

Part B: Review of the previous academic year – 2022/2023

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Oral language intervention has led to high levels of progress in EYFS, shown by all children from their own starting points in Speaking. The programme helps to ‘accelerate the language development of children in need of additional support to enable them to access these interactions better’. This is evidenced using internal data - 44%PPG at expected in ‘building relationships’ at baseline, compared to 74% non-PPG. At the end of the year 90%PPG met ELG compared to 89% of non-PPG peers, narrowing the gap from -17%, to +1%.
Improved reading attainment among disadvantaged pupils.	RECEPTION - 22% PPG EXS at baseline, 70% achieved ELG at the end of the year. Reduced -30% gap to non-PPG peers at baseline, to only -9% at end of year. YEAR ONE - 25% PPG EXS on entry to Reception, 59% EXS at end of Y1. YEAR TWO - 22% PPG EXS on entry to Reception, 72% EXS at end of Key Stage SATs. (Reduced -43% gap to non-PPG peers on entry to Reception, to -20% at end of KS1).
Improved writing attainment among disadvantaged pupils.	RECEPTION - 22% PPG EXS at baseline, 70% achieved ELG at the end of the year. Significantly reduced -34% gap to non-PPG peers at baseline, to only -8% at end of year. YEAR ONE - 25% PPG EXS on entry to Reception, 65% EXS at end of Y1. YEAR TWO - 22% PPG EXS on entry to Reception, 67% EXS at end of Key Stage SATs. (Reduced -44% gap to non-PPG peers on entry to Reception, to -22% at end of KS1).
Improved maths attainment for disadvantaged pupils.	RECEPTION - 22% PPG EXS at baseline, 70% achieved ELG at the end of the year. Reduced -52% gap to non-PPG peers at baseline, to -13% at end of year. YEAR ONE - 42% PPG EXS on entry to Reception, 65% EXS at end of Y1. YEAR TWO - 33% PPG EXS on entry to Reception, 72% EXS at end of Key Stage SATs. (Reduced -40% gap to non-PPG peers on entry to Reception, to -24% at end of KS1).
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupils are able to self-regulate and manage emotions in appropriate way.	Sustained high levels of wellbeing demonstrated by qualitative data evidenced through pupil voice, pupil and parent questionnaires and teacher observations. <i>‘Going to the nest makes me feel happy and calm’</i> <i>‘Working with Ms Paula helps me with my feelings – I’ve changed since Reception’</i> <i>‘If I just start learning straight away it’s not good, that’s why I like ‘Early Birds’ because going right into class can be confusing and now I feel calm’.</i>

	<i>'If I keep it inside my head, its not good and it feels better when I say something and tell how I feel' (to trained counsellor and NSM)</i>
Implementation and embedding of Little Wandle Letters and Sounds Revised, shows an increase in PPG pupils meeting the benchmark for the Phonics Screening Check in Y1.	<p>88% PPG achieved Phonics Screening Check in June 2023, compared to 33% PPG working at expected level at September baseline 2022.</p> <p>(90% whole cohort achieved Phonics Screening Check in June 2023, compared to 55% working at expected level at September baseline 2022).</p>
Pupils achievement in wider curriculum subjects is in-line with non-PP pupils and cultural capital is developed and sustained.	<p>Data shows PPG pupils perform broadly in-line with non-PPG pupils.</p> <p>Pupil voice shows a greater understanding of the world around them and an enjoyment of the wider curriculum.</p> <p>Subsidised opportunities /activities for PPG children:</p> <p><i>'I went all the way to London to sing in a choir – I want to do that again because I was really good at it!'</i></p> <p><i>'Do you think everyone in the world has held a teeny tiny hedgehog? We are so lucky we get to do this – I want to help animals when I am older'</i></p> <p><i>'I'm not very good at PE but I loved going to the competition with the other schools because I persevered and I am so proud of myself'.</i></p>