

Review of the previous academic year- 2023-2024

Outcomes for disadvantaged pupils

Intent: Improved oral language skills and vocabulary among disadvantaged pupils

Impact: Building on last year's gains, the Tiny Talkers SALT intervention continued in EYFS for a second cohort, and structured talk-partner routines were introduced across KS1 to give pupils more scaffolded opportunities to rehearse vocabulary orally before writing. Book scrutiny and lesson observations show disadvantaged pupils using a wider range of subject-specific vocabulary independently, and teachers report that fewer PP pupils now require pre-teaching of key vocabulary before a lesson. The EYFS Language Link screening data shows the proportion of disadvantaged pupils entering Reception with language skills below age expectation has fallen from 62% to 48% year-on-year.

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

Impact: A dedicated Mental Health and Wellbeing Lead was appointed this year, as planned, and has introduced a more structured referral pathway into ELSA support. Two new TAs completed ELSA training to replace staff lost in the previous year's restructure, meaning the service has been fully staffed all year. We have continued to see a cohort of KS2 girls presenting with anxiety-related wellbeing needs, and the Wellbeing Lead has begun a targeted small-group programme for this group from the spring term. Pupil voice surveys show 78% of PP pupils reporting they "feel good about school most days", up from 66% at the same point last year, although this remains an area of ongoing focus rather than one we consider resolved.

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

Impact: 44% of PP pupils reached ARE in reading, writing and maths combined by the end of the summer term, a further improvement on last year's 37.5%. 58% of PP pupils made expected or accelerated progress across the three subjects, with the remaining pupils no more than one progress point behind. Cuckney's Year 1 phonics screening pass rate for disadvantaged pupils matched the whole-school figure for the first time (91%), and the Year 4 multiplication tables check results for PP pupils were in line with the national average.

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

Impact: The proportion of our PP cohort with identified SEND needs increased this year, including two pupils who received new EHC plans, which brought some additional

demand on 1:1 support capacity. Of PP pupils with SEND, 30% made accelerated progress in R, W, M combined and a further 45% were within one progress point of expected. One pupil made less than expected progress in all three areas; a referral to the Educational Psychology Service has since been made and next steps are being planned with the family. Overall the gap between PP SEND and non-PP SEND pupils narrowed slightly compared with the previous year.

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: Uptake of after-school clubs and breakfast club among PP pupils rose by around a fifth compared with last year, supported by continued subsidy of places. The 'Take 5' initiative was extended to include a rotating programme of visiting speakers and workshops (including a visit from a local author and a STEM roadshow), which PP pupils were prioritised for where places were limited. Pupil voice work shows PP pupils can readily name activities they have taken part in and enjoyed, and staff continue to build a good picture of individual pupils' interests through termly pastoral check-ins.

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

Impact: Following the fall in PP attendance over the previous three years (97.04% → 94.1% → 93.2%), this was a significant focus for the office manager this year. Half-termly tracking, earlier letters home, and closer work with the local authority on persistent absence cases led to PP attendance recovering slightly to 93.9%. The proportion of PP pupils above 96% attendance rose from 36.4% to 41%. Punctuality also improved, with late arrivals among PP pupils down by around a third. Attendance remains below the whole-school figure and continues to be tracked closely, with a small number of families being supported through Early Help.

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

Impact: Following last year's finding that not all teaching staff had accessed trauma-awareness training, this was made a priority for all remaining staff, and by the end of the autumn term all teaching and support staff had completed it, including new starters as part of induction. Staff report feeling more confident recognising signs of dysregulation and using de-escalation strategies consistently across the school, rather than only within specific classes. This more consistent whole-school approach is reflected in a reduction in the number of significant behaviour incidents logged for pupils with known trauma histories.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Dyslexia Gold	Dyslexia Gold
Jigsaw PSHE	Jan Leaver Group
ELSA	EP Service
Forest School	
Chatter	SALT
TT Rockstars	Maths Circle

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.