Pye Bank Pupil Premium Strategy Statement

September 2021 to July 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

Contents

School and Funding Overview

Detail	Data
School name	Pye Bank CE Primary
Number of pupils in school	428 (+Nursery)
Proportion (%) of pupil premium eligible pupils	57% (2023 IDSR)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-24 Strategy aims and activities outlined below are for 2023-224but reviewed annually in line with three year overview intended outcomes.
Date this statement was published	September 2023
Date on which it will be reviewed	Review: July 2024
Pupil premium lead	Rhea Kurcewicz
Governor / Trustee lead	Steve Chew

Detail	Amount
Pupil premium funding allocation this academic year	£337,560
Recovery premium funding allocation this academic year	£33,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£371200

Part A: Pupil premium strategy plan

Statement of intent 2021-24

At Pye Bank we aim for all pupils to achieve their full potential regardless of educational and socio-economic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children, particularly but not exclusively, those who are identified as the lowest 20% will be highly effective in meeting learning learning needs.

We believe that in order for our children to meet their potential the following must be true:
- ✓ ***All children access highly effectively quality first teaching, with all approaches taken reviewed regularly and developed based on research***.
- ✓ All children are supported to fully access a high quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- ✓ Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': early reading is central to the work of the school.
- ✓ Barriers to learning for pupil premium children must be precisely identified, particularly when needs are more complex.
- ✓ The needs of each individual are fully understood by leaders and teachers.
- ✓ Children are precisely targeted for high quality intervention.

We will know we have been successful when:
- 🔹 Engagement with learning, the curriculum and school life, of the Pupil Premium children is high …

and as a result
- 🔹 … an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.
- 🔹 …the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.
- 🔹 … monitoring shows that PP pupils ***'know and remember more'.***

Challenges

Challenge number	Detail of challenge
1 COVID	🔹 Following school closure for COVID a number of Pupil Premium (PP) pupils are highly likely to have suffered the greatest detriment in terms of attainment and progress. The school offered a high quality Virtual School throughout the closure but a number of pupils have not accessed this, or the paper packs provided. This may continue to be an issue if the school or year groups have to close again.
2 COMPLEX NEEDS, including language	🔹 A high number of pupil premium pupils in each cohort, have an additional vulnerability. These include language needs (EAL and Sp/Lang), mobility, SEND, PSE/behaviour needs and family instability. This leads to a greater requirement for more personalised support for learning and pastoral needs. 🔹 Approximately 72% of pupils have English as an Additional Language: For some pupils this impacts on pupils' vocabulary development and there are gaps within language. The level of vocabulary, as well as a range of speech and language needs, has impacted significantly on attainment and progress and although much has been put in place to address this, it remains an ongoing challenge. Many pupils have lower level language acquisition with approximately 5% of pupils across school are NTE. *Vocabulary development impacts on high prior attaining Pupil Premium pupils too.* 🔹 The language needs can impact on pupils's ability to read the greater depth standard, particularly in English and further work is required to support this area.
3 Mobility	🔹 ***Mobility***: there is a higher level of mobility particularly within the later year groups, where a number of pupils join with low level language acquisition. This makes it more complex for teachers in terms of assessment, consistency of provision and the development of a mastery curriculum (See 1)

4 Early Reading	✤	There is evidence that children have fallen behind in reading, particularly the disadvantaged. There is a need to accelerate progress in early reading so that no child falls into reading failure.
	✤	The baseline for many pupils in terms of early language, reading and comprehension is low. Some PP pupils do not have additional reading beyond the school and a number only use home language outside of school hours. This impacts on the speed and fluency within reading.
5 Attendance and behaviour	✤	Parent/carer capacity to support Attendance and on occasion Behaviour: Socio-Economic Deprivation leads to challenges in managing attendance and requires additional support to ensure good and better behaviour. Without additional support this could have a significant impact on learning and achievement. The challenges faced, alongside some parents' ability to support language development, impacts on progress and attainment.
	✤	The % of families taking extended leave or holidays has had a significant impact on attendance prior to the closure, particularly in half terms 1 and 6 each year. This impacts disproportionately on PP pupils who struggle to catch up on their return.
	✤	Some children within school have SEMH needs at a range of levels, particularly following Lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.
6 Parental engagement /support	✤	There are many challenges facing families in the community and a number have suffered hardship.
	✤	Parental Engagement with learning is not consistent across all families, particularly linked to Virtual Learning during closure. For many families support is good but some pupils, for a variety of reasons, are not fully supported with learning at home. This impacts on pupil progress, self-esteem and aspiration.

Intended outcomes for strategy 2021-24

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
✤ Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age, in Phonics, Reading, Writing and Maths	✓ PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE, in line with their individual targets*. ✓ A greater proportion of PP pupils (particularly high prior attainers) being 'on track' to exceed the expected standard in Reading Writing and Maths, by the end of KS 2. ✓ Standards are raised for all pupil premium pupils in Year 6, 2, Year 1 phonics and FS, closing the gap on national outcomes at the end of each Key Stage, in line with targets set*. ✓ The vast majority of pupils, other than those cognitively unable or unready, reach the expected standard in Phonics. ** TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS.*
✤ Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.	✓ Teaching in all year groups will be consistently good, with a further increase in the amount being outstanding. It is based on research informed practice (Teach Simply, Generative Learning and Rosenshine principles) ✓ Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention ✓ Precise use of interventions and tutoring, support all PP pupils where the school closure has had a negative impact in comparison to their peers. ✓ As a result of quality first teaching and effective use of precisely targeted interventions, targets are met for all pupil premium pupils across school (See Appendix 1 for targets*) ** TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS*
✤ Pupil Premium pupils' oral skills and vocabulary repertoire will continue to	✓ The systematic approach to the teaching of vocabulary will be fully embedded and pupils will apply learning within their writing.

	improve over time with a focus on application the wider curriculum across the whole curriculum.	✓ The approach to vocabulary development and use of knowledge organisers, will have been extended to support pupils's development of a richer vocabulary and knowledge across the curriculum. ✓ Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary. ✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form) ✓ As a result of retrieval practice and the spiral nature of the, knowledge of vocabulary will be placed into long term memory- ***PP pupils will remember more!*** ✓ An increased % of pupil premium pupils across school, in line with targets, make at least expected progress each year and reach the expected standard.
🍂	Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.	✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally. ✓ The admissions process and CME procedures are carried out in a timely way to ensure attendance and opportunities to engage with education are maximised. ✓ Pupil premium pupils are supported in a very timely way when a problem is identified through monitoring. ✓ Attendance in each year will continue the upward trajectory seen prior to 2019 when PP attendance was just above the national average. ✓ ***Targets for all pupils: 2021-22: 95%+ 2022-23: 96% 2023-24% 96.5%*** ✓ **Through precise identification and targeting, there will have been a significant *reduction in the % of pupil premium pupils who are PA: following COVID this will be reduced by 50%***
🍂	Outstanding behaviour and behaviours for learning are achieved by all pupil premium pupils, and lead to high level engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data.	✓ The PSHE curriculum will be high quality and will support the development of pupils's resilience and learning behaviours. Behaviours for learning are increasingly strong and engagement across the curriculum is high. This impacts on progress and achievement. ✓ All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum. ✓ Pupils will have quickly reconnected with learning following closure and the high standards of behaviour quickly re-established for the vast majority of pupils. ✓ Systems for monitoring behaviour and PSED lead to the appropriate PP pupils being identified for support, according to need. This will lead to the quality delivery of intervention. ✓ Pupils identified as requiring additional intervention will make strong measurable gains, ✓ The % of exclusions for pupil premium pupils continues to decrease. ✓ The % of serious incidents for pupil premium pupils continues to decrease. ✓ The % of PP pupils losing play times and/or spend time in buddy class. ✓ Behaviour across school continues to be at least good with increased evidence of outstanding behaviour.
🍂	An increased number of Pupil Premium pupils will be making a wider contribution to school life and/or engaging with wider opportunities	✓ The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why. ✓ Pupil Premium pupils will engage with wider opportunities such as School Council, Spirit Council, Social Action Crew, junior librarians, mini-police etc ✓ Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement.

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: £ 175,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop excellence within teaching and increasing engagement, with a focus on strategies to ensure learning is placed in long term memory: pupils to know more and remember more **This academic year the focus will be on:** - Development of the school's Vision for addressing disadvantage through excellence through INSET and staff training. Improvement in staff knowledge and understanding of how disadvantage impacts on outcomes and what disadvantage looks like at Pye Bank. Including training and development of leaders to disseminate information (Learn Sheffield Pupil Premium programme, Learn Sheffield Attendance programme, engagement with DSAT Paul Lowther work, Educating for Equality, Leaders Like Us Programme). - Launching the 'Pye Bank Fundamentals for Learning', which will support the development and embedding of the core six approaches that ensure the vision for addressing disadvantage is enacted on a daily basis (Consistent Systems and Routines, Relationships and Wellbeing, Research Based Pedagogy, Prioritise Reading, Embed Oracy and Language, Excellence in Environments) - Specific development of the Research Based Pedagogy element of the Pye Bank Fundamentals for Learning. Through staff training, coaching, team teaching and peer work, embed the Pye Bank lessons structure to ensure all elements are rooted in evidence-based research. Use of senior and middle leaders, and teaching and learning coach, to deliver this CPD programme. - Improving the Foundation Stage provision so that all aspects are be planned in a structured and rigourous way, ensuring that pupil practise learning linked to developmental stages and taught lessons. Funding will be used for EYFS lead to be non-class based, enabling her to lead the developments in a more strategic way.	Internal data and monitoring outcomes Making the Difference Programme Research EEF Toolkit: Meta-cognition and Self-regulation Research linked to Research ED In Action publications, Rosenshine Principles in Action Retrieval Practice- Kate Jones Generative Learning: (Fiorella, Mayer and Enser) Marc Rowland: Addressing Educational Disadvantage Tom Sherington: Walkthrus	1-4
To develop excellence within teaching for vulnerable learners and increase their engagement in learning, particularly when challenged **This academic year the focus will be on creating a bespoke Hub for the highest needs pupils: 'The Treehouse' . Funding will be used for:** - Instalment of a modular building to create a bespoke space - Purchase of furniture, resources and outdoor equipment to development bespoke provision	*As above +* *EEF Toolkit: Teaching Assistants and MITA research* *EEF Guidance Report: Special Educational Needs in Mainstream Schools*	1-4

- Three members of staff: Assistant SENDCo (teacher), HLTA, and apprentice SEND TA - Creation of the Treehouse Curriculum with implementation enhanced by work with outside agencies *(SALT, ASC Team, EP).* Curriculum linked to appropriate assessment tools (*Locke and Beech, Birmingham Toolkit).* - Training and development for staff including Autism Awareness, Makaton, Clicker 8, NASENCO for Assistant SENCO, SEND TA Apprenticeship - Additional release time for Treehouse staff and staff across school so that good practice developed within the Treehouse can be shared and embedded within mainstream classrooms.		
To ensure that all pupils make at least good progress in reading across school, with those falling behind making measurable accelerated progress. **This academic year the focus will be on:** - Embedding the reading fluency approaches outlined in the DfE Reading Framework. Release time for English Lead for development of the reading curriculum and in-class coaching/mentoring to introduce the new strategies. - Further develop the school's approach to reading for pleasure. Purchase of new resources and books for the library, author visits and Pye Bank 100 reads leaflets to be published. - Improved tracking and monitoring of individual reads (both home and in school) through the purchase of new Home reading records. **Existing approaches will continue to be refined and embedded:** - Early Reading: embedding the approach to the teaching of reading within Years Rec-Year 2, with a stronger link to Phonics and a three-step approach: Decoding, Speed and Prosody and Comprehension. Continue to develop and maintain excellence within the teaching of Phonics in FS/KS 1 and for pupils not yet at the standard across - Tracking and diagnostic assessments for phonics to ensure precise and rapid intervention for those at risk of falling behind. - Ongoing development of the use of Cracking Comprehension: ongoing monitoring and mentoring with targeted support for staff where appropriate to ensure progress is maximised. - Increase the opportunities to read across the wider curriculum: evaluate the texts used and the amount of opportunity to read in key subject areas.	Internal data and monitoring outcomes EEF Toolkit: Reading Comprehension Strategies EEF Toolkit: Homework and Phonics, DFE Reading Framework Document and research into validated Phonics Programmes DFE Reading Framework 2023 Ofsted Research Review Series: English, 2022	2 and 4
To put in place an Oracy strategy and assessment framework, building an approach and a toolkit of strategies for all staff to draw on. **Funding will be used for:** - Purchase of the Voice 21 Oracy Scheme - Release time for identified senior and middle leaders to work as 'Oracy Champions', accessing the training available through Voice 21, exploring the materials and developing an implementation plan ready to launch in Sept 24.	EEF Teaching and Learning Toolkit- Oral Language interventions ranked joint second in terms of impact on pupil outcomes	2
Ensure access for all Pupil Premium pupils to a high quality curriculum which is developed in line with pupil's needs and the school context: - Focus subject developed to ensure a quality curriculum progression is in place and good and better teaching: Computing, D&T, PSHE	OFSTED Curriculum development research and subjects reviews	1-4

- Embedding and consolidating of all foundation subjects to ensure all children access quality first teaching and achieve well.
- Embed the assessment system across all areas of the curriculum in order to impact further on pupil progress.
- Targeted support and bespoke CPD, to ensure the quality of curriculum and fidelity to the school's approach continues to be consistently embedded and delivered in light of staff changes.

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and early reading intervention support **This academic year the focus will be on:** - Deployment of an Early Reading expert teaching assistant to deliver all KS2 reading interventions for pupils who are below the expected standard. This will ensure consistency and excellence within the delivery, assessment and tracking. - Engagement in the FFT Reciprocal Reading Trail. Funding will be used to release two teaching assistants to attend training days and to deliver the interventions. Release time also allocated for English lead for training and monitoring. - Delivery of the Bookmark 1:1 Reading programme. Funding will be used to purchase the programme for 20 pupils, purchase headphones and re-condition chrome books for use. **Existing approaches will continue to be refined and embedded:** - In FS and KS 1 embed the system for catch up phonics and early reading intervention to ensure no child falls behind- reteach opportunities. - Continue to ensure all staff have a clear knowledge of who their PP pupils are and the Targeted Support Register precisely identifies PP with more complex needs. - Refined use of half-termly diagnostic assessments, including close monitoring for ongoing accelerated progress. - Introduce half-termly Phonics Progress Review meetings for F2, Y1 and Y2 teachers to ensure diagnostic assessments are used to support accelerated progress. -	Internal data and monitoring outcomes EEF Toolkit: Reading Comprehension Strategies DFE Reading Framework Document and research into validated Phonics Programmes EEF Toolkit: Oral Language Intervention and small group intervention	2 and 4
Language Acquisition and development - Ensure wider access to the LEAP and VIP programme to support language development in FS 2 and Y1 through training up further members of staff. - Use of Racing to English video sessions and resources to support PP pupils (particularly those identified as having low level language acquisition. - Embed the SVO approach within the Treehouse and Early Years provision to enable interactions, provision and teaching to be more accessible for disadvantaged pupils with speech, language and communication needs.	EEF Toolkit: Oral Language Intervention and small group intervention	2

	Evidence	Challenge
Other targeted interventions: - Small group one to one and tutoring support from qualified teacher throughout Autumn Term. - Development of strategies for pre-teach and re-teach in core subjects to ensure if a child falls behind they quickly catch up: PP pupils are targeted within Data Meetings for the sessions, using Shine intervention software to gap fill through these sessions, supporting pupils to access quality first. - Rapid intervention sessions will also provide opportunities to teach and reinforce retrieval practice skills. - Booster interventions for Year 6 pupils: morning and after school support is provided in a targeted way by teachers and senior leaders. - SMARTGrade -	EEF Toolkit: Digital Technology and Homework EEF: Extending School Time EEF: Small Group Intervention EEF: Digital Technology	1-4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *125,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development and Self-regulation **This academic year the focus will be on:** - Targeted used of intervention for key groups and individuals (identified though the Target Support Register)- Zones of Regulation, Theraplay, Life Skills, ELSA. Learning Mentor and pastoral TA to deliver interventions. - Development of Restorative Practice throughout school, led by Deputy Head/SENDCO. - Development of a Wellbeing Strategy, which outlines a tiered approach to promotion and support of wellbeing for pupils. - Individual mentoring for pupils needing a more intensive level of support. This will be delivered and monitored through the tired behaviour system. Funding will be used to provide additional capacity for mentors (Learnig Mentor, Pastoral Lead, Deputy Head/SENDCO, Strategic Lead for Pastoral, Wellbeing Champion) - HLTA to undertake a Wellbeing Champion apprenticeship. 0.5 days release time to be allocated to take part in the programme and to deliver wellbeing interventions for an identified group of pupils. - Funding to be used for an additional teaching assistant to back-fill Level 3 TA who will take on a pastoral role to add capacity to the pastoral team to support with the delivery of the above. **Existing approaches will continue to be refined and embedded:** - Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics. - Embed whole school approach to the use of the Zones of Regulation to support emotional wellbeing and give a common language for expressing feelings and emotions. Introduce Reflection Areas throughout school in shared areas and classrooms.	Internal data and monitoring outcomes EEF Toolkit: Social and Emotional Learning	2, 3, 5

- Targeted Transition programme for Year 6 PP and vulnerable pupils during the year.		
Attendance: **Existing approaches will continue to be refined and embedded:** - Rigorous systems for monitoring and managing attendance, with a particular focus on PAs. - Daily monitoring of PP pupils struggling with attendance, using individual family action plans when required. - Access to free breakfast club provision for all to support attendance and wellbeing. - Promote the importance of attendance with parents, class teachers and individual children through Dojo, Family Newsletter and displays. Engage all teachers in supporting attendance. Introduce attendance newsletters. Focus on reducing the number of term time leave.	Internal data and monitoring outcomes Data analysis	5
Behaviour **Existing approaches will continue to be refined and embedded:** - Full Pastoral Support programme created in response to Target Support Register, with clarity of individual targets and time linked interventions. - Whole school initiatives, such as Step Up September, Positive Playtimes and Behaviour Sprints with staff, to reinforce and embed expectations and standards. - Continue forensic monitoring of behaviour data to identify all pupils whose behaviour is a barrier to their own and other pupils' learning. - Embed the Tiered Approach in order to strengthen the joined-up process for supporting pupils to improve their behaviour. This will include a more systematic approach to the use of one-page profiles.	Internal data and monitoring outcomes EEF Toolkit: Behaviour Interventions Creating a Culture: How school leaders can optimise behaviour: Tom Bennett and DFE	5
Pupil Engagement Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning. **This academic year the focus will be on:** - Allocation of a TLR to appoint a 'Pupil Enrichment and Wider Opportunities Lead' from within the existing teacher team, to support strategic development of pupil engagement. - Development of an improved tracking and monitoring system for pupil access to before and after school clubs to support the allocation and targeting of pupils. - Engagement with the Sheffield Cathedral School's Singing programme. - Partnership with the Hollowford Outdoor Centre for pupil premium holiday clubs (funding for overtime for teaching assistant to accompany pupils on these days).	EEF Toolkit: Arts and Sports Participation	5
Parental Engagement and support programme **This academic year the focus will be on:** - Development of the 'Sunshine Café' pop-up café as a community space for parents - Development of the Community Hub grounds as a community allotment, using parents volunteers to run it. - Setting up a parent community action group to support with fundraising, peer support for parents, improving outdoor provision etc. **Existing approaches will continue to be refined and embedded:**	EEF Toolkit: https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-pupilss-learning/)	6

- Work with identified families to support and sign post when required, including support through Fare Share initiative, Foodworks Charity, housing support, mental health work, parenting etc. - Use of the Community Hub as a 'warm space' for parents to use during the day. Develop use of the Hub to support the school's work with the Eat Smart initiative and the continued use of FareShare. - Run a range of parental workshops linked to Jigsaw, RSHE and understanding protected characteristics, the importance of attendance supporting keeping pupils safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths. - Family workshops linked to Maths and Reading for Pleasure. - Targeted parental programmes linked to behaviour, attendance and SEND. - Reading Volunteer training and programme.		

Total budgeted cost: £440,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. A summary of key indicators is provided below:

Measure	School 2022	School 2023	National 2023
FS2 GLD	44%	51%	67%
Phonics Y1	59%	66%	79%
Y2 R	37%	64%	68%
Y2 W	30%	47%	60%
Y2 M	45%	72%	70%
Y2 RWM	29%	47%	
Y6 R	63%	58%	73%
Y6W	59%	61%	71%
Y6M	57%	58%	73%
Y6RWM	45%	42%	59%

This data demonstrates improving outcomes within Early Years, phonics and KS1, with KS1 maths and reading now broadly in line with national. Analysis of Y1 phonics data shows that three pupils arrived in the country in Y1, and three further pupils with ECHPs are on the provision pathway for special school. With these six outliers removed from the phonics data, the percentage passing the screening would be close to national at 75%. Whist there are small gains in KS2 writing and maths, outcomes for KS2 remain well below national averages.

Internal progress and attainment data show that increased percentage of pupils achieved the expected standard for reading in July 23 compared to July 22 in all year groups, and in most year groups for maths and writing.

Overall, good gains were made in the 2022/23 academic year, however further gains need to be made in order to achievement to be in line with national averages.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. This data suggests some strengths:

- The percentage of disadvantaged pupils achieving GLD (53.8%) is *higher* than the percentage of all pupils achieving GLD (51.8%)
- The percentage of disadvantaged pupils achieving the expected standard in reading at KS1 (63.6%) is *in line* the percentage of all pupils achieving expected standard in reading at KS1 (63.8%)

- There has been a greater increase from 2022 in percentages of disadvantaged pupils achieving the expected standard and greater depth standard at KS1 2022 compared to all pupils.

Despite these strengths, school acknowledges that the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. In most year groups, disadvantaged pupils do not achieve as well as their non-disadvantaged peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance of disadvantaged pupils in a strength. Attendance for disadvantaged pupils (93.4%) was better than attendance for all pupils (92.8%), and significantly better than the Sheffield average for disadvantaged pupils (90.9%) and in line with the average attendance of all Sheffield pupils (93.4%). Persistance absence is lower for disadvtanged pupils (18.6%) than the average for all pupils in the school (20%) and all pupils in Sheffield (19.8%) and significantly below the Sheffield average for disadvantaged pupils (31.6%). This outcome demonstrates good impact of the strategy to improve attendance for our disadvantaged pupils.

Analysis of attendance at after-school clubs shows that 80% of disadvantaged pupils accessed a before or after school club in 2022/23, compared to 79% of all pupils. This is a significant improvement from 2021/2022 (41%).

The above overview of outcomes, and outcomes from internal monitoring, demonstrate that we on track to achieve the outcomes that we set out to achieve by July 2024, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.