

# Pupil premium strategy statement – Comberton Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Comberton Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Deena Frost, Headteacher
Pupil premium lead	Deena Frost, Headteacher
Governor / Trustee leads	Fran Oborski

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,670

# Part A: Pupil premium strategy plan

## Statement of intent

**Our Intent: *Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.***

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and includes the use of specific interventions. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and work to close any gaps through targeted support;
- act early to intervene at the point need is identified;
- use progress meetings to review and track the progress of disadvantaged pupils and then adapt our approaches as necessary;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions evidence that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Outcomes for year 1 phonics screening closed the gap for disadvantaged pupils in July 2022 and 2023 but widened again in to a 19% gap in 2024 (cohort specific) but demonstrates the ongoing need for this focus, including application into reading and writing.</p>
2	<p>Internal and statutory assessments indicate that attainment among disadvantaged pupils in most year groups is significantly below that of non-disadvantaged pupils in reading, writing and maths.</p> <p>Lower ability (including SEN) disadvantaged pupils make less progress than other pupils in reading, writing and maths.</p> <p>On entry to Reception cohort of 2024 shows 70% of disadvantaged pupils arrived below the expected standard in literacy and 80% in maths. This demonstrates the level of progress our pupils have to make to catch up with their peers Nationally and highlights the emphasis across the core subjects.</p>
3	<p>Assessments and observations indicate underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Our evaluations, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of engagement in educational activities, family challenges or access to enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Many of our disadvantaged pupils require additional support with social and emotional development and the social and emotional issues for an identified group of disadvantaged pupils is having a detrimental effect on their academic progress.</p>
5	<p>Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils (-1.9% in 2022/23, -2.5% in 2023/24 and this has been the case historically).</p> <p>Absence (including persistent absenteeism) rates are higher compared with non-disadvantaged. Our data and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, however we have significantly reduced the numbers in PA from 17% in 2023 to 11.4% in 2024.</p>
6	<p>Our reflections and family support work evidence that home learning environments and family engagement for some disadvantaged pupils is not as strong as non-disadvantaged pupils.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																																																								
Improved attainment (in reading, writing and maths) among disadvantaged pupils so that the gap between the attainment of disadvantaged and non-disadvantaged pupils narrows by the end of 2026/27.	<p>The gap between the attainment of disadvantaged and non-disadvantaged pupils' narrows and a greater proportion of disadvantaged pupils meet national expectations.</p> <p>The current and historic data evidences that the proportion of disadvantaged pupils who attained the expected standard was:</p> <table border="1"> <thead> <tr> <th>EYGS GLD</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td></td> <td>31% (Non: 54%) 23%gap</td> <td>25% (Non 59%) 34%gap</td> <td>60% (Non 64%) 4% gap</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Y1 Phonics Screening</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td></td> <td>82% (Non: 83%) +1%gap</td> <td>77% (Non – 85%) 8% gap</td> <td>53% (Non: 72%) 19% gap</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS1 Outcomes</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>26% (Non: 51%) 25%gap</td> <td>36% (Non: 60%) 24%gap</td> <td>7% (Non: 45%) 38% gap</td> </tr> <tr> <td>Reading</td> <td>42% (Non: 54%) 12%gap</td> <td>45% (Non: 72%) 27%gap</td> <td>43% (Non: 69%) 26% gap</td> </tr> <tr> <td>Writing</td> <td>26% (Non: 51%) 25%gap</td> <td>45% (Non:66%) 21%gap</td> <td>21% (Non: 53%) 32% gap</td> </tr> <tr> <td>Maths</td> <td>53% (Non: 59%) 6%gap</td> <td>64% (Non:77%) 13%gap</td> <td>50% (Non: 71%) 21% gap</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2 Outcomes</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>53% (Non: 67% ) 14%gap</td> <td>70% (Non: 70% ) 0%gap</td> <td>42% (Non: 68%) 26% gap</td> </tr> <tr> <td>Reading</td> <td>77% (Non: 91%) 14%gap</td> <td>75% (Non: 82%) 7%gap</td> <td>68% (Non: 81%) 13% gap</td> </tr> <tr> <td>Writing</td> <td>53% (Non:89%) 36%gap</td> <td>75% (Non:73%) +2%gap</td> <td>42% (Non: 70%) 28% gap</td> </tr> <tr> <td>Maths</td> <td>65% (Non: 91%) 26%gap</td> <td>82% (Non:80%) +2%gap</td> <td>63% (Non: 87%) 24% gap</td> </tr> </tbody> </table>	EYGS GLD	2022	2023	2024		31% (Non: 54%) 23%gap	25% (Non 59%) 34%gap	60% (Non 64%) 4% gap	Y1 Phonics Screening	2022	2023	2024		82% (Non: 83%) +1%gap	77% (Non – 85%) 8% gap	53% (Non: 72%) 19% gap	KS1 Outcomes	2022	2023	2024	RWM	26% (Non: 51%) 25%gap	36% (Non: 60%) 24%gap	7% (Non: 45%) 38% gap	Reading	42% (Non: 54%) 12%gap	45% (Non: 72%) 27%gap	43% (Non: 69%) 26% gap	Writing	26% (Non: 51%) 25%gap	45% (Non:66%) 21%gap	21% (Non: 53%) 32% gap	Maths	53% (Non: 59%) 6%gap	64% (Non:77%) 13%gap	50% (Non: 71%) 21% gap	KS2 Outcomes	2022	2023	2024	RWM	53% (Non: 67% ) 14%gap	70% (Non: 70% ) 0%gap	42% (Non: 68%) 26% gap	Reading	77% (Non: 91%) 14%gap	75% (Non: 82%) 7%gap	68% (Non: 81%) 13% gap	Writing	53% (Non:89%) 36%gap	75% (Non:73%) +2%gap	42% (Non: 70%) 28% gap	Maths	65% (Non: 91%) 26%gap	82% (Non:80%) +2%gap	63% (Non: 87%) 24% gap
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Improved oral language skills and vocabulary among disadvantaged pupils (particular focus EYFS disadvantaged pupils).	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning journeys, ongoing formative assessment, and summative Wellcomm assessments.																																																								
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>vulnerability meeting minutes 'capturing' and demonstrating planned actions and support;</li> </ul>																																																								

school provides effective targeted support for any causing concern.	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils;</li> <li>• Evidence from curriculum planning of the golden thread of well-being</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To decrease the number of disadvantaged children with attendance below 90%.</p>	<p>Sustained higher attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• improved overall absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced, being no more than 1.5%</li> <li>• the attendance of disadvantaged pupils is at least in line with the national comparative figure;</li> <li>• the number of disadvantaged pupils classed as persistent absentees (less than 90%) decreases;</li> <li>• the gap between the percentage of disadvantaged and non-disadvantaged pupils' deemed persistent absentees narrows to less than 2%</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure CPD for teachers and staff is aligned with SDP so that it develops teachers' pedagogical knowledge and teaching content knowledge over time.</p> <p>Focus: writing £12,000</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1 2
<p>Quality First teaching - small group teaching with teacher and TA for identified Phase 2 pupils in the Learning Hub every morning.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	1 2 3 4 5

<p>This includes a significant focus on social and emotional learning. Daily small group teaching of maths for identified pupils in year 6 £42,295</p>	<p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through engagement with GLOW maths hub (2<sup>nd</sup> year) with a focus on embedding mastery in maths</p> <p>Maths Lead &amp; support release time to access Glow Maths Hub, resources and CPD (including teaching for mastery)</p> <p>CPD for all Staff in implementation £4400</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in the</a></p> <p>Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. A clear whole school approach to calculation will support this. <a href="https://educationendowmentfoundation.org.uk">Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>To hold progress meetings (termly) with each staff member to review the progress of pupils (specific focus disadvantaged) to then address and adapt provision as required. £3612</p>	<p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching. Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1 2
<p>Monitoring and implementation of the provision for the 'lowest 20%' readers to accelerate progress.</p> <p>Work with St John Bosco and RWI</p>	<p>Clear assessment of need and tracking of progress can help to ensure appropriate provision. 'Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.' (EEF) <a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2

<p>specialist to embed the teaching of reading and phonics across the school £6,000</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Purchase of a <a href="https://www.educationendowmentfoundation.org.uk">DfE validated Systematic Synthetic Phonics programme</a> (RWI) to secure stronger phonics teaching for all pupils and implementation of coaching model for ongoing CPD. £8000</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2</p>
<p>Purchase of standardised NTS diagnostic assessments for reading and maths for years 2-5. (&amp; y1 in Summer term)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. £3000</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="https://www.educationendowmentfoundation.org.uk">Diagnostic assessment   EEF</a></p>	<p>1 2</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions on a 1-1 or small group basis (delivered by TAs) in addition to, and linked with, normal lessons.</p> <p>Reading, writing and maths focus as appropriate to need based on assessments. £20,000</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1</p> <p>2</p>
<p>Develop the role of SLCN TA to address need in EYFS and identified groups across the school to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (£12,286)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>3</p>
<p>Provision for the 'lowest 20%' readers to</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	<p>1</p>



<p>accelerate progress. including the implementation of 1:1 Fresh Start Phonics (UKS2) and 1:1 phonics (EYFS/KS1) £14,947</p>	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Designated family support worker/well-being mentor to work alongside pupils and families, including the development of wellbeing champions £28,130</p>	<p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Both community-based and school-based approaches can be successful: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>4 5 6</p>
<p>Embedding principles of good practice set out in the DfE's <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Working-together-to-improve-school-attendance-GOV.UK.pdf">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Working-together-to-improve-school-attendance-GOV.UK.pdf">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider</p>	<p>5 6</p>

<p>This will involve training and time for staff to develop and implement new procedures including bespoke work with hard to reach families (proportion of above cost from work by FSW)</p>	<p>how to engage with all parents to avoid widening attainment gaps:</p> <p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Funding to ensure all disadvantaged pupils engage in all curriculum enrichment activities and have the opportunity to attend activity clubs. £4000</p>	<p>Based on our knowledge of our families, we want to offer a range of activities that broaden children’s experiences and enhance our curriculum and support our parents to ensure this is achievable, inclusive and equitable.</p>	<p>4 6</p>

**Total budgeted cost: £158, 670**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

## **Attainment and Progress**

We have analysed the performance of our school's disadvantaged pupils during the previous academic years, drawing on national assessment data and our own internal summative and formative assessments.

The current and historic data evidences that the proportion of disadvantaged pupils who attained the expected standard was:

<b>EYGS GLD</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
	31% (Non: 54%) <b>23%gap</b>	25% (Non 59%) <b>34%gap</b>	60% (Non 64%) <b>4% gap</b>

<b>Y1 Phonics Screening</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
	82% (Non: 83%) <b>+1%gap</b>	77% (Non – 85%) <b>8% gap</b>	53% (Non: 72%) <b>19% gap</b>

<b>KS1 Outcomes</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>RWM</b>	26% (Non: 51%) <b>25%gap</b>	36% (Non: 60%) <b>24%gap</b>	7% (Non: 45%) <b>38% gap</b>
<b>Reading</b>	42% (Non: 54%) <b>12%gap</b>	45% (Non: 72%) <b>27%gap</b>	43% (Non: 69%) <b>26% gap</b>
<b>Writing</b>	26% (Non: 51%) <b>25%gap</b>	45% (Non:66%) <b>21%gap</b>	21% (Non: 53%) <b>32% gap</b>
<b>Maths</b>	53% (Non: 59%) <b>6%gap</b>	64% (Non:77%) <b>13%gap</b>	50% (Non: 71%) <b>21% gap</b>

<b>KS2 Outcomes</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>RWM</b>	53% (Non: 67%) <b>14%gap</b>	70% (Non: 70%) <b>0%gap</b>	42% (Non: 68%) <b>26% gap</b>
<b>Reading</b>	77% (Non: 91%) <b>14%gap</b>	75% (Non: 82%) <b>7%gap</b>	68% (Non: 81%) <b>13% gap</b>
<b>Writing</b>	53% (Non:89%) <b>36%gap</b>	75% (Non:73%) <b>+2%gap</b>	42% (Non: 70%) <b>28% gap</b>
<b>Maths</b>	65% (Non: 91%) <b>26%gap</b>	82% (Non:80%) <b>+2%gap</b>	63% (Non: 87%) <b>24% gap</b>

**EYFS** - Many of our disadvantaged pupils enter the early years with attainment lower than their non-pupil premium counterparts. In 2024 the attainment of disadvantaged pupils was broadly in line with that of their peers (60% GLD) showing the positive impact of the targeted work in Early Years.

**Year 1 Phonics** - Previously, disadvantaged pupils achieved almost in line with their peers and significantly above disadvantaged pupils Nationally (school 77%, National 67% July 2023) In the 2024 cohort, 47% of our disadvantaged pupils also have complex SEND which has resulted in a 19% gap – with 53% of Pupil Premium pupils passing the phonics screening check. RWI assessments demonstrated the smaller incremental progress that these pupils have made from their starting points. None of these pupils entered Reception at the expected level in any area and 25% achieved GLD (28% reading).

**KS1** - The 2024 attainment of disadvantaged pupils in reading and maths was significantly below that of their peers however is this predominately linked to the high proportion (43%) of Pupil Premium pupils with SEND. Disadvantaged pupils have made progress from their entry levels to Reception, all of which lay below 20% and books reflect the good progress they are making

**KS2** - Historically, disadvantaged pupils have achieved broadly in line with their peers across all subject areas (sometimes exceeding – eg writing), including having high proportions of disadvantaged pupils working at greater depth and significantly above their disadvantaged peers nationally. The 2024 cohort included 19 Pupil Premium pupils, 47% of who had SEND. This has impacted on outcomes for this group and means that there is a large gap, the largest of which is in writing. The proportion of disadvantaged pupils working at age related

expectations in reading and maths was only slightly below that of all pupils Nationally, demonstrating the strong foundations that are laid for further progress.

From this we can conclude that the quality first teaching and targeted academic support have supported the progress and attainment of a significant proportion of our disadvantaged pupils from their starting points but that the outcomes for cohorts remain inconsistent year on year. We acknowledge that pupils included in the performance data will also have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils in different ways.

### **Attendance**

In 2018/19 (the last full year of attendance data pre covid), whole school attendance was at 95% and 92.5% for our pupil premium pupils. In 2021/22, whole school attendance was at 92.9 % (92.8% National) and 91.4% for our pupil premium pupils (90.5% National). In 2022/23 whole school attendance was at 93.5 % (93.8% National) and 91.4% for our pupil premium pupils (91.3% National). In 2023/24 whole school attendance was 94.1% (94.5% National) and 91.6% for our pupil premium pupils. This shows an overall increase in attendance for the past 3 years although we still need to continue to close the gap between disadvantaged pupils and their non-disadvantaged peers. PA has reduced significantly from 17% in 2023 to 11.4% in 2024 as a result of the bespoke work with individual families. This is significantly below the national average of 15.2%.

### **Well-being**

Our evaluations, vulnerability meetings and observations indicate that pupil behaviour, wellbeing and mental health remain significantly impacted due to a combination of ongoing COVID-19-related issues as well as current external pressures within families from the cost of living crisis. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and can see the impact of this work with individual families through their willingness to engage, the support being accessed, pupil and parent feedback and presentation in school. This remains high priority and will continue into the next 3 year strategy plan.

Based on all the information above, the performance and progress of our disadvantaged pupils met our expectations in all areas to but to varying degrees of success within each based on the individual cohorts and their needs. The least effective area was the impact of the metacognition project which was limited but there is strong evidence to suggest that all other activities impacted positively. This analysis has informed the development of the subsequent 3 year strategy plan, building on the areas of success so far.

## Externally provided programmes

Programme	Provider
N/A	N/A
N/A	N/A

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A