

# 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 **2022 to 2023.**

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 2022-2023, we are using the published data for school, local and national attainment.

## **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 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. A variety of shallow, Deep and profound questions have been planned in to facilitate this for all learners.

**Improved Phonic attainment among disadvantaged pupils. Improved pass rates in the Phonic Screening Check**  
[Phonic Screening Check outcomes in 2021/2022 will show that more of disadvantaged pupils met the expected standard, compared with the 2019 results \(40%\). This percentage will rapidly increase. The data for 2024/25 will evidence a narrowing or closing of the disadvantaged and non-disadvantage gap to less than 5%.](#)

**2022-2023 Results for 2022 PSC will show that standards continue to improve and the gap, in particular, narrows. There will be 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**

## **Year 1 Phonic Screening Check results**

Positive results across the board. The cohort results were lower than 2022, 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
<b>Non-Disadvantaged = 62 ch</b>	87.5	79.6	83.3	81.3
<b>Notes</b>	<i>School results higher than local</i>		<i>School results higher than local</i>	
<b>Disadvantaged = 19ch</b>	66.7	58.6	70.6	61.9
<b>Notes</b>	<i>School results higher than local PPG and Non-PPG gap 20.8% Local gap – 21%</i>		<i>School results higher than local Improved school results from 2022 PPG and Non-PPG gap 13.3 – gap narrowed Local gap 19.4%</i>	

'On track' data is collected for all year groups but for the purposes of this report the FS and Year data is provided to give a picture of attainments and progress from the end of Term 1 (October) to the end of the year (July)

Foundation Stage	% on track in October 22	Foundation Stage End of year	% on track for end of year
<b>Cohort = 72</b>	7%	<b>Cohort = 73</b>	59%
<b>Disadvantaged Pupils = 22</b>	0%	<b>Disadvantaged Pupils = 22</b>	52%

Gap remained the same across the year

Year 2	% on track in October 22	YEAR 2 End of year	% on track for end of year
<b>Cohort = 88</b>	69%	<b>Cohort = 87</b>	89%
<b>Disadvantaged Pupils = 24</b>	19%	<b>Disadvantaged Pupils = 27</b>	78%

Significant narrowing of the gap for PPG children compared with cohort.

### 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

The KS1 Gap Analysis shows that in Reading, Writing, Maths, Science, RWM and RWMS The disadvantaged pupils of Beechcroft achieved better than LA and National disadvantaged pupils. Please see the additional document for more detail

Subject	Disadvantaged (Count 29)	School Not Disadvantaged (Count 55)	Gap
<b>Reading&gt;= EXS</b>	76% (2022 results 62.1%)	82.5% (2022 results 67.3%)	<b>6.5%</b> (5.2% 2022)
<b>Writing&gt;= EXS</b>	68% (2022 results 51.7%)	73% (2022 results 62.1%)	<b>5%</b> (5.2% 2022)
<b>Maths&gt;= EXS</b>	68% (2022 results 58.6%)	73% (2022 results 62.1%)	<b>5%</b> (5.2% 2022)
<b>Science&gt;= EXS</b>	84% (2022 results 75.9%)	95% (2022 results 62.1%)	<b>11%</b> (5.2% 2022)

All cohort data is better than National data

## Foundations Stage – GLD (Good Level of Development)

FS Good Level of Development	School %	Local %
<b>Non-disadvantaged</b>	71	70
<b>Disadvantaged Pupils</b>	45	53

School GLD in line with local

School gap is wider than the local

Please note, this cohort had a high level of SEND (children who transitioned to SRP at the end of the year)

**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 established throughout the school. Language used and understood in all year groups and is being referenced in the CPOMs behaviour entries. Parents have commented about the value of the zones and how it has supported situations at home. Zone 'script' has been used effectively in discussing significant situations that have occurred. Behaviour and emotion is so very complex, the zones offer a simplified visual and accessible strategy to support understanding.

The school has continued to support a large number of families at Early Help and support external agencies in working with families and children. We continue to invest in the EP and SEMH team. There has been an investment in a Draw and Talk and Sand Play qualification for the Children's Champion. 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.**

**2022-2023 PPG persistent absence to improve from 2021 data (51% <90% attendance)**

Persistent absence is classed as below 90% attendance. For the academic year 2022/2023, 36% of PPG group are considered to have persistent absence compared with 14% 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)

*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***

NA

**The impact of that spending on service pupil premium eligible pupils**

## 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.

