

Review of the previous academic year

Outcomes for disadvantaged pupils 2023 - 2023

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

For those children leaving Millfield at the **end of Key Stage 2**, the data demonstrated that disadvantaged children exceeded national data; however, there is an attainment gap between all children at Millfield and disadvantaged children. For children attaining the expected level for R, W & M combined at KS2: disadvantaged children at Millfield attained 70% where all children attained 79% (a difference of 2 children) and at the higher level; disadvantaged children attained 5% whilst all pupils attained 12% (a difference of 2 children).

Foundation children leave the setting with 85% gaining a Good Level of Development compared to 67% nationally. 70% of disadvantaged children at Millfield attain a GLD compared to disadvantaged nationally at 52%. The disadvantaged children at Millfield outperform all children nationally. However, there is a gap between all and disadvantaged children. The gap at Millfield is equal to the gap nationally despite the higher level of attainment.

The percentage of all children passing their phonics score in year 1 is 95% compared to disadvantage children passing is 87%, although a small gap, the national average for all is 79% therefore disadvantaged pupil at Millfield outperform all nationally.

The **End of key stage 1** data indicates that children at Millfield outperform all children nationally, with the exception of reading at the expected level. 64% of disadvantaged children attained the expected level whereas nationally 68% of all children secured expected level (a difference of less than 1 child). However, 27% of disadvantaged children at Millfield achieved at the greater depth level in reading where 19% of all children nationally secured greater depth. Disadvantaged children at Millfield achieved higher than all children at Millfield in reading and writing at the higher level and maths at the expected level.

Combined data shows that disadvantaged children at Millfield achieved 55% combined at the expected level and 9% at the greater depth level compared with all nationally who attained 53% at the expected level and 2% at the greater depth.

Nationally, all **year 4** children who took their **multiplication test check** achieved an average score of 19.8 whereas disadvantaged children at Millfield achieved an average score of 21.1

To conclude, in all nationally published assessments, disadvantaged children at Millfield out perform all children nationally. There is however a gap in most of the data between all children at Millfield and disadvantaged children.

Using school based assessments, data is highlighting priorities in reading at greater depth in year 5 and 6, writing at expected in year 5 and maths at both the expected level and greater depth in year 5.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance, is broadly in line with all children at Millfield at 94.7% but we will continue to strive to close the gap entirely. Whilst children classed persistently absent is significantly below the national figure for disadvantaged children, it is a higher percentage than for all children at Millfield.

We ensure that our disadvantaged children have the same access to residential trips as all children and, due to the financial support provided, a high proportion of disadvantage children attend, 85% in year 6, 76% in year 5 and 69% in year 4.

We ensure that a proportional amount of spaces are allocated for our disadvantaged children for all clubs and monitor to ensure this remains the case. 40% of our current school council are disadvantaged children and 41% of all children in the school receiving instrumental lessons are disadvantaged children.

Based on all the information above, the performance of our disadvantaged pupils *exceeded* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section of the Pupil Premium Report.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This can be found in the Further Information section of the report and provides more details about our planning, implementation, and evaluation processes.