

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.

Pupil Outcomes:

External school data was as follows for the KPIs:

EYFS	June/July
GLD (all)	28/41 68.3%
GLD Dis	12/16 75%

Dis. vs Non-Dis. gap has closed (now +6.7% gap, compared to -2% in 2022-2023: Dis. 50%, Non-Dis. 52%). Dis. children are outperforming or matching their Non-Dis. peers in 17/17 aspects.

Year 1	July
Phonics (all)	16/24 66.7%
Phonics Dis	11/14 78%

Dis. pupils are currently 29% higher than their non-dis peers. The gap is slightly wider for **boys** (-2%) and significantly wider for pupils with SEND (be aware that only 3 children are SEND and FSM, 1 of which was registered in reception). The gap has narrowed in phonics, and it will be a focus to maintain the progress that has been made.

Year 2	July 22%	July 23 %	Progress
Reading (all)	54	57	+3%
Reading Non-Dis.	69	77	+8%
Reading Dis	40	35	-5%
Writing (all)	50	57	+7%
Writing Non-Dis.	64	73	+9%
Writing Dis	35	40	+5%
Maths (all)	52	64	+12%
Maths Non-Dis.	64	82	+18%
Maths Dis	40	53	+13%
Combined (all)	48	50	+2%
Combined Non-Dis.	59	73	+14%
Combined Dis	35	25	-10%

For Dis. Vs Non-Dis. the gap is significant across all areas Reading (-42%), Writing (-33%) and Maths (-37%). Combined figures for Dis. are also 48% lower than Non-Dis.

Dis. made similar progress to Non-Dis. in Maths and Writing but fell back in Reading.

Priorities for KS1 Dis. Pupils need to be closing the gap **across all areas with a focus on reading including combined.**

Year 6	July 21 %	July 22 %	July 23%	Progress
Reading (all)	38	50	59	+21%
Reading Non-Dis.	45	68	73	+28%
Reading Dis	29	34	43	+14%
Writing (all)	18	38	62	+44%
Writing Non-Dis.	16	48	79	+63%

Writing Dis	19	29	43	+24%
Maths (all)	25	36	54	+29%
Maths Non-Dis.	31	47	74	+43%
Maths Dis	14	24	34	+20%
Combined (all)	10	33	46	+36%
Combined Non-Dis.	11	42	75	+64%
Combined Dis	10	24	36	+26 %

For Dis. Vs Non-Dis. the gap is still significant in all areas Reading (-30%) Writing (-36%) and Maths (-40%). Combined figures for Dis. are also 34% lower than Non-Dis.

Since Y4, progress shows that Non-Dis. area making more progress than Dis.

Priorities for KS2 need to be **closing the gap between Dis. and Non-Dis. in all areas including combined**

Attendance for 2022-2023

Attendance	
All	93.3% (0.5% below FFT National)
Disadvantaged	92.3% (1% higher than FFT National)
Persistent Absence	
All	19.52% (0.52% higher than FFT National)
Disadvantaged	20.61% (4.9% higher than Non-Dis.) (27/131 vs 22/140)

Dis. children make up 55% of children that are PA.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rockstars and NumBots	Maths Circle
Write Stuff	Training Space
Power Maths	Pearson
1Decision	1Decision
Little Wandle	Little Wandle
IMP, Music Express and Mash Up Initial Access	Lincolnshire Music Service

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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