

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

1. Improved attainment in communication, and literacy for PP children in the EYFS, measured through tracking and end of year attainment

EYFS exit data

This is a cohort of 50 children, (26 boys, 24 Girls) Pupil premium 4 (8%) , and SEND 5 (10%)

			All children	PP children (4)
Communication and language		Listening, attention and Understanding	92%	75%
		Speaking		
Literacy		Comprehension	86%	50%
		Word reading		
		Writing	86%	50%

In communication and language all PP children have made good progress from their baseline starting point in September, with 75% making better than expected progress compared to 41% of their peers, and reducing the gap. PP attainment is slightly above with national 2022 PP (national 68%). When SEN children are removed from the group, 100% of PP children achieved the expected level in communication and language.

In reading and writing, PP attainment is broadly in line with national 2022 (Reading national 2022 – 59%, Writing national 2022 53%). However, When SEN children are removed from the group, 100% of PP children achieved the expected level in communication and language.

In reading 75% of PP children have made expected progress from their baseline in September with 50% making better than expected progress closing the gap.

In writing, 100% of children made expected progress with 75% making better than expected progress to narrow the gap from their baseline.

In year 1, it still needs to be a priority to diminish the differences between our disadvantaged children and their cohort through continued use of RADY, using uplift targets, equity in both quality first teaching and targeted support through effective interventions.(Neli, Precision teaching, ELS 1:1)

2. Improved phonics attainment for PP children in the EYFS and KS1, measured through phonics tracking.

Reception –

Word reading – 50% of PP children (2/4) achieved the ELG in word reading, which is broadly in line with national 2022 (59%). 50% also have made accelerated progress from their baseline in September.

Year 1 exit phonics data

	All children (52)	PP children (4)
Phonics June 2023	78% (40)	75% (3)

PP attainment is broadly in line with the cohort and slightly above National 2022 PP – 62%.

Year 2 exit phonics data

	All children (56)	PP (8)
Phonics June 2023 re-screener	56% (5/9)	
Phonics June 2023 combined results	93%(52)	75% (6)

The combined results of the phonics re-screening with the screening in year 1 takes the results for all children to 93%. The combined results for PP children is 75%. Year 2 National 2022 for PP is 62%.

3. Diminished difference in the attainment of PP and all children in the current Year 1, 2, 3 and 4 cohorts, measured through end of year data.

Exit data – year 1 (greater depth in brackets)

2023 year 1	All children (51)	PP children (4)
Reading	69%	75%
Writing	52%	50%
Maths	65%	50%

In year 1 the difference between PP and all children has widened in writing and maths from EYFS, although they are broadly in line with their peers. In maths progress from EYFS shows a greater number of children achieving greater depth (25% PP against 13% all children).

2023 year 2	All children (56)	PP children (8)
Reading	80%	37%
Writing	64%	25%
Maths	79%	50%

The difference between PP and all children is still significant, and although the gap remains, all children are making good progress. More PP children are achieving at writing and maths at the expected level than the previous year and most remain on their trajectory path of attainment to close the gap by year 4. (as per RADY uplift targets). In maths the gap has closed from 37% in year 1 to 29% in year 2. When SEN pupils are moved from the group, the gap diminishes greatly (reading gap of 20%, writing gap of 24%) and in maths is in line with all children's attainment at 80%.

2023 year 3	All children (35)	PP children (6)
Reading	83%	33%
Writing	66%	33%
Maths	86%	50%

The gap between PP children and all children has widened as a cohort, in all areas. However – from year 2 to year 3 there has been a lot of mobility in the pupil premium children. (4 have left, and 3 other children have now become in receipt of PP). When SEN children are removed from the group, the gap is reversed with 100% of PP children attaining better than all children (100% of PP children without SEND are attaining expected or higher in reading, writing and maths, with 50% achieving greater depth in reading)

2023 year 4	All children (49)	PP children (8)
Reading	88%	62%
Writing	78%	38%
Maths	80%	50%

The gaps from year 3 to year between PP and all children have narrowed in reading from 30% to 26%, and in maths from 46% to 30%. In writing more PP children are achieving the expected standard (up from 13% in year 3 to 38% in year 4). PP results are broadly in line with national at year 6 in reading and maths. When SEN children are removed from the group, the gap is reversed with 100% of PP children attaining better than all children (100% of PP children without SEND are attaining expected or higher in reading, writing and maths, with 50% achieving greater depth in reading and maths).

Targeted interventions such as precision teaching, mastering number, ELS 1:1 phonics, as well as quality first teaching have had a positive impact of ensuring children are making good progress with some children making accelerated progress. Next year, it continues to remain a priority to diminish the differences between PP children and their cohorts through continued use of RADY (uplift targets, equity in first quality teaching and targeted support).

4. Improved progress for PP children identified as SEND measured through pupil tracking.

Intervention records show positive impact of interventions. Support plans continue to be in place with short term outcomes which show progression in learning. These have been monitored closely with the SENDco and reviewed regularly with parents.

The majority of PP pupils with SEND make as much progress as their peers, with some making accelerated progress particularly in reading and phonics, although they may not have attained the expected level for their year group. This continues to be an area to focus on next year to try and further accelerate the progress PP children with SEND make.

5. Improved attendance for all pupils, including PP children, measured through attendance data. Attendance figures return to above 95% for all groups. Actions to manage attendance issues lead to improved attendance for targeted pupils.

Attendance monitored termly with reasons for absences. Regular attendance letters and meetings impacted positively to ensure PP children had improved attendance, and reduced absenteeism. End of year whole school 94.01% vs Disadvantaged 90.34%. This is an improvement from March at 89%. Gap has diminished but still will need robustly monitoring to further improve.

6. Increased parental engagement and raised aspirations, measured through pupil engagement in home learning and end of year data.

Events throughout the year have shown good proportional engagement of PP parents as non PP parents (sports days, class assemblies, Christmas plays, musical performances, open afternoons) Parents evenings have also shown good proportional engagement of PP parents, although workshops have been less so with a lower number of PP parents engaging. Majority of PP parents do engage with homework, although there is a small minority that still don't engage as much as we would want. This does have an impact on the children's attainment. This is a challenge which still needs to be worked on next year to engage those harder to reach parents. Funding has been provided as per our PP offer for uniform and stationary to help sustain attainment and engagement. 30% of PP parents have made use of this.

7. All children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum.

A wide range of learning opportunities and enrichment has been available to help develop cultural capital, including Indian Dance visit, living eggs and visits to the church and woods in EYFS, Seaside day and visit to Woburn safari park in year 1, Legocity workshop, India day and Visit to Woburn Castle in year 2, Viking workshop day, Norway day and visit out to Celtic Harmony in Year 3, and Robotics workshop, Mexico day and Visit to St Albans Verulamium for year 4. Financial support has been provided which has enabled 100% of PP children to participate in these enrichment opportunities. In addition to this The year 4 residential visit was partially funded and an uptake of 100% of PP pupils to take part. Furthermore, opportunities to learn the Djembe Drum in year 2, the ocarina in year 3 and the Ukulele in year 4 has been provided to all children via Inspiring Music. There have been sporting 'taster' opportunities for all PP children with Badminton, Cricket and Football via professional organisations.

We have achieved proportional representation for disadvantaged youngsters in all aspects of school life, by ensuring PP children have the opportunity to be sports Ambassadors, librarians, dining room helpers, school councillors and assembly monitors. Additionally, most PP children have had the opportunity to represent the school at sports festivals (dance, cricket, athletics, swimming, Badminton) and clubs (art and science club) with proportional representation being achieved. Although promoted, only 7% of PP children have taken advantage of the funding for extra curricular clubs (e.g. Luton town athletics sports clubs etc.) Next year, we need to ensure ALL PP children are engaging in the wider aspect of school life, so they ALL develop their skills to be successful in life.