



Area of interest	Outcomes	How do we know?	What are we doing?
Number of PP children in the school including Nursery to date (receiving funding)	FSM 75 Service 1 LAC/Post LAC 3 TOTAL - 79 Early Years PP - 9	Data	Regularly advertising the support parents can get by completing relevant applications if eligible – via Dojo and website.
% of PP children to date (receiving funding)	➤ 38%	Data	
PP SEND	➤ 32%	Data	Additional adult support
PP MASH/Social care involvement 2022-23	➤ 8.8%	Data	Nurture intervention where applicable
Most up-to date funding after adjustments	➤ £135,315 with £27,645 taken back. ➤ £ 107,670	Office Manager	Spending aligned with the PP Strategy recommended by EEF
Significant challenges/barriers to our most disadvantaged children	Key Barriers: <ul style="list-style-type: none"> ➤ Speech, Language and Communication ➤ SEND – High needs requiring extensive support / 1:1 ➤ Phonic and early reading skills. ➤ Readiness to learn in the Foundation Stage. ➤ Attendance – across the school ➤ Parental Engagement / Community links 	Data Conversations with teachers Pupil voice	Prioritising disadvantaged and particularly PP children in small group support in class, as well as 1:1 intervention. Nurture programmes: SENCO trained on ELSA. Motional – behaviour strategies Forest School training to commence 2023/24 to engage children through a more outdoor learning environment.

		<p>Pupil Profile at the start of the year based on knowledge of previous year.</p> <p>2022/23 Disadvantaged Calculator</p>	<p>Whole school approach to Metacognition strategies / GMS and being very aware of cognitive overload of our children – embedding knowledge and skills through re-cap and revise approach to the curriculum / sticky knowledge.</p> <p>N. McIntyre to take on behaviour 2023-2024 – Self Regulation at the heart of strategies.</p> <p><u>Parental / Community Engagement:</u></p> <ul style="list-style-type: none"> ● Big read sessions ● Sports Day ● Summer Fair in conjunction with Broomhill Junior School ● Christmas Fair 2022 & 2023 ● Macmillan Coffee Morning 2022 & 2023 ● Whole school Halloween Party introduced 2022 to increase children's social events.
<p>Increasing Opportunities for the most disadvantaged pupils</p>	<p>➤ 100% of children offered free swimming sessions through @ Everyone Active were disadvantaged pupils</p> <p>External PE providers delivering clubs PP uptake: (after school)</p> <p><u>Year 1</u></p> <p>Fencing – 32% of Children were Pupil Premium/Disadvantaged.</p> <p>Archery – 60%</p> <p>Goalball – 40%</p> <p>Multi-Skills - 35%</p> <p><u>Year 2</u></p> <p>Gymnastics – 40%</p>	<p>Data</p>	<p>PP children prioritised for all after school clubs</p> <p>Subsidised school trips plus in-house experiences for all.</p> <p>Due to financial restraints school trip have had to be kept to a minimal – therefore staff to explore more in-house providers / experiences.</p>

	<p>Multi-Skills 1 – 45% Multi-skills 2 – 60% School lead Clubs: ➤ Year 2 Recorder Club</p>		<p>Action: 2023 – 2024 – Conduct Pupil Voice interviews based on school experiences over the year.</p>
<p>Attendance – improve persistent absence and decrease the difference between PP and NPP children</p>	<p>PP Monitoring Update: Attendance data Pupil Premium Children September 2022 – End of term. Number of children on Pupil Premium = 78 Pupil Premium Children being monitored for attendance = 41 Pupil Premium Children as far as letter 1 = 17 Pupil Premium Children had Panel Meeting = 24 Pupil Premium Children to be fined = 3 non-attendance / 3 holidays / 3 referred to EHU as well as fined.</p> <p>Total % Attendance Number Persistently Absent ➤ PP 30.77% (36 children) ➤ NPP 9.02%% (12 children) Gap of -21.75% - PP remains a target.</p> <p>0 Severely Persistent (50% and below)</p>	<p>Data</p>	<p>Employed Attendance Officer – One day per week Raised profile of attendance in the school – weekly updates on Dojo and reminders about attendance and punctuality</p> <p>Panel meetings with referrals to EHAF / Enforcement</p> <p>Breakfast Club free of charge to all PP funded / disadvantaged to encourage punctuality</p> <p>Attendance Officer making home visits where there is minimal parental engagement and children are missing from school for more than the appropriate amount of time.</p> <p>Penalty fines in place for holidays as a greater deterrent to take children out of school – unless exceptional circumstances – all unauthorised.</p>
<p>Attainment: Phonics to be in line with National Data</p>	<p>2022 – 2023 Phonic Outcomes: <u>Year 1:</u> National: 79% LA: 80.4% School 90.3% (+11.3% compared to national)</p> <p>FSM6 School: 87.5% LA: 67.8% (+19.7%) NFSM6 School 91.7% LA: 84.2% (+8.4%)</p>	<p>Data</p>	<p>Invested in ELS / English Hubb phonic programme which had positive outcomes for the 2023 screening.</p> <p>➤ This will need a couple of years to fully imbed to see impact on KSI outcomes in reading and writing.</p>

Working hard to reduce the gap between PP/disadvantaged and Non-PP children in reading, writing and Maths

This will have a positive impact on Y2 outcomes 2023-2024

All pupil at the end of Year 2:

National: 89%

LA: 90.1%

School 90.4% (+1.4% compared to national)

FSM6 School: 85.7% LA: 83% (+2.7%)

NFSM6 School 94.7% LA: 92% (+2.7%)

FSM6 – LA Dashboard

2023 End of KS 1 results: Chd making ARE:

Area:	School			LA FSM	National
	NFSM	FSM	Gap	6	FSM 6
Reading	74.4%	51.4%	-23%	54.5% (-3.1)	54% (-2.6)
Writing	64.1%	40%	-24.1%	44.9% (-4.9)	44.6% (-4.6)
Maths	76.9%	57.1%	-19.8	57.4 (-0.3)	56% (+1.1)

School Performance:

Reading – Below LA/National figures – however, support received in Y1 for current Y2, to have an impact 2023-2024 data.

- Continued Hubb support for 2023-2024

Writing – Forms part of SIP for 2023-2024

- Introduction of New Year 2 Spelling Programme in line with ELS SSP
- Introduction of new handwriting scheme 2023-2024

English Hub as of September 2022/23 – this support will be continued for 2023-2024

CPD focus on ensuring all teaching is consistent across all classrooms as QFT is essential for raising standards across the school – key vulnerable groups observed specifically – bottom 20% / SEND / PP

Introduce Writing intervention for Y2 Autumn 2023 for those children dropping below ARE in Y1 – catch up.

New Handwriting Scheme to be rolled out 2023-2024 (INSET training 20.10.23)

Mastery in Number continuing as whole class intervention / booster.

TA deployment addressed across the school based on skill, need and budgetary requirements. (EEF)

ELS intervention – showing fidelity to the programme / observations of intervention by English Hubb and

Maths - Performed mostly in line with LA / National
➤ Hub 2023-2024 – Mastery in Number to support the improvement in outcomes in Maths.

PP - End of KS 1 results: 2023 / Compared to GAP in 2022

Reading (64%): PP: 54% NPP: 73% Gap: -19%
2022 (60%) PP: 55% NPP: 68% Gap: -13%
➤ Progress in Reading for all pupils ARE 2023 (+4%)
➤ PP very similar NPP have done better 2023.
➤ Gap between PP and NPP greater in 2023

Writing (53%): PP: 38% NPP: 68% Gap: -30%
2022 (44%) PP: 40% NPP: 50% Gap: -10%
➤ Progress in writing for all pupils ARE 2023 (+9%)
➤ PP very similar NPP have done better in 2023.
➤ Gap greater gap 2023.

Maths (68%): PP: 59% NPP: 76% Gap: -17%
2022 (52%) PP: 38% NPP: 63% Gap: -25%
➤ Progress in Maths for all pupils ARE in 2023 (+16%)
➤ PP did better 2023.
➤ Gap smaller in 2023

	Entry to F2	End of F2:
Reading:	PP: 0% NPP: 7%	PP: 57% NPP: 51%
Writing:	PP: 0% NPP: 7%	PP: 43% NPP: 51%
Number:	PP: 6% NPP: 13%	PP: 64% NPP: 59%

Exceptionally low starting points – good progress made by the end of the year.

Careful monitoring of targeted children for 1:1 reading / ELS.

Ofsted 2023 – Made praise of the delivery of 1:1 reading support by Year 1 TA

Writing remains the lowest area and now forms part of the SIP for 2023-2024

White Rose Maths adopted in F2 for consistency in mathematical approaches into KS1.

F2 Dashboard 2023 – FSM (now current Year 1)

FSM	School	Ashfield	LA	National
Good Level of Development	28.6%	46.4%	51.8%	51.7%
Non-FSM Pupils attaining a Good Level of Development	44.7%	64.7%	70.9%	71.5%
FSM Gap	16.2	18.3	19.1	19.8

Gap between FSM and NFSM is smaller than LA and National
F2 2022-2023 All pupils Dashboard Data highlights key barriers

All Pupils	School %	Ashfield %	LA %	National %
Good Level of Development	41.5	60.6	67.5	67.3
Communication and Language	64.2	75.7	80.4	80
Personal, Social and Emotional	56.6	79.8	84.4	80
Literacy	49.1	70.6	75.9	75
Maths	58.5	69.1	77.1	77

School is below LA and National figures in all areas – There are *no starting points* to compare Butlers Hill with. This data highlights the challenges that will affect all areas of the curriculum.

Outcomes: Along with the significant findings of the WellComm data (see below) which indicates levels of language, communication and interaction within the cohort, SEN need was significant as was personal hygiene. This has had a significant impact on learning outcomes for F2 2022-2023 cohort generally.

Impact on current Y1 2023-2024

	<p>➤ Year 1 cohort is starting from an exceptionally low starting point. Quality First Teaching will be an essential part of monitoring for improvement 23-24. However, high SEND need within the cohort impacts on ability to conduct interventions.</p> <p>❖ F2 results also has a huge impact on Year 2 data outcomes at the end of KSI for 2024-2025.</p>		
WellComm 2022-23	<p><u>Baseline Assessment</u> 2022 PP 24% ARE / NPP 29% (Gap of -5%).</p> <p>The entire cohort resulted in 75% below ARE.</p> <p>Impact outcomes for 2022-23 PP 65% ARE (13/20) NPP 80% (20/25) (Gap of -15%) (of applicable children and 2 children left mid-year).</p> <p>Gap has grown between PP and NPP but +41% progress made using this intervention with PP children.</p>	Data	<p>WellComm will continue as an intervention 2023 – 24 as impact has given positive results.</p> <p>Assessment is time consuming therefore the whole cohort will not be assessed Autumn 2023, just prioritised for targeted children</p>
Monitoring	<p>All teachers are responsible for tracking their PP children's progress for below ARE and setting targets towards achieving the next steps – so that TA/T working with that child is aware of this (Small group)</p> <p><u>Reading outcomes for intervention – See below.</u></p> <p>Attendance is also monitored to establish impact on progress / outcomes.</p>		<p>Keeping logs of when children have read with their starting and end points (including CEW to aid fluency) – 1:1 readers have been the focus this year with those children on the cusp of achieving ARE and the bottom 20%</p> <p>Literacy Lead has carried out Reading observations as well as a representative from The English Hub</p>

	<p>Book Looks – No significant difference between PP and NPP books for SEN/LA/HA based on their starting points – handwriting and phonics is the key indicators of progress in KSI</p> <p>PP Pupil Voice – compared to NPP very similar outcomes as per previous year.</p>		<p>Teaching of Reading and Phonics remains the focus of the Literacy Lead in conjunction with the Hub.</p> <p>Observations will continue 2023-2024 – with particular focus on the bottom 20% / SEND /disadvantaged groups.</p> <p>Visited similar school (RH mentor school) to investigate approaches to writing to improve outcomes for all children – similar approach. However, ours was more stringent consolidating the process more.</p> <p>Observation format includes progress in that lesson for specific groups including the most disadvantaged / bottom 20%. Many of our PP children are working below ARE and therefore the focus on QFT / Mastery / bottom 20% supports this cohort.</p>
Year 1	intervention progress to end of Summer 2	Year 2	intervention progress to end of Summer 2
14 PP pupils receiving additional support.		17 PP pupils receiving additional support.	
<p>Attendance:</p> <p>9 children had below 96% attendance (64%)</p>		<p>Attendance</p> <p>10 children had below 96% attendance (59%)</p>	
<p>7% (1 child) made 4+ sets progress - ATTENDANCE OF 88% / SEN/IEP</p> <ul style="list-style-type: none"> ➤ 28% made 5/6 sets progress. ➤ 64% made 8+ sets progress. <p><u>Of targeted for support - Phonic Screening pass: 12/14 – 86%</u></p> <p><u>ARE by End of Year 1, but BELOW ARE at the start – 36% (converted from FSPI)</u></p>		<p><u>Pre-Key Stage Standards (IEP/SEND)</u></p> <ul style="list-style-type: none"> ➤ 1 child at PK2 (6 sets progress, 89% attendance) ➤ 1 child at PK3 (6 sets progress, 97% attendance) ➤ 3 children made PKS 4- Child 1 made 7 sets progress with 100% attendance / Child 2 made 4 sets progress with 91% attendance and Child 3 made 7 steps progress with attendance of 98% - This clearly highlights the impact of attendance on progress. ➤ 82% made 6-9 sets/bands progress (12 children) over the year. ➤ Children receiving additional support who reached ARE by the end of KSI – 7/17 (41%) 	

Year Group	Baseline / Entry 2022 ARE/ARE+			END Autumn 2 2022 ARE/ARE+			END Spring 2 2023 ARE/ARE+			END Summer 2 2023 ARE/ARE+		
	PP	NPP	PP Boys	PP	NPP	PP Boys	PP	NPP	PP Boys	PP	NPP	PP Boys
F1	0%	4%		20%	19%	50%	25%	38%	33%	25%	54%	33%
F2	0%	7%		16%	42%	0%	28%	45%	9%	57%	51%	57%
Year 1	42%	78%	30%	54%	75%	60%	61%	86%	78%	57%	85%	67%
Year 2	42%	64%	37%	33%	63%	37%	44%	70%	+3%	54%	73%	57%

- Excluding pupils with no data

Writing

Year Group	Baseline / Entry 2022 ARE/ARE+			Autumn 2 2022 ARE/ARE+			Spring 2 2023 ARE/ARE+			Summer 2 2023 ARE/ARE+		
	PP	NPP	PP Boys	PP	NPP	PP Boys	PP	NPP	PP Boys	PP	NPP	PP Boys
F1	0%	4%		0%	4%	0%	25%	37%	33%	50%	54%	67%
F2	0%	7%		21%	42%	9%	11%	27%	0%	+3%	51%	29%
Year 1	46%	76%	30%	46%	67%	40%	+3%	71%	+4%	+8%	69%	56%
Year 2	42%	64%	37%	41%	55%	37%	35%	59%	29%	38%	68%	30%

Maths / EYFS Number

Year Group	Baseline / Entry 2022 ARE/ARE+			Autumn 2 2022 ARE/ARE+			Spring 2 2023 ARE/ARE+			Summer 2023 ARE/ARE+		
	PP	NPP	PP Boys	PP	NPP	PP Boys	PP	NPP	PP Boys	PP	NPP	PP Boys
F1	0%	4%		20%	26%	50%	25%	56%	33%	50%	54%	67%
F2	6%	13%		47%	52%	36%	44%	48%	18%	64%	59%	57%
Year 1	42%	78%	30%	50%	84%	56%	52%	84%	56%	52%	85%	67%
Year 2	44%	74%	45%	47%	68%	42%	50%	70%	52%	59%	76%	61%

