Pupil Premium Strategy – Review 2022-23
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Investment in phonics CPD, phonics resources across school, coaching for all phonics teachers and fast track intervention has resulted in significantly improved outcomes in the phonics screening check this year, with 83.3% of the Year 1 cohort meeting the standard.

Our data analysis and outcomes in Summer 2023 evidence that teaching priorities for the year to facilitate at least expected progress for all pupils and to narrow the gap between disadvantaged and non-disadvantaged pupils has been successful for some pupils.

10 pupils out of the 49 pupils in receipt of this funding are were identified as having additional needs.

4/16 of the pupils in Year 2, in receipt of PP, were identified having additional needs.

5/ 22 of the pupils in Year 1, in receipt of PP, were identified as having additional needs.

1/11 of the pupils in Reception, in receipt of PP, were identified having additional needs.

6/10 (60%) of the Reception PP pupils, who are not SEN, achieved a GLD.

13/17 (76.5%) of the Year 1 PP pupils, who are not SEN, met the phonics screening threshold.

6/12 (50%) of Year 2 PP pupils, who are not SEN, achieved at least expected standard in Reading.

5/12 (42%) of Year 2 PP pupils, who are not SEN, achieved at least expected standard in Writing.

7/12 (58%) of Year 2 PP pupils, who are not SEN, achieved at least expected standard in Maths.

Outcomes July 2023

Reception

75% of all Reception pupils achieved a Good Level of Development (GLD). This is 7.7% higher than the National average of 67.3%.

54.5% of our disadvantaged Reception pupils achieved a Good Level of Development (GLD), compared to 78.3% of non-disadvantaged pupils. Compared to the National disadvantaged cohort (with 52.1% achieving GLD) our disadvantaged pupils performed better (2.4% higher GLD). Our disadvantaged in-school gap of 23.8% is wider than the National gap of 17.8%.

Narrowing the Gap in EYFS - % of pupils achieving a GLD

Disadvantaged Pupils at Westacre	All Other Pupils in Wolverhampton LA	All Other Pupils Nationally
54.5%	66.0% (Gap 11.5%)	69.9% Gap (15.4%)

Phonics Outcomes

83.3% of all Year 1 pupils achieved the expected standard in Phonics, 13.3% higher than last year and 5% higher than the National average of 78.3%.

86.5% of our end of KS1 cohort achieved the expected standard in Phonics. 8.1% higher than the National average of 78.4%.

60.9% of disadvantaged Year 1 pupils achieved the expected standard in Phonics, compared to 38% in 2021-22 (an uplift of 22.9%). There is a gap of 30.1% compared to non-disadvantaged pupils. This has narrowed by 7.9% compared to last year.

Narrowing the Gap in Year 1 Phonics- % of pupils meeting the expected standard

Disadvantaged Pupils at Westacre	All Other Pupils in Wolverhampton LA	All Other Pupils Nationally
60.9%	82.6% (Gap -21.7% compared to a gap of -43.3% in 2021-22)	82.2% (Gap -21.3% compared to a gap of -43.4% in 2021-22)

End of KS1 Outcomes

Reading

67.8% of all end of KS1 pupils achieved the expected standard in Reading, broadly in line with the National average of 68.3%.

37.5% of disadvantaged pupils at the end of KS1 achieved the expected standard in Reading, an in-school gap of 36.8% compared to non-disadvantaged pupils.

Writing

56.7% of all end of KS1 pupils achieved the expected standard in Writing, 3.5% lower than the National average of 60.2%

31.3% of disadvantaged pupils at the end of KS1 achieved the expected standard in Writing, an in-school gap of 30.9% compared to non-disadvantaged pupils.

Maths

63.3% of all end of KS1 pupils achieved the expected standard in Maths, 7.2% lower than the National average of 70.5%

43.8% of disadvantaged pupils at the end of KS1 achieved the expected standard in Maths, an in-school gap of 23.8% compared to non-disadvantaged pupils.

	Disadvantaged Pupils at Westacre % at EXS (GDS in brackets)	All Other Pupils in Wolverhampton LA% at EXS (GDS in brackets)	All Other Pupils Nationally % at EXS (GDS in brackets)
Reading	37.5% (6.3%)	70.9% (20.1%) Gap -33.4% (-13.8%)	72.8% (21.8%) Gap -35.3% (-15.5%)
Writing	31.3% (6.3%)	63.5% (11%) Gap -32.2% (-4.7%)	65.0% (9.7%) Gap -33.7% (-3.4%)
Maths	43.8% (6.3%)	74.1% (19.0%) Gap -30.3% (-12.7%)	75.0% (19.0%) Gap – 31.2% (-12.7%)
Combined RWM	25.0% (6.3%)	61.2% (8.9%) Gap -36.2% (-2.6%)	61.0% (7.4%) Gap -36.0% (-1.1%)

Attendance

Whole school attendance for 2022-23 was 93.6%, an increase of 0.3% from 93.3% in 2021-22. Attendance for Pupil Premium pupils was 91.71% and increase of 1.41% compared to 2021-22. The gap between attendance for disadvantaged pupils and their non-disadvantaged peers is -2.27% Attendance will continue to be a focus for our next strategy plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Jigsaw PSHE	Jigsaw
Purple Mash Computing	2 Simple

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	A small percentage of our investment in the Jigsaw PSHE programme release time for our PSHE lead to embed the scheme across school. This programme supported all children, including our two service pupil eligible pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Children were given the opportunity to engage in structured weekly PSHE sessions with a progressive and spiral scheme of learning. Of particular benefit were the opportunities for open discussions in a safe learning environment with their peers and class teacher on topics including 'Hopes and Dreams, Celebrating Differences', 'Relationships' and 'Changing Me'. In addition, children benefitted from opportunities to reflect on themselves, their learning, their feelings and their relationships using mindfulness techniques.

Further information (optional)

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