

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

We have noted that whilst our numbers on roll have seen a slight dip over time, our children entitled to pupil premium funding has continued to increase. It was 41.8% in September 2021 and is currently at 43.6%. This increase means that a significant number of pupils remain a priority in closing the gap between our disadvantaged and non-disadvantaged pupils. We also remain significantly higher than the national average and this is also increasing in comparison due to our increase in school data.

Number on roll 2021-2022	Number on roll Sept 2022-2023	Number on roll Sept 2023-2024	Number on roll currently 2024
340	321	317	298
% eligible for PP 2021	% eligible for PP 2022	% eligible for PP 2023	% eligible for PP 2024
41.8%	42.1%	41%	43.6%
National % for PP 2021	National % for PP 2022	National % for PP 2023	National % for PP 2024
23.5%	25.9%	25.9%	25.9%

Academic year 2023-2024

	Overall data	National data	PP children data	Non-PP children data
GLD	68%	68%	50%	73%
Phonics Year 1	59%	80%	67%	52%
Phonics Year 2	95%	91%	94%	95%
KS2 Maths	72%	73%	57%	85%
KS2 Writing	74%	72%	52%	93%
KS2 Reading	68%	74%	57%	67%

ELG

We strive to continue to close the gap in data between our PP and non-PP children and it did close against the ELG's and was positive for the academic year 22-23 (+4% difference for PP children achieving GLD) but we have seen a significant increase in the disadvantage gap for academic year 23-24. It is felt that this was cohort specific and there a number of other things impacting on this data.

PSC

In relation to national data the biggest difference was in the PSC at year 1 and this was very cohort specific and also due to a number of children scoring in the high twenties who were predicted to pass.

Plans for this cohort are already in place for extensive support and to close those gaps but in relation to the Pupil Premium strategy the data was a positive gap with 67% of PP children passing the PSC compared to 52% of non-PP children.

KS2

In relation to the year 6 data there was a significant negative difference between PP and non-PP however, our priority has been on phonics and Reading (where we reduced the gap to 10% at KS2 reading and had a positive swing) and this was based on DfE guidance to make every child a reader and focus on phonics and reading as a priority for all children in order to unlock the potential in other curriculum areas. This will continue to be our priority moving forward too.

Attendance and persistent absence for Academic year 2023-2024

The overall attendance trends show that although the gap between overall absence and national overall absence data maintains at approximately -1% the persistent absence gap has reduced year on year and that gap has closed during the period of this pupil premium strategy.

	Overall absence	National	Gap	Persistent absence	National	Gap
2023-2024	6.9%	5.9%	-1%	18.8%	16.2%	-2.6%
2022-2023	6.7%	5.9%	-0.8%	21.4%	16.2%	-5.2%
2021-2022	7.3%	6.3%	-1%	24.6%	17.7%	-6.9%

We have also seen very positive trends in the gap between PP and non-PP children for persistent absence during the duration of this strategy. We saw a slightly upward trend in 2022-2023 but continued with challenging absence with a particular focus on persistent absence and have seen a reduction for this academic year. However, we do recognise the gap is still there and will continue to challenge absence and persistent absence, with a continuous focus on our most vulnerable pupils.

	Persistent absence for PP children	Persistent absence for non-PP children	Gap between PP and non-PP
2023-2024	26.9%	12.5%	-14.9%
2022-2023	35.5%	10.6%	-24.9%
2021-2022	36.6%	15.3%	-21.3%

Ofsted visited in July 2024 and identified that 'Too many disadvantaged pupils and pupils with SEND do not attend school as regularly as they should. This means they are missing out on the good quality of education provided in school. The school should ensure that the strategies to improve attendance change the culture of attendance for these pupils,' so this will remain a high priority and especially for those children who are both on the SEND register and disadvantaged.

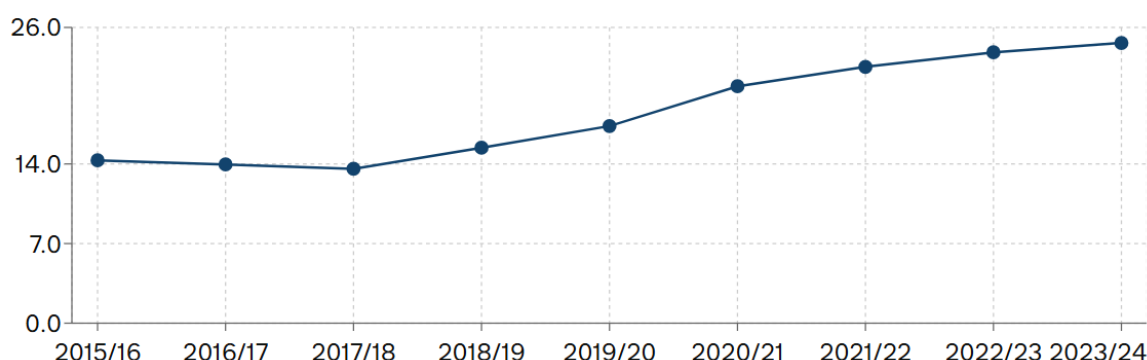
Intended outcome	Success criteria	Evaluations
Improve speech and language skills for all children and create opportunities to develop vocabulary across the school.	-Decrease in number of PP children requiring speech and language support from SALT. -Consistent progress and attainment of PP children in language screening.	Caseload numbers remain the same from Autumn 2023-Autumn 2024 but that is due to the needs of children. -Wellcomm screening tool is used across Nursery and Reception to identify gaps and close gaps in receptive and expressive language skills. WellComm used for others requiring a referral to SALT. SALT now come in and work with staff to deliver specific speech and language targets and this is great CPD for staff and is allowing children to achieve targets and demonstrate progress against those targets.
Attainment will be broadly in line with national data for ELG's phonics, Reading and Writing and Maths.	-Attainment gap between PP children and non-PP children will close in ELG's, Phonics screening check, Reading, Writing and Maths. -PP children make rapid progress to meet all key milestones.	See above summary in relation to end of year data for academic year 2023-2024. We will continue to prioritise phonics and reading as a school but will also track the gap between PP and non-PP for other subjects in order to be more in line with National data and to continue to endeavour to close the gap between our disadvantaged and non-disadvantaged pupils.
Attendance increases and punctuality improves.	-The number of persistent absentees is reduced for all PP children. -The large majority of PP children are punctual. -At the end of each term, the gap will diminish between PP and non-PP children.	Overall school attendance and persistent absence remains a key priority for school. As of 2024-2025 school has enrolled to be a fining school to deter parents from taking their children out of school or keeping them off school unnecessarily and this comes into force in January 2025. School continue to track and monitor attendance and letters are sent home termly for those falling below the threshold. Our FLM has worked closely with WAS and we have seen improvements over time. See above data where we have a positive trend in relation to reducing persistent absence over time and reducing the gap of persistent absence for PP and non-PP children.

Pupils have access to wider life experiences and this impacts on their aspirations and ability to bring wider knowledge and experience to the curriculum.	-Each year children experience a range of trips, visits and visitors which builds upon their knowledge and provides access to experiences outside the scope of their current situation. -Parents are supported, financially, to enable their children to participate in school activities e.g. Trips, residential trips etc.	Trips and visits are mapped out for each academic year and we track proportionate representation to ensure that children in receipt of PP get broad and wide experiences throughout their time in school. Children visited in 2023-2024; -Warwick Arts Centre – Year 3 and 4 -Leicester museum – Year 3 and 4 -PGL residential – Year 5 and 6 -All classes visit the gym as part of their gymnastics curriculum -Ash end farm – Year 1 and 2 -Rail safety visitor – year 1 -Twycross zoo – Reception This continues to be a priority and we will continue to track and monitor.
Parental confidence and skills to support learning which leads to increased parental engagement.	-Parents indicate there are strong links between home and school. -100% attendance at Parent's evening for PP children -Parents supported through training and workshops in school to increase their confidence and skills to support their children at home.	-Parents evenings are tracked and those who do not attend get follow up appointments and our priority is PP children. -Parent workshops for high priority areas e.g. phonics, reading, multiplication check and we personally invite parents who we think would really benefit and support in closing the gap. -Our next step is looking at wider services to support families e.g. Citizens Advice, debt support, utilising more groups offered through our links with St Michaels and offering support directly to parents through those courses and workshops.

Moving forward we need to look very closely at the increase in numbers and the impact this has on school and managing data and also the priority of our children who are both entitled to Pupil Premium and also identified on the SEND register. We have always done this but this needs to remain a focus due to significant increases in both quantity and the ever-changing picture locally and nationally for both SEND pupils and pupils eligible for PP funding.

Gov.uk statistics 6th June 2024 (<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>).

The percentage of pupils known to be eligible for free school meals continues to increase



DfE's socio-economic definition of disadvantage can overlook children disadvantaged in other ways. For schools, Ofsted expands on the definition used by DfE to also include children with special educational needs, those who are in contact with a social worker and those who meet the definition of 'needing help and protection'. (DfE introduced the mainstream schools additional grant in 2023-24 to supplement core school funding. The amounts allocated to schools included an element for disadvantaged children. From 2024-25, this funding is included in the national funding formula). We have just completed a SEND review with an external consultant to really focus our attention on those pupils who are both on the SEND register and also in receipt of Pupil Premium funding. This is a significant proportion of our children and they become our most disadvantaged pupils and therefore we will need to carefully consider how best to use the funding to meet the needs of those pupils and looking more in depth as those who could be classed as persistently disadvantaged or disadvantaged due to more than one factor and those who are short-term disadvantaged or only disadvantaged based on one factor e.g. attendance OR FSM. This will be reflected in our updated pupil premium strategy for 2024-2027.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Rapid catch up Assessment	Little Wandle
WellComm	GL
Maths and spelling shed	EdShed
Accelerated reading skills	Warwickshire Education Psychology
Number stacks	Number stacks

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

During the timeframe of the previous Pupil premium strategy we have seen an increase in more complex or more challenging needs across the school. We are continually reviewing best practice and reviewing our school environment and school provision. We recognise the current economic strains on our families and how this impacts all of our families and we are seeing an increase in children entitled to PP funding and those with SEND needs and entitled to PP funding and the number of children with an EHCP who are also in receipt of PP funding. These needs are impacting on our staffing requirements and we recognise that the ever-changing picture requires further staff training, high quality CPD and some more specialist training in order to meet the needs of all pupils. We work closely with STS and the EP service and will continually review the training needs of staff as a key priority moving forward.