

Pupil Premium Impact Statement Summer Term 2023-24

Name of PPG Lead	Miss G Taylor	Date of Review	July 2024 (11.04.24-19.07.24)
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Progress and Attainment for KS1 pupils in reading, writing and maths

AUTUMN:

As a result of our improved focus on adaptive teaching across school 42% (19/45) of PP pupils met age related expectations in reading in comparison to 61% (25/41) of KS1 pupils made expected progress in reading. In writing 29% (13/45) of PP pupils in writing in comparison to 54% (22/41) non-PP and 36% (16/45) in maths in comparison to 53% (22/41) non-PP in maths.

SPRING:

Across the spring and summer term 41% (19/46) of KS1 pupils have maintained age related expectations in reading in comparison to 56% (23/41) which is a small drop from autumn term. In writing, 46% (21/46) are now making age related expectations. An increase of 17%. 46% (19/41) of non-PP pupils are making progress in writing. The gap has closed in its entirety; however, work needs to be completed to raise attainment in writing for all pupils. In maths, 43% (20/46) are now making age related expectations – again a narrowing of the gap from autumn term of 1%.

SUMMER:

At the end of the summer term 54% (24/44) of KS1 pupils have achieved age related expectations in reading, in comparison to 41% (19/46) in the spring term. In writing 52% (23/44) made age related progress. 63% (25/40) of non-PP made age related expectation in writing. At the end of the year, there is still a gap in attainment for disadvantaged pupils and this needs to be higher. In maths 57% (25/44) of PP pupils achieved age related expectations. An increase of 21% over the course of the 23-24 academic year.

To raise attendance of PP pupils to narrow the gap between PP and non-PP pupils

Key Stage 1 Attendance (84 pupils)

	2021-22		2022-23		2023-24	
	PP	NPP	PP	NPP	PP	NPP
96% - 100% (19 pupils) (25 pupils)	93.1%	95.4%	94.0%	94.9%	98.2%	99%
93% - 95% (11 pupils) (7 pupils)	91.4%	90%	90.9%	94.6%	94.2%	93%
90% - 92% (4 pupils) (3 pupils)	86.9%	80.7%	89.2%	82.9%	93.4%	90.3%
0% - 89% (10 pupils) (5 pupils)	87.6%	80.6%	87%	77.1%	77.9%	67%

Key Stage 2 Attendance (233 pupils)

	2021-22		2022-23		2023-24	
	PP	NPP	PP	NPP	PP	NPP
96% - 100% (46 pupils) (74 pupils)	93.8%	94.4%	95.6%	96.5%	97.3%	97.9%
93% - 95% (23 pupils) (18 pupils)	87.1%	90.2%	91.1%	94.2%	94.2%	94%
90% - 92% (16 pupils) (9 pupils)	86.6%	89.5%	88.7%	92.2%	91.7%	89.8%
0% - 89% (30 pupils) (17 pupils)	86.9%	86.6%	87.4%	88.8%	78.3%	81.1%

Year 1 – Year 6 Attendance (317 pupils)

	2021-22		2022-23		2023-24	
	PP	NPP	PP	NPP	PP	NPP
96% - 100% (65 pupils) (99 pupils)	93.6%	94.7%	95.2%	96%	97.6%	98.2%
93% - 95% (29 pupils) (28 pupils)	88.2%	90.1%	91%	94.3%	89.2%	93.1%
90% - 92% (23 pupils) (11 pupils)	86.7%	88.4%	88.9%	91%	92.1%	89.9%
0% - 89% (37 pupils) (25 pupils)	87%	85.4%	87.3%	84.9%	78.2%	77.8%

To improve behaviour and attitudes of PP pupils

Although figures don't specifically identify PP pupils, the data demonstrates an improvement in school whole with a significant reduction in suspensions and exclusions.

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Sept '23 - Jul '24	Number of sessions	2	1	1	2	8	0	14	2	0	15	4
	Number of Pupils	1	1	1	1	2	0	2	1	0	4	2

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Sept '22 - Jul '23	Number of sessions	3	8	6	14	31	4	21	1	1	6	1
	Number of Pupils	1	2	2	2	4	2	5	1	1	3	1

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Sept '21 - Jul '22	Number of sessions	7	5	22	5	6	21	9	12	9	16	5
	Number of Pupils	2	1	5	1	2	5	2	6	2	4	1

2023-24 Academic Year = 9 pupils and 48 sessions

2022-23 Academic Year = 8 pupils and 68 sessions

2021-22 Academic Year = 19 pupils and 117 sessions

To improve the mental health and wellbeing of targeted PP pupils

A limited number of PP pupils have struggled with mental health and wellbeing issues. Identified pupils (by the Deputy Headteacher working alongside the Pastoral Mentor) have accessed a Play Therapist to enable them to better regulate their emotions and behaviour choices. A list of pupils have also been identified to see the Play Therapist over the course of this academic year.

More able pupils are supported to narrow the gap between PP and NPP in reading, writing and maths

More able continues to be a focus for school as we develop our approach to adaptive teaching. Moderation from subject leaders is beginning to demonstrate more opportunities to develop greater depth (step for depth) activities which will increase the % of greater depth across school in R, W, M and the wider curriculum. It is too early in the academic year and with the changes made for pupils accessing greater depth activities to make an accurate judgement yet.

	Reading		Writing		Maths		RWM Combined	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP
KS1 (Y1-Y2)	2%	3%	0%	3%	0%	8%	0%	3%
KS2 (Y3-Y5)	8%	16%	3%	3%	6%	10%	1%	2%
KS2 (Y6)	25%	19%	11%	13%	4%	25%	0%	0%

SEND PP pupils achieve in line with SEND national averages in reading, writing and maths

AUTUMN	SEND Reading		SEND Writing		SEND Maths	
	School	National	School	National	School	National
KS1 SEND	17% (3/18)	28%	0%	19%	0%	33%
KS2 SEND	16% (6/38)	39%	13% (5/38)	29%	16% (6/38)	36%

SPRING	SEND Reading		SEND Writing		SEND Maths	
	School	National	School	National	School	National
KS1 SEND	21% (4/19)	28%	11% (2/19)	19%	11% (2/19)	33%
KS2 SEND	32% (11/35)	39%	17% (6/35)	29%	23% (8/35)	36%

SUMMER	SEND Reading		SEND Writing		SEND Maths	
	School	National	School	National	School	National
KS1 SEND	17% (2/12)	28%	8% (1/12)	19%	17% (2/12)	33%
KS2 SEND	23% (6/26)	39%	23% (6/26)	29%	31% (8/26)	36%

PP pupils access a range of opportunities and experiences that they may not access outside of school

During Autumn Term, all year groups attended a school trip or had an external visitor into school to supplement the school curriculum offer.

After school provision takes place on a Mon-Thurs evening after school. In autumn term these were not particularly well attended. For spring and summer terms, extra-curricular activities were free of charge.

In summer term the out of school activities were free of charge and delivered by teachers. Attendance, groupings were not tracked. This is intended in the next academic year.