

## DVP outcomes

- To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level and compared to Herts.

This table below shows our school results (RWM) for Non-Disadvantaged and Disadvantaged pupils compared to National.

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	36	56%	46%	Above (non-sig)	68%	-12	Not applicable
2025	10	40%	47%	Close to average (non-sig)	69%	-29	Widening
2024	13	77%	46%	Above (sig+)	67%	10	Positive gap
2023	13	46%	44%	Close to average (non-sig)	66%	-20	Not available

Intended outcome	Review																
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>Attainment figures as above.</p> <p>The table below outlines progress comparing the pupil's baseline to their KS2 outcomes.</p> <table border="1"> <thead> <tr> <th>Non-DVP</th> <th>Reading %</th> <th>Writing %</th> <th>Maths %</th> </tr> </thead> <tbody> <tr> <td>50 pupils</td> <td>96%</td> <td>96%</td> <td>100%</td> </tr> <tr> <th>DVP</th> <th>Reading %</th> <th>Writing %</th> <th>Maths %</th> </tr> <tr> <td>10 pupils</td> <td>100%</td> <td>100%</td> <td>90% (one child)</td> </tr> </tbody> </table>	Non-DVP	Reading %	Writing %	Maths %	50 pupils	96%	96%	100%	DVP	Reading %	Writing %	Maths %	10 pupils	100%	100%	90% (one child)
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## 2024-25 review of intended outcomes

<p>The language deficit for student in receipt of pupil premium funding is diminished.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p>	<p>The school English curriculum allows for a rich use of vocabulary through our Power of Reading texts. English observations and book scrutiny show the children can use these high-quality words in the writing. Working walls allow for all children to access support for their writing and ensure success in each lesson. Support from the class teacher and TA is targeted weekly and tuition by both TAs and class teachers enable PPG children to consolidate and make further progress. The school has spent the year developing a progressive, spiral curriculum approach to writing, rich in reading and discussion.</p> <p>We have a KS1 and KS2 library that all children have access to. This develops their reading for pleasure and gives the children a chance to read non-fiction texts also that may fit what they are learning in other areas of the curriculum. A librarian manages the library and runs sessions at lunchtimes to promote a love for reading.</p> <table border="1" data-bbox="472 651 1401 1014"> <thead> <tr> <th>YEAR</th> <th>CLL%-ALL</th> <th>CLL%-DVP</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>75%</td> <td>63% (8 PUPILS)</td> </tr> <tr> <td>2022-23</td> <td>83.3%</td> <td>100% (4 PUPILS)</td> </tr> <tr> <td>2023-24</td> <td>84.5% (This is now CL)</td> <td>66.7% (9 PUPILS)</td> </tr> <tr> <td>2024-25</td> <td>85%</td> <td>78% (9 PUPILS)</td> </tr> </tbody> </table> <p>Our SIP featured writing in year 2024-25. As a result of the work that has been put in, CLL has gone up for our PPG cohort this year compared to last.</p> <table border="1" data-bbox="472 1144 1299 1435"> <thead> <tr> <th>Year</th> <th>Year 1 results</th> <th>Year 1 DVP</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>75%</td> <td>64%</td> <td>75%</td> </tr> <tr> <td>2023-24</td> <td>63%</td> <td>43%</td> <td>81%</td> </tr> <tr> <td>2024-25</td> <td>85%</td> <td>90%</td> <td>87%</td> </tr> </tbody> </table> <p>The children that failed the check in year 23-24 retook the check in year 2, only 3 children didn't pass at the end of year 2.</p> <p>Our 24-25 phonics check % for all is in line with National, and a significant increase from the previous year. The PPG cohort is higher with only 1 child not passing the check.</p>	YEAR	CLL%-ALL	CLL%-DVP	2021-22	75%	63% (8 PUPILS)	2022-23	83.3%	100% (4 PUPILS)	2023-24	84.5% (This is now CL)	66.7% (9 PUPILS)	2024-25	85%	78% (9 PUPILS)	Year	Year 1 results	Year 1 DVP	National	2022-23	75%	64%	75%	2023-24	63%	43%	81%	2024-25	85%	90%	87%
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<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p>	<p>Each year group plans for exciting and engaging trips that contextualise the classroom learning. Additionally, the school has provided opportunities through the year for the children to develop their cultural capital through workshops, celebrations, and trips.</p> <p><b>Celebration Week – Britain through the Ages</b>  <b>Whole School Trip to Whipsnade Zoo</b>  <b>Young Voices at The O2</b></p> <p>OFSTED inspection comment -  <b>'All year groups benefit from trips and visits that bring the curriculum to life. Pupils regularly experience new things, such as going on a train or boat, visiting the seaside, seeing London landmarks and cooking for themselves.'</b></p>																															

## 2024-25 review of intended outcomes

<p>All children have access to appropriate technology at school and at home.</p>	<p>OFSTED inspection comment - <b>‘Leaders have designed a comprehensive curriculum. They have decided the order in which knowledge needs to be taught from Nursery through to year 6.’</b></p> <p>All children in years 3-6 have their own laptop to use in school. Our DVP children are given a voucher where the cost of the laptop is provided for, enabling every child the same access to classroom learning.</p>																								
<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</p>	<p>Post pandemic, the school have seen an increase in anxiety amongst children, especially in the younger years. Jigsaw has always been an opportunity for teachers to open discussions with their class regarding worries and how to best tackle them. Additionally, we have a member of staff who is Mental health and Wellbeing lead. She supports children through Drawing and Talking and other strategies. She also allows for drop-in sessions to discuss worries with the children.</p> <p>Extended family Services are also based on our school site meaning we can make referrals or signpost as needed. The Mental Health Hub work across the local area, they are also based at our school and deal with mild to moderate anxieties and signpost further.</p> <p>Jigsaw lesson observations have shown children are able to talk about strategies on how to become resilient and what this means.</p> <p>PSHE has been on our SIP for year 2024-25. We have started to roll out a new scheme through the PSHE Association, allowing our pupil’s to access a wider range of lessons that cover current issues and challenges such as financial responsibility, online safety and anxiety.</p>																								
<p>All DVP SEND children make good or accelerated progress from their starting points.</p>	<p>This table shows the progress outcomes for the 25 pupils who are both DVP and SEN. The % in brackets indicate accelerated progress.</p> <table border="1" data-bbox="475 1238 1165 1507"> <thead> <tr> <th>SEN and DVP</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2022-23 28 children</td> <td>93% (18%)</td> <td>93% (21%)</td> <td>89% (18%)</td> </tr> <tr> <td>2023-24 25 children</td> <td>84% (8%)</td> <td>80% (12%)</td> <td>88% (16%)</td> </tr> <tr> <td>2024-25 24 children</td> <td><b>96% (13%)</b></td> <td><b>96% (13%)</b></td> <td><b>83% (13%)</b></td> </tr> </tbody> </table> <p>Percentages are high, in both reading and writing it equates to one child not making expected progress. In maths, the dip is due to children missing GDS but have still achieved EXS.</p>	SEN and DVP	Reading	Writing	Maths	2022-23 28 children	93% (18%)	93% (21%)	89% (18%)	2023-24 25 children	84% (8%)	80% (12%)	88% (16%)	2024-25 24 children	<b>96% (13%)</b>	<b>96% (13%)</b>	<b>83% (13%)</b>								
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<p>Attendance to be tracked closely to enable steps to be put in place for these children to be in school.</p>	<p>Persistent absenteeism is classified as a pupil having below 90% over an academic year. This equates to a pupil missing 19 or more days of school. Absence is monitored closely by the Head and tracked monthly.</p> <table border="1" data-bbox="483 1809 1353 2011"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>64</td> <td>26.6%</td> <td>24.4%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2023/24</td> <td>63</td> <td>28.6%</td> <td>27.1%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2022/23</td> <td>68</td> <td>17.6%</td> <td>29.3%</td> <td>Below (sig-)</td> <td>No sig change</td> </tr> </tbody> </table> <p>We are slightly above National for our PPG cohort; the percentage for our school has come down from the previous year by 2%.</p>	Year	Cohort	School	National	National distribution banding	Trend	2024/25	64	26.6%	24.4%	Close to average (non-sig)	No sig change	2023/24	63	28.6%	27.1%	Close to average (non-sig)	No sig change	2022/23	68	17.6%	29.3%	Below (sig-)	No sig change
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## 2024-25 review of intended outcomes

<p>To make payments affordable for all families and review where costs can be reduced for parents.</p>	<p>The school continues to offer vouchers for school trips, uniform, swimming, clubs residential trips and laptops. Part payments are also in place to make costs affordable.</p> <p>The breakfast and after school club are offered free of charge for our PPG families.</p> <p>We have managed to reach a significant number of PPG families over the last year due to the success of our Too Good To Go Hub. The Hub offers families second hand uniform as well as a variety of different items each month that have been donated through making links in the local community and national charities. Books, shoes, stationary, toiletries, food and drink items, Easter eggs and Christmas goodies are some of the things we have given away over the last year.</p> <p>We work closely with Dunelm Mill, in the year 2024-25, 75 Christmas gifts were donated for our PPG children.</p> <p>A shoe charity has donated over 50 pairs of black school shoes in a variety of sizes, these were offered to all our PPG families.</p>
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