

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, phonics check results, multiplication tables check and our own internal assessments and tracking.

PPG National Data

Good level of development	22/23	23/24
National	67	68
Local Authority	68	69
All pupils (23/24 23 pupils)	75	78
Disadvantaged	75	n/a
SEND (23/24 2 pupils)	50	0

EYFS data shows that we are above the national data for PPG and SEND children achieving a Good Level of Development (GLD) for 2023. We are above national data for all children in 2024. This is not the case this year for SEND due to the cohort of children. We did not have any disadvantaged children in Reception 2023/24.

Year 1 Phonics check	22/23	23/24
National	79	80
Local Authority	81	80
All pupils (23/24 24 pupils)	97	88
Disadvantaged (23/24 5 pupils)	100	80
SEND (2)	100	50

Year 1 phonics data shows that we are above national data for children who have achieved the phonics screening, disadvantaged children are in line with national phonics data. 1 SEND pupil did not take the screening as they are working on a bespoke curriculum and did not access Year 1 curriculum.

Year 2 Phonics check	22/23	23/24
National	59	55
Local Authority	59	52
All pupils	100	100
Disadvantaged	n/a	100
SEND	100	n/a

Multiplication check average score	22/23	23/24
National	20.2	(not currently available)
All pupils	20.56	20.7

In 2023/24 50% (2/4) of PPG children attained 20.2 which was last year's national average.

KS2	Reading				Writing				Maths				Combined				EGPS			
	22/23		23/24		22/23		23/24		22/23		23/24		22/23		23/24		22/23		23/24	
	A R E	G D S	A R E	G D S	A R E	G D S	A R E	G D S	A R E	G D S	A R E	G D S	A R E	G D S	A R E	G D S	A R E	G D S	A R E	G D S
National – all pupils	73	29	74	29	72	13	72	13	73	24	73	24	60	8	61	8	7	30	72	32
Local Authority – all pupils	76	31	75	29	72	13	73	13	74	22	73	21	61	8	62	7	7	30	72	32
All pupils	79	36	87	37	71	14	70	7	71	18	70	17	50	7	63	7	8	32	73	30
National – disadvantaged			62	18			58	6			59	13			45	3			59	20
Disadvantaged	33	33	10	20	10	33	40	0	67	0	60	20	33	0	40	0	6	0	60	20
SEND	50	0	57	29	25	0	29	0	0	0	29	0	0	0	14	0	2	0	14	14

In 2023/24:

There were 5 disadvantaged children in the cohort.

- 100% of disadvantaged children achieved national in reading
- 40% of disadvantaged children achieved national in writing
- 60% of disadvantaged children achieved national in maths
- 60% of disadvantaged children achieved national in EGSP
- 40% of disadvantaged children achieved combined national
- 20% of disadvantaged children achieved GD in reading and maths

Commentary

National data showed strengths for disadvantaged children in:

- Above KS2 national disadvantaged data for reading, maths and EGPS
- Above KS2 national disadvantaged data for greater depth standard in reading and maths
- Year 1 phonics data shows that we are above national data for children who have achieved the phonics screening, disadvantaged children are in line with national phonics data.

National data showed we need to continue to work on disadvantaged children in:

- KS2 combined reading, writing and maths national standard
- KS2 writing data for disadvantaged children

Analysis of this data as well as internal data will be used to identify the areas of development needed and groups for the 2024-25 PP strategy which will be the first year of the new pupil premium strategy plan.

Regular CPD for all staff both in house and external was carried out to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. Non-Class Based SENDCo supported and advised staff, ensuring all support staff have the appropriate CPD to meet the needs of the intervention they provide. Some support staff have also had external training for Talk Boost (EYFS, KS1 and KS2).

Pupil progress meetings provided opportunities to monitor closely progress made from starting points and focus interventions and strategies to suit the needs of the learners. These meetings focus on disadvantaged children's barriers and interventions needed.

Interventions used to support children this year were Talk Boost (EYFS, KS1 and KS2), Black Sheep, Toe by Toe, Power of 2, Teach Your Monster to Read and IDL.

Social and emotional support – ELSA work continued to support those children who were in need. Class teachers and school staff continued to develop the mental and

physical health of children. We have two members of staff who are Mental Health Leaders and they continue to access CPD through STSA 'Future In Mind' courses (1 per term).

Overall school attendance at the end of 2023/24 was 96.7%. PP attendance was 94.33% compared to non-PP attendance of 96.17% this is a difference of 1.84%. At the end of 2023-24 there were 16 persistent absentees of which three children were PP. Educational Welfare Officer and Family Support Worker provision is ensuring that positive and pre-emptive approaches are in place for all children who are at risk of poor attendance. These figures demonstrate the impact of the EWO and Family Support Worker roles that are collaboratively procured via the Newport Cluster of schools.

2023-24	Autumn Term 23	Spring Term 24	Summer Term 24	End of Yr
Overall attendance	97%	96.49%	96.17%	96.17%
Disadvantaged	93.52%	93.74%	94.33%	94.33%
EHCP	100%	100%	98.33%	98.33%
SEND	95.1%	94.41%	94.70%	94.70%
Authorised absence	1.99%	2.59%	2.74%	2.74%
Unauthorised absence	1.01%	0.93%	1.09%	1.09%

PA data by group

Group	Autumn			Spring			Summer		
	Number of children	% of group	% of group	Number of children	% of group	Reason	Number of children	% of group	Reason
EHCP	0/1	0		0/1	0		0/1		
SEN Support	2/22	9.09%	2 holiday and illness	4/22	18.18%	3 holiday and illness 1 illness	4/21	19%	Illness Illness and holiday Illness and unauthorised
FSM	6/23	26.06%	4 illness 2 holiday and illness	5/23	21.73%	3 illness 2 holiday and illness	3/25	12%	2 illness 1 illness and holiday
Non-FSM	10/165	6.06%		11/165	6.66%		13/16	81%	Illness Holiday

									Illness and holiday
Looked after	0/1	0		0/1	0		0/1		
Service	0/16	0		0/16	0		0/16		

Across the school, we continued to subsidise educational visits to provide real contexts for learning and widen experiences.

The cost of Breakfast Club and After School Club subsidised for some pupils, to ensure that pupils in receipt of PPG have a good breakfast and attend school on time on a daily basis, and to ensure they have wrap around care where needed.

Arthog Outdoor Education - Actively engaged pupils in outdoor learning opportunities with experienced instructors. Pupils linked learning in the classroom with the outdoors.

Extra-curricular after school clubs and trips were free to children in receipt of PPG funding to ensure these pupils have the same opportunities as their peers.

PP children attending club (18 children)

Category	Percentage of PP pupils attending
Sports club	54%
Non-sports club	44%
Interschool competition	68%

We have identified that we need to increase the attendance of PP children at a range of afterschool clubs for the new plan.

Unfortunately, our Forest School leader left school, so we had to pause our provision for 2023/24 in November. Plans in place to offer Outdoor Learning provision to all children in school from Autumn 2024 as part of the new PP strategy plan.

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
White Rose Maths	Trinity MAT
School Library Service	Shropshire Council
Primary Language Network	Primary Language Network Ltd
Multi-cultural Development Team	Telford and Wrekin
Purple Mash	2Simple

IDL	Idls group
Life to the Full (PSHE/RSE)	Ten:Ten
Essential Letters and Sounds	Oxford University Press
Charanga Music	Charanga Ltd
ARC	The Attachment Research Community
Literacy Shed Plus	Ed Shed
Grammarsaurus	Grammarsaurus Ltd

Glossary of Terms

ARE – age related expectation

CiC – children in care also referred to as looked after children

CPD – continued professional development

DA – disadvantaged pupils, an umbrella term used for pupils in receipt of additional funding: free school meals, looked after children, previously looked after children, service children.

EAL – English as an additional language

EWO – education welfare officer

EYFS – early years foundation stage

EXS – expected standard

FSM – free school meals

FSW – family support worker

GLD – Good Level of Development (EYFS)

GDS – greater depth standard (working above age related expectation)

HLTA – higher level teaching assistant

KS1 – key stage one

KS2 – key stage two

LAC – looked after children also referred to as children in care

PD – professional development

PP – pupil premium, those in receipt of FSM

SEN – special educational needs

SENDCo – special educational needs co-ordinator

SPaG – spelling, punctuation and grammar

TA – teaching assistants