

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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, the data demonstrated that disadvantaged children exceeded national data for disadvantaged children and most for all children; however, there is an attainment gap between all children at Millfield and disadvantaged children. Disadvantaged children at Millfield attained 64.3% combined at their key stage two SATS where all children attained 83% combined, nationally all attained 61% and at the higher level; disadvantaged children attained 14.3% whilst all Millfield pupils attained 30% and all 8% attained nationally.

Foundation children leave the setting with 85% gaining the Early Learning Goal and disadvantaged children leave with 64% which is close to national all at 68% but there is a gap between all and disadvantaged children.

The percentage of all children passing their phonics score in year 1 is 97% compared to disadvantage children passing is 91.6%, although a small gap (of less than 1 child), the national average for all is 80% therefore disadvantaged pupil at Millfield outperform all nationally.

Nationally, all year 4 children who took their multiplication test check. Disadvantaged children at Millfield achieved an average score of 21.5 and all at Millfield achieved an average score of 21.6

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, this gap is between 1 and 3 children

Outcome 1: To achieve a higher proportion of children attaining at the greater depth level in reading. This academic year, as can be seen above 26% of children achieved the greater depth standard in reading, an increase of 12% from the previous year.

Outcome 2: To close the achievement gap in reading, writing and maths. It can be seen that whilst Millfield's disadvantaged children outperform all children nationally in most areas, the gap between Millfield's all and disadvantaged remains. This is

particular evident in maths at the expected standard and reading and writing at the greater depth standard.

Outcome 3: Good progress in reading, writing and maths. Whilst there was no official progress measures for this cohort, internal data shows that progress was at least good in all areas.

Outcome 4: To achieve national average for greater depth in maths and writing, Millfield was 6% below national average in writing, which equates to less than one child and 8% below in maths, which equates to just over one child.

Outcome 5: Attendance to be in line with all. Attendance for disadvantaged children at Millfield was 94.9% last academic year, which is above national data for disadvantaged children. There was a gap of 1.1% between all and disadvantaged at Millfield.

Outcome 6: Engagement of disadvantaged to be in line with all children. As a school, we offer all of our disadvantaged children the opportunity to access the residential trips for half of the cost and we monitor and reach out to all parents/carers to ensure there are no financial barriers. Proportionally more disadvantaged than non-disadvantaged children attended the residential visits. Year 4 saw 73.6% disadvantaged children attend and 67.5% non-disadvantaged and year 6 saw 78.5% of disadvantaged children attend with 76.5% of non-disadvantaged children attending.

All clubs are monitored to ensure that proportionally there is no discrepancy between disadvantaged and non-disadvantaged children. This remains a priority.

We ensure that there is a proportion of disadvantaged children in the school council and other areas of responsibility within the school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.