

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 22-23

All allocated funds (£102,355) were spent in the pursuit of the intended outcomes identified in the plan, with the impact described below.

Please note this was year 2 of 3.

- Approach 1 Teaching: £12,006
- Approach 2 Targeted academic support: £60,784.20
- Approach 3 Wider Strategies: £ 33,532.40

Intended outcome	Success criteria of 3 year Plan	Impact 2022-23 (2ndYear)																																																												
Parity in attainment and rate of progress compared to non-pupil premium children in reading and maths.	<p>The gap between pupil premium children’s attainment and non- pp on KS2 SATS 24/25 will diminish.</p> <p>The gap between pupil premium children’s attainment and non – pupil premium on internal standardised testing and KS1 TA 24/25 will diminish as measured by internal data and summative tests.</p>	<p><b>KS2 SATS July 2023</b></p> <p>(15 PP children/59 All)</p> <table><tr><td></td><td colspan="2">school</td><td colspan="2">LA</td><td colspan="2">national</td></tr><tr><td></td><td>PP</td><td>ALL</td><td>PP</td><td>ALL</td><td>PP</td><td>ALL</td></tr><tr><td>R</td><td>67</td><td>78</td><td>57</td><td>71</td><td>57</td><td>73</td></tr><tr><td>W</td><td>53</td><td>75</td><td>52</td><td>68</td><td>58</td><td>71</td></tr><tr><td>M</td><td>60</td><td>80</td><td>50</td><td>67</td><td>59</td><td>73</td></tr></table> <p>Pupil premium children attained lower than ‘All’ at school but were above national in reading and maths and above the LA in all areas. Gap has widened this year (upon last) due to needs of cohort. Smaller groups for teaching to be implemented for next academic year.</p> <p>Progress</p> <table><tr><td></td><td colspan="2">school</td><td colspan="2">LA</td></tr><tr><td></td><td>PP</td><td>ALL</td><td>PP</td><td>ALL</td></tr><tr><td>R</td><td>-0.5</td><td>+0.6</td><td>-0.8</td><td>+0.2</td></tr><tr><td>W</td><td>-0.7</td><td>+1.1</td><td>-1.5</td><td>-0.5</td></tr><tr><td>M</td><td>-0.7</td><td>+1.3</td><td>-1.7</td><td>-0.4</td></tr></table>		school		LA		national			PP	ALL	PP	ALL	PP	ALL	R	67	78	57	71	57	73	W	53	75	52	68	58	71	M	60	80	50	67	59	73		school		LA			PP	ALL	PP	ALL	R	-0.5	+0.6	-0.8	+0.2	W	-0.7	+1.1	-1.5	-0.5	M	-0.7	+1.3	-1.7	-0.4
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		Pupils did not make the same rate of progress as ‘All’ but made better progress than similar cohorts locally.																																																	
<b>Greater phonic knowledge will improve attainment in reading and writing.</b>	<p>Phonics gaps will be addressed and % of children passing screen will be in line with national.</p> <p>KS1 reading TA 24/25 will be in line with national.</p>	<p><b>Year 1 Phonics 2023</b></p> <table><tr><td></td><td colspan="2">school</td><td colspan="2">LA</td><td colspan="2">national</td></tr><tr><td></td><td>PP</td><td>ALL</td><td>PP</td><td>ALL</td><td>PP</td><td>ALL</td></tr><tr><td>Phonics</td><td>89%</td><td>89%</td><td>67%</td><td>79%</td><td>67%</td><td>79%</td></tr></table> <p>No gap in phonics attainment between pupil premium and ‘All’ and data 22% above national figures.</p> <p>Smaller phonics groups (with additional staff) and data scrutiny was effective in targeting phonics gaps.</p> <p>The investment in a SSP program (ELS) in its second year has also positively impacted achievement.</p> <p><b>KS1 TA 2023</b></p> <table><tr><td></td><td colspan="2">school</td><td colspan="2">LA</td><td colspan="2">national</td></tr><tr><td></td><td>PP</td><td>ALL</td><td>PP</td><td>ALL</td><td>PP</td><td>ALL</td></tr><tr><td>R</td><td>71</td><td>82</td><td>50</td><td>66</td><td>54</td><td>68</td></tr><tr><td>W</td><td>64</td><td>70</td><td>41</td><td>57</td><td>45</td><td>60</td></tr></table> <p>AT KS1, the % of disadvantaged students attaining EXS was higher national and local figures. Whilst part of this maybe cohort dependent, there was a targeted approach to intervention with close monitoring and additional support in place in small groups to target phonics and reading. SSP in its second year showing impact upon reading and writing.</p>		school		LA		national			PP	ALL	PP	ALL	PP	ALL	Phonics	89%	89%	67%	79%	67%	79%		school		LA		national			PP	ALL	PP	ALL	PP	ALL	R	71	82	50	66	54	68	W	64	70	41	57	45	60
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<b>More accurate spelling when writing.</b>	<p>The % of children reaching expected standard in writing at KS1 and KS2 24/25 will be in line with national.</p>	<p>Significant gaps exist at KS1 and KS2 in writing outcomes between PP and All (as they do in national figures) However, PP children at KS1 achieved above national and local figures and the gap was diminished between attainment in writing for PP students in KS2 at</p>																																																	

		CTK compared to national. Writing continues to be on the school improvement plan.
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</b>	Attendance of children will be 95% and inline with non PP children. Less work will be missed which will help academic gap close	Attendance PP = 93.27% (up 1.74% on previous year) Attendance non PP = 95.79 Gap =2.52 Gap diminishing CARITAS support bought for last term to help improve relationships with families and support with access to services.
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that non-academic barriers are minimalised and children are resilient and feel safe, secure and happy coming to school.</b>	Emotional resilience and strategies to cope with situations that would inhibit attendance or learning will be developed. Attendance will increase and be at least 95%. Sustained high levels of wellbeing in 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities,</li> </ul>	Children can access the full curriculum because their emotional needs are being supported effectively through ELSA sessions with 2 trained ELSAs. Sand therapy and Drawing and Talking also in place and accessed by 6 PP children. Feedback from children was very positive. 22 PP children accessed ELSA support during 2022-23. Feedback from parents and children was very positive. December 2022 – all children attended a Christmas Pantomime. All children in Years 2, 4 and 6 were subsidised to participate in a residential. Children in all year groups subsidised for school trips. Recorder club provided free of charge. They won at the Wirral music festival. Summer School holiday club for 1 student funded.

	<p>particularly among disadvantaged pupils</p>	<p>Many children accessed Full of Beans after school Clubs and dance festivals. Choir members attended the Wirral music festival and won their category again.</p> <p>PP children are members of the school council, faith leaders, Mini Vinnies, UNICEF group, and arts council.</p> <p>Caritas and MHST support accessed by PP children and their families.</p>
<p><b>Greater engagement with homework and reading.</b></p>	<p>KS2 Students will be offered loaned devices with bookmarked tabs for learning resources so they have parity of access to online practise resources. Scheme Books will be allocated online to read and reading for pleasure books will be available to loan and all students will read everyday.</p> <p>Time in school to complete homework so that all children hand in homework.</p>	<p>Devices loaned to families and support given with technology as required.</p> <p>Access to online maths, spelling and reading programs.</p> <p>PP children heard read more frequently in school and also encouraged to use the school library to loan books and participate in reading clubs. Additional books purchased for classroom libraries and school libraries as well as reading scheme and online reading books.</p>