

Pupil premium strategy statement

This statement details our school's use of pupil 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

Details as at December 2024	Data
School name	Barwell C of E Academy
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was first published	December 16 th 2021
Date this statement's final review	December 16 th 2024
Statement authorised by	Miss V Newman
Pupil premium lead	Mrs L Stewart
Governor / Trustee lead	Mrs M Spence

Funding overview

Detail for academic year 2023 - 2024	Amount
Pupil premium funding allocation this academic year	£98,425
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

We want our children who are disadvantaged to achieve exceptionally well by having high expectations of them and being ambitious for what they can achieve. We will do this by being meticulous about identifying their needs and responding to data. We will use research intelligently to be informed on the best practices. We have a holistic approach to supporting children's achievement, both the needs of the children and the family are paramount. **We are unrelenting in our drive to ensure every Pupil Premium child reaches age related expectations or above, by the end of Key Stage 2.** We provide a wide, rich set of experiences, alongside an ambitious, well thought out curriculum that enables children to lead fulfilling lives and be prepared for their transition to Key Stage 3.

Challenges

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

Challenge number	Detail of challenge
	Large proportion of our school is made up of white working class which leads to:
1	Low expectations (families and children)
2	Low prior attainment (problems with infant and junior transfer)
3	Attendance
4	Social, emotional and mental health (families and children)
5	A lack of cultural capital (vocabulary gap, knowledge gap, wider first hand experiences, lack of a home reading culture)

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
To eradicate the gap between our disadvantaged children and non-disadvantaged children nationally.	Above average progress for disadvantaged children Attainment at least in line with national.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£25,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Costings
Personal professional growth for teachers Research project driven Achieved	EEF Guide to The Pupil Premium states in its key principles that; <ul style="list-style-type: none"> • 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' The first principle to The Tiered Approach is; <ul style="list-style-type: none"> • Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. EEF Effective Development Guidance report states; High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	2	Completed Sept 2022
Teach Like A Champion CPD and active research Achieved	Doug Lemov and Uncommon Schools organisation conducted basic analysis of state test scores that controlled for poverty and identified 'positive outliers'. TLC has 'proven techniques that enabled 100% of pupils to attain'.	1 and 2	Completed Sept 2022

<p>Links with Leicester and Leicestershire teaching hub and TELA for professional development of teachers</p> <p>Achieved and ongoing...</p>	<p>EEF Guide to The Pupil Premium states in its key principles that; 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>EEF Effective Development Guidance report states; High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1 and 2</p>	<p>Continues but no spend from PP for 2022 – 2023 or 2023-2024</p>
<p>Link with Heath Lane Academy – subject leadership development</p> <p>Achieved</p>	<p>EEF Guide to The Pupil Premium states in its key principles that; 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>EEF Effective Development Guidance report states; High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1 and 2</p>	<p>No PP spend planned in this area for 2022 – 2023 or 2023-2024</p>
<p>Curriculum development</p> <p>Achieved and ongoing...</p>	<p>OFSTED School Inspection Handbook</p> <p>OFSTED acknowledge that 'the way a school's curriculum is developed or adopted by the school and is taught and assessed in order to support pupils to build their knowledge as skills' along with its 'outcomes that the pupils achieve as a result of this education' will be monitored and judged in accordance with their guidance to help to support their judgment around the quality of education that school is providing.</p>	<p>1, 2 and 5</p>	<p>To continue 2023 - 2024 <u>2023 – 2024</u> <u>£900 for HLTA cover</u></p>

	<p>OFSTED School inspection Handbook cite the following as effective education indicators;</p> <ul style="list-style-type: none"> • ‘The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life, it can powerfully address social disadvantage.’ • ‘The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.’ • ‘There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.’ 		
<p>Pupil personal development -opportunities to develop talents and interests and wider experiences. (Explorer Time)</p> <p>Achieved and ongoing</p>	<p>OFSTED School Inspection Handbook cites the need for ‘schools equipping pupils with the knowledge and cultural capital they need to succeed in life.’ They state ‘it is the essential knowledge that pupils need to be educated citizens.’</p>	5	<p>To continue 2023 - 2024</p> <p><u>2023 –2024</u></p> <p>Project takes 7 x LSAs= <u>£22,500</u></p>
<p>Purchasing of additional curriculum novels to enable 1 book per pupil</p> <p>Achieved</p>	<p>School observations have shown that our disadvantaged children are generally passive learners and when sharing books, they tend to leave the work to their non-disadvantaged partner, thus getting limited impact from taught reading comprehension strategies.</p> <p>EEF Reading Comprehension Strategies Study outcomes states;</p>	5	<p>Completed Sept ‘23</p> <p><u>No spend 2023-2024</u></p>

	<ul style="list-style-type: none">• Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.• 6+ months progress has been found in Primary aged children• Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.• Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. (However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.)		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Basic skills intervention for English and Maths using Direct Instruction</p> <p>Achieved</p>	<p>Direct Instruction Project Follow Through carried out in 1966 in USA and aimed to determine the most effective instructional approaches for disadvantaged and at risk children. This found that;</p> <ul style="list-style-type: none"> • Direct Instruction approaches produced the best results of any instructional approach and that students who received Direct Instruction had significantly higher academic achievement than any other program. Research by John Hattie also supports this. • He found that for Direct Instruction, across 304 studies including over 42,000 children, the effect size was <u>0.82</u> which was significantly greater than any other curriculum studied, and greater than almost any other technique. 	<p>1 and 2</p>	<p>Completed 2022 - 2023 No spend 2023 - 2024</p>
<p>NEW FOR 2022 - 2023</p> <p>Quality Assurance – subject leaders + SLT to monitor and support to identify and act on areas for development in each subject</p> <p>Achieved and ongoing</p>	<p>OFSTED School Inspection Handbook</p> <p>OFSTED acknowledge that ‘the way a school’s curriculum is developed or adopted by the school and is taught and assessed in order to support pupils to build their knowledge as skills’ along with its ‘outcomes that the pupils achieve as a result of this education’ will be monitored and judged in accordance with their guidance to help to support their judgment around the quality of education that school is providing.</p> <p>OFSTED School inspection Handbook cite the following as effective education indicators;</p> <ul style="list-style-type: none"> • ‘The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and 	<p>1, 2 and 5</p>	<p>To continue 2023 - 2024 HLTA cover Teacher time £2510</p>

	<p>experiences of later life, it can powerfully address social disadvantage.'</p> <ul style="list-style-type: none"> • 'The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.' • 'There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.' 		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Costings
<p>An experienced teacher in Y6 for in school tutoring and structured interventions for 8 weeks</p> <p>Achieved</p>	<p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> • Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. • Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or</p>	1 and 2	<p>This is now completed and videos can be reused at no cost.</p> <p>No PP spend planned for 2022 – 2023 or 2023 2024</p>

	<p>those falling behind, both one-to-one:</p> <p>EEF One to one tuition and Small group tuition studies EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>		
<p>LSA tutoring for two terms</p> <p>Achieved</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF One to one tuition States;</p> <ul style="list-style-type: none"> • Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. • On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <p>EEF Small Group Tuition States;</p> <ul style="list-style-type: none"> • Small group tuition has an average impact of four months' additional progress over the course of a year • Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy • 	1 and 2	<p>Completed</p> <p>No spend 2023 - 2024</p>

<p>1:1 Reading</p> <p>Achieved and ongoing</p>	<p>EEF One to One tuition States;</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	<p>1 and 2</p>	<p>To continue 2023 - 2024 <u>1 x LSA, £13,000</u></p>
<p>Individualised spelling programme</p> <p>Achieved</p>	<p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. 	<p>1 and 2</p>	<p>To continue 2022 – 2023 at no cost from PP fund.</p>
<p>1:1 reading training for LSAs</p> <p>Achieved</p>	<p>EEF Small group tuition States;</p> <ul style="list-style-type: none"> Providing training to the staff that deliver small group support is likely to increase impact. <p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained 	<p>1 and 2</p>	<p>No PP spend for 2022 – 2023 or 2023 2024</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £68,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>To employ a Family Link Worker to improve attendance</p> <p>Achieved and ongoing</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3	<p>To continue 2023 – 2024 <u>2023 - 2024</u> 20% of salary</p>
<p>To employ a Family link Worker to strategically plan how to support families and raise expectations</p> <p>Achieved and ongoing</p>	<p>Parental engagement studies from EEF show +4 months progress. There are also higher impacts for pupils with low prior attainment. It also states that “It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p>	1 and 4	<p>To continue 2023-2024 <u>2023-2024</u> 40% of salary</p>
<p>To employ a Wellness Champion to support SEMH (SEL) and families</p> <p>Achieved and ongoing</p>	<p>EEF Social and Emotional Learning;</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <ul style="list-style-type: none"> • Social and emotional learning approaches have a positive impact, 	1 and 4	<p>To continue 2023-2024 <u>2023 - 2024</u> 50% of salary</p>

	<p>on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <ul style="list-style-type: none"> Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. 		
<p>To have a strategic lead for all vulnerable groups</p> <p>Achieved and ongoing</p>	<p>EEF reports/toolkit Most strategy/interventions researched by EEF mention the need to carefully monitor and evaluate in order for tuition/strategies/interventions to prove successful and have the biggest impact. A strategic lead is necessary in order for the Tiered Approach to Pupil Premium to be successful.</p>	<p>1, 2, 3, 4 and 5</p>	<p>To continue 2023 - 2024 <u>2023 - 2024</u> 20% of salary</p>
<p>To financially support disadvantaged</p>	<p>OFSTED School Inspection Handbook sites the need for</p>	<p>5</p>	<p>To continue 2023 - 2024 <u>2023 - 2024</u> £400 swimming</p>

<p>children to attend clubs, trips, residential, music lessons, swimming lessons etc</p> <p>Achieved and ongoing</p>	<p>'schools equipping pupils with the knowledge and cultural capital they need to succeed in life.' They state 'it is the essential knowledge that pupils need to be educated citizens.'</p>		<p>£5,000 trips and residentials £600 sport clubs £500 music tuition Total = £6500</p>
<p>To provide financial support for uniform</p> <p>Achieved and ongoing</p>	<p>EEF School Uniform</p> <p>Although there is no research that suggests that wearing a uniform directly impacts on attainment the EEF toolkit states;</p> <ul style="list-style-type: none"> • Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline • If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform 	1	<p>To continue 2023 - 2024 <u>£800</u></p>

Total budgeted cost: £107.710

Total spend 23 - 24: £107.705

Part B: Review of Dec 21 to Dec 24 Strategy

When looking for impact on our intended outcomes of the implementation of our strategy, it can be difficult to separate what is impact due to the strategy spending specifically, compared to what other factors may have contributed to this impact. Each challenge has been reviewed based on a variety of evidence.

Challenge 1 Low expectations (families and children)

This focus permeated decisions made when writing or updating key policies (Eg behaviour policy), planning activities (Eg live performances, visitors, coffee mornings, Explorer Lunchtimes, Bookworms), use of chosen scripted language, staff development, encouragement and spending on music lessons, trips and residential. Every disadvantaged child who did not have access to a laptop was provided one free of charge.

Parental engagement increased significantly over the 3 year period through the targeted events ran. During 2023 - 2024 only 5 families out of the entire school did not engage with any activity. Pupil voice and parent voice across the 3 years has seen a gradual improvement in future aspirations and children are becoming more aware of what they can achieve and what their future prospects may hold. This is something we continue to develop as annually cohorts join and leave.

Challenge 2 Low prior attainment (infant and junior transfer)

Continuing to foster links with our infant school has had a limited impact on the standards of children when they enter our school. Our internal assessments are generally lower after the summer holiday than KS1 data. As such, quality first teaching has been the biggest focus during the 3 year strategy to raise attainment for all children and specifically our disadvantaged children. Staff training has had a focus around Teach Like A Champion techniques and professional coaching has also been utilised to develop teaching. We have also ensured that we offer a full curriculum for our SEND and disadvantaged children.

Progress results are key to us measuring our impact as a school and for both 2022 and 2023 the SATs data shows that we make excellent progress, specifically with our disadvantaged children.

In 2022 our disadvantaged children made more progress than national disadvantaged in all subjects and more progress than national non disadvantaged in writing, it was similar progress in maths to non disadvantaged nationally.

In 2023 our disadvantaged children made more progress in all subjects than national disadvantaged children. In 2023 they also made more progress in reading and writing than non-disadvantaged children nationally. Internal data analysis for 2024 shows that this has continued.

Challenge 3 Attendance

Having developed a team approach to tracking, supporting and challenging attendance during the last 3 years, along with developing the role of the Attendance Champion, our school has a robust and effective system in place for attendance. School attendance overall at the end of 2024 was above national all schools and above national primary schools. It was also above for all groups too - this shows the impact our team have.

Comparisons for 2022 – 2023 and 2023 – 2024 by characteristic groupings

- In 2022-2023, our attendance was 3% higher than the national average and 1.5% above the national primary average
- **In 2023-2024, our attendance was 2.9% higher than the national average and 1.7% above the national primary average**
- In 2022-2023, all groups of children were above the national average for attendance
- **In 2023-2024, all groups of children were above the national average for attendance, and some groups were well above**
- In 2022-2023, children in receipt of FSM were 5.5% above the national average for this group
- **In 2023-2024, children in receipt of FSM were 5.8% above the national average for this group**
- In 2022-2023, children with SEND were 5.7% above the national average for this group
- **In 2023-2024, children with SEND were 6.9% above the national average for this group**
- In 2022-2023, our PA was 12.6% lower than the national figure and 7.5% less than the primary national figure
- **In 2023-2024, our PA was 10.8% lower than the national figure and 5.3% less than the primary national figure**

In 2023 - 2024, FSM, SEND and EHCP groups are all well above all national schools. (+5.8%/ +6.9%/ +8.7%)

In 2023 - 2024, Authorised absence (3.5%), Unauthorised absence (0.81%) and Persistent absences (9.9%) groups are all well below all national schools.

3 year comparison

Groups	% attendance		
	July 22	July 23	July 24
Whole school	94.1%	95.5%	95.7%
Authorised	5.5%	4.1%	3.5%
Unauthorised	0.4%	0.4%	0.81%
FSM	93.1%	94.1%	94.7%
Lates	0.70%	0.84%	0.59%
PA	15.5% (37/239)	9.7% (23/238)	9.9% (23/233)
Severe Abs	0	0	0
Disadvantaged Attendance	93.6	94.4%	95%
Non Disadvantaged attendance	94.3	95.9%	96%
Disadvantaged PA	17.1 (12/70)	19.1% (13/68)	13.3% (10/75)
FSM attendance	93.1%	94.1%	94.7%
Non FSM attendance	94.4%	95.9%	96.1%
FSM PA	20.1% (14/67)	21.3% (13/61)	14.5% (10/69)

Persistent Absentee Impact

The strong focus on attendance and punctuality results in the improvement of poor attendance and has a good impact on improving persistent absenteeism.

Examples of this are:

- In 2021-2022, 12 children who were PA improved their attendance to above 90% for 2022-2023
- In 2023 - 2024 8 children who were PA in 2022 - 2023 had improved attendance to over 90% by the end 2023 - 2024 which is 57% of the PA group that remained in our school from 22-23 to 23-24.

Our Persistent Absenteeism for 2023 - 2024 remained substantially lower than national schools (at least 10% lower) and national primary schools (at least 5% lower). Taking out children who moved during the school year 23 -24, our PA was 9.9%.

Our Pastoral Team work closely together with families to support attendance. They take time to get to know our families and understand each child's individual circumstances and challenges. They, as a team, provide both support and challenge and work closely with the Deputy Headteacher to improve attendance generally and more specifically for our persistently absent children. Where suitable, they also provide the link between home, school and a variety of outside agencies. Their impact is clearly evidenced above.

Challenge 4 Social, emotional and mental health (families and children)

Our school catchment has a higher than average level of deprivation. The SEMH needs (specifically MH needs) has always been high but we have seen a big increase since COVID – this is evident from the conversations we have and the requests for support that we receive. Safeguarding concerns linked to SEMH needs are also evident and have increased. Some of the ways that we see evidence of this is through behaviour, attendance, worry notes, SDQ outcomes etc.

Through our Pupil Premium funding, we have developed highly skilled staff to support the needs of our families and children. These developments include having a trained Mental Health Lead, a trained Youth Mental Health First Aid Lead, a trained Draw and Talk Leader and 2 ELSA Leads.

The positive impact of the work our pastoral and family support team do can be seen through improved attendance (see attendance information), the improved behaviour around school and within classrooms (frequently commented on by visiting parents and professionals). Our Pastoral Lead closely monitors individual children who have received support via baselines and outcomes of SDQs and Boxall. Further information regarding these is available in school.

Challenge 5 A lack of cultural capital (vocabulary gap, knowledge gap, wider first-hand experiences, lack of a home reading culture)

We have worked (and continue to work) tirelessly as a school on this challenge that is experienced by many of our disadvantaged children, but we also note that these challenges, like many, also affect many of our non-disadvantaged children too.

Many of our children lack the life experiences of children from more affluent areas. Many also lack role models and families and children struggle to see the point of school. Some children do not have dinner tables and never experience 'family time' to share experiences and develop the skills needed to converse. Several of our Y3 children join us, unable to use a knife and fork.

The spending focus to widen experiences has been:

Music lessons – 2023 2024 saw 25% of the instrumental group made up of disadvantaged children.

Beaumanor Residential - 88% of disadvantaged children in Y4 attended the 2 day. It is worth noting that 88% of non disadvantaged children chose to attend too.

Boreatton Park residential - 80% of PP children in Y6 attended the 5 day Boreatton Park residential.

Birmingham theatre trip - 100% of disadvantaged children attended and saw The Lion The Witch and The Wardrobe in January 2024.

20% of our children who attended a sporting competition or event during 2023 2024 were disadvantaged. (This is roughly 30% of our disadvantaged group.)

27% of our children who attended after school clubs during 2023 2024 were disadvantaged. (This is roughly 36% of our disadvantaged group.)

Intended outcome	Success criteria
To eradicate the gap between our disadvantaged children and non-disadvantaged children nationally.	Above average progress for disadvantaged children Attainment at least in line with national.

Reading National			
	21 to 22	22 to 23	23 to 24
National Disadvantaged %	62	60	62
National Not Disadvantaged %	80	78	79
School Disadvantaged %	62	50	68
School Gap with National Disad %	0	-10	6
School Gap with Not Dis National %	-18	-28	-11

Gap over time in Reading is reducing with National Non Disadvantaged

Our Disadvantaged out performed National Disadvantaged in '24

Writing National			
	21 to 22	22 to 23	23 to 24
National Disadvantaged %	55	58	58
National Not Disadvantaged %	75	77	78
School Disadvantaged %	62	50	50
School Gap with National Disad %	7	-8	-8
School Gap with Not Dis National %	-13	-27	-28

School Gap over time in Writing has remained similar with National Disadvantaged and increased with National Non Dis

Maths National			
	21 to 22	22 to 23	23 to 24
National Disadvantaged %	56	59	59
National Not Disadvantaged %	78	79	79
School Disadvantaged %	62	42	50
School Gap with National Disad %	6	-17	-9
School Gap with Not Dis National %	-16	-32	-29

School Gap over time in Maths has increased and then decreased with Nat Disadvantaged and National Non Dis