

Review Statement Sept 2022

Our assessment data for 2021/22 suggested that the performance of disadvantaged pupils in Key Stage 2 was lower than local and national in key areas of the curriculum. 33% of our disadvantaged pupils in Key Stage 2 achieved expected in reading, writing and maths combined - this was lower than local (44%) and national (43%).

In relation to single curriculum areas, maths was the one area where disadvantaged pupils achieved higher (67%) in comparison to local (56%) and national (57%). In reading Old Park were 3% behind national and 5% behind local for disadvantaged pupils. It was writing where the disadvantaged children struggled most with 33% meeting expected compared to 56% national and 57% locally.

Of the 15 disadvantaged pupils in that KS2 Y6 cohort 73% made better than expected progress in Reading, 60% made better than expected progress in Writing and 66% made better than expected progress in maths based on their KS1 results.

In Key Stage 1, our data was roughly in line or slightly above national and local data. Those achieving expected in reading, writing and maths combined was slightly lower (33% vs 36% local and 37% national). In relation to single curriculum areas, our disadvantaged pupils in Key Stage 1 outperformed local and national data in reading and writing, but underperformed maths. Our Year 1 phonics data shows our disadvantaged pupils were roughly in line with national data (60% school vs 62% national).

Our Early Years data shows that our disadvantaged pupils performed in line with our non-disadvantaged pupils (69.2% disadvantaged vs 68.1% non-disadvantaged achieving GLD).

Our disadvantaged had a lower attendance rate (87.41%) than non-disadvantaged (90.35%) and continues to be a top priority.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. A quarter of disadvantaged pupils received SEMH support.

Across 21/22, 43 disadvantaged children accessed after school clubs across the year. This is 46% of our disadvantaged pupils. This is a percentage that we hope to increase in 22/23 with targeted provision.