

Pupil Premium Update Report - 2023/2024

This report is a summary of progress towards the outcomes stated in the three-year strategic plan

| Intended Outcome | Success Criteria | Progress Towards Outcome |
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| 1. Increase parental involvement | <ul style="list-style-type: none"> Target parents attend workshops. Regular meetings share progress and support education. | <ul style="list-style-type: none"> Workshops held to support learning at home. Parental engagement activities implemented, with evidence of increased awareness of how to support children's learning. Despite these efforts, some gaps in learning remain post-COVID-19, disproportionately affecting PP pupils. |
| 2. Improved vocabulary and communication skills | <ul style="list-style-type: none"> Assessments and observations show improved oral language skills. Evidence from lessons, book scrutiny, pupil voice, and formative assessment. | <ul style="list-style-type: none"> Quality teaching enhanced through ongoing CPD for teachers. Small group interventions and 1:1 tuition provided to target language development. Improvements visible, particularly in phonics (96.2% of PP passed the Year 1 Phonics Check, exceeding national averages for PP and NPP). |
| 3. Progress in Phonics | <ul style="list-style-type: none"> Gap between PP and NPP = 0.0. Outcomes align with national expectations. Increased confidence and enjoyment in phonics. | <ul style="list-style-type: none"> 96.2% of PP passed Year 1 Phonics Check (above national averages for both PP and NPP). Early Years PP achieving ELG was 73.7%, well above national PP at 51.5%. |
| 4. Progress in Mathematics | <ul style="list-style-type: none"> Gap between PP and NPP = 0.0. Outcomes align with national expectations. Increased confidence and enjoyment in mathematics. | <ul style="list-style-type: none"> KS2 Maths progress for PP was -10%, with 79% achieving expected outcomes, slightly above national PP at 73%. However, a gap remains between PP and NPP in Maths, requiring targeted interventions. Year 4 MTC results above national for PP, though a gap persists. |
| 5. Progress in Reading | <ul style="list-style-type: none"> Gap between PP and NPP = 0.0. Outcomes align with national expectations. Increased confidence and enjoyment in reading. | <ul style="list-style-type: none"> KS2 Reading progress for PP was +3, with 86% of PP achieving expected standards (significantly above national PP at 74%). Positive impact from small group interventions and 1:1 tuition. |
| 6. Progress in Writing | <ul style="list-style-type: none"> Gap between PP and NPP = 0.0. Outcomes align with national expectations. Increased confidence and enjoyment in writing. | <ul style="list-style-type: none"> KS2 Writing progress for PP was +2, with 82% achieving expected standards (above national PP at 72%). Targeted support and interventions contributed to this success. |
| 7. Wellbeing | <ul style="list-style-type: none"> PP engage well in learning activities. Positive pupil and parent feedback on behaviour and attitude to learning. Increased participation in enrichment activities. | <ul style="list-style-type: none"> Enhanced well-being support through forest school sessions, pastoral care, and a play therapist. Evidence of improved engagement in lessons and positive feedback from pupils and parents. |
| 8. Ready to Learn | <ul style="list-style-type: none"> Parents support children's learning. Attendance officer ensures pupils are punctual and ready to learn. Nutritional support provided for energy and focus. | <ul style="list-style-type: none"> Financial and nutritional support (e.g., breakfast provision) implemented. Attendance monitoring identifies areas needing improvement. Efforts made to equip parents with resources and strategies to support children at home. |
| 9. Attendance | <ul style="list-style-type: none"> PP attendance meets the 97% target. Persistent absence rates align with NPP. | <ul style="list-style-type: none"> PP attendance was 93.8%, lower than NPP (95.7%), with larger gaps in Years 3 and 4. Attendance monitored half-termly, with responsive action taken to address disparities. Continued focus required to close attendance gaps. |