

Pupil premium strategy statement

2024-2025

This statement details our school's use of pupil premium (and recovery premium) 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.

School overview

Detail	Data
School name	Dovers Green School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	28 children – 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicki Starling
Pupil premium lead	Rachel Moxley
Governor / Trustee lead	Brett Hamblin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,679
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£46,679

Part A: Pupil premium strategy plan

Statement of intent

At Dovers Green our objective for all children, including those who are disadvantaged, is rooted in our school vision: 'To help every child to achieve their greatness by making excellent academic, personal, social and emotional progress so that they can thrive in the next stage of their lives. We want our children to leave Dovers Green with happy memories of their time with us and the confidence to pursue their dreams. We aim for our children to leave us as kind, caring, resilient and ambitious people who understand that, 'We are all special and we are all different.' To help every child achieve their greatness, individual needs are identified early and evidence-based interventions are deployed where needed. Our goal is to use the pupil premium funding to close the gap and improve outcomes for our disadvantaged children and to ensure greater equity through:

- High quality teaching
- Providing targeted interventions
- Using a wide range of strategies to overcome barriers to learning

High quality teaching:

Our aim is to:

- Ensure that staff are trained in using high quality adaptive teaching strategies to improve the quality of teaching and learning, particularly in areas of literacy.
- Ensure that all classrooms are fully inclusive, so that all children can flourish in a calm and orderly learning environment.
- Ensure that all staff receive regular high quality phonics training.
- Ensure that all children, including those with dual vulnerabilities, are fully supported based on their individual needs.
- Continue to develop and improve our carefully sequenced and progressive curriculum, with particular attention given to the mixed KS1 curriculum, so that it continues to be broad, balanced, engaging and exciting.

Providing targeted interventions:

Our aim is to:

- Have a good understanding about each individual pupil premium child's barriers to learning and carefully plan targeted interventions to overcome these.
- Offer high impact interventions with a particular focus on language and literacy skills.

Using a wider range of strategies to overcome barriers to learning:

Our aim is to:

- Assess and remove any emotional barriers for our children, so that they can fully access the curriculum and make good rates of progress.
- Engage the pupil premium children in a wider range of activities, to develop their knowledge, understanding and skills in a variety of different areas.
- Improve the levels of parental engagement, so that the children are supported at home and have a higher chance of success.
- Improve the levels of attendance and punctuality for our pupil premium children, so that they are more likely to succeed academically.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Need for accelerated progress and improved attainment in literacy</p> <p>In July 2024, data showed that:</p> <p>Y2 – 53% of Pupil Premium children achieved ARE in Spoken Language, 73% achieved ARE in Reading and 33% achieved ARE in Writing.</p> <p>Y1 – 80% of Pupil Premium children achieved ARE in Spoken Language, 40% achieved ARE in Reading and 50% achieved ARE in Writing.</p> <p>EYFS – 78% of Pupil Premium children achieved the ELG in Speaking, 44% achieved the ELG in Word Reading and 44% achieved the ELG in Writing.</p>
2	<p>Increased number of Pupil Premium children who are also SEND.</p> <p>In 2024-2025, 46% of our Pupil Premium children are also SEND.</p>
3	<p>Poor attendance and punctuality</p> <p>At the end of July 2024, whole school attendance was 93.8%. Attendance for Pupil Premium children was 87.2%.</p>
4	<p>Lack of parental engagement</p> <p>Although progress has been made in the number of Pupil Premium parents attending events and communicating through our Seesaw app, this is still limited.</p>
5	<p>Increased mental health, behaviour needs and emotional needs</p> <p>Our assessments and observations have identified social and emotional issues for many pupils, and some children have under-developed behaviour for learning skills, which will impact on their ability to reach their full potential and therefore their progress academically.</p>

Intended outcomes

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
1. Raised attainment and accelerated progress for all pupil premium children in all areas of literacy.	<p><u>KS1</u>: All non-SEND pupil premium children will meet ARE in spoken language, reading and writing at the end of the school year.</p> <p>All pupil premium children make at least expected progress across the year.</p> <p><u>EYFS</u>: All pupil premium children will meet the expected level in Communication and Language, unless they have an identified speech and language need.</p> <p>All non-SEND pupil premium children will meet the expected level in comprehension, word reading and writing.</p> <p><u>CoIN unit</u>: All pupil premium children in the CoIN unit will meet their personalised targets in all areas of literacy.</p>
2. Raised attainment and accelerated progress for all pupil premium children, who are also SEND, in all areas of literacy.	All pupil premium children with SEND, will meet their personalised ISP targets throughout the year.

	<p>All pupil premium children with SEND will make at least expected progress across the year, from their individual starting points, in all areas of literacy.</p> <p><u>CoIN unit:</u> All pupil premium children in the CoIN unit will meet their personalised targets in all areas of literacy.</p>
3. Improved attendance and punctuality of all pupil premium children.	<p>Attendance of the pupil premium children will improve to be in line with mainstream attendance levels.</p> <p>The attendance of children identified as being persistently absent will improve.</p> <p>The punctuality of children identified as being persistently late will improve.</p>
4. All pupil premium parents are more engaged and involved in all aspects of their child's learning journey.	<p>The attainment and progress for all identified pupil premium children will improve, as a result of increased parental engagement and support from home.</p>
5. Improved emotional and mental health and behaviour for all pupil premium children to enable them to make good progress in learning.	<p>The attainment and progress for all identified pupil premium children, who access support for mental health, emotional needs and behaviour needs will improve.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£13,495**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving Literacy in KS1</p> <p>Regular, planned CPD for teachers and teaching assistants to improve the quality of teaching and support for the children, particularly in areas of Adaptive and Responsive Teaching (PACE model) which will contribute to our improvement in literacy. Training on effective use of scaffolding and the benefits of flexible grouping.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>EEF blog: Assess, adjust, adapt – what does adaptive teaching mean to you?</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</p> <p>A recent paper by Simmers & Massey, 2024- Neuroscience Concepts Supporting Teachers’ Adaptive Expertise’ suggests that effective adaptive teaching is underpinned by an understanding of the brain’s role in learning.</p> <p>https://education.media.uconn.edu/wp-content/uploads/sites/1621/2024/02/Neag-School-of-Education-Journal-Spring-2024-Issue-Update-4.pdf#page=7</p> <p>A research report by McGillicuddy 2021, showed that grouping by ability defines social and academic hierarchies in primary school.</p> <p>EEF blog- Flexible grouping: what is it and why use it?</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-flexible-grouping-what-is-it-and-why-use-it</p>	<p>1, 2</p>
<p>Investment in RWI phonics training and online assessment. Termly RWI phonics training to support reading.</p> <p>Three INSET training days.</p>	<p>Angerilli (1999) demonstrated that explicit phonological process based training and scaffolded instructional support linked to invented spelling strengthen phonemic segmentation ability and letter-sound knowledge, two of the foundational skills and concepts upon which early literacy development is based.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>The EEF states: ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p>Inclusive Classrooms</p> <p>Build on training received last year on establishing inclusive classroom environments.</p> <p>Share good practise and review implementation of</p>	<p>Supporting children with SEND</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>A guide for schools titled ‘Square pegs- Inclusivity, compassion and fitting in.’ Morgan, F & Costello, E. (2023)</p> <p>https://www.crownhouse.co.uk/assets/look-inside/compressed%209781781354100.pdf</p>	<p>1, 2</p>

approach during staff training sessions.	A research report from the University of Birmingham, (August 2018) titled 'Implementing inclusive education: https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf	
SENCO Support – termly ISP meetings to support SEND children, including PP & SEND. Additional support available where needed, including the purchase of resources.	Supporting children with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2
Release of subject leaders to improve the quality of teaching and learning in all subject areas, including SEND provision, so that our curriculum remains broad and balanced, and enables access for all. This includes particular focus on ensuring the new KS1 mixed year 1/2 curriculum is aspirational. Retrieval opportunities to be planned in, to support the children in knowing more, and remembering more.	The EEF highlights the importance of leadership and coaching for improving teaching. Effective subject leaders are instrumental in promoting evidence-based teaching practices. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Supporting children with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send The guidance reports that, 'With explicit teaching and feedback, disadvantaged pupils are more likely to use self-regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2

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

Budgeted cost: £ 17,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium progress meetings – personalised targets and interventions planned	At Dovers Green, the Pupil Premium leader holds termly meetings to discuss each individual pupil premium child. In these meetings, as well as discussing attainment and progress, we think about the whole child with regards to their social and emotional needs, wider family needs, wider curriculum needs and most importantly their individual barriers to learning. Targeted support is planned and implemented for each individual and the impact is measured at each subsequent meeting. The evidence provided for our planned targeted support can be found below.	1, 2, 3, 4, 5,

<p>Small group interventions to support reading and writing:</p> <p><i>Class teacher support in class – guided teaching groups and RWI phonics taught in small targeted groups.</i></p> <p><i>Daily phonics flashcards in the provision</i></p> <p><i>Additional reads</i></p> <p><i>RWI 1:1 Tutoring</i></p> <p><i>Delivery of the Better Reading Partnership (BRP)</i></p> <p><i>ELS – Early Literacy Support</i></p> <p><i>Fine Motor Support</i></p> <p><i>Nessy intervention</i></p> <p><i>ISP support</i></p> <p><i>Sentence Writing Groups</i></p>	<p>The EEF teaching and learning toolkit shows that the effectiveness for reading comprehension strategies is +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>In 2022, the EEF published an independent evaluation of Read, Write, Inc. Phonics. The evaluators found some evidence that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme. https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</p> <p>Teaching assistants can provide a large positive impact on learner outcomes. Positive effects have been found where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period of time, and linking to classroom teaching: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2</p>
<p>Purchase of additional RWI resources to support phonics and reading, where needed.</p>	<p>The EEF states: ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p>Pre-teaching of key vocabulary to pupil premium children (Word Time).</p>	<p>Children from disadvantaged backgrounds often have less exposure to rich language environments in their early years compared to their more advantaged peers. Pre-teaching vocabulary not only aids in the development of language skills but also enhances cognitive, social and emotional growth.</p> <p>EEF Developing vocabulary in early years education:- https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education</p> <p>Use of imprint to assign symbols to vocabulary as it has been shown that some children learn better when supported with visual pictures. https://www.naplic.org.uk/resource/pre-teaching-vocabulary/</p>	

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

Budgeted cost: £15,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly pastoral care meetings to discuss and act upon any concerns regarding individual children	At Dovers Green, we hold weekly care meetings, where any concerns about individual children are discussed. This includes safeguarding, home circumstances, attendance, punctuality and any behaviour concerns. During these meetings, children may be identified for the wider strategies as evidenced below.	3, 4, 5
Drawing and Talking and ELSA interventions for children who are finding it challenging to access the curriculum, due to social, emotional and/ or behavioural needs.	<p>Social and emotional learning has a moderate evidence base. Targeted approaches are typically higher than universal approaches but effective implementation is likely to require a combination of the two. The research from the EEF states that: 'children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>EEF Teaching and learning toolkit: Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>Impact of ELSA</p> <p>DofE Mental health and behaviour in schools 2018</p> <p>https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf</p> <p>https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801</p>	5
<p>SDP focus this academic year.</p> <p>SLT training on the six principles of nurture so that every child has a sense of belonging and receives individualised support to foster their emotional and academic growth.</p> <p>Boxall Profile training to identify SEMH needs for identified pupil premium children.</p> <p>SLT to provide training to staff on establishing a whole school nurture approach.</p> <p>Young carers group to be set up to support these children.</p>	<p>Nurture UK report that 43% of children with high levels of social, emotional and behavioural difficulties do not access any form of wellbeing or mental health support – either at school or outside.</p> <p>https://www.nurtureuk.org/category/research/</p> <p>https://www.nurtureuk.org/wp-content/uploads/2022/10/Nurtureuk_IJNE_Volume8_2022.pdf</p>	5

<p>Employment of Home School Link Worker for one morning per week, to support families with their individual circumstances or challenges.</p>	<p>Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4, 5</p>
<p>Continued focus on developing our whole school Relational Approach. Training to all staff on the use of Affective Communication as a preventative restorative strategy. The TA growth enquiry question this year is focused on this strategy.</p>	<p>SLT training provided by Mark Finnis. He explains why Affective Communication is an important preventative restorative approach. https://www.independentthinkingpress.com/books/teachingskills/independent-thinking-on-restorative-practice/ https://www.youtube.com/watch?v=IZLoTsN_sSA</p> <p>Affective Statements https://www.joebrummer.com/2015/04/24/making-affective-statements-more-effective-in-restorative-practices/ https://proceduresonline.com/trixcms2/media/11854/restorative-practice-handbook-3.pdf</p> <p>Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Self-Regulation Strategies https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<p>5</p>
<p>Curriculum enrichment opportunities: All pupil premium children offered one funded place in external extra-curricular clubs each term. Pupil premium children engaged in positions of responsibility, such as monitors.</p>	<p>Life skills and enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3, 4, 5</p>
<p>Targeted financial support to ensure that children don't miss opportunities such as Cool Milk provision, swimming lessons and school trips.</p>	<p>Life skills and enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Aspiration interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>3, 4, 5</p>
<p>Supporting parental engagement Ensure all parents attend parent consultations, as well as opportunities to participate in school activities where they can, such as curriculum</p>	<p>Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1674207399</p>	<p>1, 2, 3, 4, 5,</p>

<p>evenings and Forest School parent sessions. Teachers to make every effort to encourage participation.</p>		
<p>Home learning Use of Seesaw to engage parents with home learning tasks. Teachers to monitor and support parents of pupil premium children, using Seesaw. Teachers to ensure that parents have the resources that they need to complete the home learning.</p>	<p>Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1674207399 Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2, 3, 4, 5</p>
<p>Use of Home School Link Worker to specifically target the attendance and punctuality of the pupil premium children. Targeted financial support to be offered to improve attendance. Children to be funded to attend before and/or after school clubs, if it helps to improve their attendance.</p>	<p>The Education Hub (gov.uk), (May 2023) states that: 'Being in school is important to a child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.'</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance#:~:text=Ways%20to%20communicate%20with%20parents%20and%20carers,data%20specific%20to%20them%20rather%20than%20generalising</p>	<p>1, 2, 3, 4, 5,</p>

Total budgeted cost: £46, 679

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Impact – Attainment and Progress:

Year Two:

Steps Attainment Summary

Pupil Premium (15 pupils)

Subject	Number of Pupils (%) assessed in each Step as at Year 2 Summer 2									
	1b+	1w	1w+	1s	2b	2b+	2w	2w+	2s	2s+
Spoken Language	1 (6.7%)		1 (6.7%)			1 (6.7%)	4 (26.7%)	3 (20.0%)	5 (33.3%)	
Reading				1 (6.7%)	1 (6.7%)	1 (6.7%)	1 (6.7%)	3 (20.0%)	5 (33.3%)	3 (20.0%)
Writing		1 (6.7%)	1 (6.7%)	3 (20.0%)	2 (13.3%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	2 (13.3%)	1 (6.7%)
Mathematics			1 (6.7%)		1 (6.7%)	1 (6.7%)	2 (13.3%)	3 (20.0%)	6 (40.0%)	1 (6.7%)

Steps Attainment Summary

FOXES' 'RABBITS' 'SQUIRRELS' - 'Year 2 2023-2024 PP not SEN' (6 pupils)

Subject	Number of Pupils (%) assessed in each Step as at Year 2 Summer 2					
	1w+	2b+	2w	2w+	2s	2s+
Spoken Language				2 (33.3%)	4 (66.7%)	
Reading			1 (16.7%)		3 (50.0%)	2 (33.3%)
Writing	1 (16.7%)	1 (16.7%)		2 (33.3%)	1 (16.7%)	1 (16.7%)
Mathematics			1 (16.7%)	1 (16.7%)	3 (50.0%)	1 (16.7%)

Progress Breakdown

Pupil Premium (15 pupils)

All Pupils (15 pupils)	Spoken Language	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	7 (46.7%)	13 (86.7%)	6 (40.0%)	7 (46.7%)	8.3 (55.0%)
Progressed by 5 steps	6 (40.0%)	0 (0%)	4 (26.7%)	5 (33.3%)	3.8 (25.0%)
Progressed by 4 steps	1 (6.7%)	1 (6.7%)	1 (6.7%)	2 (13.3%)	1.3 (8.3%)
Progressed by 3 steps	0 (0%)	0 (0%)	1 (6.7%)	0 (0%)	0.3 (1.7%)
Progressed by 2 steps	0 (0%)	1 (6.7%)	2 (13.3%)	1 (6.7%)	1.0 (6.7%)
Progressed by 1 step	0 (0%)	0 (0%)	1 (6.7%)	0 (0%)	0.3 (1.7%)
No steps progress	1 (6.7%)	0 (0%)	0 (0%)	0 (0%)	0.3 (1.7%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Diminishing Differences – Year 2

Diminishing Differences Report

1 All Pupils (93 pupils)

93 pupils		Missing Assessment	On Track or Higher	
Spoken Language	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	15 (16.1%)	0 (0%)	53.3%	53.3%
Not Pupil Premium	78 (83.9%)	3 (3.8%)	78.7%	94.7%
Difference (change in difference):			25.4	41.4 (16.0)

93 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	15 (16.1%)	0 (0%)	33.3%	73.3%
Not Pupil Premium	78 (83.9%)	2 (2.6%)	60.5%	86.8%
Difference (change in difference):			27.2	13.5 (-13.7)

93 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	15 (16.1%)	0 (0%)	26.7%	33.3%
Not Pupil Premium	78 (83.9%)	2 (2.6%)	68.4%	77.6%
Difference (change in difference):			41.7	44.3 (2.6)

93 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	15 (16.1%)	0 (0%)	40.0%	66.7%
Not Pupil Premium	78 (83.9%)	3 (3.8%)	78.7%	88.0%
Difference (change in difference):			38.7	21.3 (-17.4)

Year Two Summary:

	All Pupil Premium	PP NOT SEND	Expected Progress (6 steps or more)
Spoken Language	53%	100%	47%
Reading	73%	83%	87%
Writing	33%	67%	40%
Maths	67%	83%	47%

- The above data includes one child from the CoIN.
- In this cohort, 60% of the pupil premium children had special needs.
- The year 2 PP children performed exceptionally well in reading- 73% of PP children (83% PP not SEND) achieved expected or above in Reading.
- 53% of PP children (100% PP not SEND) achieved expected or above in Spoken Language, 33% of PP children (67% PP not SEND) achieved expected or above in Writing and 67% of PP children (83% PP not SEND) achieved expected or above in Maths.
- 47% made 6 or more steps of progress in Spoken Language, 87% made 6 or more steps in Reading and 40% made 6 or more steps of progress in Writing and 47% made 6 or more steps of progress in Maths.
- When comparing PP children to non-PP children, the gap in attainment narrowed for reading and maths but widened for spoken language and writing.

Year One:

Steps Attainment Summary
 HEDGEHOGS' 'OTTERS' 'OWLS' - Pupil Premium (10 pupils)

Subject	Number of Pupils (%) assessed in each Step as at Year 1 Summer 2					
	1b	1b+	1w	1w+	1s	1s+
Spoken Language		1 (10.0%)	1 (10.0%)	3 (30.0%)	4 (40.0%)	1 (10.0%)
Reading	1 (10.0%)	1 (10.0%)	4 (40.0%)	1 (10.0%)	1 (10.0%)	2 (20.0%)
Writing	1 (10.0%)	1 (10.0%)	3 (30.0%)	2 (20.0%)	3 (30.0%)	
Mathematics			3 (30.0%)	3 (30.0%)	3 (30.0%)	1 (10.0%)

Steps Attainment Summary
 'HEDGEHOGS' 'OTTERS' 'OWLS' - 'Year 1 Pupil Premium not SEN' (6 pupils)

Subject	Number of Pupils (%) assessed in each Step as at Year 1 Summer 2					
	1b	1b+	1w	1w+	1s	1s+
Spoken Language				3 (50.0%)	2 (33.3%)	1 (16.7%)
Reading	1 (16.7%)	1 (16.7%)	1 (16.7%)	1 (16.7%)	1 (16.7%)	1 (16.7%)
Writing	1 (16.7%)		2 (33.3%)	1 (16.7%)	2 (33.3%)	
Mathematics			1 (16.7%)	2 (33.3%)	3 (50.0%)	

Progress Breakdown
 'HEDGEHOGS' 'OTTERS' 'OWLS' - Pupil Premium (10 pupils)

All Pupils (10 pupils)	Spoken Language	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	10 (100%)	10 (100%)	10 (100%)	10 (100%)	10.0 (100%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Diminishing Differences – Year One

Diminishing Differences Report

All Pupils (84 pupils)

84 pupils		Missing Assessment		On Track or Higher	
Spoken Language	No. (%)	No. (%)		Aut1 23-24	Sum2 23-24
Pupil Premium	10 (11.9%)	10 (100%)		0%	0%
Not Pupil Premium	74 (88.1%)	74 (100%)		0%	0%
Difference (change in difference):				0.0	0.0 (0.0)

84 pupils		Missing Assessment		On Track or Higher	
Reading	No. (%)	No. (%)		Aut1 23-24	Sum2 23-24
Pupil Premium	10 (11.9%)	1 (10.0%)		55.6%	44.4%
Not Pupil Premium	74 (88.1%)	11 (14.9%)		84.1%	82.5%
Difference (change in difference):				28.5	38.1 (9.6)

84 pupils		Missing Assessment		On Track or Higher	
Writing	No. (%)	No. (%)		Aut1 23-24	Sum2 23-24
Pupil Premium	10 (11.9%)	1 (10.0%)		44.4%	55.6%
Not Pupil Premium	74 (88.1%)	11 (14.9%)		81.0%	77.8%
Difference (change in difference):				36.6	22.2 (-14.4)

84 pupils		Missing Assessment		On Track or Higher	
Mathematics	No. (%)	No. (%)		Aut1 23-24	Sum2 23-24
Pupil Premium	10 (11.9%)	1 (10.0%)		66.7%	66.7%
Not Pupil Premium	74 (88.1%)	11 (14.9%)		84.1%	82.5%
Difference (change in difference):				17.4	15.8 (-1.6)

Year One Summary

	All Pupil Premium	PP NOT SEND	Expected Progress (6 steps or more)
Spoken Language	80%	100%	/
Reading	40%	50%	60%
Writing	50%	50%	50%
Maths	70%	83%	70%

- In this cohort, 40% of the pupil premium children had special needs.
- 80% of PP children (100% PP not SEND) achieved expected or above in Spoken Language, 40% of PP children (50% PP not SEND) achieved expected or above in Reading, 50% of PP children (50% PP not SEND) achieved expected or above in Writing and 70% of PP children (83% PP not SEND) achieved expected or above in Maths.
- 60% made 6 or more steps in Reading, 50% made 6 or more steps of progress in Writing and 70% made 6 or more steps of progress in Maths.
- When comparing PP children to non-PP children, the gap in attainment narrowed for writing and maths but widened for reading.

Reception:

End of Reception ELG Report

Y1 - Pupil Premium (9 pupils)

Aspect	Emerging	Expected
Listening, Attention and Understanding	4 (44.4%)	5 (55.6%)
Speaking	2 (22.2%)	7 (77.8%)
Comprehension	3 (33.3%)	6 (66.7%)
Word Reading	5 (55.6%)	4 (44.4%)
Writing	5 (55.6%)	4 (44.4%)
Number	5 (55.6%)	4 (44.4%)
Numerical Patterns	3 (33.3%)	6 (66.7%)
Average:	3.9 (42.9%)	5.1 (57.1%)
Expected in all displayed Aspects:		3 (33.3%)

End of Reception ELG Report

Y1 - 'EYFS PP not SEN 2023-2024' (3 pupils)

Aspect	Emerging	Expected
Listening, Attention and Understanding	1 (33.3%)	2 (66.7%)
Speaking		3 (100%)
Comprehension		3 (100%)
Word Reading	1 (33.3%)	2 (66.7%)
Writing	1 (33.3%)	2 (66.7%)
Number	1 (33.3%)	2 (66.7%)
Numerical Patterns	1 (33.3%)	2 (66.7%)
Average:	0.7 (23.8%)	2.3 (76.2%)
Expected in all displayed Aspects:	2 (66.7%)	

Diminishing Differences - Reception

Diminishing Differences Report

Y1 - All Pupils (83 pupils)

83 pupils		Missing Assessment	On Track or Higher	
Listening, Attention and Understanding	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	9 (10.8%)	1 (11.1%)	25.0%	62.5%
Not Pupil Premium	74 (89.2%)	7 (9.5%)	67.2%	82.1%
Difference (change in difference):			42.2	19.6 (-22.6)
83 pupils		Missing Assessment	On Track or Higher	
Speaking	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	9 (10.8%)	1 (11.1%)	50.0%	75.0%
Not Pupil Premium	74 (89.2%)	7 (9.5%)	70.1%	83.6%
Difference (change in difference):			20.1	8.6 (-11.5)
83 pupils		Missing Assessment	On Track or Higher	
Comprehension	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	9 (10.8%)	1 (11.1%)	37.5%	62.5%
Not Pupil Premium	74 (89.2%)	7 (9.5%)	68.7%	88.1%
Difference (change in difference):			31.2	25.6 (-5.6)
83 pupils		Missing Assessment	On Track or Higher	
Word Reading	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	9 (10.8%)	1 (11.1%)	50.0%	50.0%
Not Pupil Premium	74 (89.2%)	6 (8.1%)	51.5%	82.4%
Difference (change in difference):			1.5	32.4 (30.9)
83 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	9 (10.8%)	1 (11.1%)	25.0%	50.0%
Not Pupil Premium	74 (89.2%)	6 (8.1%)	51.5%	77.9%
Difference (change in difference):			26.5	27.9 (1.4)
83 pupils		Missing Assessment	On Track or Higher	
Number	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	9 (10.8%)	1 (11.1%)	62.5%	62.5%
Not Pupil Premium	74 (89.2%)	6 (8.1%)	66.2%	80.9%
Difference (change in difference):			3.7	18.4 (14.7)
83 pupils		Missing Assessment	On Track or Higher	
Numerical Patterns	No. (%)	No. (%)	Aut1 23-24	Sum2 23-24
Pupil Premium	9 (10.8%)	1 (11.1%)	50.0%	75.0%
Not Pupil Premium	74 (89.2%)	7 (9.5%)	62.7%	86.6%
Difference (change in difference):			12.7	11.6 (-1.1)

Reception Summary:

- The gap in attainment between PP and non-PP children narrowed in the areas of Word Reading, Listening, Attention and Understanding, Speaking, Comprehension and Numerical Pattern. The gap increased for Word Reading, Writing and Maths but this is because the % of non-PP children increased throughout the year rather than the % of PP children decreasing.
- Four of the PP children who did not achieve expected has poor attendance and significant SEND needs.

Attendance:

The attendance of the pupil premium children was 87.2 % and the attendance for the whole school was 93.8%

Any concerns about attendance are highlighted to SLT during our weekly care meeting and attendance is monitored weekly by the Head teacher who contacts parents directly if attendance is a concern.