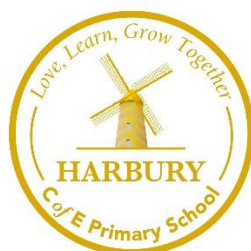


Part B: Review of outcomes in the previous academic year 2023-2024

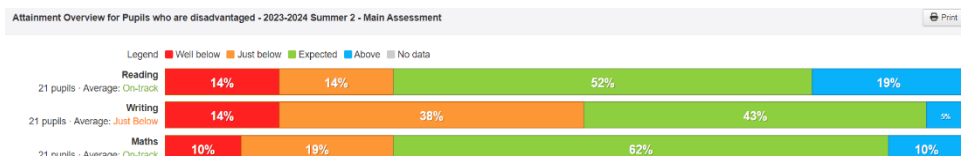


Pupil premium strategy outcomes

Challenge number	Detail of challenge
1	Disadvantaged pupils' attainment is lower than expected. This is reflected in the KS2 and KS1 data from 2021
2	Some year groups have a high level of disadvantaged pupils.
3	Disadvantaged pupils' maths fluency is below where it should be.
4	Thrive profiles and teacher observations have shown that there is an increased number of children experiencing anxiety about coming to school, developing and maintaining friendships and accessing work at the expected standard. This anxiety hinders children's ability to focus on work in class and to establish and maintain effective friendships
5	There are a number of families who have attendance below 90%. This impacts on the progress these pupils make.

Intended outcome	Success criteria																
1. Raise the % of disadvantaged children across the school achieving EXS in Reading, Writing and Maths.	Results All year 6 pupil premium pupils achieved ARE in writing and maths. Both PP pupils achieved greater depth in their reading SATS. Attainment Overview for Pupils in class Y6, who are disadvantaged - 2023-2024 Summer 2 - Main Assessment Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey) <table><thead><tr><th>Subject</th><th>Pupils</th><th>Average</th><th>Attainment</th></tr></thead><tbody><tr><td>Reading</td><td>2 pupils</td><td>Gtr. Depth</td><td>100%</td></tr><tr><td>Writing</td><td>2 pupils</td><td>On-track</td><td>100%</td></tr><tr><td>Maths</td><td>2 pupils</td><td>On-track</td><td>100%</td></tr></tbody></table> In all year groups:	Subject	Pupils	Average	Attainment	Reading	2 pupils	Gtr. Depth	100%	Writing	2 pupils	On-track	100%	Maths	2 pupils	On-track	100%
Subject	Pupils	Average	Attainment														
Reading	2 pupils	Gtr. Depth	100%														
Writing	2 pupils	On-track	100%														
Maths	2 pupils	On-track	100%														

Reading has been incredibly successful. Thanks to the raised profile across

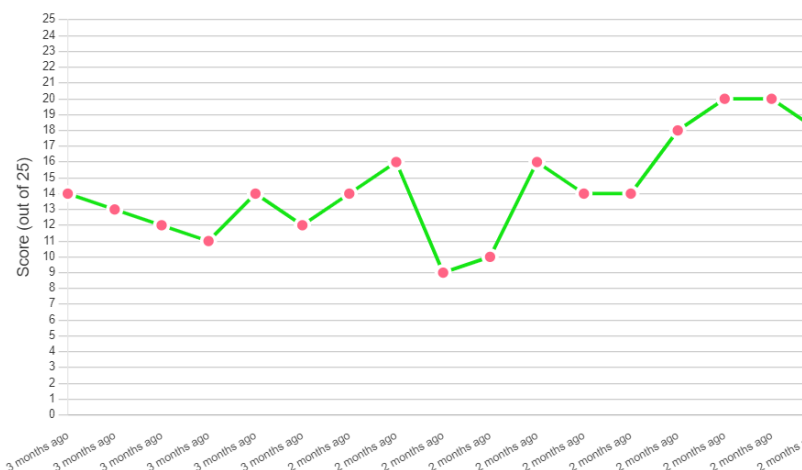


the school and the introduction of Accelerated Reader. As you can see 52% of disadvantaged pupils are ARE and 19% GD. Also, maths achievement for disadvantaged pupils has been successful with 62% ARE and 10% GD. This is because of the introduction of Big Maths and CLIC. Also, Number Stacks as an intervention.

Phonics scores in 2024 were 86% across year 1. However, the pupils who is PP are also SEND and didn't pass their phonic screening. Both of these are on the SEND list and one is on an EHCP journey.

MTC- Year 4

The one pupil who is PP in year 4 achieved 18 on the MTC check. This is a huge success story from a starting score of 14 with a dip in the middle of 9.



2.
Ensure that every child receives quality first teaching every day. This will be evidenced through the monitoring cycle and teacher triangulation.

A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants. This will lead to improved achievement in reading, writing and maths.

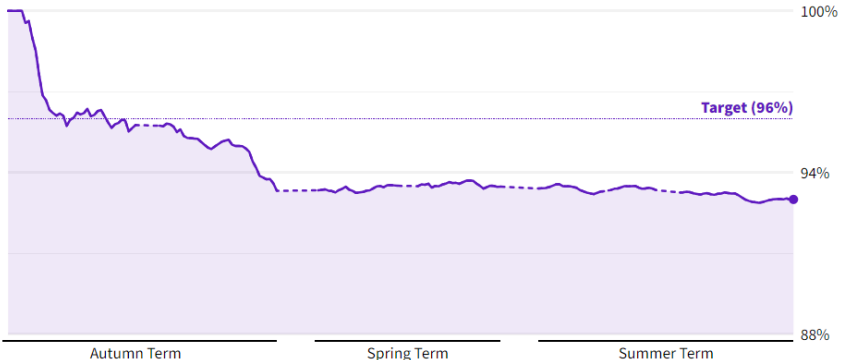
We have raised expectations across the school with introducing retrieval. Following on from our Teaching and Learning day, this was found to be embedded and part of everyday practice.

CPD has been very successful especially whole school RWI phonics training- This has increased our phonics to 86%.

Reading CPD- Ruth Baker Lees

Maths CPD- Maths Hub

Writing CPD- Ruth Baker Lees

3. Vulnerable children attend school regularly.	Increase attendance of vulnerable children to 90%+ Attendance for PP pupils is 93%. The autumn term was in line with our target of 96%. This is regularly monitored and checked by our attendance governor Claire O'Keeffe and our attendance office Emma Miles.  PA levels decreased from 9.3% to 8.9% from 2022-2024
4. Pupils access a wide range of enrichment experiences both in and out of school. Children have the necessary skills, vocabulary and support to enable them to manage SEMH issues, including anxiety.	The THRIVE programme is used by all staff and all children who would benefit from it are identified and regularly supported. THRIVE assessments show that key children are making progress. All staff have received annual training in supporting SEMH issues, following a restorative approach to behaviour. The PSHE curriculum supports all children to develop the vocabulary and skills to express emotions and manage feelings. Thrive is now embedded at Harbury School and has gone from strength to strength. We now have two Thrive practitioners and they support 20+ pupils across the school. 57% pupil premium pupils have attended Thrive sessions which might be lunchtimes or breakfast club. 35% have regular 1-1 Thrive sessions. This has been Thrive breakfasts, Thrive lunch club, Thrive 1-1 sessions and Thrive group sessions. Alongside this, Thrive regular check ins. Our hope is to grow our Thrive more and introduce Thrive Family. Zones of regulation embedded across the school. Restorative practice embedded and new policy tweaked from September 2024.