

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Challenge Number	Detail of Challenge	Review 23/24
1	Attainment gap in children achieving greater depth particularly in writing	<ul style="list-style-type: none"> Percentage of PP pupils who attained greater depth in Writing at the end of KS2 is 10% This is above the local average: 9.5 (+0.5) This is also above the national average 6.4 (+3.6) <p>Whole School Writing Projects and Initiatives</p> <p>Boosted Engagement: Whole school writing projects and the introduction of new diverse, high-quality texts have significantly increased engagement levels across the school.</p> <p>Year 6 Writing Strategies</p> <p>Pupil Conferencing: Year 6 teachers have highlighted pupil conferencing during writing lessons as an effective strategy to move learning forward.</p>
2	Pockets of low family engagement with children's learning	<p>Impact of Parent Liaison Officer</p> <ul style="list-style-type: none"> Regular Family Check-ins: Strengthened relationships and increased parental involvement. Resource Signposting: Guided families to essential services, improving well-being and stability. Support and Guidance: Personalised assistance to help families support children's learning, enhancing academic outcomes. <p>Collaboration with Assistant Head for Behaviour and School Attendance Officer</p> <ul style="list-style-type: none"> Attendance Improvement: Effective strategies and support for at-risk students, boosting attendance rates.

		<ul style="list-style-type: none"> • Behaviour and Attitude Interventions: Targeted programs promoting positive behaviours and learning attitudes. • Holistic Family Support: Comprehensive approach ensuring academic, behavioural, and emotional support for better educational outcomes.
3	Low uptake of clubs and enrichment activities amongst our disadvantaged pupils	<p>Role of Extended Provision Lead</p> <ul style="list-style-type: none"> • Termly Reports on Enrichment Club Uptake: Produced and analysed reports on Pupil Premium children's participation. • Communication of Reports: Shared findings with the senior leadership team and governing body. • Targeting Families for Enrichment Opportunities: Used reports to ensure Pupil Premium children have access to enrichment activities throughout the year.
4	Progress of Pupil Premium recipients with SEND	<p>Impact of SEND CPD and Universal Strategies</p> <ul style="list-style-type: none"> • Focus on Universal Strategies: Emphasis on SPLD-friendly resources and integration of technology (speech-to-text and text-to-speech). • Quality First Teaching: Implementation of high-quality teaching strategies to maximize impact and student independence. • Collaboration between SENDCO and Pupil Premium Lead: Joint efforts to identify and address barriers to learning for Pupil Premium students. • Weekly SEND Enrichment Visits: Introduction of educational visits tailored for SEND students to enhance learning and engagement. • Focus on Four Broad Areas of SEND: Supported teachers in highlighting individual needs clearly with relevant strategies and resources to address those needs. • Zones of Regulation: Improved emotional literacy through the introduction of this framework. • SEND Menus for Each Subject: Provided subject-specific strategies for SEND pupils, aiding teachers in planning and teaching effectively.

5	Attendance and punctuality of a small group of PP children.	<ul style="list-style-type: none"> • PP Overall Attendance: 93.4% • Persistent Absentees (PP): 14 out of 69 pupils (20.3%) are persistent absentees below 90% • Non-PP Overall Attendance: 96.5% • Persistent Absentees (Non-PP): 29 out of 551 pupils (5.26%) are persistent absentees below 90% • Attendance officer and EWO have worked together to closely track and monitor a small group of PP children • Individual families were targeted for support • Attendance and persistence absence has improved in the 22/23 academic year (compared to the previous year) • There is minimal difference in the attendance of those children eligible for pupil premium and those not
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