



# Royles Brook Primary School

## Pupil Premium Review

2023-2024



**Part B: Review of outcomes in the previous academic year 2023-2024**

Pupil premium strategy outcomes:

This report details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our End of KS2 assessments during 2023/24 suggested that the performance of disadvantaged pupils was higher than non-disadvantaged pupils in reading at both EXP and higher standard, lower than non-disadvantaged in writing EXP but higher for writing higher standard, in line in both maths and GPS at EXP but at for higher standard maths, non-disadvantaged outperformed disadvantage and GPS higher standard, disadvantaged outperformed non-disadvantaged.

Reading **PP 73% Non- PP 53% Higher Standard PP 18% Higher standard Non-PP 7%**

Writing **PP 55% Non- PP 70% Higher Standard PP 18% Higher standard Non-PP 0%**

Maths **PP 55% Non- PP 57% Higher Standard PP 0% Higher standard Non-PP 7%**

Previous analysis showed that our End of KS2 assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum. Despite being above national averages during the year (2018/19) in both Maths and Writing, Reading, for the whole cohort, remained below national average and therefore so did the percentage of those disadvantaged pupils achieving the expected standards in Reading, Writing and Maths combined. Further development of the progress and attainment levels in Reading remained a priority, although the gap between PP and Non- PP has narrowed from the previous academic year. This gap has now closed with 2023-2024 results showing that disadvantaged children now outperform non-disadvantaged at both EXP standard and the higher standard.

2023-24 KS2Cohort	Reading		Writing		Maths		Combined	
	EXS+	HS+	EXS+	HS	EXS+	HS	EXS+	HS
<b>School</b>	<b>59%</b>	<b>10%</b>	<b>66%</b>	<b>5%</b>	<b>56%</b>	<b>5%</b>	<b>42%</b>	<b>0%</b>
<b>Lancs</b>	<b>74%</b>	<b>26%</b>	<b>71%</b>	<b>13%</b>	<b>72%</b>	<b>22%</b>	<b>59%</b>	<b>7%</b>
<b>National</b>	<b>74%</b>	<b>28%</b>	<b>72%</b>	<b>12%</b>	<b>73%</b>	<b>23%</b>	<b>61%</b>	<b>8%</b>

	Expected +			GDS		
	All	Disadvantaged	Not disadvantaged	All	Disadvantaged	Not disadvantaged
Reading	59%	73%	53%	10%	18%	7%
Writing	66%	55%	70%	5%	18%	0%
Maths	56%	55%	57%	5%	0%	7%
GPS	54%	55%	53%	10%	27%	3%
Combined	42%	46%	40%	0%	0%	0%

KS2 Reading: Disadvantaged children outperform non-disadvantaged children at EXP AND GDS.

KS2 Writing: Non-disadvantaged children outperform disadvantaged children at EXP but disadvantaged children outperform non-disadvantaged children at GDS.

KS2 Maths: No statistical difference between disadvantaged and non at EXS. Non disadvantaged perform slightly better at GDS.

KS2 GPS: No statistical difference between disadvantaged and non at EXS. Disadvantaged children outperform non-disadvantaged at GDS.

### Key Stage 1

KS1: 2023-24 Cohort	Reading		Writing		Mathematics		Combined
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+
School	71%	22%	67%	11%	69%	20%	62%
Lancashire	70.5%	17.3%	62.6%	8.6%	71.7%	15.5%	58%
National	71.4%	19.4%	62.9%	9.1%	72.2%	16.7%	59%

### KS1 (Y2) Teacher Assessments July 2024: All, disadvantaged, non-disadvantaged

	Expected +			GDS		
	All	Disadvantaged	Not disadvantaged	All	Disadvantaged	Not disadvantaged
Reading	71%	80%	70%	22%	20%	22.5%
Writing	67%	80%	65%	11%	0%	12.5%
Maths	69%	80%	67.5%	20%	20%	20%
Combined	62%	80%	60%	7%	7.5%	0%



**KS1 Reading:** Disadvantaged children outperform non-disadvantaged children. No significant gap between groups at GDS level.

**KS1 Writing:** No significant gap between groups at EXP+. Non-disadvantaged outperform disadvantaged in GDS writing.

**KS1 Maths:** Disadvantaged children outperform non-disadvantaged children at EXP+ and no gap at GDS.

There is no significant difference between disadvantaged and non-disadvantaged children across EXP+ RWM at KS1.

**Year 1 Phonics:**

Phonics	2023 (Y1)	2023 (Y2)	2024 (Y1)	2024(Y2)
Reached Expected	91%	50%	85%	17%
Lancashire	77%	58%	78%	53%
National Average	79%	59%	80%	55%

Additional phonics interventions ensured that **85% of Year 1 pupils** and 20% **Year 2** pupils (who were unable to take the test in the previous year) achieved the expected level for phonics. 100% of PP pupils passed the Y1 phonics check. 83% of non-PP children passed the Y1 Phonics check.

0% of Y2 PP children passed the Y2 phonics re-sit. 20% non-disadvantaged passed.

Our Y1 attainment sits above the national averages of Y1 78% and 80%, whilst our Y2 attainment sits under Lancashire and England (53% and 55%).

Our EYFS data shows that 71% of children attained GLD overall compared to 65% in Lancs and 68% in England. 29% of PP children attained GLD.

**Y1 Phonics Summary:**

	All pupils	Disadvantaged	Non-disadvantaged
School	85%	100%	82.8%
Lancs	78.1%	64.2%	81.9%
England	80.2%	68.4%	83.4%

Primarily Covid-19 still leaves its impact, which has disrupted all our subject areas to varying degrees. As evidenced in schools across the country, although particularly so in the Northwest, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our development of own high-quality learning platform Google Classroom. In addition to this, disadvantaged pupils did receive a bespoke 1:1 speech and Language virtual support teaching package. However, the focus to narrow the gap in their progress and attainment has remained

a priority since returning to full time face to face teaching with targeted interventions taking place for such pupils.

**Overall attendance in 2023/24 (95.3%)** was slightly higher than 2022-2023 (94.5%) and **above the national average. (93.8%)**

There has been a significant and steady decline in the percentage of persistent absentees being Pupil Premium pupils, due to primarily the impact of the Family Support Worker and attendance plan. The overall number of PA pupils has increased this last academic year with a slightly larger portion being of non-PP status rather than PP pupils. A comprehensive attendance plan is now in place for year 2024-2025 to improve the attendance of groups of pupils including those experiencing Emotionally Based School Avoidance.

Year	% of pupils who met the persistent absence threshold	No. of students who met the persistent absence threshold	No. of students who met the persistent absence threshold and PP	% of pupils who met the persistent absence threshold and PP
2018-2019	7.07	20	12	60
2019- 2020	11.07	33	16	48.8
2020-2021	5.61	17	7	41.18
2021-2022	13.68	42	13	30.05
2022-2023	10.14	30	11	36.67
2023-2024	10.30	31	14	45.16

A number of families continue to take family holidays during term time.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this year's plan. Pupils welfare information was gathered during parental online meetings and this data was used to ensure specific pupils were supported accordingly. An increased number of pupils were directed towards both in-school counselling and outside providers along with a significant increase in family support from our school's Family Support Worker.

Internal data demonstrates improvement in pupils' speech, language and communication skills. This is impacting positively on both academic and social behaviours.



**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Education Endowment Foundation Closing the Gap for Disadvantaged Pupils 2 - year programme of school development	EEF Blackpool Research Schools
Speech and Language Specialist Support	Fly to the Moon Language Tree
Pupil Wellbeing	Crucial Crew, Positive Footprints (Raising Aspirations) for all Y6 children to aid transition to high school.  Trinity Hospice Schools Link Bereavement counselling  Various counselling support services.  Uniform provided to PP pupils, particularly the school's PE uniform.