

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

- Pupils in receipt of PP funding left EYFS at GLD
- 1 of the 2 pupils in receipt of PP passed the phonics screening in Year 1. Although, one child did not pass, rather than being due to the strategy, it was due to SEND needs. Therefore, in the next pupil premium strategy, we will be further exploring and utilising support for SEND children, with a particular focus on phonics.
- Academic difference was diminished for pupils leaving Year 6, with 100% achieving higher standard in reading, Maths and SPaG and all children achieving at or higher standard in writing. Therefore, all children met their target with 1 exceeding in Maths.
- Across the school, disadvantaged children with SEND met their individual targets
- 100% of disadvantaged pupils attended year group trips and additional clubs (as desired) at no family cost

Performance of our disadvantaged pupils compared to disadvantaged and non-disadvantaged pupils at national and local level can be seen in the tables below.

Year 6 – At Expected

%	Reading	Writing	Maths	SPAG	Combined
School 2024	83	84	90	84	76
National 2024	74	72	73	72	61
Pupil Premium at PH 2024	100	100	100	100	100

Year 6 – Higher Standard

%	Reading	Writing	Maths	SPAG	Combined
School 2024	41	21	47	43	19
National 2023	29	13	24	30	7
Pupil Premium at PH 2024	100	50	100	100	50

Year 1 - Phonics

	<i>Phonics Pass %</i>
School 2024	98
National 2023	79
Pupil Premium at PH 2024	50

EYFS

	% GLD
School 2024	88
National 2023	67
Pupil Premium	100

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

The data demonstrated that:

- Attendance for our children in receipt of PP funding remains almost in line with those not in receipt of PP funding at Preston Hedges, with an average of 96.08% for those in receipt of PP compared to 96.33% This is above national, which for 2023-2024 was 92.9% for those not in receipt of PP funding and in(2022-23) 88.6% for those in receipt of PP funding
- Behaviour of children with PP funding is excellent with no pupils requiring an individualised behaviour plan, receiving an internal or external exclusion
- Wellbeing support was given, (where required) through the pastoral lead and wellbeing clubs in addition to the offer given to children not in receipt of pupil premium funding

Based on all the information above, the performance of our disadvantaged pupils met expectations, and met outcomes we set out to achieve by 2024, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the teaching of phonics using the ELS scheme was particularly effective, as were the opportunities offered to pupils beyond the classroom, including the use of pastoral lead to offer wellbeing support.

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
Essential Letters and Sounds – Phonics subscriptions	<u>Essential Letters and Sounds - Oxford Owl</u>
Seesaw (Online Platform)	http://webseesaw.me
TT Rockstars	Play.ttrockstars.com

Service pupil premium funding

The school had 0 pupils in receipt of service pupil premium in 2023/24