

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

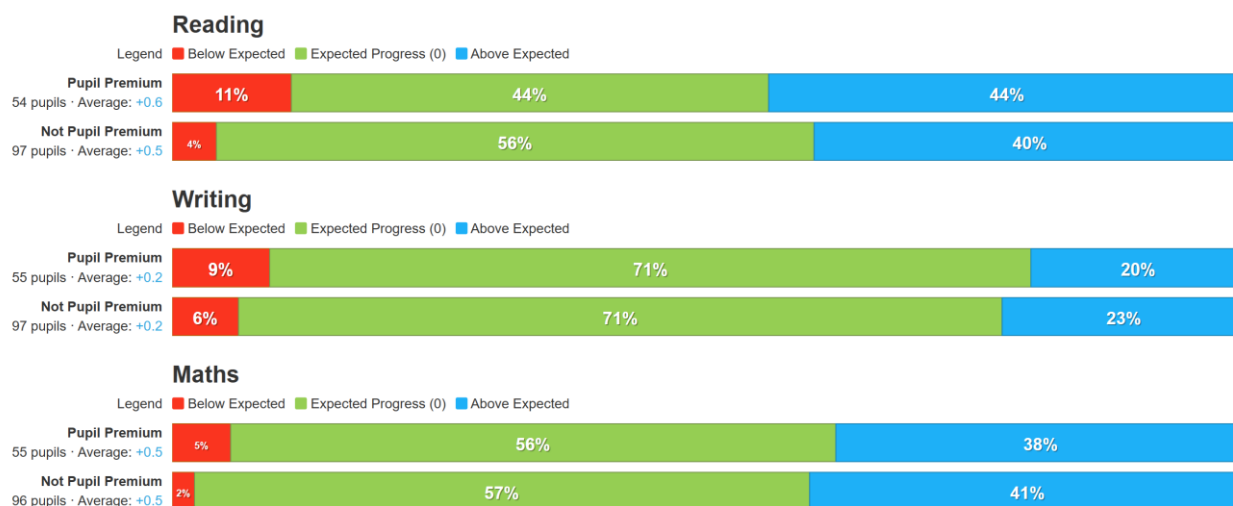
Intended Outcomes (2022-23):

Intended outcome	Success criteria
Further improve the Progress of disadvantaged pupils from their starting points.	Pupils make accelerated progress in reading, writing and maths. Performance gap narrows between disadvantaged and non-disadvantaged pupils.
Pupil's oracy skills will improve and they will be more confident.	Pupils will have increased opportunities to demonstrate speaking skills in school at all ages. Improved oracy skills will support the development of skills in both reading and writing.
Children will have access to trips and other activities which broadens life experiences and in turn improve their access to the curriculum.	Pupils have access to an experience and resource rich curriculum. Life experiences of pupils broadened, which impacts positively various areas of the curriculum. For example, vocabulary, writing and geography. The cultural capital of pupils is enhanced.
Pupil Premium attendance to be above 95%	Attendance of pupil premium pupils is above 95%

Review of Outcomes (2022-23):

Outcome 1 – Further improve the progress of disadvantage pupils from their starting points:

Pupil Progress Data – Pupil Premium vs Non Pupil Premium, Summer 2022 – Summer 2023 (Where comparative Data is available)



This data shows that on average pupils in all groups are making above expected progress in reading writing and maths. Pupil premium children are, on average, making the same or better progress than non-pupil premium pupils in these three areas.

Statutory Data

Assessment	All	Non-PP	PP
Y1 Phonics Pass	70% (LA 74.8%)	70%	67%
Y2 Phonics Pass	88%	91%	80%
KS1 Reading	57% (LA 65%)	69%	30%
KS1 Writing	48% (LA 59.2%)	56%	20%
KS1 Maths	52% (LA 68.4%)	66%	10%
KS2 Reading	66% (LA 66%)	74%	53%
KS2 Writing	55% (LA 69%)	63%	42%
KS2 Maths	48% (LA 69%)	59%	32%

(LA – Stoke-on-Trent)

Statutory data demonstrates that an attainment gap exists between PP and Non-PP children. The gap varies in size.

Evidenced through monitoring and external review, significant progress has been made in areas which typically impact negatively on pupils with layers of disadvantage: vocabulary development; cultural capital; access to consistent high-quality teaching; developing positive learning behaviours and access to wider experiences. Continuing development of these areas is reflected in the current plan. Recovery funding was used to engage with the National Tutoring programme and provide additional in school tutoring in maths and phonics.

Outcome 2 – Pupils Oracy skills will improve and they will be more confident:

Investment has been made in training staff in developing their understanding of communication and language development. Through work with the Voice21 project staff have had conducted initial audits in the area of oracy and work has begun with pupils in developing their understanding of the different aspects of oracy. Teachers have been planning for increased opportunity for pupils to both develop and demonstrate their oracy skills.

The delivery of interventions in nursery has helped to improve early language acquisition and oracy skills. Upon entry to nursery 86% of pupil premium pupils were working below the expected standard, however by the end of the academic year 88% of pupil premium children had achieved the expected standard, compared to 67% of the overall cohort.

Outcome 3 – Children will have access to trips and other experiences which broadens life experiences and in turn improves access to the curriculum:

All children have been able to access trips and workshops, with PP children being subsidised for some of these experiences. PP children have had access to an enriched curriculum with real-life experiences and their cultural capital has been enhanced. Examples during this academic year include:

- Use of minibuses to enable children to access sporting events both in school time and after school.
- Subsidised after school sports clubs
- Subsidised Year 6 residential visit (5 days)
- Subsidised school trips to museums/visitor attractions linked to topic work
- Subsidised in school workshops/activities
- Subsidised whole-school trip to the theatre
- Funding for resources to enrich lessons to provide real-life experiences for children e.g. seaside sensory experience to support poetry writing.

Outcome 4 – Pupil Premium attendance will be above 95%:

Pupil premium attendance was lower than non pupil premium attendance in the academic year 2022-23. It was also lower than the whole-school average. Whilst PP attendance is still lower than the 95% target, attendance of PP children is improving and the gap between PP and non-PP children is closing. Significant success in attendance has occurred during the academic year with individual pupils, including PP pupils.

In terms of persistently absent pupils, the percentage of PA PP pupils in 2021-22 was 13.3%, however in 2022-23 this had reduced to 7.1%.

<u>Group</u>	<u>Attendances 22-23 (%)</u>	<u>Attendances 21-22 (%)</u>
SJ CEA Whole School	93.18	93
SJ CEA Pupil Premium	90.72 (-3.51%)	88.09 (-5.72)
SJ CEA Non Pupil Premium	94.23	93.81