

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



This review is based upon the **Intended Outcomes** and [Success Criteria \(for July 2024\)](#) outlined in the **2022-2023** PPG Strategy for Beechcroft Infants School.

There were five areas identified for change and improvement within the 3 years period (September 2021- July 2024)

This review takes into consideration quantitative data, such as the academic outcomes, attendance figures and qualitative data for areas such as mental health and behaviour. The comments and data include a comparison between the disadvantaged pupils (PPG) and their peers who are not identified as disadvantaged (Non-PPG/Not-PPG). This data set relates to the academic year **2023 to 2024.**

Whilst within the timeframe of this strategy, it is important to remember that for the academic year of 2021-22, the DfE strongly discouraged comparing school's 2022 performance data with data from previous years. Their rationale was based on the impact of COVID-19 made it difficult to interpret why the results are as they are. They also advised that we should compare our school's disadvantaged pupils' performance data to local and national averages, with caution.

In the academic year of 2023-2024, we are using the published data for school, local and national attainment, where possible

Improved oral language skills and vocabulary among disadvantaged pupils.

[Assessments, observations, and discussion with pupils indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks \(scrutiny\) and ongoing informative assessment.](#)

2022-2023 Oracy in Maths is the focus for the year in addition to the specific focus on language in foundation subjects.

- Whole school approach to raising the profile of the vocabulary across subjects was initially introduced in academic year of 2021-22.
- Curriculum planning and assessment has been developed and refined to ensure all the relevant skills are being taught and assessed effectively.
- Staff have been given time to reflect and analyse the assessments and use these to inform future planning.
- Curriculum planning was reviewed, and subject specific vocabulary was reduced so that children had a solid understanding of key words. This focused and precise planning enabled targeted teaching, regular revisiting and layering of use of the vocabulary over time. This method of layering learning and repetition has been praised by the School Improvement Partner, LA School Improvement Officer and teachers have been pleased with the outcomes as children have begun to show they are more able to recall facts and use vocabulary in context.
- Sentence stems used in Maths and Science to help children construct responses in full sentences.
- Speaking and listening activities are planned across the curriculum to allow children to develop their understanding of the language and share their knowledge about the subject.
- WellComm assessment purchased to provide a deeper insight in to the levels of understanding and comprehension for some of our children.

Improved Phonic attainment among disadvantaged pupils. Improved pass rates in the Phonic Screening Check

[There has been an increase in the results for the PPG children. 2019 40% met the expected standard and in 2024 70% met the expected standard. The gap between PPG and no PPG peers has closed from 20+% to 10%.](#)

There is evidence of accelerated progress through the effective analysis of data and effective implementation of the SSP, Unlocking Letters and sounds and the rigorous intervention support, monitoring and practise session for teachers

Year 1 Phonic Screening Check results

Positive results across the board. The cohort results were lower than 2023, however for the needs of the children within that cohort, were very happy with the outcome. There was a significant number of SEND children in this cohort.

Year 1 PSC	% School met standard 2022	% Local met standard 2022	% School met standard 2023 Cohort = 75ch	% Local met standard 2023	% School met standard 2024	% Local met standard 2024
Non-Disadvantaged	87	79	83	81	80	83
Notes	School results higher than local		School results higher than local		School results slightly below local	
Disadvantaged	66	58	70	61	70	69
Notes	School results higher than local PPG and Non-PPG gap 20.8% Local gap – 21%		School results higher than local Improved school results from 2022 PPG and Non-PPG gap 13.3 – gap narrowed Local gap 19.4%		School results are in line with local results Improved school results from 2022 PPG and Non-PPG gap 10% – gap narrowed	

Improved reading, writing and maths attainment among disadvantaged pupils.

KS1 reading, writing and maths outcomes continue to improve and by 2024/25 evidence that more than 75% of disadvantaged pupils met the expected standard.

Year 2

There is no Local or National data to use to make the comparison as we have been able to in previous years. The assessment was based on a different set of criteria, therefore the comparison from previous years is not a direct comparison but is there to show the journey of both groups of children.

Subject	Disadvantaged (Count 19)	School Not Disadvantaged (Count 53)	Gap
Reading >= EXS	68% (2023 results 76%)	81% (2025 results 82.5%)	13% (6.5% 2023)
Writing >= EXS	37% (2023 results 38%)	70% (2023 results 73%)	33% (5% 2023)
Maths >= EXS	42% (2023 results 68%)	77% (2023 results 73%)	35% (5% 2023)

Foundations Stage – GLD (Good Level of Development)

FS Good Level of Development	School % cohort 64.1	Local % 67.6
Non-disadvantaged	69.2	70.2
Disadvantaged Pupils	41.7	51.2

School GLD in line with local

School gap is wider than the local

Please note, this cohort had a high level of SEND

To achieve and sustain improved wellbeing for all pupils at our school, particularly our disadvantaged pupils. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.

Improved and sustained high levels of wellbeing by 2024/2025 demonstrated by:

- *Qualitative data from pupil voice, pupil, staff and parent survey and teacher observation.*
- *Significant reduction in low level behavioural incidents and disruption in class.*

Zones of Regulation is a strategy that has been embedded throughout the school. Language used and understood in all year groups and is being referenced in the CPOMs behaviour entries. School has gained the Gold Health School Award as a result of the work taking place in this area.

The school has continued to support a large number of families at school monitoring level, Early Help and support external agencies in working with families and children. We continue to invest in the EP and SEMH team. The investment in a Drawing and Talking and Sand Play Therapy has been utilised. This improves the provision at the school and also means that children can get a more intensive level of support without a waiting list.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Improved and sustained high attendance by 2024/25 demonstrated by:

- the overall attendance rate for all pupils being 95% or better and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
- the percentage of persistent absence will be below 5%, across the school and the figure among disadvantaged pupils will be in line with their peers.

2023-2024 PPG persistence absence is now lower than last year at 35%

Persistent absence is classed as below 90% attendance. For the academic year 2023/2024, 35% of PPG group are considered to have persistent absence compared with 13% of the Non-PPG group. This is a gap of 22%.

Although the data sets show there is still a discrepancy between the PPG and Non-PPG groups. There has been improvement since 2021/22 where 28% of the Non- PPG group and 51% of the PPG group

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Unlocking Letters and Sounds	Ransom

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
In line with PPG
The impact of that spending on service pupil premium eligible pupils
See data

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 to participate.

Planning, implementation, and evaluation

- In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.
- 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.

