# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

1. We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative assessments (see Table 1 below). Due to the small numbers involved, it can be difficult to identify significant trends; however, overall, there is an increase in the proportion of disadvantaged pupils who attain both the expected standard (EXS) and greater depth (GDS) across the school. This suggests that the gap between the attainment of disadvantaged compared with all children is being closed over time.

Across all cohorts, writing has the lowest percentage achieving EXS. By comparison it appears that disadvantaged pupils are making better progress in writing year on year.

2. We also analysed the performance of our disadvantaged pupils in statutory assessments, comparing results at the end of KS2 to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (Table 2 below).

This data demonstrates that within school, in reading, writing and maths, the percentage of disadvantaged children attaining EXS was lower than the percentage of non-disadvantaged children. However, the picture is different for children attaining the higher standard (HS): in maths the percentage was similar and in writing greater for disadvantaged children than their non-disadvantaged peers.

When comparing with outcomes for disadvantaged pupils in Worcestershire and nationally, in reading, Meadow Green pupils' outcomes are broadly in line; in maths there is a higher percentage of pupils attaining both EXS and HS.

In writing, a higher proportion of our disadvantaged pupils achieved Greater Depth than either locally or nationally. However, a lower proportion achieved EXS than either locally or nationally. This is the most concerning figure from this data set – with a difference of 20%.

3. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and wellbeing. It is evident that disadvantaged pupils overall had lower attendance figures than others, and that a larger number of those with persistent absence were disadvantaged. In addition, pupils who were identified as presenting safeguarding concerns and those needing intervention to support SEMH needs, were disproportionately also disadvantaged economically.

Based on all the information above, the performance of our disadvantaged pupils meets some expectations, and we are at present working towards the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to build on strategies in place last year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Table 1

| Whole School All / Disadvantaged | | Reading | | Writing | | Maths | |
|---|---|---|---|---|---|---|---|
| | | EXS % | GD % | EXS % | GD% | EXS% | GD% |
| Year 1 | | | | | | | |
| All | 37 | 68% | 27% | 59% | 19% | 68% | 30% |
| Disadvantaged | 6 | 33% | 0% | 17% | 0% | 17% | 0% |
| Year 2 | | | | | | | |
| All | 27 | 66% | 22% | 52% | 15% | 66% | 22% |
| Disadvantaged | 5 | 40% | 20% | 20% | 20% | 0% | 0% |
| Year 3 | | | | | | | |
| All | 32 | 60% | 13% | 56% | 6% | 66% | 25% |
| Disadvantaged | 5 | 0% | 0% | 17% | 0% | 0% | 0% |
| Year 4 | | | | | | | |
| All | 43 | 71% | 23% | 50% | 14% | 64% | 18% |
| Disadvantaged | 13 | 45% | 8% | 23% | 8% | 29% | 8%* |
| Year 5 | | | | | | | |
| All | 32 | 78% | 25% | 75% | 22% | 81% | 28% |
| Disadvantaged | 8 | 63% | 13%* | 63% | 13% | 63% | 13%* |
| Year 6 | | | | | | | |
| All | 42 | 81% | 33% | 66% | 7% | 79% | 17% |
| Disadvantaged | 13 | 54% | 23% | 39% | 23% | 69% | 29% |

## Table 2

| End KS2 School / National and LA<br><br>Disadvantaged / Not disadvantaged | | | Reading | Writing | Maths |
|---|---|---|---|---|---|
| England | EXS | Disadvantaged | 64% | 59% | 61% |
| | | Not disadvantaged | 81% | 79% | 81% |
| | HS | Disadvantaged | 22% | 7% | 15% |
| | | Not disadvantaged | 39% | 16% | 32% |
| Worcestershire | EXS | Disadvantaged | 58% | 52% | 54% |
| | | Not disadvantaged | 79% | 77% | 78% |
| | HS | Disadvantaged | 18% | 4% | 11% |
| | | Not disadvantaged | 37% | 13% | 28% |
| School | EXS | Disadvantaged | 54% | 39% | 69% |
| | | Not disadvantaged | 81% | 78% | 81% |
| | HS | Disadvantaged | 23% | 23% | 29% |
| | | Not disadvantaged | 38% | 14% | 31% |