

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reading, writing and maths progress and at attainment continue to be above national at the end of each key stage, including phonics and GLD.

HLTA employed to support interventions and booster classes across key stages.

Clear tracking in place and interventions reviewed every 6 to 8 weeks. These are monitored by the SENCO and SLT along with learning walks to monitor teaching and learning. For September, we have adapted the monitoring sheets with greater emphasis on the impact of each intervention so we can clearly see if an intervention needs amended before the 6 week review period.

In **Year 6**, the performance of pupils eligible for the Pupil Premium has shown notable improvement and, in some areas, surpasses that of their non-Pupil Premium peers.

Writing

- 88% of Pupil Premium pupils achieved the expected standard for writing, with 13% achieving greater depth. This is a significant improvement, with only one child not meeting the expected progress, though this child has shown marked improvement in their learning steps. In line with the SIP, writing has been a key focus this year which has had a positive outcome on all children, along with specific intervention and booster groups for PP children.

Reading:

- 75% of Pupil Premium pupils achieved the expected standard in reading, compared to 71% of non-Pupil Premium pupils, indicating that Pupil Premium pupils are performing better in this area.

Mathematics:

- 63% of Pupil Premium pupils achieved the expected standard in mathematics, with 25% reaching greater depth.

- In comparison, 90% of non-Pupil Premium pupils achieved the expected standard, with 33% reaching greater depth.

- There has been a significant improvement in the number of Pupil Premium pupils achieving greater depth but the gap is still there for those who are yet to reach expected. 3 children did not achieve, however rigorous assessment show that they have made progress and interventions have been amended accordingly to meet the needs of the children.

This data highlights the effectiveness of targeted interventions and support for Pupil Premium pupils, resulting in significant academic improvements.

In **Year 2**, the performance of pupils eligible for the Pupil Premium reveals some challenges, particularly in reading and writing, but also shows areas of notable achievement in mathematics.

Reading:

- 57% of Pupil Premium pupils are below the expected standard.

- 43% achieved the expected standard, with 14% reaching greater depth.

- In comparison, 91% of non-Pupil Premium pupils achieved the expected standard, with only 9% below, indicating a significant gap between the two groups.

Writing:

- 57% of Pupil Premium pupils are below the expected standard. Contributing factors include Modified learning plans and SEND.

Maths:

- 43% of Pupil Premium pupils are below the expected standard.

- 14% achieved greater depth, showing strong performance among some pupils despite the overall lower achievement levels.

For year 2, the gap in attainment between Pupil Premium and non-Pupil Premium pupils is most pronounced in reading and writing. Specific needs such as MLP, EHCP and SEND significantly impact the performance of Pupil Premium pupils in writing.

- In maths, while a notable percentage of Pupil Premium pupils are below the expected standard, there is also evidence of high achievement with 14% reaching greater depth.

This data underscores the importance of continued targeted support and individualised learning plans to enhance the academic outcomes of Pupil Premium pupils in Year 2.

Phonics/Little Wandle

The Little Wandle programme has significantly developed reading skills across EYFS and Years 1 and 2 through its repetitive strategies and ability-linked books. By using a systematic and consistent approach, the programme has reinforced phonics and reading comprehension, ensuring that children build a strong foundation. The use of books tailored to each child's reading level has helped maintain engagement and promoted confidence in their reading abilities. Rigorous assessments have played a crucial role in this process, allowing us to monitor progress closely and make informed adjustments to intervention/teaching. The Little Wandle rapid catch-up interventions have been particularly effective, enabling some children to make swift and substantial progress, thus closing the reading gap more quickly.

Year 1 phonics screening test: 80% PP passed and 78% passed non- pupil premium

EYFS GLD: 82% non-pupil premium 50% pupil premium (1 child with PP didn't achieve GLD and one child did).

To continue to diminish the SEND/PP/Gender gap, by implementing the Bexley Toolkit across the school, including in EYFS.

Bexley toolkit has support adaptative teaching strategies to ensure pupils are integrated and reaching their potential. This has supported us in ensuring the learning needs of the children are met and any additional support is being included. Learning walks from the academy, inclusion lead, and outreach support team have identified that the Bexley Toolkit has further support high quality teaching. Pupils' barriers to learning are being identified early, quickly and correct support and interventions are

provided. This has also allowed us to monitor the impact and effectiveness of support and interventions through the graduated approach.

Children to have high aspirations and prepare for success for all aspects of their future.

A pastoral mentor provides personalised support and guidance, helping children navigate challenges and build resilience. There are roles for our children to take on board such as learning leaders and playground leaders which foster responsibility, leadership skills and a sense of community. Representing the school in sports instils teamwork and a sense of pride for their school and wanting to succeed. All year 6 pupil premium children attended the weeklong residential exposing the children to new experiences and cultures. We endeavour to ensure all pupil premium pupils attend school trips ensuring funding isn't an obstacle. Together, these opportunities cultivate confidence, ambition and essential life skills, laying a strong foundation for future achievements.

To further develop a strong focus on attendance and punctuality so that all pupils have above average attendance.

Pupils' attendance across the school is currently below the target at 94.1%, with Pupil Premium pupils' attendance even lower at 90.3%. This is largely due to two pupils who are at level three within the LA's attendance framework; one has received a 10-week attendance warning, and the other is scheduled for a similar meeting in September. To address these attendance issues, we conduct welfare calls and door knocks and have even collected pupils to ensure their presence at important events. We adhere to LA regulations for issuing fines to parents when necessary. To further encourage attendance and punctuality, some pupils are on individual reward programs. Despite these challenges, our overall attendance rates remain above average for the area.

To further develop the SEND provision in EYFS and focus on communication and language, specifically developing speaking and phonic acquisition through Little Wandle.

See Little Wandle review above

Reading GLD: 89% (non-pupil premium) 50% achieved GLD which equates to 1 child with PP achieving GLD and 1 child not.

Speaking GLD: 82% (non-pupil premium) 50% achieved GLD which equates to 1 child with PP achieving GLD and 1 child not.