

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/2024 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

We continue to forensically analyse data and track the progress and attainment of the children and ensure that targeted interventions, both group and individual are tailored to meet the needs of the children.

At KS2, data from tests and assessments suggest that pupil premium children at Deansfield make good progress from their starting points.

At Key Stage 1 80% of our pupil premium children passed the phonics screening check which is the same as National all children.

This demonstrated the effectiveness of the implementation of Little Wandle and the keep up and catch up sessions as well as the impact of CPD on direct explicit instruction.

80% of pupil premium children achieved 24+ in the Y4 times tables test with an average score of 24. The national average score was 20.2.(all children 2022-2023) This is evidence of the impact of tutoring, direct explicit instruction and targeted interventions.

There continues to be an attainment gap between our disadvantaged pupils and non disadvantaged pupils. This is reflective of national. The National tutoring funding has been used to support the children who have been most affected by the pandemic to accelerate their progress and has been targeted to our pupil premium children.

In 2023/2024, absence among disadvantaged children was higher than their non disadvantaged peers. Absence for the whole school was 4.7%. Persistent absent for the whole school was 8.2%% and for a small number of disadvantaged children was higher. We recognise that the gap is too large which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan.

Concerns regarding wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and we are supporting children through our CPD for staff, learning mentor, school counsellor and also through our PSHE curriculum.

In Early years and KS1 we are still seeing the impact of the pandemic on children's oral language skills and vocabulary gaps and this continues to be a focus. In EYFS 88% of children achieved a Good Level of Development achieved a good level of development compared to 84% overall. The NELI language scheme is being used effectively in Nursery and Reception to support children's oracy and this is also a whole school focus.

We have reviewed both our 3 year plan and our strategy plan for this year and made some changes to how we intend to use some of our budget this academic year, as set out in the plan for 2024/25.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported financially to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact of the previous year's strategy and amended it accordingly.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.