

Part B: Review of the previous academic year (2023-24)

Outcomes for disadvantaged pupils

Intended Outcomes:				
Intended outcome	Success criteria			
Progress and attainment gap between pupil premium pupils and their peers is reduced.	Gaps between disadvantaged children and their counterparts will close. Pupils basic skills in phonics and number will be in line with non-PP children.			
Disadvantaged pupils are punctual, and attendance is consistently in-line with non-pupil premium pupils.	Attendance and punctuality of pupil premium children will improve, with a target of whole school attendance being 95% or above.			
All pupils, including pupil premium pupils have access to explicit oracy teaching, with communication and language opportunities embedded across the curriculum.	Pupil's have the oracy skills to enable them to access the broad and balanced curriculum on offer. Children will develop a love of language and will be able to use their voice to reason, negotiate, present and explore ideas to support their learning across the curriculum and prepare them for later life.			
Opportunities to enhance cultural capital are embedded into the school curriculum and are accessible to all.	Pupils are exposed to a wide variety of experiences and opportunities to enhance cultural capital and are not constrained by personal financial circumstances.			
Pupils have strategies and support to be able to self-regulate their emotions and behaviours in school.	Pupils have the strategies that enable them to have a positive mindset and access their learning. They can quickly self-regulate when needed to reduce disruption to their learning.			
Review of Outcomes:				
<u>Outcome 1 – Progress and attainment gap between pupil premium pupils and their peers is reduced.</u>				
SC: Gaps between disadvantaged children and their counterparts will close. Pupils basic skills in phonics and number will be in line with non-PP children.				
Statutory Data				
Assessment	All (23-24)	Non-PP (23-24)	PP (23-24)	PP (22-23)
Y1 Phonics Pass	54.8% (LA 77.2%)	58%	45%	67%
Y4 MTC (25/25)	52% (National 34%)	63%	25%	13%
KS2 Reading	52.3% (LA 69.9%)	53%	50%	53%
KS2 Writing	43.2% (LA 69.8%)	50%	25%	42%
KS2 Maths	56.8% (LA 69.9%)	66%	33%	32%
KS2 Combined	36.4% (LA5 7.5%)	44%	17%	32%
(LA – Stoke-on-Trent)				

There was a significant improvement in attainment for the MTC for pupil premium pupils, rising from 13 to 25%. Whilst this improvement was evident, it should be noted that PP pupils are still working below non-PP children.

PP pupils are working below non-PP pupils across the KS2 assessments. Whilst results for PP declined last year, it should be noted that the results for the year group as a whole were lower in the year 23-24 than 22-23. This is also true for the Y1 phonics results.

Outcome 2 – Disadvantaged pupils are punctual, and attendance is consistently in-line with non-pupil premium pupils.

SC: Attendance and punctuality of pupil premium children will improve, with a target of whole school attendance being 95% or above.

<u>Group</u>	<u>Attendance 23-24 (%)</u>	<u>Attendance 22-23 (%)</u>	<u>Attendance 21-22 (%)</u>
SJ CEA Whole School	94.3%	93.18	93
SJ CEA Pupil Premium	91.1% (-3.2%)	90.72 (-3.51%)	88.09 (-5.72)
SJ CEA Non Pupil Premium	95.4%	94.23	93.81

Attendance of Pupil Premium children has improved during the academic year.

Pupil premium attendance was lower than non pupil premium attendance in the academic year 2023-24. 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 year on year and the gap between PP and whole school is closing. Significant success in attendance has occurred during the academic year with individual pupils, including PP pupils.

National Attendance for 23-24 = 94.5%

LA Attendance for 23-24 = 94.2%

Outcome 3 – All pupils, including pupil premium pupils have access to explicit oracy teaching, with communication and language opportunities embedded across the curriculum.

SC: Pupil’s have the oracy skills to enable them to access the broad and balanced curriculum on offer. Children will develop a love of language and will be able to use their voice to reason, negotiate, present and explore ideas to support their learning across the curriculum and prepare them for later life.

The school has joined the Cambridge University Voice 21 Program. Staff have received CPD on the oracy framework strands (Physical, Linguistic, Cognitive, Social & Emotional). Our children have begun to receive explicit instruction on the Oracy strands and how to use elements of the

Oracy framework to become more effective speakers. This is being delivered from nursery through to Year 6.

Speaking and listening strategies, including vocabulary development have continued to be developed across the curriculum and across the wider life of the school. Pupil voice shows that the vocabulary development of pupils is improving, and children are using a wider range of vocabulary in their written work and their speech.

Oracy leaders have attended Voice 21 training and visited centres of best practise to further enhance and develop our provision.

Outcome 4 – Opportunities to enhance cultural capital are embedded into the school curriculum and are accessible to all.

SC: Pupils are exposed to a wide variety of experiences and opportunities to enhance cultural capital and are not constrained by personal financial circumstances.

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 (4 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 5 - Pupils have strategies and support to be able to self-regulate their emotions and behaviours in school.

SC: Pupils have the strategies that enable them to have a positive mindset and access their learning. They can quickly self-regulate when needed to reduce disruption to their learning.

Staff have received CPD and resources to support children in managing their emotions and self-regulating, All classes have 'Zones of Regulation' resources available for the children and children have access to a 'toolkit of resources' to use to help them to self-regulate. Behaviour incidents in school have decreased in number and both exclusions and suspensions have significantly decreased.