Review of the previous academic year 24.25

Outcomes for disadvantaged pupils

Intended Outcomes

Ensure high quality teaching and learning is in place at all levels and is addressing the attainment gap for PP pupils

Disadvantaged children make at least expected progress in line with national averages.

Pupils with SEND or EAL are able to access the intended learning and make good progress.

Review

Small cohorts lead to inaccurate analysis if measured in percentages. In year progress for each disadvantaged pupil is below. GREEN is expected progress, RED for less than expected and PURPLE for accelerated progress. This includes those in receipt of FSM, POST LAC funding and those with Special Educational needs including EHCP.

Pupil	Year group	Pupil Premium	SEND	Progress in Reading	Progress in Writing	Progress in Maths
	R	N	Y	NA	NA	NA
	1	Y	N			
	1	Y	Y			
	1	Y	N			
	1	Y	N			
	1	N	Y			
	1	N	Y			
	1	N	Y			
	2	Y	N			
	3	Y	Y			
	3	Y	Y			
	3	Y	Y			
	3	N	Y			
	3	Y	N			
	4	Y	Y			
	4	Y	N			
	4	Y	N			
	4	N	Y			
	4	N	Y			
	4	N	Y			
	5	Y	N			
	5	Y	Y			
	5	N	Y			
	5	N	Y			
	6	Y	N			
	6	Y	N			
	6	N	Y			

Effective strategies have included use of Number stacks to raise number confidence, additional reading specifically with the use of a range of dyslexia friendly texts for LKS2 and the use of TAs for pre teaching key number or SpAG skills. Use of TA time for daily phonics intervention was highly impactful (100% children met the screening check)

Pupils state:

- "I never really wanted to read a book because it was too hard but these new books make me want to read every day" Y4
- "It is really good to have some time with Miss X before the lesson as it means when we start, even though I know it is going to be hard, I have an idea of what we are going to do and I tell myself that id I could do it before then I can do it today" Y5
- "When we do our extra phonics with Miss T it is easier because it is only a few people and we get a chance to practise what we have already learnt" Y1

Intended outcomes

All staff are able to identity, address and support pupils' emotional wellbeing as a result of quality training. Pupils are well regulated and demonstrate improved motivation and application to learning.

Review

All staff received high quality training through the school SENDco with a focus on pupil anxiety, reducing cognitive overload and inclusive classrooms for pupils with ADHD. Specific staff also completed training on Epilepsy and the impact of seizures on learning behaviours, talking and drawing as a strategy for enabling communication of pupils with needs and the use of movement to improve concentration in the classroom.

TA support has continued to be used to provide high quality outdoor learning opportunities for all children in school and additional opportunities for children in need. The school SENDco works with targeted children on a range of social and emotional skills that underpin their school activity.

Children continue to be well regulated and settled in school. Monitoring provides evidence of little disruption to learning and almost no removal of pupils because they have become dysregulated. Unstructured time, such as lunchtime, where there are increased opportunities for conflict are the times when some pupils struggle to manage their behaviour. There is a need for additional training for lunchtime staff next year.

The SENDco and other TA staff are highly effective. Monitoring provides evidence that strategies are individual and well matched to meet the needs of each child. Strategies are enabling children to engage in their learning more fully and without disruption.

Parents survey results:

- 97% of parents with a child with SEND states their child receives the support they need to achieve and 93% of all parents state the school has high expectations for their child.

Pupils state:

- "I have people to talk to in school if I get worried. It is good to share it with someone" Y4
- "Miss X is the best because I know she cares about me and wants me to be happy so I can do my best at school' Y3
- "Miss X taught me how to do special breathing to blow away my anger or stress. I can just do it in class and then get on with my learning" Y4
- "I have cookie in school – he is heavy and when he sits on my knee it makes me feel better" Y3
- "I used to have someone to meet me at the gate but I don't need that anymore. I can just go in with a friend and maybe next year, by myself." Y3

Intended outcome – Wider strategies review

To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.

- 75% of pupil premium children receive support to access breakfast and afterschool club care. This provision is available for all pupil premium children.
- There are currently 0 pupil premium children accessed free music tuition in keyboard, guitar or drums which is enrichment that they may not otherwise have been able to access. This provision is available for all pupil premium children and will be encouraged next year
- 100% of pupil premium children received support to reduce the cost of curriculum enhancement activities such as trips, visitors and workshops which is enrichment that they may not otherwise have been able to access.

Pupils state:

- "Young voices gave me a chance to be a lot more confident."
- "I go to breakfast club so mummy can go to work. It means she gets money for us and I have breakfast at school which gives me energy for my learning" Y2
- "Going to the mosque at Lincoln really helped our RE learning make sense and feel a bit more real. We meet a real Muslin man. I've never met a Muslim before." Y5
- "At PGL we learnt water safety in the Kayaks. We got better at teamwork and especially supporting each other. I did loads of things for the first time." Y6