

## Stephenson Memorial Primary School - EOY 2023 Pupil Premium Review

<p><b>Intended Outcomes:</b>  <i>To accelerate the rate of progress for PP children across Reading, Writing and Maths, therefore narrowing the attainment gap - with a particular focus of writing, as this is where the widest gap between non PP and PP children can be found across the school.</i></p>	
Success Criteria	Evidence
<p>All PP/Non SEND children will make better than expected progress this academic year (3+ points progress)</p>	<p>All PP children made good or significantly better than expected progress in Reading, Writing and Maths - apart from yr 4 writing.</p> <p>All PP with Non SEND made better than expected progress.</p> <p>All non SEND children made good or significantly better than expected progress in Reading, Writing and Maths - apart from year 2 writing (expected)</p>
<p>All PP/SEND children will demonstrate progress relative to their starting points and expectant of their specific needs</p>	<p>All SEND children made good or significantly better than expected progress in Reading Writing and Maths - apart from</p> <ol style="list-style-type: none"> <li>1) Year 1 Reading</li> <li>2) Year 4 Writing</li> <li>3) Year 4 Maths (expected)</li> </ol>
<p>Attainment gaps will be narrowed across the school - see termly data captures.</p>	<p>The PP gap across all subject areas averages at around 1.5 terms, with year 5 reading and maths and year 4 writing being 2 + terms</p> <p>When SEND children are taken out of the equation this is reduced averaging at less than a term across all year groups and subjects areas - with the exception of years 3,4,5 writing and year 5 maths.</p> <p>Cohort size</p> <p>Year 1 - 57%  Year 2 - 55%  Year 3 - 51%  Year 4 - 58%  Year 5 - 61%  Year 6 - 67%</p>
<p><b>Intended Outcomes:</b>  <i>To develop a comprehensive reading offer across the school, that starts with a</i></p>	

*synthetic, systematic phonics system (where any child who needs support with the mechanics of reading will receive it) to a rich reading for pleasure experience.*

Success Criteria	Evidence
Phonics attainment will rise throughout the Academic year from its starting point in September 2022 - see data tracking system	In-year tracking shows that from September 2022 baselines, children made clear and sustained progress.
A consistent and effective guided reading framework to be established across the school that focuses on quality first teaching, ultimately raising standards - see data tracking system	<p>Reading is the strongest set of data across the school, with all year groups apart from year 1 making significantly better than expected progress. Year 1 made good progress. Reading in general has had a high profile, with a focus on guided reading, driving texts, reading spine, spellings and phonics.</p> <p>Reading attainment is the strongest data set:</p> <p>Yr 1 - 46% (11%)            Yr 2 - 66% (12%) - SAT's            Yr 3 - 74% (31%)            Yr 4 - 53% (28%)            Yr 5 - 52% (32%)            Yr 6 - 70% (44%) - SAT's</p>
A well thought out reading spine and challenging diet of texts for children to be exposed to in order to raise awareness of genres and vocabulary.	The school developed a rich and challenging reading spine to be used throughout the academic year, where children were given a diet of varied and challenging texts. This has been added to for September 2023 - where driving texts have been included into literacy sessions. Reading for pleasure and school reading books are also included in the reading offer for children.
Reading progress will be better than expected across the school by the end of the academic year	This has been achieved - see above.
<p><b>Intended Outcomes:</b>  <i>Parents will be fully engaged in their children's learning, especially reading, in order to support continuous learning opportunities at home and in school.</i></p>	
Success Criteria	Evidence
Parent surveys and voices will	Parents were invited into school a lot more

show that parents feel confident to support their children's learning at home	last academic year with a balance between celebration of learning and learning workshops. Early years workshops were well attended, but not so, higher up the school. This needs to continue this academic year also.
Parental attendance at 'learning workshops' links with adult learning alliance, are well attended and this ultimately helps to support learning at home	Attendance was poor. This needs to be run more by staff in school with children in attendance.
<p><b>Intended Outcomes:</b>  <i>Children to have opportunities within or outside of school for additional enrichment activities, which will in turn develop their character, focusing on confidence, resilience and independence.</i></p>	
<b>Success Criteria</b>	<b>Evidence</b>
PP children, especially identified long term disadvantaged (LTD) children to have a wide range of additional experiences - trips, residential, extra curricular and musical experiences. All LTD to access this, and at least 50% of PP children to access these opportunities.	2022 - 2023 had a focus on PP children having access to physical activity. The PE lead took on the responsibility to ensure that PP children were given the opportunity to access this. Residential is happening in September 2023
<p><b>Intended Outcomes:</b>  <i>To improve the attendance of PP children from 94% to at least national averages</i></p>	
<b>Success Criteria</b>	<b>Evidence</b>
PP children's attendance will see a rising trend across the year and will be closely monitored by school and LA in order to achieve this.	PP attendance was consistently at 90% across the year group. Non PP attendance increased from 90% to 92%