

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, phonics check results and our own internal assessments including attendance data.

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 and regional level (although these comparisons are to be considered with caution given the small numbers in our school). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, there has been some strong individual performances. We acknowledge that the progress and attainment of the school's disadvantaged pupils in 2024/25 continues to be an area to focus on. Although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils did have impact however some had less impact than anticipated.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PIRA	RS Assessment - Hodder Education

Further information (optional)

As the proportion of children eligible for Pupil Premium funding is very small at Spofforht CE Primary School care has been taken not to publish details on this strategy statement that may lead to the identification of individual children as disadvantaged.