



Review of the previous academic year – 2022/2023

Outcomes for disadvantaged pupils

Improvement in speech and language development of disadvantaged pupils.

Throughout the year pupils received additional support from speech and language specialist also using the WellComm programme. All pupils who took part in this intervention made significant progress and achieved the ELG in Listening, attention and understanding. Of the 24 disadvantaged pupils in EYFS, 19 pupils achieved the ELG in this specific area (79%).

Overall, 63% of our disadvantaged pupils achieved a Good Level of Development (GLD) which is significantly higher than the previous national comparison.

With continued significant investment in the teaching of Early Reading, we have ensured our pupils receive high quality and well-resourced phonics teaching. In our 2023 phonics check for Year 1 pupils, 92% of disadvantaged pupils met the threshold (11 out of 12 pupils). Our disadvantaged pupils outperformed non-disadvantaged pupils by 4%. In a context where reading and understanding is a challenge, we have ensured that these pupils are well prepared for their learning journey as reading is bedrock to learning across all curriculum subjects.

Improvement in progress in reading, writing and mathematics. For attainment in writing to be in line with reading and maths across both key stages in school

55% of our disadvantaged Key Stage 1 pupils achieved the expected standard across Reading, Writing and Maths, this is an 8% increase on the previous academic year. The gap between disadvantaged and non-disadvantaged has narrowed from 25% to 15%. We continue to ensure that our disadvantaged pupils in KS1 are prepared to the KS2 curriculum. In subjects individually, 70% of our disadvantaged pupils achieve the expected standard in Reading, this is above other national comparisons. 55% of pupils achieved the expected standard or higher in writing, this is an 8% increase on the previous year. Finally, 60% of disadvantaged KS1 pupils achieved the expected standard in maths.

In Key Stage 2, our pupils significantly outperformed national figures in combined outcomes. 67% of pupils achieve the combined expected standard whereas the national figure in 2022 was 43%.

Our disadvantaged pupils achieved, 67% in reading, 71% in writing and 79% in maths. We are proud of the outcomes of disadvantaged pupils achieved. The progress our disadvantaged pupils make throughout their Key Stage 2 journey is exceptional.



Disadvantaged Reading Progress	Disadvantaged Writing Progress	Disadvantaged Maths Progress
+3.1	+0.3	+4.9

Improvement in overall attendance including persistent absentees.

The percentage of disadvantaged pupils who had an attendance below 90% has diminished since the start of the year due to the high expectations around the attendance. Due to the increase in attendance of the disadvantaged pupils, they are making stronger progress in all core subjects than they had done previously, and the gap is diminishing.

For disadvantaged children to be in the best condition to learn both physically and mentally we work hard to provide wider support so that pupils meet the expectations of De Lacy.

Throughout the year, every Pupil Premium Pupil, where needed, had a breakfast provided through Magic Breakfast. In addition to this, the pupils had somewhere warm and safe to come to first thing on a morning which ensured they were in school early, ready to start the day. This has had a significant impact on attendance and has ensured a settled start to the day and readiness to learn.

All of the Pupil Premium Pupils throughout the academic year were in full, correct and good quality clothing and footwear provided by the school. This ensured they felt valued, and this had a positive impact on their attitude towards their learning.

For children to apply a wider range of experiences in their work and resilience when facing challenges. The school funded a number of Pupil Premium Pupils to attend the residential visit this year. This has provided these pupils with experiences they would not have been able to access such as the Year 6 residential trip to London or the KS2 residential to Marrick Priory. This has developed their self- confidence along with greater independence, better team working and collaborative skills.

All Pupil Premium Pupils have experienced visits and visitors at least termly this year and they have been a priority. The trips have been subsidised from school to ensure all children are able to attend which has provided these pupils with experiences they would not have been able to access.

