Impact of Disadvantaged Funding for 2022-2023 as at July 2023

Intended outcome	Success criteria	Impact at July 2022
Close gaps in speech and language understanding	Targets for age related speech and language achievement met in EYFS, Year 1 and 2 and all gaps closed by the end of KS1	20 children with speech and language deficit at beginning of year down to just 3 children who require ongoing programme of support in Year 1. Gaps in speech and language closed in Year 1 and Year 2 due to individual and small group targeted work.
All children accelerated in phonics learning and fluency in reading to ensure closing of gaps in attainment	Targets set for age related phonics achievement in Year 1 met: 90% Targets in age related fluency in Year 1 met	Target achieved in Year 1 phonics: 90% age related expectation achieved. Very good progress by the 3 below age attainment children – projected all 3 to be age related equivalent at the end of Year 2. Target of 80% age related fluency in Year 1 exceeded: 83% at ARE. Ongoing individual targeting and focused support in Year 2 to close gaps with 5 children in fluency in Year 2 after excellent progress in Year 1.
Close gaps between disadvantaged children and their peers in English achievement	Age related targets in Reading and Writing met by the end of Year 2.	Reading: 77% ARE or greater depth and all other children (apart from 1 EHCP see One Plan for good progress) accelerated progress to be working within the Year group objectives by end of the year – to be a focus in Year 3 to further accelerate progress to be secure by end of next year / phase. Writing 73% ARE or greater depth depth and all other children (apart from 1 EHCP see One Plan for good progress) accelerated progress to be working within the Year group objectives by end of the year – to be a focus in Year 3 to further accelerate progress to be secure by end of next year / phase.
Small group tutoring in Year 3,4 and 5 to close gaps in achievement with peers	Gaps with peers in achievement closed	Gaps closed with targeted tuition **Yr 3:** Reading: 84% Writing: 71% Maths: 84% Disadvantaged: 4 children: 75% 75% 100% Reading, Writing, Maths. **Yr 4:** Reading: 77% Writing 67% Maths: 80% Disadvantaged: 75% of non EHC/SEN children for Reading, Writing and Maths. **Yr 5:** Reading: 80% Writing: 77% Maths: 80% Disadvantaged:

		Good progress by all 6 children. 2 children all gaps now closed; other 4 children excellent progress with 3 / 4 ontrack to be secure by the end of Year 6.
Ensure targets for age related and above outcomes are met by end of Key Stage 2	ARE or above Targets Year 6: Reading: 80% Writing: 80% GPS: 80% Maths: 80% ARE or above Targets for end of Year 6 for current Year 5: Reading: 87% Writing: 87% GPS: 87% Maths: 87%	<u>Achievement in school end KS2 (Yr 6):</u> Reading 77% (73% national); 43% Greater depth (28% national). *Progress value to be confirmed* Writing 90% (71% national); Greater depth 33% (13% national). GPS 93% (72% national); Greater depth 57% (28% national). Maths 97% (73% national); Greater depth 47% (22% national). <u>Pupil Premium achievement end KS2 Year 6:</u> <u>(6 children)</u> Reading 67%; Greater depth 50% Writing 83%; Greater depth 33% GPS 83%; Greater depth 33% Maths 67%; Greater depth 17%
To ensure disadvantaged funding is effectively targeted to ensure all children are fully included in all aspects of school and extra-curricular activities, facilitating development of cultural capital for all.	Full inclusion in all aspects of the curriculum, extra curricular activities and educational visits	Achieved – all children included in all activities to facilitate development of cultural capital. Examples include Year 6 residential, visitors to school, additional resources and reading books, subsidy / funding of educational visits and visitors into school.
To ensure that adequate pastoral support and Family Support is in place and effective to meet well-being needs.	Emotional and social needs are met to ensure full inclusion and reaching potential.	Targeted emotional / social programmes, family support work, pastoral care and counselling has enabled all children to progress well both in terms of academic progress, personal development and learning behaviours.