

Pupil Premium Strategy Statement – Bilston CE Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	49.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 Updated 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gary Gentle
Pupil premium lead	Jenny Booth
Governor / Trustee lead	Mark Bircher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,960
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£335,960

Part A: Pupil premium strategy plan

Statement of intent

Bilston CE Primary School is situated in an inner-city area and, whilst pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage. The school deprivation indicator is within quintile 5, one of the highest indicators of social and economic deprivation. As a result, we have a much higher proportion of pupils eligible for the Pupil Premium Grant.

Historically, disadvantaged pupils have achieved well at Bilston CE Primary, making rapid progress, from low starting points and achieving largely in line with their non-disadvantaged peers. We have robust systems in place to ensure that academic progress and attainment are tracked and monitored for all disadvantaged pupils. Staff are challenged where pupils are not progressing and measures are put in place to support children where appropriate.

We are a nurturing school, our pupils feel happy and safe here and, as a result, learn well. Our Pastoral Manager has an integral role in developing links with families and external agencies in order to support the wider well-being of our children.

As is the case with schools nationally, we are still seeing the impact of Covid-19, with the greatest impact evident for our disadvantaged pupils. The gap that we had worked tirelessly to successfully close between disadvantaged and non-disadvantaged pupils widened throughout 2020-21. Closing this gap has since been a whole school priority.

Our intention is clear; we strive for all pupils, regardless of their socioeconomic background, to make good progress and achieve their full potential, this includes ensuring that our higher attainers also achieve in line with their ability. The focus of our Pupil Premium Strategy is to identify the challenges faced by our disadvantaged pupils and put in place necessary and appropriate actions to address them.

Since 2022-23, we have seen promising outcomes with attainment gaps narrowing in the majority of year groups. Our progress data is positive and our disadvantaged pupils are achieving well and in many cases better than disadvantaged pupils nationally and locally.

We are very aware that the pandemic has left long lasting effects on children and families. Historically, starting points for many of our children have been lower than the national expectations with Communication and Language, Literacy and Understanding the World being areas of particular concern. In addition to this, we are also seeing a much higher number of children with social, emotional and mental health needs, requiring pastoral care or additional family support. The number of children with complex special educational needs has also risen significantly.

We also recognise as a school that there are many children who are not currently eligible for Pupil Premium but are vulnerable. The Pupil Premium and Pastoral Leads have worked closely together to identify these children and they will also be given priority when considering the spending of the Pupil Premium Grant to ensure that we fulfil our vision that 'no child gets left behind'.

As always, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that through the actions identified in this strategy, that all of our pupils will benefit.

For those pupils where high quality first wave teaching isn't having the necessary impact, carefully chosen intervention strategies will be used to ensure rapid progress and the narrowing of gaps.

The challenges faced by our disadvantaged pupils are identified by robust diagnostic assessment. They are reflective of our current cohort and we, as a whole school community, understand and work together to address them.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Baseline assessments in EYFS show that our pupils start Reception with typically low starting points, often ‘well below’ national expectations.</p> <p>Trends in judgements show:</p> <ul style="list-style-type: none"> ➤ Poor language and communication skills ➤ Limited prior learning ➤ Lack of phonic awareness ➤ Poor numerical understanding <p>These are particularly prevalent for our disadvantaged pupils.</p>
2	<p>Social, Emotional and Mental Health needs</p> <p>We have seen a rise in the number of children and families requiring additional support from our pastoral team. Many children are presenting with Social, Emotional and Mental Health needs, requiring additional support from external agencies. With lengthy waiting times for paediatric services, school support is imperative in supporting these pupils and their families.</p> <p>Again, these needs are especially common amongst our disadvantaged pupils.</p>
3	<p>Attainment gap between disadvantaged and non-disadvantaged pupils</p> <p>Data over time shows gaps narrowing in the majority of year groups although it still exists and therefore remains a priority with specific areas to monitor:</p> <p>Attainment gap at Lower Key Stage Two</p> <p>Last academic year the disadvantage gap widened for our current Year 4 cohort. This is something that needs further investigation to ensure that it is not a repeated trend as children move from Key Stage One into Key Stage Two.</p> <p>Year 2 Phonics resits</p> <p>Whilst Year 1 phonics scores were better than Local and National for disadvantaged and all pupils, FIGURES 15 Year 2 pupils did not pass the resit screen. Mobility and significant SEND in this bulge</p>

	<p>cohort (15 additional pupils from 2022-2024) is a factor in this although this needs unpicking further to ensure that it is not a repeated trend.</p> <p>Number of disadvantaged boys meeting expected standard in Writing at the end of Key Stage Two.</p> <p>KS2 data from 2024 shows an attainment gap between disadvantaged and not disadvantaged boys in Writing. 71.4% of not disadvantaged boys compared to 26.7% of disadvantaged boys reached the expected standard in Writing. 7.1% of not disadvantaged boys compared to 0% of disadvantaged boys reached GDS in writing.</p> <p>Number of disadvantaged pupils working at Greater Depth in RWM</p> <p>Although our five year trend analysis of end of Key Stage Two data has demonstrated an increase in the number of our disadvantaged pupils achieving GDS over time, outcomes for 2024 show a disappointing attainment gap. Again, close monitoring of this is required to ensure that this gap can be narrowed.</p>
4	<p>Attendance gap</p> <p><i>Persistent absence rates for disadvantaged pupils 2023-24:</i></p> <p><i>School – 11.2%</i></p> <p><i>Wolverhampton – 22%</i></p> <p><i>National – 26%</i></p> <p>Whilst attendance rates overall are good and above the national and local average, there is a gap between our disadvantaged and our non-disadvantaged pupils. The persistent absence rate for our disadvantaged pupils is much higher than for our non-disadvantaged pupils. We recognise that attendance is crucial in our drive to close the attainment gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p><i>This was a challenge that we managed to address successfully in 2023-24, it remains high priority to ensure that our disadvantaged pupils maintain good attendance rates in line with their peers.</i></p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Accelerated progress from baseline judgements for disadvantaged pupils in EYFS.</p>	<ul style="list-style-type: none"> • High quality EYFS provision rooted in the development of communication, language and literacy skills as well as a wealth of opportunities for children to develop in all areas of learning. • Robust phonics teaching through the RWI programme. Early Reading Lead to work alongside EYFS staff, providing effective modelling and internal CPD and moving children on rapidly. • Additional and appropriate support in place for disadvantaged children with additional needs. • A strong school/parent partnership in place to support children’s learning beyond the classroom. • At least good progress for all children, especially disadvantaged pupils.
<p>To continue to make pupil well being and mental health a priority, recovering from the long term effects of the Covid-19 pandemic on pupils and their families.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • high engagement in the range of extra curricular activities available to children, including: • extra-curricular clubs (target of >60% of disadvantaged pupils attending an extra curricular club in 2024-25) • musical instrument tuition (target of >60% of disadvantaged pupils learning to play a musical instrument in 2024-25) • continued work with external agencies to strengthen our SEMH provision for pupils and families who need it, including the introduction of new interventions • high quality provision offered by our pastoral team, ensuring that children are happy and feel safe

	<ul style="list-style-type: none"> All children will have the opportunity to attend 3 off site educational visits per year with part of the cost subsidised for disadvantaged pupils.
Improved outcomes for disadvantaged pupils at lower KS2 in Reading, Writing and Maths.	<ul style="list-style-type: none"> Pupil Progress meetings between staff from neighbouring year groups to discuss particular needs of a cohort to ensure that gaps in learning are filled promptly. Regular monitoring of disadvantaged pupils in Year 3 and Year 4 to ensure that appropriate provisions are in place to close the attainment gap. Accelerated progress for disadvantaged pupils Narrowing attainment gap between disadvantaged pupils and their non-disadvantaged peers.
Improved outcomes for all disadvantaged pupils	<ul style="list-style-type: none"> Accelerated progress for disadvantaged pupils Narrowing attainment gap between disadvantaged pupils and their non-disadvantaged peers. <u>Specific focus based on 2024 data – KS2 disadvantaged boys writing</u> Our disadvantaged pupils will perform in line or better than local and national data in end of key stage assessments and phonics screen.
Improved outcomes for pupils resitting phonics screen in Year 2	<ul style="list-style-type: none"> Accelerated progress for disadvantaged pupils as a result of high quality phonics tuition and interventions. Our disadvantaged pupils will perform in line or better than local and national data in Year 2 phonics resists.
Improved outcomes for disadvantaged boys in KS2 Writing.	<ul style="list-style-type: none"> Accelerated progress for disadvantaged boys Our disadvantaged boys will perform in line with national and local data in KS2 Writing. The attainment gap between our disadvantaged and not disadvantaged boys will narrow in Writing.
Increased percentage of KS2 pupils working at	<ul style="list-style-type: none"> Accelerated progress for disadvantaged pupils

Greater Depth in Reading, Writing and Maths.	<ul style="list-style-type: none"> • Narrowing GDS attainment gap between disadvantaged pupils and their non-disadvantaged peers. • A greater number of our pupils will achieve GDS in end of KS2 assessments, comparable to local and national data.
Improved attendance rates for disadvantaged pupils.	<ul style="list-style-type: none"> • Persistent absence rate for disadvantaged pupils will decrease - persistence absence gap between disadvantaged and non-disadvantaged pupil will narrow. • Case studies of all disadvantaged pupils whose attendance falls below 95% to ensure that appropriate measures can be put in place to support before they fall into the category of 'persistently absent'. • Education Welfare Officer and Attendance Officer will work closely with parents to address issues with attendance. • Minibus/Out of school care provision offered to children where this would improve attendance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £142,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc Used as a systematic approach</i>	RWI is a DfE validated systematic synthetic phonics programme.	1,3

<p><i>to teaching of early reading.</i></p>	<p>EEF Toolkit: <i>+5 months. ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</i></p>	
<p>Senior Leaders mentoring role – supporting and modelling, raising standards in teaching/supporting less experienced staff.</p>	<p>EEF Pupil Premium guidance – <i>‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’</i></p>	<p>1,3</p>
<p>CPD for all teaching staff</p>	<p>EEF Pupil Premium guidance – <i>‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’</i></p> <p>Carefully chosen CPD will ensure that all staff are up to date with any changes in their curriculum area whilst also refreshing their ideas on teaching and learning. All CPD will be disseminated to other staff.</p>	<p>1,3</p>
<p>Pupil Premium Lead to monitor and manage spending of the grant</p>	<p>According to the EEF ‘Putting Evidence to Work – A School’s Guide to Implementation’ document, schools should develop a team of leaders to monitor and support areas of improvement throughout the</p>	<p>1,2,3,4</p>

	school. Having a PP Lead, allows the large number of eligible pupils to be tracked and monitored with appropriate support allocated to those who need it. The PP Lead is responsible for identifying the impact of the allocation in raising attainment and requirements for future spending.	
Smaller group sizes for Core subjects – use of third teachers and HLTAs	EEF Toolkit (+3 months) <i>‘As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.’</i>	1,3
Number Sense (Key Stage One)	EEF Toolkit: +6 months - Early Numeracy approaches	1,3
Number Sense Times Tables	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	3
Power Maths	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £114,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch On Reading	EEF Toolkit:	3

	+5 months - One:one tuition +6 months - Reading comprehension strategies	
Fresh Start	EEF Toolkit: +5 months - One:one tuition +6 months - Reading comprehension strategies +4 months -Teaching Assistant led interventions	3
Power Maths interventions	EEF Toolkit: +4 months -Teaching Assistant led interventions	1,3
RWI 1:1	EEF Toolkit: +5 months - One:one tuition	1,3
SENDCo out of class	According to the EEF 'Putting Evidence to Work – A School's Guide to Implementation' document, schools should develop a team of leaders to monitor and support areas of improvement throughout the school. Having a SENDCo out of class, enables her to work more closely with pupils identified as having Special Educational Needs, target setting with staff, working in small groups with pupils, offering support and guidance to staff, alongside professionals, in relation to the individual needs of pupils. 62% of children currently on our SEND register are eligible for Pupil Premium.	1,2,3
Speech and Language	EEF Toolkit	1,3

Full time Elkan trained teaching assistant to work with identified pupils.	+6 months – Communication and Language Approaches	
Lexia	EEF Toolkit +6 months - Reading comprehension strategies	1,3
Continuum	EEF Toolkit +4 months – Teaching Assistant interventions	3
Education City	EEF Toolkit +5 months - Homework	1,3
White Rose	+6 months - Early Numeracy approaches EEF Teaching and Learning Toolkit: +5 months <i>'Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.'</i>	1,3
TTRockstars	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £122,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO/School Attendance Officer	EEF guidance for Using Pupil Premium funding effectively: <i>'You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.'</i>	4
Pastoral Manager – working with pupils and families. Building positive relationships, addressing needs for support, SEMH.	EEF Toolkit: +4 months - Parental engagement +4 months – Behavioural interventions +3 months – Social and Emotional Learning	2,4
Children's University	<i>'All children must be given the same opportunity and freedom of choice to actively shape their own learning beyond the classroom. By increasing the activities available to all children and removing any barriers they face, children will be encouraged to access and proactively engage in, their own learning journey beyond the classroom.</i> <i>Families and carers of the most socially excluded children must be able to access as much quality learning beyond the classroom as those families for whom there are fewer barriers.'</i> The State of The Nation Evidence and impact of the importance of learning beyond the classroom in	2

	2021, Published by the Children's University.	
Family Learning	EEF Toolkit: +4 months - Parental engagement	1,2,4
Outdoor Learning	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +3 months – Social and Emotional Learning	2
Extra-curricular clubs	EEF Toolkit +3 months – Extending school time +1 months – physical activity	2,4
Music school SLA - Music tuition for pupils in KS2	EEF Toolkit – Arts Participation +3 months. <i>'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i>	2,4
School Visits/Residentials	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +3 months – Social and Emotional Learning	2,4

	+3 months – Extending school time	
Mindfulness and Martial Arts (MAMA)	EEF toolkit: <i>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year.'</i> +4 months – Behavioural interventions +3 months – Social and Emotional Learning	2
Art therapy	EEF toolkit: <i>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year.'</i> +4 months – Behavioural interventions +3 months – Social and Emotional Learning Arts Participation +3 months.	2
Switch Midland	Pupil counselling EEF toolkit: <i>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year.'</i> +4 months – Behavioural interventions +3 months – Social and Emotional Learning	2

Total budgeted cost: £379,203

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Accelerated progress from baseline judgements for disadvantaged pupils in EYFS.

External judgements of EYFS provision in 2023-24:

Local Authority Review of EYFS in January 2024 stated that EYFS provision was strong:

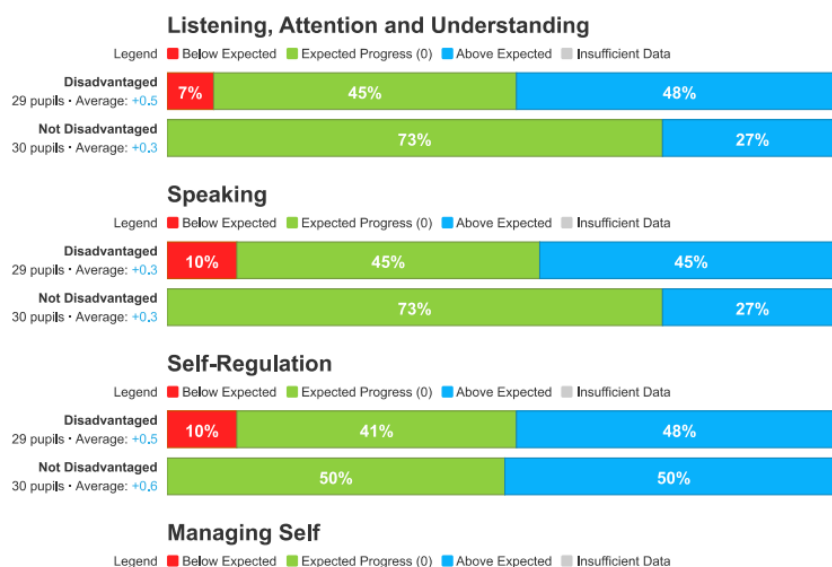
Vocabulary has high priority and this was very evident during the review (Jan 2024). Adults actively explore ways to introduce new words in a meaningful context, resulting in pupils now beginning to use new words in their conversations with both adults and peers.

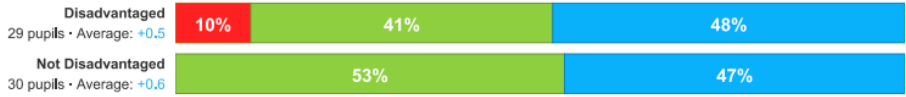
Ofsted, July 2024:

Reception children settle well into school. Adults quickly teach them the routines of school life. Children enjoy learning and playing in classrooms and the well-equipped outside spaces. They learn about the links between letters and sounds as soon as they arrive. Relationships are warm and supportive. Children are well prepared for their next steps.

Progress Data for Disadvantaged and Not Disadvantaged pupils in EYFS

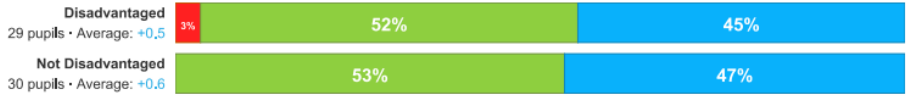
Progress Overview for Pupils (from 2023-2024) in Reception – 2023-2024 Entry to 2023-2024 Summer Main Assessment





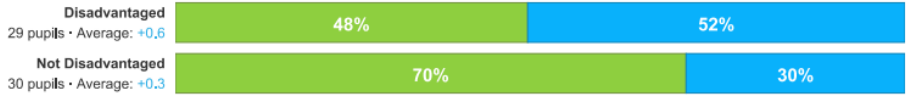
Building Relationships

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



Gross Motor Skills

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



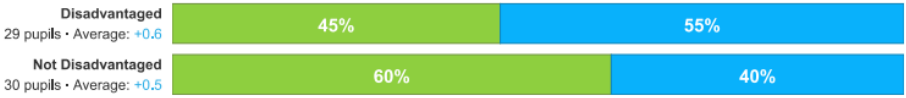
Fine Motor Skills

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



Comprehension

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



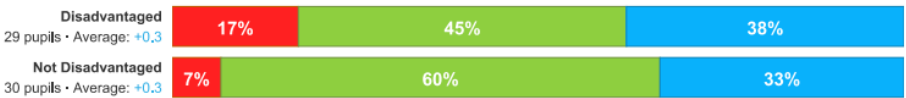
Word Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



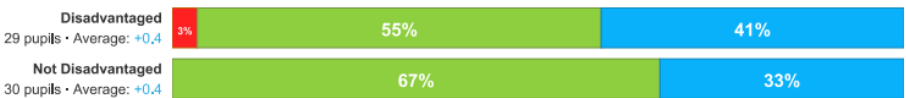
Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



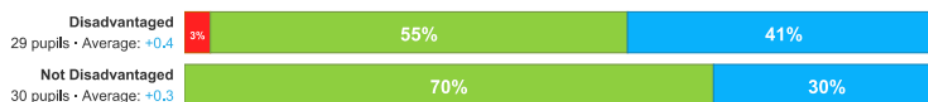
Number

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



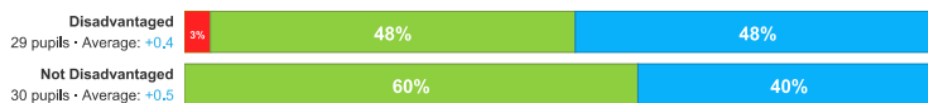
Numerical Patterns

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



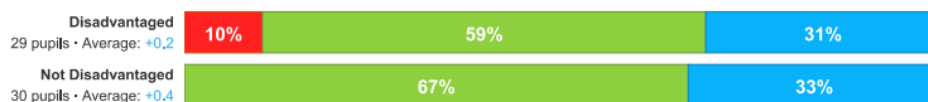
Past and Present

Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue), Insufficient Data (Grey)



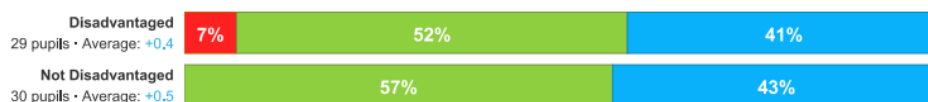
People, Culture and Communities

Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue), Insufficient Data (Grey)



The Natural World

Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue), Insufficient Data (Grey)



Creating with Materials

Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue), Insufficient Data (Grey)



Being Imaginative and Expressive

Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue), Insufficient Data (Grey)



Progress data for all pupils is positive with many pupils making better than expected progress from their starting points.

Attainment Data

End of Year attainment: 63% of not disadvantaged pupils achieved a Good Level of Development compared to 43% of disadvantaged pupils.

Disadvantage gap is therefore 20%

3% of Disadvantaged pupils were working within our 'On Entry' expectations in September.

School/Parent Partnership

- Parents are given regular opportunities to engage with school for example:
- Weekly Family Learning sessions
- Termly opportunities to attend workshops

- Information and photographs shared via Marvellous Me
- Termly report/parents evening where parents can see how their children are progressing in school.
- Regular Team Around the Child/Family meetings for those where this is appropriate

To continue to make pupil well being and mental health a priority, recovering from the long term effects of the Covid-19 pandemic on pupils and their families.

Sustained high levels of wellbeing by 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations:

On going monitoring of wellbeing of our disadvantaged pupils including:

- Case studies of a cross section of disadvantaged pupils – all disadvantaged pupils received a stationery pack as a result of this.
- Pupil shadowing – ‘a week in the life of...’ staff tracked a chosen eligible pupil within their class, identifying key trends and opportunities for further support.
- Stake holder views – staff, parents and children were given the opportunity to share their views about how we spend the Pupil Premium grant.

High engagement in the range of extra curricular activities available to children, including:

- 152 disadvantaged pupils attended an extra-curricular club during 2023-24 which amounts to 65% of the end of year number of disadvantaged pupils.
- 54% of disadvantaged pupils in Key Stage Two have been learning to play a musical instrument in 2023-24.
- An additional 39 pupils (16% of disadvantaged pupils) have had the opportunity to learn to play a wind instrument with a teacher from Wolverhampton Music Service through the Wider Opportunities Programme.

Continued work with external agencies to strengthen our SEMH provision for pupils and families who need it, including the introduction of new interventions

Interventions to support pupils with their Social, Emotional and Mental Health include:

- Lego Therapy – benefitting 28 disadvantaged pupils in 2023-24.
- Mama – benefitting 30 disadvantaged pupils in 2023-24.
- Art Therapy – benefitting 20 disadvantaged pupils in 2023-24.

We also now have a Strengthening Families worker based in school once weekly to offer support to those families who need it.

We have a successful pastoral team who support children and their families.

All children have had the opportunity to attend 3 off site educational visits per year with part of the cost subsidised for disadvantaged pupils. These are detailed in our Wider Opportunities Curriculum Map which was shared with Ofsted in 2024:

“The school has carefully considered its offer to promote wider opportunities. A detailed provision map ensures that all pupils have opportunities to extend their learning beyond the classroom. These include trips, visits and residentials, as well as popular after-school clubs. Pupils are encouraged to find their passions and talents, for example through funded instrumental lessons or taking on leadership roles as peer supports or worship leaders.”

Improved outcomes for disadvantaged pupils at lower KS2 in Reading, Writing and Maths.

Reading	Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y3	50%	91%	-39%	57%	84%	-27%	54%	79%	-25%	57%	83%	-26%	59%	83%	-24%

- The attainment gap between disadvantaged and not disadvantaged pupils is narrowing over time although it remains a significant gap.
- Not disadvantaged pupils are performing better than disadvantaged pupils.
- There are some identified children not making expected progress in Reading, these will be closely monitored next academic year.

Writing	Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y3	44%	67%	-23%	40%	56%	-16%	43%	67%	-24%	43%	71%	-28%	46%	75%	-29%

- The attainment gap for writing has widened slightly as a result of not disadvantaged pupils making faster progress than their disadvantaged peers. The percentage of disadvantaged pupils working at ARE has remained fairly constant whereas there has been a larger increase for not disadvantaged pupils.

Maths	Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y3	47%	71%	-24%	60%	72%	-12%	65%	71%	-6%	65%	75%	-10%	68%	75%	-7%

- The attainment gap within Year 3 has narrowed significantly and is now less than 10% between disadvantaged pupils and not disadvantaged pupils in Maths.

Year 4

Reading	Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y4	51%	70%	-19%	57%	77%	-20%	62%	64%	-2%	65%	63%	+2%	71%	76%	-5%

- All disadvantaged pupils are making at least expected progress in Reading with many making better than expected progress.
- Disadvantaged pupils are outperforming not disadvantaged pupils in one Year 4 class with a larger percentage also achieving Greater Depth.
- The attainment gap has narrowed significantly since the end of Year 3.

Writing	Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y4	39%	67%	-28%	39%	73%	-34%	44%	60%	-16%	47%	63%	-16%	50%	70%	-20%

- The attainment gap has narrowed in Writing over time, it is now 14% smaller than in Summer 2023.

Maths	Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y4	48%	78%	-30%	54%	81%	-27%	59%	70%	-11%	59%	70%	-11%	65%	80%	-15%

- The attainment gap has narrowed over time, now 12% smaller than in Summer 2023.

Improved outcomes for all disadvantaged pupils

Attainment Gap Over Time

Reading	Summer/Entry 2022			Autumn 2022			Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Rec																					
Y1	6%	16%	-10%	35%	67%	-32%	41%	65%	-24%	53%	77%	-24%	29%	47%	-18%	27%	53%	-26%	57%	62%	-5%
Y2	62%	59%	+3%	36%	42%	-6%	54%	60%	-6%	64%	66%	-2%	61%	61%	0%	44%	55%	-11%	56%	87%	-31%
Y3	30%	83%	-53%	50%	85%	-35%	50%	91%	-39%	57%	84%	-27%	51%	84%	-33%	56%	84%	-28%	69%	81%	-12%
Y4	49%	54%	-5%	48%	63%	-15%	51%	70%	-19%	57%	77%	-20%	60%	76%	-16%	63%	68%	-5%	72%	85%	-13%
Y5	47%	70%	-23%	45%	82%	-37%	57%	76%	-19%	72%	86%	-14%	72%	77%	-5%	73%	79%	-6%	73%	82%	-9%
Y6	54%	65%	-11%	68%	63%	+5%	59%	68%	-9%	62%	70%	-8%	55%	70%	-15%	64%	73%	-9%	71%	88%	-17%

- Gaps are narrowing in the majority of year groups over time.

- Year 3 gap has been narrowed rapidly from 53% in Summer 2022 to 12% now.
- 4 year groups with a gap of 17% and less.
- 2 year groups with a gap of less than 10%.
- Significant gap in Year 2 that has widened although this is a result of significant inward mobility.

Writing	Summer/Entry 2022			Autumn 2022			Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Rec																					
Y1	18%	35%	-17%	29%	65%	-36%	35%	58%	-23%	53%	65%	-12%	35%	32%	+3%	19%	38%	-19%	44%	52%	-8%
Y2	62%	59%	+3%	36%	40%	-4%	31%	40%	-9%	47%	57%	-10%	24%	33%	-9%	23%	33%	-10%	43%	48%	-5%
Y3	48%	85%	-37%	41%	69%	-28%	44%	67%	-23%	40%	56%	-16%	43%	68%	-25%	42%	72%	-30%	47%	77%	-30%
Y4	49%	60%	-11%	39%	67%	-28%	39%	67%	-28%	39%	73%	-34%	39%	72%	-33%	44%	68%	-24%	56%	70%	-14%
Y5	53%	74%	-21%	45%	59%	-14%	46%	57%	-11%	59%	76%	-17%	57%	68%	-11%	59%	61%	-2%	60%	75%	-15%
Y6	46%	62%	-16%	38%	50%	-12%	46%	52%	-6%	57%	66%	-9%	39%	59%	-20%	51%	65%	-14%	60%	76%	-16%

- Gaps narrowing in the majority of year groups over time.
- 2 year groups with a gap less than 10%
- 3 year groups with a gap of 16% or less.
- Year 2 has been significantly impacted by inward mobility.

Maths	Summer/Entry 2022			Autumn 2022			Spring 2023			Summer 2023			Autumn 2023			Spring 2024			Summer 2024		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Rec																					
Y1	24%	33%	-9%	35%	58%	-23%	53%	72%	-19%	65%	74%	-9%	48%	51%	-3%	46%	56%	-10%	56%	81%	-25%
Y2	62%	59%	+3%	36%	42%	-6%	37%	51%	-14%	61%	68%	-7%	47%	57%	-10%	46%	61%	-15%	68%	74%	-6%
Y3	27%	74%	-47%	56%	85%	-29%	47%	71%	-24%	60%	72%	-12%	66%	72%	-6%	64%	76%	-12%	63%	89%	-26%
Y4	40%	49%	-9%	52%	70%	-18%	48%	78%	-30%	54%	81%	-27%	58%	76%	-18%	56%	74%	-18%	58%	75%	-17%
Y5	50%	60%	-10%	47%	77%	-30%	49%	76%	-27%	65%	81%	-16%	62%	68%	-6%	59%	70%	-11%	68%	75%	-7%
Y6	35%	57%	-22%	49%	67%	-18%	48%	72%	-24%	57%	74%	-17%	50%	67%	-17%	59%	66%	-7%	67%	76%	-9%

- The gap is narrowing in the majority of year groups. Mobility in Year 2 has had less of an impact on the Maths attainment gap.
- There remains a significant gap in Year 3 although this has narrowed considerably since Summer 2022 (-21%)
- In Reception, the gap has widened since Autumn data although this is a result of not disadvantaged pupils making faster progress from their starting points than disadvantaged pupils. The percentage of not disadvantaged pupils meeting the Maths ELGs is high.
- The attainment gap is less than 10% in 3 years groups.

Attainment Summer 2024

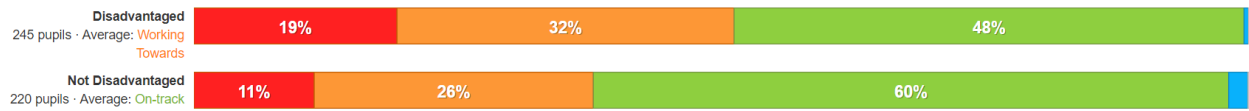
Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



Not disadvantaged pupils are outperforming disadvantaged pupils in Reading, Writing and Maths with an attainment gap of:

- Reading: -11%
- Writing: -13%
- Maths: -10%

Year 1 Phonics Screen:

Disadvantaged:					Not disadvantaged:								
Phonics Trend					Phonics Trend								
Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)		
				2022	2023	2024					2022	2023	2024
NCER National		Cohort	130273	130,000	128,220	132,600	NCER National		Cohort	481277	484,030	486,430	473,370
		WA	65.8%	-	-1,780	+4,380			WA	81.6%	-	+2,400	-13,060
Local Authority - Wolverhampton		Cohort	1337	1,363	1,301	1,348	Local Authority - Wolverhampton		Cohort	2260	2,179	2,311	2,289
		WA	69.6%	-	-62	+47			WA	81.2%	-	+132	-22
3024 Bilston Church of England Primary School		Cohort	28	27	35	21	3024 Bilston Church of England Primary School		Cohort	40	32	47	40
		WA	66.8%	-	+8	-14			WA	85.3%	-	+15	-7
				51.9%	77.1%	71.4%				87.5%	80.9%	87.5%	
				-	+25.2%	-5.7%				-	-6.6%	+6.6%	

- Our not disadvantaged pupils outperformed our disadvantaged pupils in the Year 1 Phonics Screen 2024 with a gap of 16.1%.

- Our disadvantaged pupils outperformed national figures for disadvantaged pupils (+3.3%) and performed roughly inline with local data (-1.2%).
- Our not disadvantaged pupils outperformed local and national data.

Year 2 Phonics Screen Results:

Disadvantaged:							Not disadvantaged:							
Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			
				2022	2023	2024					2022	2023	2024	
	NCER National	Cohort	52250	48,190	56,820	51,740		NCER National	Cohort	94153	85,150	107,760	89,550	
		WA	46.8%	-	+8,630	-5,080			WA	55.7%	-	+22,610	-16,210	
				39.2%	52.8%	48.5%					47.1%	61.9%	58.1%	
				-	+13.6%	-4.3%					-	+14.8%	-3.8%	
	Local Authority - Wolverhampton	Cohort	478	461	517	457		Local Authority - Wolverhampton	Cohort	442	380	508	439	
		WA	49.1%	-	+56	-60			WA	55.0%	-	+128	-69	
				42.7%	55.7%	48.8%					46.8%	60.6%	57.6%	
				-	+13.0%	-6.9%					-	+13.8%	-3.0%	
3024	Bilston Church of England Primary School	Cohort	11	10	13	10		3024	Bilston Church of England Primary School	Cohort	9	6	6	14
		WA	55.6%	-	+3	-3			WA	53.2%	-	0	+8	
				60.0%	76.9%	30.0%					50.0%	66.7%	42.9%	
				-	+16.9%	-46.9%					-	+16.7%	-23.8%	

- 24 children took the Phonics screen in Year 2 in June 2024. Of the 10 disadvantaged pupils, 3 pupils passed the screen (30% compared to 48.5% national and 48.8% local data).
- Of the 14 not disadvantaged pupils, 42.9% passed the screen (compared to 58.1% national and 57.6% local data).
- 13 of the 24 children who took the Phonics screen did not start our school in Reception.
- 2 of the 10 disadvantaged pupils have EHCPs and were unable to fully access the screen.
- This year group is a bulge cohort of 90 pupils with 16 pupils joining after Reception. There is a significant proportion of complex SEND within this year group. Specific reference to the Phonics screen will be made as a challenge for 2024-25 to ensure that it does not become a repeated trend.

Key Stage Two test data:

Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS						
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	≥Exp	High			
-	NCER National	630,080	61.0%	7.7%	105.3	24.6%	74.7%	28.7%	72.1%	13.0%	104.4	25.8%	73.4%	24.1%	105.3	26.7%	72.6%	32.2%	
	Female	Not FSM6	216,630	70.9%	11.2%	107.0	16.7%	82.8%	37.2%	83.6%	19.5%	105.0	20.7%	78.7%	25.5%	107.2	17.9%	81.6%	40.4%
		FSM6	91,930	49.9%	3.7%	103.5	32.0%	67.2%	21.0%	66.8%	8.5%	101.0	40.0%	59.0%	11.2%	103.1	35.0%	64.2%	22.7%
	Male	Not FSM6	225,580	63.9%	8.2%	105.6	22.6%	76.8%	29.4%	71.9%	12.1%	106.1	19.4%	79.9%	31.9%	105.9	24.5%	74.9%	34.3%
		FSM6	95,950	42.2%	2.6%	102.2	39.9%	58.7%	15.6%	51.5%	4.5%	102.1	38.4%	60.1%	15.0%	101.7	43.7%	54.9%	17.9%
-	LA	3,598	62.1%	7.3%	105.1	24.1%	75.6%	26.6%	73.0%	13.2%	104.3	26.0%	73.7%	23.9%	105.9	24.5%	75.1%	35.5%	
	Female	Not FSM6	853	71.0%	12.9%	106.8	16.4%	83.0%	34.7%	83.7%	22.5%	105.4	19.5%	80.0%	28.5%	108.3	14.9%	84.8%	46.7%
		FSM6	901	59.0%	4.9%	104.6	24.3%	75.6%	25.1%	73.7%	11.2%	102.0	33.4%	66.4%	14.0%	104.8	26.6%	73.1%	31.8%
	Male	Not FSM6	1,002	66.6%	7.8%	105.4	22.8%	76.9%	29.2%	73.9%	13.3%	106.2	20.4%	79.4%	33.5%	106.6	21.5%	78.2%	39.4%
		FSM6	842	51.0%	3.7%	103.4	33.4%	66.4%	17.1%	60.6%	5.9%	103.3	31.2%	68.3%	18.4%	103.6	35.7%	63.9%	23.6%
3024	Bilston Church of England Primary School	64	43.8%	1.6%	101.1	32.8%	67.2%	4.7%	65.6%	7.8%	102.3	37.5%	62.5%	10.9%	102.1	31.3%	68.8%	14.1%	
	Female	Not FSM6	13	53.8%	7.7%	102.5	23.1%	76.9%	7.7%	92.3%	7.7%	104.1	38.5%	61.5%	15.4%	104.7	15.4%	84.6%	15.4%
		FSM6	22	50.0%	0.0%	101.2	27.3%	72.7%	0.0%	72.7%	13.6%	102.0	40.9%	59.1%	13.6%	102.3	31.8%	68.2%	22.7%
	Male	Not FSM6	14	50.0%	0.0%	101.1	35.7%	64.3%	0.0%	71.4%	7.1%	103.4	28.6%	71.4%	14.3%	103.9	14.3%	85.7%	14.3%
		FSM6	15	20.0%	0.0%	99.7	46.7%	53.3%	13.3%	26.7%	0.0%	100.3	40.0%	60.0%	0.0%	98.0	60.0%	40.0%	0.0%

There is not a significant gap between our disadvantaged and not disadvantaged girls in RWM combined. There is however an attainment gap of 30% for boys. This is particularly evident in Writing. Disadvantaged boys writing will therefore be another specific challenge to be unpicked further in 2024-25. Our test data was much lower than we had hoped for in 2024 in RWM combined, a significant number of pupils achieved a scaled score of 99 in their SATS tests which contributed to this. 2024 KS2 test data bucks the trend over 5 years which has been positive, improving over time. Teacher Assessment data is more positive.

Improved attendance rates for disadvantaged pupils.

- Persistent Absence rates have fallen for disadvantaged pupils from 17.5% to 11.2% from 2022/23 to 2023/24.
- *Persistent absence rates for disadvantaged pupils 2023-24:*
- *School – 11.2%*
- *Wolverhampton – 22%*
- *National – 26%*
- Absence rates have also fallen from 6% to 5%.
- Persistent Absence rates for not disadvantaged pupils have also fallen from 9.3% to 4.7%.
- The persistent absence gap between disadvantaged pupils and not disadvantaged pupils has narrowed from 8.2% in 2022-23 to 6.5% in 2023-24.
- Absence rates and persistent absence rates for not disadvantaged pupils are significantly lower than for all pupils nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Power Maths	Pearson
RWI	Ruth Miskin
Pathways to Write	The Literacy Company
Lexia	Lexia Learning
Freshstart	Ruth Miskin
TTRockstars	Maths Circle Ltd.
Espresso	Discovery Education
Literacy Shed	Literacy Shed
White Rose Maths	White Rose Maths
Collins Online Subscription – Snap Science	Collins
Oxford Owl	Oxford University Press
Teach Right tuition	Teach Right
Hamilton Trust	Hamilton

Service pupil premium funding

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p><u>1 pupil eligible for Service Pupil Premium:</u></p> <ul style="list-style-type: none"> • Musical instrument tuition • Extra curricular clubs • National Tutoring Programme (13 hours)
<p>The impact of that spending on service pupil premium eligible pupils</p>

- Attendance above 96%.
- Making good progress and working at Age Related Expectations in all subjects.