

Pupil premium strategy review – Surfleet Primary School 2024-2025

Outcomes for disadvantaged pupils



Analysis of results and progress

Children in EYFS made better than expected progress from their entry data. Where children have needed support with self-regulation and communication, 100% of these children have made better than expected progress that has enabled them to now participate much more in direct teaching time as well as their own bespoke curriculum. Where children have needed to develop spoken English, WELLCOMM and Makaton have been successfully used to enable them to communicate effectively and attempt to make a more active role in age-appropriate learning.

Due to the fidelity to the Little Wandle Synthetic Phonics Scheme over the 2-year period that the children have been at our school, children in Year 1 all made at least expected progress throughout both years resulting in results being above national for Pupil Premium. Because staff receive training when they need it and interventions take place regularly without interruption, our children achieve. All pupils eligible for PP achieved the Phonics Screening Check.

Different interventions were used to support children in Y4 with their multiplication knowledge. Where this worked most effectively was when children were able to attend the after-school session and regular catch-up sessions in school. The use of Times Table Rockstars also supported children to make progress, especially when this was used out of school as homework. When children were not able or willing to participate in these interventions, their progress was not as good as those children who did. Where children could not attend the after-school club or did not have a device at home for Times Table Rockstars, intervention time was offered at school when possible.

Whilst some children with Pupil Premium status did not achieve as well as their peers, their progress over the whole of Year 6 was as good as their peers and, in some cases, much better. For children who joined our school in KS2, all of these children made better than expected progress from their initial assessments. For many of these children, there were additional barriers to their reasons for being in receipt of PP, e.g. SEND, family/environmental factors, EHE, attendance etc. that made continuous progress difficult thus affecting final attainment. Improving attendance and effort at school through praise and rewards, as well as interventions for self-regulation and emotions, worked particularly well in ensuring children were present and ready to learn, enabling them to access all opportunities available for progress. Interventions for phonics, reading speed and fluency, spelling and maths and reading boosters all made a positive impact for children provided that they attended well and had a positive attitude to their learning. The use of PiXL therapies and tasks supported children to make rapid gains in Year 6 so that all children were able to access assessments that were appropriate for them.