

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

Detail	Data
School name	Eastfield Infant & Nursery
Number of pupils in school	164 main school 194 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	37 in main school (22.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (Began in September 2021)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	L Summerfield
Pupil premium lead	L Summerfield
Governor / Trustee lead	K Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835 (£1,455 per pupil)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,835

Part A: Pupil premium strategy plan

Statement of intent

At Eastfield we aim to provide a caring and supportive environment along with high learning expectations for all children. We appreciate that everyone is an individual and we all work hard to create an environment where every child can make excellent progress, not only in their academic life, but in their personal, social and emotional development as well. We expect our children to be accepting of others, to make good moral choices and be active members of the school and their wider community. Success and effort are celebrated and acknowledged, so that everyone takes pride in what they achieve.

Our Pupil Premium strategy plan aims to provide all disadvantaged pupils with the opportunities, skills and knowledge to become resilient, resourceful and respectful individuals through the means of good quality school systems, additional support and cultural capital experiences.

Challenges

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

Challenge number	Detail of challenge
1	To continue to ensure good quality systems for all disadvantaged pupils.
2	To increase the number of disadvantaged pupils achieving age related expectations in writing through creating resilient writers.
3	To improve attainment in Reading for disadvantaged pupils through; - improving cultural capital - increasing vocabulary - increasing the opportunity to practice skills in reading - building confidence and resilience
4	To expand the cultural capital of disadvantaged pupils through further development of the Eastfield curriculum. Ensuring, in particular, that the town of St Ives plays a central role in the pupils learning.
5	To continue to build positive and trusting relationships with parents, so that the right support can be provided at school and at home.
6	To increase the number of disadvantaged pupils achieving and exceeding age related expectations in mathematics through creating resilient mathematicians.

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
<p>Good quality systems are maintained for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Ensure that the provision over time is aligned so that vulnerable pupils' needs are considered • Ensure the staffing CPD is monitored and updated so they are able to provide the best possible quality of education that meets the needs of all vulnerabilities of pupils. 	<p>There is clear knowledge of who the vulnerable children in the school are and staff that work with them are able to clearly articulate next steps for these pupils.</p> <p>Vulnerable pupils are well supported and make good progress from their starting points both emotionally and academically.</p>
<p>To increase the number of disadvantaged pupils achieving age related expectations in writing through creating resilient writers.</p> <ul style="list-style-type: none"> • To ensure that the 'Word aware' approach is used consistently across the classes to develop vocabulary. • Reinforce the purpose of writing through all lessons consistently: <ul style="list-style-type: none"> - writing for the reader - writing with imagination - building writing independence • For the school to continue being involved in as many writing competitions as possible. • To use the children's love of letter writing to write to people that inspire/ interest them (for example, the intergenerational project). • Highest priority to disadvantaged pupils through extra-curricular opportunities. 	<p>Disadvantaged pupils can write for a sustained period of time.</p> <p>100% of the Pupil Premium Year 2 cohort will make expected progress (6 steps) in writing with 38.5% making good progress (7 or more steps).</p>

<p>To improve attainment in Reading for disadvantaged pupils through;</p> <ul style="list-style-type: none"> - improving cultural capital - increasing vocabulary - increasing the opportunity to practice skills in reading - building confidence and resilience <ul style="list-style-type: none"> • To give highest priority to the disadvantaged pupils when volunteer readers join the school. • Give pupils as many experiences as possible to further develop cultural capital. • To arrange trips beyond St Ives that allow pupils to engage in experiences that they have not had before. • All classes to ensure that they always have a class reading book and adults ring fence time in the timetable to read the children every day. • Little Wandle Letters and Sounds reading scheme is fully embedded and followed consistently across the school. • Highest priority to be given to disadvantaged pupils through extra-curricular reading opportunities. 	<p>Disadvantaged children will be able to read for a sustained period.</p> <p>Disadvantaged pupils will enjoy reading.</p> <p>100% of disadvantaged pupils in the Year 2 cohort will make expected progress in reading (6 steps) with 38.5% making good progress (7 or more steps).</p>
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<p>To expand the cultural capital of disadvantaged pupils through further development of the Eastfield curriculum. Ensuring, in particular, that the town of St Ives plays a central role in the pupils learning</p> <ul style="list-style-type: none"> • Subject Leads to make links with local groups, so that children’s learning is enhanced through local visits or through having visitors into the school. • Subject Leaders (particularly the RE lead) to make links with members of our community that represent its cultural diversity • Subject Leaders to continue to develop the use of the school grounds in learning • Through monitoring, subject Leaders to ensure that our local community is being used well to develop the pupils understanding in their subject. • Through newsletters, find out if we have any parents that may have links to a community group or play a key role within the community. • If trips cost, the school to support the financial contribution by the parents of disadvantaged pupils. 	<p>Disadvantaged pupils have the opportunity to experience a range of activities that enrich their understanding of the world around them. This will contribute to a deeper understanding of the texts they read and the ideas they can select when they are writing.</p> <p>Using the local area and its residents continues to bring the curriculum to life, improving pupil’s retention of information taught.</p> <p>Pupils have a good understanding of where they live and their part within our community.</p> <p>Children are able to make better links in their learning through actively engaging and experiencing learning.</p>
<p>To continue to build positive and trusting relationships with parents, so that the right support can be provided at school and at home.</p> <ul style="list-style-type: none"> • To introduce and embed learning cafés with particular focus on targeting parent/carers of vulnerable children. • For the SLT to use feedback from parents to plan further support. • To continue to develop further links with extended services, so that the school can signpost parents for further support. • To hold attendance meetings with parents where attendance is poor. • For the school to provide basic resources for pupils if they are not available at home for the completion of homework. • For the SENCo to support parent/carers, if the pupil has additional needs and/or are CiC/CPiC/EYPP+ 	<p>Links between home and school are strong, so that the child feels safe in this consistency of approach.</p> <p>Relationships between school and home are strong enough that challenge can be accepted by either party, so that issues can be addressed.</p> <p>Parents feel confident in how they can support their child at home.</p>

<p>To increase the number of disadvantaged pupils achieving and exceeding age-related expectations in mathematics through creating resilient mathematicians.</p> <ul style="list-style-type: none"> • To give highest priority to the disadvantaged pupils (including EAL pupils) when allocating children to the weekly Maths club. • Continue to monitor that each classroom has a vocabulary rich environment. • To continue to use the 'Word aware' approach consistently across the classes to develop vocabulary. • Provide sensitive support through interventions or through first quality teaching techniques, to reduce mathematical anxiety. • All teachers to develop a mastery approach to mathematics, following CPD on the "5 big ideas": <ul style="list-style-type: none"> - Representation & structure - Mathematical thinking - Variation - Fluency - Coherence • Continue to ensure that all pupils experience opportunities to reason and apply their mathematical knowledge and skills in a range of contexts through problem solving and shared experiences. 	<p>All pupils will be more confident, fluent and efficient math learners.</p> <p>100% of disadvantaged pupils in the Year 2 cohort will make expected progress in reading (6 steps) with 38.5% making good progress (7 or more steps).</p>
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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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A) Professional Development £6,000 (11%)	Professional development is valued at Eastfield. We receive support from the Early Year's Advisor, Primary Maths and English Advisors, and the Primary	1, 2, 3, 5 & 6

	Advisor, specialist teaching team, Safeguarding team and other professional opportunities.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
B) TA small group/ individual support £22,000 (31%)	Each class team to set up support for disadvantaged pupils, so that their learning can be further extended	1, 2, 3, 4 & 6
C) Speech and Language Support £5,000 (9%)	Pupils with speech and language needs provided with support from specialist in school	1, 2, & 3
D) Inclusion support worker, training and resources £16,000 (30%)	Many of our disadvantaged pupils are on the inclusion register and therefore have regular support from the Inclusion worker. In class (where possible) and 1:1 support for disadvantaged pupils that also have social and emotional needs.	1, 2, 3, 4, 5 & 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
E) Additional support resources £2,000 (4%)	After each pupil progress meetings, this money will be available to purchase additional resources for individuals that will enable them to accelerate in their learning. These resources may be home or school use.	1, 2, 3, 4, 5 & 6

<p>F) Extra-curricular opportunities £2000 (4%)</p>	<p>Extra-curricular opportunities provide children with the opportunity to develop other friendships, helps to raise self-esteem and confidence. Many of our disadvantaged pupils have barriers to learning effected by their confidence and self-esteem.</p> <p>Money available for disadvantaged children so that they can attend extracurricular sessions. For example, Multi-skills, Gymnastics, Yoga & Rugby tots.</p>	<p>4 & 5</p>
<p>G) Trips and/or visitors £500 (1%)</p>	<p>To support families on a low income there is a 15% subsidy on all school trips.</p>	<p>4 & 5</p>
<p>H) Parent information session resources – additional hours for TAs to support by running a crèche during after school information sessions, refreshments, handouts etc. Also, a small financial contribution towards running our monthly coffee mornings. £300 (0.6%)</p>	<p>To ensure that parents are kept well informed about the school curriculum and can be informed as to how to help their children at home. Also, to build relationships with each other and for us to receive feedback from them and act on this, sometimes through providing further discussions with outside professionals.</p>	<p>2, 3, 4, 5 & 6</p>

Total budgeted cost: £53,800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year (Challenges 1 to 5).

NB: *Challenge 6 was additional for 2022/23 academic year.*

For further information on these objectives see Pupil Premium Strategy Plan 2022-2023

Challenge 1:

Provision for vulnerable children is carefully considered in line the individual children's needs. This is regularly monitored and discussed between the Headteacher and class teachers once a term.

All teachers have received access to a Pupil Premium Project in Autumn 2021 where teachers researched, trialled and shared classroom techniques and practitioners suggested by the Education Endowment Fund for vulnerable pupils. These strategies are regularly referred to during discussions around vulnerable pupil progress and provision.

In addition, during the academic year of 2022/23, all staff were provided with training linked to Trauma and Attachment. This gave all staff across school additional knowledge of what trauma can be, what the risk factors to children are, as well what the symptoms to trauma experienced can be. This was then followed by Twilight CPD delivered by the Safeguarding Team related to Angry Children and possible ideas for adapting practice in the classroom to support these vulnerable children.

Challenge 2:

There is clear knowledge of who the vulnerable children in the school are and staff that work with them are able to clearly articulate next steps for these pupils.

Vulnerable pupils are well supported and make good progress from their starting points in September both emotionally and academically.

YR pupil premium progress in writing:

69.2% of our YR Pupil Premium children made expected progress in writing with 7.7% of these children making accelerated progress.

76.9% of our YR Pupil Premium children achieved the expected standard in writing (compared to 43.5% for Cambridgeshire overall)

Y1 pupil premium attainment in writing:

KS1 Year 1 July 2023	Cohort size	Reading		Writing		Maths		RWM	
		Attainment		Attainment		Attainment		Attainment	
All	52	76.9% 67.3%	36.5% 36.5%	71.1% 59.6%	21.1% 19.2%	78.8% 69.2%	28.8% 23.1%	69.2% 57.7%	19% 17.3%
Boys	27	74% 65.5%	40% 44.8%	63% 55.2%	22.2% 20.7%	66.6% 69%	37% 27.6%	59% 51.7%	22.2% 20.7%
Girls	25	80% 69.6%	32% 26.1%	80% 65.2%	20% 17.4%	92% 69.6%	20% 17.4%	80% 65.2%	16% 13%
Disadvanta ged	10	50% 66.7%	10% 33.3%	50% 50%	0 33.3%	50% 66.7%	0 50%	40% 50%	0 33.3%
EAL	15	60% 50%	26.7% 16.7%	53.3% 33.3%	20% 5.6%	60% 44.4%	26.7% 11.1%	53.3% 33.3%	20% 0%

*Percentages in red are from 2022

Y1 pupil premium progress in writing:

71.4% of our Y1 Pupil Premium children made expected progress in writing with 14.3% of these children making accelerated progress.

Y2 pupil premium attainment:

KS1 Year 2 July 2023	Cohort size	Reading		Writing		Maths		RWM	
		Attainment		Attainment		Attainment		Attainment	
		67% pupils achieving/meeting age related expectations or above (ARE)	18% pupils exceeding age related expectations (ARE)	58% pupils achieving/meeting age related expectations or above (ARE)	8% pupils exceeding age related expectations (ARE)	68% pupils achieving/meeting age related expectations or above (ARE)	15% pupils exceeding age related expectations (ARE)	% pupils achieving/meeting age related expectations or above (ARE)	% pupils exceeding age related expectations (ARE)
		Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022
All	54	63% 66.7% > 2022 64.2% > 2021 66 (77.6%) > 2019	27.8% 26.7% > 2022 24.5% > 2021 36 (42.4%) > 2019	51.9% 56.7% > 2022 56.6% > 2021 66 (76.7%) > 2019	13% 13.3% > 2022 15.1% > 2021 19 (22.1%) > 2019	63% 66.7% > 2022 75.5% > 2021 74 (86%) > 2019	25.9% 21.7% > 2022 20.8% > 2021 24 (27.9%) > 2019	48.1% 53.3% > 2022 47.2% > 2021 65.9% > 2019	11.1% 10% > 2022 13.2% > 2021 20% > 2019
Boys	28	64.3% 60% > 2022 64.5% > 2021 75.6% > 2019	28.6% 13.3% > 2022 25.8% > 2021 40% > 2019	46.4% 40% > 2022 51.6% > 2021 64.4% > 2019	10.7% 6.7% > 2022 12.9% > 2021 13.3% > 2019	67.9% 60% > 2022 80.6% > 2021 75.6% > 2019	35.7% 23.3% > 2022 22.6% > 2021 31.1% > 2019	46.4% 36.7% > 2022 48.4% > 2021 60% > 2019	10.7% 6.7% > 2022 9% > 2021 11.1% > 2019
Girls	26	61.5% 73.3% > 2022 63.6% > 2021 80% > 2019	26.9% 40% > 2022 22.7% > 2021 45% > 2019	57.7% 73.3% > 2022 63.6% > 2021 80% > 2019	15.4% 20% > 2022 18.2% > 2021 35% > 2019	57.7% 73.3% > 2022 68.2% > 2021 75% > 2019	15.4% 20% > 2022 18.2% > 2021 37.5% > 2019	50% 70% > 2022 45.5% > 2021 72.5% > 2019	0 13.3% > 2022 13.6% > 2021 30% > 2019
Disadvanta ged	7	57.1% 75% > 2022 33.3% > 2021 73.3% > 2019	14.3% 12.5% > 2022 11.1% > 2021 20% > 2019	42.9% 50% > 2022 44.4% > 2021 53.3% > 2019	14.3% 0% > 2022 0 > 2021 13.3% > 2019	57.1% 50% > 2022 66.7% > 2021 66.7% > 2019	28.6% 0% > 2022 11.1% > 2021 20% > 2019	42.9% 50% > 2022 22.2% > 2021 46.7% > 2019	14.3% 0% > 2022 0 > 2021 6.7% > 2019
EAL	20	50% 56% > 2022 60.9% > 2021 78.6% > 2019	20% 20% > 2022 13% > 2021 32.1% > 2019	40% 60% > 2022 43.5% > 2021 71.4% > 2019	5% 12% > 2022 8.7% > 2021 21.4% > 2019	45% 68% > 2022 73.9% > 2021 75% > 2019	15% 16% > 2022 8.7% > 2021 28.6% > 2019	35% 52% > 2022 34.8% > 2021 64.3% > 2019	0 8% > 2022 4.3% > 2021 17.9% > 2019

*Percentages in red are from previous 3 years

Y2 pupil premium progress in writing:

57.1% of our Y2 Pupil Premium children made expected progress in writing with 0% of these children making accelerated progress.

Challenge 3:

YR pupil premium progress in reading:

61.5% of our YR Pupil Premium children made expected progress in Word Reading with 15.4% of these children making accelerated progress.

76.9% of our YR Pupil Premium children achieved the expected standard in reading (compared to 50.7% for Cambridgeshire overall)

Year 1 Pupil Premium attainment:

KS1 Year 1 July 2023	Cohort size	Reading		Writing		Maths		RWM	
		Attainment		Attainment		Attainment		Attainment	
All	52	76.9% 67.3%	36.5% 36.5%	71.1% 59.6%	21.1% 19.2%	78.8% 69.2%	28.8% 23.1%	69.2% 57.7%	19% 17.3%
Boys	27	74% 65.5%	40% 44.8%	63% 55.2%	22.2% 20.7%	66.6% 69%	37% 27.6%	59% 51.7%	22.2% 20.7%
Girls	25	80% 69.6%	32% 26.1%	80% 65.2%	20% 17.4%	92% 69.6%	20% 17.4%	80% 65.2%	16% 13%
Disadvantaged	10	50% 66.7%	10% 33.3%	50% 50%	0 33.3%	50% 66.7%	0 50%	40% 50%	0 33.3%
EAL	15	60% 50%	26.7% 16.7%	53.3% 33.3%	20% 5.6%	60% 44.4%	26.7% 11.1%	53.3% 33.3%	20% 0%

*Percentages in red are from 2022

Y1 pupil premium progress in reading:

71.4% of our Y1 Pupil Premium children made expected progress in writing with 21.4% of these children making accelerated progress.

Year 2 Pupil Premium attainment:

KS1 Year 2 July 2023	Cohort size	Reading		Writing		Maths		RWM	
		Attainment		Attainment		Attainment		Attainment	
		67% pupils achieving/meeting age related expectations or above (ARE)	18% pupils exceeding age related expectations (ARE)	58% pupils achieving/meeting age related expectations or above (ARE)	8% pupils exceeding age related expectations (ARE)	68% pupils achieving/meeting age related expectations or above (ARE)	15% pupils exceeding age related expectations (ARE)	% achieving/meeting age related expectations or above (ARE)	% pupils exceeding age related expectations (ARE)
		Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022
All	54	63% 66.7% > 2022 64.2% > 2021 66 (77.6%) > 2019	27.8% 26.7% > 2022 24.5% > 2021 36 (42.4%) > 2019	51.9% 56.7% > 2022 56.6% > 2021 66 (76.7%) > 2019	13% 13.3% > 2022 15.1% > 2021 19 (22.1%) > 2019	63% 66.7% > 2022 75.5% > 2021 74 (86%) > 2019	25.9% 21.7% > 2022 20.8% > 2021 24 (27.9%) > 2019	48.1% 53.3% > 2022 47.2% > 2021 65.9% > 2019	11.1% 10% > 2022 13.2% > 2021 20% > 2019
Boys	28	64.3% 60% > 2022 64.5% > 2021 75.6% > 2019	28.6% 13.3% > 2022 25.8% > 2021 40% > 2019	46.4% 40% > 2022 51.6% > 2021 64.4% > 2019	10.7% 6.7% > 2022 12.9% > 2021 13.3% > 2019	67.9% 60% > 2022 80.6% > 2021 75.6% > 2019	35.7% 23.3% > 2022 22.6% > 2021 31.1% > 2019	46.4% 36.7% > 2022 48.4% > 2021 60% > 2019	10.7% 6.7% > 2022 12.9% > 2021 11.1% > 2019
Girls	26	61.5% 73.3% > 2022 63.6% > 2021 80% > 2019	26.9% 40% > 2022 22.7% > 2021 45% > 2019	57.7% 73.3% > 2022 63.6% > 2021 80% > 2019	15.4% 20% > 2022 18.2% > 2021 35% > 2019	57.7% 73.3% > 2022 68.2% > 2021 75% > 2019	15.4% 20% > 2022 18.2% > 2021 37.5% > 2019	50% 70% > 2022 45.5% > 2021 72.5% > 2019	0 13.3% > 2022 13.6% > 2021 30% > 2019
Disadvantaged	7	57.1% 75% > 2022 33.3% > 2021 73.3% > 2019	14.3% 12.5% > 2022 11.1% > 2021 20% > 2019	42.9% 50% > 2022 44.4% > 2021 53.3% > 2019	14.3% 0% > 2022 0 > 2021 13.3% > 2019	57.1% 50% > 2022 66.7% > 2021 66.7% > 2019	28.6% 0% > 2022 11.1% > 2021 20% > 2019	42.9% 50% > 2022 22.2% > 2021 46.7% > 2019	14.3% 0% > 2022 0 > 2021 6.7% > 2019
EAL	20	50% 56% > 2022 60.9% > 2021 78.6% > 2019	20% 20% > 2022 13% > 2021 32.1% > 2019	40% 60% > 2022 43.5% > 2021 71.4% > 2019	5% 12% > 2022 8.7% > 2021 21.4% > 2019	45% 48% > 2022 73.9% > 2021 75% > 2019	15% 16% > 2022 8.7% > 2021 28.6% > 2019	35% 52% > 2022 34.8% > 2021 64.3% > 2019	0 8% > 2022 4.3% > 2021 17.9% > 2019

*Percentages in red are from previous 3 years

Y2 pupil premium progress in reading:

42.9% of our Y2 Pupil Premium children made expected progress in writing with 0% of these children making accelerated progress.

Challenge 4:

Staff are continually thinking of ways to expand the cultural capital of disadvantaged pupils through further development of the Eastfield curriculum. Ensuring, in particular, that the town of St Ives plays a central role in the pupils learning

- Subject Leads & Phase leaders have reconnected with local groups to rebuild educational links following COVID-19, so that children's learning is enhanced through local visits or through having visitors into the school i.e. Norris Museum, Holt Island, Local churches and Mosques.
- Subject Leaders & Sports Premium Leader are developing the use of the school grounds to incorporate this aspect of the school into many areas of the curriculum. this has been largely being achieved through the new installation (February 2022) of an Outdoor Orienteering course which can be accessed in multiple cross curricular ways. Staff are also considering ways in which the outdoor environment for specific subject areas (such as Science) can be enhanced through applying for grant funding.

Challenge 5:

As a school we are always looking at ways in which we can continue to build positive and trusting relationships with parents/carers, so that the right support can be provided at school and at home.

- We have run half termly 'coffee mornings' to ensure that vulnerable parents/carers are being reached, if they wish to partake. These have not been attended very well across the last academic year despite advertising and personal approaches to specific families. We will therefore reconsider alternative ways of encouraging parent/carers into school to engage with us i.e. learning cafes.
- Senior leaders use feedback from parent/carer questionnaires to plan further support.
- Specific core subject leaders run regular parent/carer information sessions. Moving forwards we will try to link these with coffee sessions (see above).
- Where necessary or needed, the school provide basic resources for pupils if they are not available at home for the completion of homework, i.e. stationary, additional reading materials etc.
- The school has close links with St Ives foodbanks and the Educational Inclusion Family Advisers to signpost parent/carers for additional support where it is required.
- Our school SENCo supports parents/carers, if the pupil has additional needs and/or are CiC/CPiC/EYPP+
- For families who require additional support, the school has very positive relationships with external agencies and professionals and work closely as a Team Around Family to support the best possible outcomes for everyone i.e speech and language therapists, health visitors, family workers, specialist teaching team.

Challenge 6:

YR pupil premium progress in maths:

100% of our YR Pupil Premium children made expected progress in Mathematics with 50% of these children making accelerated progress.

78.7% of our YR Pupil Premium children achieved the expected standard in Mathematics (compared to 60% for Cambridgeshire overall)

Year 1 Pupil Premium attainment:

KS1 Year 1 July 2023	Cohort size	Reading		Writing		Maths		RWM	
		Attainment		Attainment		Attainment		Attainment	
All	52	76.9% 67.3%	36.5% 36.5%	71.1% 59.6%	21.1% 19.2%	78.8% 69.2%	28.8% 23.1%	69.2% 57.7%	19% 17.3%
Boys	27	74% 65.5%	40% 44.8%	63% 55.2%	22.2% 20.7%	66.6% 69%	37% 27.6%	59% 51.7%	22.2% 20.7%
Girls	25	80% 69.6%	32% 26.1%	80% 65.2%	20% 17.4%	92% 69.6%	20% 17.4%	80% 65.2%	16% 13%
Disadvanta ged	10	50% 66.7%	10% 33.3%	50% 50%	0 33.3%	50% 66.7%	0 50%	40% 50%	0 33.3%
EAL	15	60% 50%	26.7% 16.7%	53.3% 33.3%	20% 5.6%	60% 44.4%	26.7% 11.1%	53.3% 33.3%	20% 0%

*Percentages in red are from 2022

Y1 pupil premium progress in maths:

78.6% of our Y1 Pupil Premium children made expected progress in writing with 7.1% of these children making accelerated progress.

Year 2 Pupil Premium attainment:

KS1 Year 2 July 2023	Cohort size	Reading		Writing		Maths		RWM	
		Attainment		Attainment		Attainment		Attainment	
		67% pupils achieving/meeting age related expectations or above (ARE)	18% pupils exceeding age related expectations (ARE)	58% pupils achieving/meeting age related expectations or above (ARE)	8% pupils exceeding age related expectations (ARE)	68% pupils achieving/meeting age related expectations or above (ARE)	15% pupils exceeding age related expectations (ARE)	% pupils achieving/meeting age related expectations or above (ARE)	% pupils exceeding age related expectations (ARE)
		Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022	Nat. 2022
All	54	63% 66.7% > 2022 64.2% > 2021 66 (77.6%) > 2019	27.8% 26.7% > 2022 24.5% > 2021 36 (42.4%) > 2019	51.9% 56.7% > 2022 56.6% > 2021 66 (76.7%) > 2019	13% 13.3% > 2022 15.1% > 2021 19 (22.1%) > 2019	63% 66.7% > 2022 75.5% > 2021 74 (86%) > 2019	25.9% 21.7% > 2022 20.8% > 2021 24 (27.9%) > 2019	48.1% 53.3% > 2022 47.2% > 2021 65.9% > 2019	11.1% 10% > 2022 13.2% > 2021 20% > 2019
Boys	28	64.3% 60% > 2022 64.5% > 2021 75.6% > 2019	28.6% 13.3% > 2022 25.8% > 2021 40% > 2019	46.4% 40% > 2022 51.6% > 2021 64.4% > 2019	10.7% 6.7% > 2022 12.9% > 2021 13.3% > 2019	67.9% 60% > 2022 80.6% > 2021 75.6% > 2019	35.7% 23.3% > 2022 22.6% > 2021 31.1% > 2019	46.4% 36.7% > 2022 48.4% > 2021 60% > 2019	10.7% 6.7% > 2022 12.9% > 2021 11.1% > 2019
Girls	26	61.5% 73.3% > 2022 63.6% > 2021 80% > 2019	26.9% 40% > 2022 22.7% > 2021 45% > 2019	57.7% 73.3% > 2022 63.6% > 2021 80% > 2019	15.4% 20% > 2022 18.2% > 2021 35% > 2019	57.7% 73.3% > 2022 68.2% > 2021 75% > 2019	15.4% 20% > 2022 11.1% > 2021 37.5% > 2019	50% 70% > 2022 45.5% > 2021 72.5% > 2019	0 13.3% > 2022 13.6% > 2021 30% > 2019
Disadvantaged	7	57.1% 75% > 2022 33.3% > 2021 73.3% > 2019	14.3% 12.5% > 2022 11.1% > 2021 20% > 2019	42.9% 50% > 2022 44.4% > 2021 53.3% > 2019	14.3% 0% > 2022 0 > 2021 13.3% > 2019	57.1% 50% > 2022 66.7% > 2021 66.7% > 2019	28.6% 0% > 2022 11.1% > 2021 20% > 2019	42.9% 50% > 2022 22.2% > 2021 46.7% > 2019	14.3% 0% > 2022 0 > 2021 6.7% > 2019
EAL	20	50% 56% > 2022 60.9% > 2021 78.6% > 2019	20% 20% > 2022 13% > 2021 32.1% > 2019	40% 60% > 2022 43.5% > 2021 71.4% > 2019	5% 12% > 2022 8.7% > 2021 21.4% > 2019	45% 68% > 2022 73.9% > 2021 75% > 2019	15% 16% > 2022 8.7% > 2021 28.6% > 2019	35% 52% > 2022 34.8% > 2021 64.3% > 2019	0 8% > 2022 4.3% > 2021 17.9% > 2019

*Percentages in red are from previous 3 years

Y2 pupil premium progress in maths:

42.9% of our Y2 Pupil Premium children made expected progress in writing with 14.3% of these children making accelerated progress.

Additional contextual information Review of outcomes in the previous academic year

- Year 1 2022/23

Our results show that we are broadly in line with national expectations for the end of the Key Stage. We expect to rise this year into the 70s. This would bring the results more in line with our pre-Covid expectations. This is the first year group that have not had their attendance to statutory education impacted on by Covid and therefore they have been able to have access to the full curriculum for two full years. We feel that this is reflected in the results. Although it is clear that we still have areas to work on next year and these will be reflected in the SDP.

- Year 2 2022/23

Our Year 2 results reflect a year group that were severely affected by covid closures. They spent a large proportion of their reception year either at home during the January – March school closure or at home due to their bubble being closed for 14 days. You will be able to see from the data that a lot of what has had to happen this year is gap filling and therefore this is the first academic year that they have been able to access a full year in school. Clear transition conversations have taken place around the gaps that the children still have and the need for intervention to be swiftly implemented for those who need it.

- Children falling into more than one vulnerable group

Of the 7 children who were PP in Year 2:

3 also received support for SEND. 1 of which had an EHCP and another had an EHCP application in process towards the end of Year 2

2 were EAL.

1 child was under a child arrangement order throughout their time in Year 2 and had missed significant amounts of their schooling through EYFS and Year 1.

1 child is PP, SEND and EAL

Of the 12 children who were PP in Year 1:
3 also received support for SEND.
4 were EAL.

Of the 10 children who were PP in Year Reception:
2 also received support for SEND. 1 of which had an EHCP.
1 child was under a child arrangement order throughout their time in Reception and did not access much pre-school activities.
4 children were EAL.