

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have a small group of pupil premium pupils so the following is an overview of attainment. Year groups with one or less pupil premium pupils are not listed. Some of our pupil premium children are also a part of other pupil groups such as SEN and EAL. In EYFS In Year 1, 100% of our pupil premium children passed phonics screening and met age-related expectations at the end of the year. In Year 2, 67% (2 children) of our pupil premium pupils met the expected standard in Reading and Maths and 33% in writing. In Year 3, 100% (2 pupils) of pupil premium children are identified as having greater depth or working towards greater depth in reading; 100% met expected standard in Writing and 50% met expected standard in Maths. In Year 3, 33% of our pupil premium children met expected standards in reading. In Year 5, 50% of pupil premium children met the expected standard in reading, writing and maths. All our pupil premium children have made at least expected progress. Our Year 6 pupil premium achieved better than expected progress.

All pupil premium children have been supported to have equal access to educational visits and experiences. However, the costs of this were greater than budgeted for and therefore is not sustainable. A range of educational visits will continue but the sources of good quality but better value experiences is paramount. All pupil premium children, who had additional barriers to attending school punctually and/or were experiencing anxiety, have been able to attend our Early Start Club. In addition, all Pupil Premium children identified as having specific barriers to learning have received additional learning mentor support. The combination of both of these factors, plus, ad hoc support, has had a significant impact on improving attendance, attitudes to learning and progress. Every pupil premium child was also given the opportunity to attend one after-school club. Whilst this was appreciated by some, the take up was low, even when individual families were approached and offered a free place. It was identified that the cost was not the primary barrier to children attending after school clubs.

The attendance of non-pupil premium children is in line with the attendance of pupil premium. There was a significant improvement with attendance across the academic year.

The three smaller KS1 classes in the morning benefitted individual progress, particularly in phonics. However, for budgeting reasons the split could not be retained for the whole school day. Therefore, there was a broader social, emotional and behavioural impact of children returning to mixed-age classes in the afternoon as for some children this created instability. Therefore, the full benefits of reducing class sizes were not achieved.

The aims associated with targeted academic support were met.