**Finstall First School - Pupil Premium Impact Report – 2023 / 24**

There were 14 Pupil Premium Pupils in 2023-2024.

|  |  |
| --- | --- |
| Pupil identification  | Year group |
|  |  |
| A | YR |
| B | YR |
| C | Y2 |
| D | Y2 |
| E | Y2 |
| F | Y2 |
| G | Y3 |
| H | Y3 |
| I | Y3 |
| J | Y3 |
| K | Y4 |
| L | Y4 |
| M | Y4 |
| N | Y4 |

During the 2023/24 academic year, there were 14 pupils who were eligible for Pupil Premium. We regularly monitor the attendance of our Pupil Premium children and we provide support to parents of children whose attendance is slipping. 85.7% (12 / 14) of Pupil Premium had attendance above 90% this year. The two children with attendance below 90% have had regular contact and support from the class teacher and our pastoral lead to help to improve their attendance. In some cases, this was due to extended family holidays.

Whilst it is important to look at the data, we feel a more holistic approach to the achievements of our Pupil Premium children is important. Therefore, besides looking at data, we carry out regular book trawls and have conversations with staff to discuss the progress of children in interventions such as social skills and nurture groups. The funding allocated for Pupil Premium is monitored by Kay Harrison, with assistance from Beth Ball and Sarah Simpson (HLTAs) to ensure that Pupil Premium children get their full entitlement. The outcome of these findings is discussed with the Governors’ representative, Kelly Joynes, on an annual basis.

 **Pupil Premium– Overview of progress of Pupil Premium children – 2023/24**

Progress based on 13 children as one child joined in the Summer term.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 4 ( 30.8%) | 1 (7.7%) |  |
| **Prev Yr At ARE** |  | 6 (46.2%) | 1 (7.7%) |
| **Prev Yr Above ARE** |  |  | 1 (7.7%) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 4 ( 30.8%) | 1 (7.7%) |  |
| **Prev Yr At ARE** | 1 (7.7%) | 6 (46.2%) |  |
| **Prev Yr Above ARE** |  |  | 1 (7.7%) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 4 ( 30.8%) | 2 (15.4%) |  |
| **Prev Yr At ARE** | 1 (7.7%) | 5 (38.5%) |  |
| **Prev Yr Above ARE** |  |  | 1 (7.7%) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Subject** | **Expected Progress** |
| Reading | 85% 13 chn |
| Writing  | 77% 10 chn |
| Maths | 77% 10 chn |

\*KS2 National Disadvantaged Attainment

National disadvantaged gap displayed: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment#dataBlock-092fb609-c4a2-4653-b7e6-fa89c4659ff3-charts>

A high percentage of children are making expected progress in Reading, Writing and Maths. Of the 13 PP pupils, one child slipped from ARE to below ARE in writing and maths. Three children made better than expected progress in Reading . One child made better than expected progress in Writing.

Progress measures based on: Years 2 – 4 – Progress from end of July 2023 to end of July 2024

Year 1 – Progress from ELG (July 2023) to end of Year 1

Year R – Progress from baseline on entry to Year R to end of Year R

**Attainment of Pupil Premium children**

|  |  |
| --- | --- |
| **Subject** | **Attainment ARE** |
| Reading | 71% (62%) 10 chn  |
| Writing  | 57% (58%) 8 chn |
| Maths | 57% (59%) 8 chn |
|  |  |

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National disadvantaged gap displayed: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment#dataBlock-092fb609-c4a2-4653-b7e6-fa89c4659ff3-charts>

A large proportion of our PP children are working at least at ARE in Reading, Writing and Maths. We will be targeting those children who are working below ARE in Reading, Writing and Maths to make ARE next year to strive to ensure that we are above national attainment data for Writing and Maths. This will sit alongside further training around SEND and the use of scaffolds and quality first teaching to support children in their independent work.

**Breakdown of attainment and progress across each year group.**

**Year R**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Reading** | **Writing** | **Maths (Number)** |
|  | **Baseline on entry** | **End of Year R (2024)** | **Baseline on entry** | **End of Year R (2024** | **Baseline on entry** | **End of Year R (2024)** |
| Pupil A | ARE | Expected(ARE) | ARE | Expected(ARE) | Below | Expected(ARE) |
| Pupil B | Significantly below | Expected(ARE) | Significantly below | Expected(ARE) | Below | Expected(ARE) |

100% of children made expected (ARE) in Reading, Writing and Maths. Pupil B made better than expected progress in Reading and Writing.

No Children in Year 1 are Pupil Premium.

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Reading** | **Writing** | **Maths** |
|  | **End of Year 1 (2023)** | **End of Year 2****(2024)** | **End of Year 1 (2023)** | **End of Year 2****(2024)** | **End of Year 1 (2023)** | **End of Year 2****(2024)** |
| Pupil C | Working below | Working below(6) | Working below | Working below(6) | Working below | Working below(6) |
| Pupil D | Working below | Working below(4) | Working below | Working below(2) | Working below | Working below(4) |
| Pupil E | At ARE | At ARE | At ARE | At ARE | At ARE | At ARE |
| Pupil F | At ARE | Working above(7) | At ARE | At ARE | At ARE | At ARE |

50 % of the children attained ARE in Writing and Maths and ARE or above in Reading.

Pupil C was referred to Learning Support last year and assessments and recommendations were carried out. It was recommended that Pupil C was referred to Speech and Language to assess his understanding of language but the referral was not accepted. Pupil C will continue with targeted Speech and Language intervention in Autumn 2024, alongside scaffolding in class.

Pupil D’s writing in September 2023 was difficult to read. Most letters were not correctly formed and her writing lacks finger spaces. Her writing did not always make sense and she was writing simple sentences. Pupil D uses some plausible phonic choices but she mostly used sounds learnt in Reception rather than year 1 sounds.

In July 2024, pupil D’s writing was still hard to read and most letters were incorrectly formed and finger spaces were lacking. However, she could now write simple sentences which mostly make sense. Pupil D made some good phonic choices – sandwige for sandwich but there were other instances where she was not segmenting accurately – finly for finally, piysise for pieces. She was also adding ‘e’ at the end of words when this is not a plausible sound - ponde for pond. She was not spelling common words correctly – have, what, going, said. Pupil D will be seen by Learning Support in Autumn 2024.

**Year 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Reading** | **Writing** | **Maths** |
|  | **End of Year 2 (2023)** | **End of Year 3 (2024)** | **End of Year 2 (2023)** | **End of Year 3 (2024)** | **End of Year 2 2023** | **End of Year 3 (2024** |
| Pupil G | Working below  | Working below(6) | Working below  | Working below(1) | Working below  | Working below(6) |
| Pupil H | At ARE | At ARE | At ARE | At ARE | At ARE | At ARE |
| Pupil I | Working above | Working above | Working above | Working above | Working above | Working above |
| Pupil J |  | At ARE |  | Working below |  | Working below |

75% of the children were working at least at age related expectations in Reading, Writing and Maths by the end of the year and 25% were working at above ARE.

In September, pupil G was writing simple sentences but they were not correctly punctuated. Language used was simplistic and there were not any adjectives to add detail. Some of pupil G’s writing did not make sense.

In July, pupil G was writing longer sentences using ‘and’ but they were still not consistently punctuated. His writing did not always make sense and he confused tenses. Some common words were spelt correctly and his handwriting was mostly formed correctly. Pupil G was starting to use more complex vocabulary in his writing – strolling, legendary. Pupil G will be seen by Learning Support in Autumn 2024.

**Year 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Reading** | **Writing** | **Maths** |
|  | **End of Year 3****(2023)** | **End of Year 4****(2024)** | **End of Year 3****(2023)** | **End of Year 4****(2024)** | **End of Year 3****(2023)** | **End of Year 4****(2024)** |
| Pupil K | At ARE | At ARE | At ARE | At ARE | At ARE | At ARE |
| Pupil L | At ARE | At ARE | At ARE | Working below(5) | At ARE | Working below(4) |
| Pupil M | At ARE | At ARE | At ARE | At ARE | At ARE | At ARE |
| Pupil N | Significantly below | Significantly below(0) | Significantly below | Significantly below(1) | Significantly below | Significantly below(1) |

100% of year 3 Pupil premium children maintained age related expectations in Reading. 66% of children made ARE in Writing and Maths.

Pupil L struggles with concentration and focus and requires frequent movement breaks. He is awaiting to see the community paediatrician to explore ADHD.

Pupil N is working significantly below age related expectations and has a highly individualised curriculum. An additional adult works with Pupil N usually on a 1:1 basis for 14 ½ hours per week. He has 1:1 phonic sessions differentiated to his current reading ability. He was tested on the 2023 Year 1 phonic test and scored 18/40 and made good progress in June 2024 scoring 29/40 Pupil N struggles with his attention and concentration and is awaiting to see the paediatrician. A request for an EHCNA was made in Summer 2024 and the assessment is underway.

The Fort Royal school assessment documentation was used at the start of the academic year to track Pupil N’s progress. This is an assessment system to use for children who are not ready for the Year 1 National Curriculum to track their progress. Children complete ‘layers of learning’. For each layer of learning there are a series of statements for children to work on. Teachers assess children against the statements based on a ‘best fit model’. Expected progress for this programme is 1 to 1.2 layers of learning per academic year. As Pupil N began working on Year 1 National Curriculum, our whole school assessment was used alongside this.

Pupil N is on the SEND register and achieved 2/3 of his IEP targets from Autumn term and 3/3 in the Spring term and 1/3 in the Summer term.

**Areas for Continued Development**

We will be targeting pupil D and pupil G to accelerate their progress and will be making referrals to outside agencies to provide further support to these pupils.

Targeting those children who are not making ARE for additional support and intervention and to ensure that we are matching and if possible exceeding national attainment in Writing and Maths.

Increase monitoring of Pupil Premium children to ensure that the Pupil Premium money is being used effectively to improve the progress these children make.

Continue with book trawls to ensure that work is appropriately adjusted so that all children can access work independently, especially with regard to writing.

SENDCo to support the staff in striving to increase the percentage of Pupil Premium children making ARE in Reading, Writing and Maths.

Increase the attendance of a few of our Pupil Premium children through support provided by the new pastoral lead.