

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 **2022 to 2023 academic year**.

Intent: Improved oral language skills and vocabulary among disadvantaged pupils

Impact: Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Teachers report that with increased cultural capital, they are seeing an improvement in the vocabulary of PP children in their class. EYFS have had SALT intervention (Tiny Talkers) to improve language and listening skills when entering school with positive impact.

Intent: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Impact: As a school we are finding that mental health and well-being is still a huge priority post-COVID and school closure. This year we have had a full timetable of ELSA sessions for both PP and non-PP pupils. We have identified that there is an increased number of (particularly girls) in KS2 that are struggling with mental health and wellbeing and this was effecting their attainment and progress. At the end of this academic year the school are going through a restructure of classes and staff, with ELSA trained staff moving away from their role. Our PP funding next year will partly fund further ELSA staff training so that we can ensure that we continue to provide this vital service. There will also be a mental health and well-being lead to provide more targeted support in this area (CPD partially funded by PP grant). We feel that this is a huge area of focus for next year for all pupils.

Intent: Increased proportion of PP pupils reach ARE in R, W, M and school meet national average for PSC (Y1) and MTC (Y4)

Impact: 37.5% of PP pupils reached ARE in R,W,M combined by SUM2 2023, which is a substantial improvement on 14.3% combined ARE for PP children last year. Alongside this, 50% of these pupils have made expected or accelerated progress (a considerable improvement from 16.6% last year) with a further 37.5% being 1 progress point away. Cuckney performed in the top 5% of schools nationally in the Y1 PSC meaning that high quality phonics teaching has continued to benefit all.

Intent: PP children with SEND make expected progress in R, W, M.

Impact: A high proportion of our PP children have SEND, with some requiring significant 1:1 support. Out of these children, 25% have made accelerated progress in R,W,M combined, with a further 50% only one progress point away from expected. Only 1 PP SEND child has made less than expected progress combined (however, this child has made expected progress in

maths alone). These children are all closing the gap in all areas, with all making improved progress from last year. 50% of these children have AFN funding and 1:1 support.

Intent: All disadvantaged pupils to be given the skills to access the main and wider curriculum, ensuring their pastoral needs are met alongside enrichment activities to build the same cultural capital as their non-disadvantaged peers.

Impact: Disadvantaged pupils have all had equitable access to the curriculum and for some pupils, this has meant additional enrichment support. Disadvantaged pupils feel valued and have a voice to communicate what they need (pupil voice). Some PP children access after school club and breakfast club (wrap around care). School will continue to review the wider curriculum offer regularly to ensure that PP children have opportunities within their interests. School staff have a good understanding of their disadvantaged pupils in their context.

Intent: For all disadvantaged pupils to attend school regularly and on time.

Impact: We have continued to see a falling trend in attendance of PP children (97.04% → 94.1% → 93.2%, despite whole school attendance improving. 36.4% had an attendance above 96%. For the next academic year, our new office manager will be taking on the role of improving school attendance and is already planning new initiatives to improve whole school attendance further, with a focus on those individuals below 96% (including PP). PP lead will be tracking attendance of PP children on a more regular, half-termly basis, alongside the attendance officer until a considerable improvement is noted.

Intent: School staff have a better awareness of early childhood trauma and the effects of this within the school context.

Impact: Dedicated training for TA's working with children directly affected by childhood trauma has led to better understanding of approaches and allowed them to make adaptations to their practice to enable these children to "feel safe so they can flourish". Some TA's have accessed additional CPD upon request to further their knowledge of specific aspects of early childhood trauma. This has resulted in specific children showing improved academic performance, attitudes, behaviour and relationships with peers. Some teaching staff have not accessed this training within this academic year, and this will be followed up on next year as a view to better understand ALL pupil (despite may be not being directly relevant to their current cohort).

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
Dyslexia Gold	Dyslexia Gold

Accelerated Reader	Renaissance
Google Classroom	Google/ Whizz Kids
Jigsaw PSHE	Jan Lever Group
ELSA	
Forest School	