in all areas – particularly reading and SPAG.

Pupil engagement, learning attitudes and behaviour

Learning walks and lesson observations show that Pupil Premium pupils demonstrate high levels of engagement in their learning and are keen to demonstrate what they know. Quality first teaching has supported pupils in becoming independent learners and this needs to continue into next academic year. Pupils demonstrate good behaviours for learning.

They are developing an awareness of opportunities for them in later life through our programme of aspirational assemblies; this involves visitors to the school sharing their experiences and how they have achieved all they have. To support them further in having high aspirations, next year, we are planning a careers week, where pupils will meet employees from a range of professions and learn what skills and knowledge they require to be the best at their chosen career.

Emotional wellbeing

Our provision for children who need additional support with their emotional well-being continues to be strong with individualised programmes in place. Full time ELSA provision and daily social skills groups with skilled leaders has ensured 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.

Cultural capital

Over the last year, pupils have continued to have the opportunity to build their cultural capital. This has been through visitors to the school, class trips, residential visits and a range of sporting events at the local secondary school. These opportunities bring their learning to life. Examples of these events are varied and included a WWII evacuation to Nothe Fort, a trip to Harry Potter World, visiting a Roman villa at the Newt and exploring coastal features at Lulworth Cove. These activities have been hugely enjoyed by the children and have provided vital context to their learning.

Attendance

The focus on attendance this year has helped to improve attendance percentages. Strategies to target families and build confidence and relationships have been overwhelmingly positive and based around a family-focused, supportive approach. Whole school attendance for last academic year was 94.43% and which was inline with national (94%). For PP pupils, attendance was at 93.26%, which again compares favourably to the national picture of 88.6% (2023 data). Although these percentages sit well in comparison to National, attendance must continue to be a high priority next academic year as there is still a disparity of 1.65% between the PP cohort and their peers.

Persistent absenteeism for Pupil Premium pupils was 13.75%. In 2023, the national picture was 37.9% and therefore targeted attendance meetings, CSC involvement, and a range of further personalised interactions have ensured we have made every effort to ensure our parent community are supportive of our high attendance targets. The non-Pupil Premium figure of 7% shows a differential of 6.75% which means that although the school are outperforming national targets, we still need to do more to ensure PP pupils continue to be positively prioritised and monitored carefully to ensure absenteeism continues to fall further.

Parental engagement

Parent engagement has continued to be an area of focus; 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. Parent attend learning experience outcomes regularly to help celebrate and share their child's learning. Information events have been held to inform parents of the new phonics scheme and importance of early reading. Parent support with homework and daily reading continues to be an area of focus next year; we will look at how to engage parents and make them feel informed and confident with how to support their children.