



## Pupil Premium Strategy Impact Report 2023-2024 Evaluation

### Intended outcome

Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum especially in reading, writing and maths

Success criteria – The gap is narrowed in the progress and attainment of PP and non-PP children

|                 |              | Year 1 |    | Year 2 |    | Year 3 |    | Year 4 |    | Year 5 |    | Year 6 |     |
|-----------------|--------------|--------|----|--------|----|--------|----|--------|----|--------|----|--------|-----|
| Reading Summer  | Nat Disad    |        |    | 58     |    |        |    |        |    |        |    | 63     |     |
|                 | School Disad | 50     | 17 | 63     | 16 | 83     | 35 | 72     | 28 | 74     | 39 | 87     | 39  |
|                 | Non-Dis      | 79     | 24 | 86     | 48 | 82     | 54 | 81     | 34 | 81     | 33 | 95     | 57  |
|                 | Difference   | 29     | 8  | 23     | 32 | 0      | 19 | 9      | 6  | 7      | +6 | 8      | 18  |
| Writing Summer  | Nat Disad    |        |    | 48     |    |        |    |        |    |        |    | 59     |     |
|                 | Disad        | 50     | 17 | 47     | 0  | 61     | 4  | 60     | 8  | 57     | 17 | 70     | 26  |
|                 | Non-Dis      | 72     | 14 | 76     | 28 | 73     | 19 | 75     | 19 | 75     | 14 | 84     | 14  |
|                 | Difference   | 22     | +3 | 29     | 28 | 12     | 15 | 15     | 11 | 18     | +3 | 14     | +12 |
| Maths Summer    | Nat disad    |        |    | 59     |    |        |    |        |    |        |    | 59     |     |
|                 | Disad        | 67     | 25 | 74     | 11 | 70     | 26 | 76     | 36 | 70     | 39 | 83     | 39  |
|                 | Non-Dis      | 79     | 24 | 93     | 55 | 86     | 38 | 81     | 44 | 81     | 39 | 92     | 30  |
|                 | Difference   | 12     | +1 | 19     | 44 | 16     | 12 | 5      | 8  | 11     | 0  | 9      | 9   |
| Combined Summer | Nat disad    |        |    | 44     |    |        |    |        |    |        |    | 61     |     |
|                 | Disad        | 42     | 17 | 42     | 0  | 57     | 4  | 61     | 14 | 57     | 13 | 70     | 9   |
|                 | Non-Dis      | 69     | 10 | 76     | 21 | 73     | 16 | 66     | 19 | 69     | 14 | 81     | 8   |
|                 | Difference   | 27     | +7 | 34     | 21 | 16     | 12 | 5      | 5  | 12     | 1  | 11     | +1  |

### Reading

- In all year groups, there is a gap between PP and non PP children making expected progress. The biggest gap is within year 2.
- The percentage of PP children making expected progress is broadly in line with national across all year groups.
- The percentage of PP children making more than expected progress is lower than their non PP peers in all year groups.

### Reading (KS1) – 19 children

|                        | % of cohort | Teacher assessment |            |            |            |           |           | LA         | England    |
|------------------------|-------------|--------------------|------------|------------|------------|-----------|-----------|------------|------------|
|                        |             | EXS+               | GDS        | EXS        | WTS        | PKS       | EM        | EXS+       | EXS+       |
| <b>All pupils (48)</b> | <b>100%</b> | <b>77%</b>         | <b>38%</b> | <b>40%</b> | <b>17%</b> | <b>6%</b> | <b>0%</b> | <b>70%</b> | <b>72%</b> |
| Female (28)            | 58%         | 75%                | 29%        | 46%        | 18%        | 7%        | 0%        | 73%        | 75%        |
| Male (20)              | 42%         | 80%                | 50%        | 30%        | 15%        | 5%        | 0%        | 67%        | 69%        |
| PP (19)                | 40%         | 63%                | 16%        | 47%        | 21%        | 16%       | 0%        | 54%        | 58%        |
| Not PP (29)            | 60%         | 86%                | 52%        | 34%        | 14%        | 0%        | 0%        | 76%        | 76%        |

- 13% more PP children achieved EXS in reading than non PP.
- 11% more PP children achieved EXS+ standard than within the LA.
- 5% more PP children achieved EXS+ standard than within England.

### **Reading (KS2) – 22 children**

|                        | % of cohort | Test       |            |            | LA         | England    |
|------------------------|-------------|------------|------------|------------|------------|------------|
|                        |             | Score      | Exp+       | High       | Exp+       | Exp+       |
| <b>All pupils (60)</b> | <b>100%</b> | <b>109</b> | <b>92%</b> | <b>50%</b> | <b>69%</b> | <b>74%</b> |
| Female (25)            | 42%         | 110        | 92%        | 60%        | 73%        | 78%        |
| Male (35)              | 58%         | 109        | 91%        | 43%        | 66%        | 71%        |
| PP (22)                | 37%         | 107        | 86%        | 36%        | 59%        | 63%        |
| Not PP (38)            | 63%         | 110        | 95%        | 58%        | 75%        | 79%        |

- 27% more PP children achieved EXS+ in reading than within the LA.
- 23% more PP children achieved EXS+ in reading than within England.

### **Writing**

#### **Writing (KS1) – 19 children**

|                        | % of cohort | Teacher assessment |            |            |            |           |           | LA         | England    |
|------------------------|-------------|--------------------|------------|------------|------------|-----------|-----------|------------|------------|
|                        |             | EXS+               | GDS        | EXS        | WTS        | PKS       | EM        | EXS+       | EXS+       |
| <b>All pupils (48)</b> | <b>100%</b> | <b>65%</b>         | <b>17%</b> | <b>48%</b> | <b>31%</b> | <b>4%</b> | <b>0%</b> | <b>63%</b> | <b>63%</b> |
| Female (28)            | 58%         | 64%                | 21%        | 43%        | 29%        | 7%        | 0%        | 67%        | 69%        |
| Male (20)              | 42%         | 65%                | 10%        | 55%        | 35%        | 0%        | 0%        | 58%        | 58%        |
| PP (19)                | 40%         | 47%                | 0%         | 47%        | 42%        | 11%       | 0%        | 45%        | 48%        |
| Not PP (29)            | 60%         | 76%                | 28%        | 48%        | 24%        | 0%        | 0%        | 70%        | 68%        |

- The difference between PP and non PP achieving EXS are broadly in line (1% difference).
- 2% more PP achieved EXS+ in writing than within the LA.
- 1% more PP achieved EXS+ in writing than within England.

#### **Writing (KS2) - 22 children**

|                        | % of cohort | Teacher assessment |            |            |            |            |           | LA         | England    |
|------------------------|-------------|--------------------|------------|------------|------------|------------|-----------|------------|------------|
|                        |             | EXS+               | GDS        | EXS        | WTS        | PKS        | EM        | EXS+       | EXS+       |
| <b>All pupils (60)</b> | <b>100%</b> | <b>78%</b>         | <b>18%</b> | <b>60%</b> | <b>12%</b> | <b>10%</b> | <b>0%</b> | <b>70%</b> | <b>72%</b> |
| Female (25)            | 42%         | 76%                | 20%        | 56%        | 12%        | 12%        | 0%        | 75%        | 78%        |
| Male (35)              | 58%         | 80%                | 17%        | 63%        | 11%        | 9%         | 0%        | 65%        | 65%        |
| PP (22)                | 37%         | 68%                | 23%        | 45%        | 18%        | 14%        | 0%        | 58%        | 59%        |
| Not PP (38)            | 63%         | 84%                | 16%        | 68%        | 8%         | 8%         | 0%        | 76%        | 77%        |

- 7% more PP children achieved GDS in writing than their non PP peers.
- 10% more PP achieved EXS+ in writing than within the LA.
- 11% more PP achieved EXS+ in writing than within England.

### **Maths**

#### **Maths (KS1) – 19 children**

|                        | % of cohort | Teacher assessment |            |            |            |           |           | LA         | England    |
|------------------------|-------------|--------------------|------------|------------|------------|-----------|-----------|------------|------------|
|                        |             | EXS+               | GDS        | EXS        | WTS        | PKS       | EM        | EXS+       | EXS+       |
| <b>All pupils (48)</b> | <b>100%</b> | <b>85%</b>         | <b>38%</b> | <b>48%</b> | <b>10%</b> | <b>4%</b> | <b>0%</b> | <b>73%</b> | <b>73%</b> |
| Female (28)            | 58%         | 86%                | 21%        | 64%        | 7%         | 7%        | 0%        | 75%        | 72%        |
| Male (20)              | 42%         | 85%                | 60%        | 25%        | 15%        | 0%        | 0%        | 72%        | 73%        |
| PP (19)                | 40%         | 74%                | 11%        | 63%        | 16%        | 11%       | 0%        | 59%        | 59%        |
| Not PP (29)            | 60%         | 93%                | 55%        | 38%        | 7%         | 0%        | 0%        | 79%        | 77%        |

- 25% more PP children achieved EXS in maths than their non PP peers.
- 15% more PP achieved EXS+ in writing than within the LA.
- 15% more PP achieved EXS+ in writing than within England.

### **Maths (KS2) – 22 children**

|                        | % of cohort | Test       |            |            | LA         | England    |
|------------------------|-------------|------------|------------|------------|------------|------------|
|                        |             | Score      | Exp+       | High       | Exp+       | Exp+       |
| <b>All pupils (60)</b> | <b>100%</b> | <b>108</b> | <b>88%</b> | <b>33%</b> | <b>72%</b> | <b>73%</b> |
| Female (25)            | 42%         | 106        | 80%        | 24%        | 72%        | 72%        |
| Male (35)              | 58%         | 110        | 94%        | 40%        | 72%        | 73%        |
| PP (22)                | 37%         | 107        | 82%        | 36%        | 60%        | 59%        |
| Not PP (38)            | 63%         | 109        | 92%        | 32%        | 79%        | 79%        |

- 22% more PP achieved EXS+ in writing than within the LA.
- 23% more PP achieved EXS+ in writing than within England.

### **Intended outcome**

The language deficit for students in receipt of pupil premium funding is diminished.

A reading culture that ensures all children read regularly and a love for books is developed. Children are confident and able to speak well to a range of audiences and for different purposes.

Success criteria – There is increased percentage of PP children working at age related and above in phonics and reading (see above for reading).

### **Phonics**

#### **Year 1**

|                        | % of cohort | Wa         | Mark        | LA         | England    | Wa 2023    | Wa 2022    | GLD 2023   |
|------------------------|-------------|------------|-------------|------------|------------|------------|------------|------------|
| <b>All pupils (42)</b> | <b>100%</b> | <b>83%</b> | <b>32.4</b> | <b>81%</b> | <b>80%</b> | <b>81%</b> | <b>81%</b> | <b>72%</b> |
| Female (22)            | 52%         | 82%        | 31.5        | 85%        | 84%        | 81%        | 79%        | 76%        |
| Male (20)              | 48%         | 85%        | 33.3        | 78%        | 77%        | 81%        | 83%        | 67%        |
| PP (13)                | 31%         | 77%        | 29.2        | 70%        | 69%        | 65%        | 71%        | 64%        |
| Not PP (29)            | 69%         | 86%        | 33.8        | 85%        | 84%        | 90%        | 84%        | 75%        |

- 7% more PP are working AT the expected standard than within the LA.
- 8% more PP are working AT the expected standard than within England.

#### **Year 2 re-sits – 8 children**

|                       | % of cohort | Wa         | Mark        | LA         | England    | Wa 2023    | Wa 2022    |
|-----------------------|-------------|------------|-------------|------------|------------|------------|------------|
| <b>All pupils (8)</b> | <b>100%</b> | <b>50%</b> | <b>27.6</b> | <b>54%</b> | <b>55%</b> | <b>40%</b> | <b>25%</b> |
| Female (4)            | 50%         | 50%        | 23.0        | 60%        | 60%        | 33%        | 0%         |
| Male (4)              | 50%         | 50%        | 32.3        | 49%        | 52%        | 50%        | 40%        |
| PP (6)                | 75%         | 33%        | 25.5        | 52%        | 49%        | 33%        | 40%        |
| Not PP (2)            | 25%         | 100%       | 34.0        | 55%        | 59%        | 43%        | 0%         |

**Intended outcome**

The language deficit for students in receipt of pupil premium funding is diminished.

All pupils are exposed to a breadth of experiences that allow them to contextualise their learning

Pupils love learning and have access to an engaging, broad and varied curriculum.

All children have the opportunity for further education within the home and beyond the school.

Success criteria – School staff plan visits that enhance the curriculum. Whole school learning showcases of learning take place on a termly basis.

Children were given the opportunity to visit different places and experience different activities out of school. Trips ranged from outdoor activities observing wild life at a local nature reserve at Austerfield and delving into a local mine and experiencing what life would've been like as a miner. Children had the opportunity to go on a residential in years 4 and 6. Every child in school had the opportunity to visit the local Bentley Library (which followed on from last year) and also every child got to experience a train journey from our local train station into Doncaster to support railway safety.

Success criteria – Children will be exposed to a range of enrichment and sporting activities within and outside of the school day.

Children across KS2 took part in a trust wide Athletics tournament. The trust also held a Social Justice project that children were also part of. Clubs such as multi-skills, rugby and volleyball were also on offer to the children.

Success criteria – Children have regular opportunities to change their home reading book and library book.

A system was set up by the reading leads for teachers and teaching assistants to support the changing of reading books. The use of Learning with Parents supported this. The reading lead set up a rota for the library to be run by pupils. These children were trained to look after the library and on how to record books being borrowed. Many children visited the library at lunch time and borrowed books as well as their weekly slot with their class teacher.

**Intended outcome**

All disadvantage pupils will match or exceed national averages for attendance and persistent absence

Success criteria – PP children will match or exceed national averaged for non PP children

| Group                | Count | No Absences | No Presents | % Attendance | No Lates | % Lates | PA No of Group | PA % of Group |
|----------------------|-------|-------------|-------------|--------------|----------|---------|----------------|---------------|
| <b>All Students</b>  | 382   | 7021        | 130322      | 94.89%       | 1702     | 1.24%   | 49             | 12.83%        |
| <b>Pupil Premium</b> | 146   | 3541        | 49424       | 93.31%       | 1035     | 1.95%   | 31             | 21.23%        |

|   |     |      |       |        |     |       |    |       |
|---|-----|------|-------|--------|-----|-------|----|-------|
| <b>Non Pupil Premium</b>  | 236 | 3480 | 80898 | 95.88% | 667 | 0.79% | 18 | 7.63% |
| <ul style="list-style-type: none"> <li>• PP children attended 1.58% less than all children.</li> <li>• PP children attended 2.57% less than non PP children.</li> </ul> |     |      |       |        |     |       |    |       |
| <b>Intended outcome</b>   |     |      |       |        |     |       |    |       |
| All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence                               |     |      |       |        |     |       |    |       |
| <u>Success criteria – PP children will show positive learning behaviours and increase their independence in all areas of the curriculum.</u>                            |     |      |       |        |     |       |    |       |