

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview

We have analysed the performance of our school's disadvantaged pupils during the 2021-2022 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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 local level. 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, in some areas (EYFS GLD, Reading at KS2, KS2 combined), attainment for disadvantaged pupils has improved since 2019; however, in other areas, the progress and attainment of the school's disadvantaged pupils in 2021-2022 were below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. The school recognises that this is, in part, due to the significant impact of the pandemic on our staffing levels throughout the year (and therefore the school's ability to deliver the approaches outlined in this strategy plan).

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has reduced in some areas (e.g. for combined scores at KS1) but in most areas the attainment gap has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. This is particularly the case in Writing and in GPS.

In order to effectively address this, our Pupil Premium Strategy has been reviewed against targets set out within this plan. This has enabled the school to identify how provision will be adjusted in the year 2022-2023 to enable best outcomes for those in receipt of Pupil Premium Funding.

Teaching (£ 28 500)

- The impact of the School Improvement Leads can be seen through the development of the curriculum. This is now progressive, logical and systematic, thus leads to good teaching and good outcomes for pupils in receipt of Pupil Premium. CPD, led by the School Improvement Leads for teaching staff, has ensured that there is a clear learning process that maximises learning and

increases opportunities for children in receipt of Pupil Premium funding to widen their cultural capital. Additionally, through CPD led by the School Improvement Leads, a system of knowledge organisers has been developed that enables teachers to identify the core elements of each topic, ensuring knowledge teaching is explicit and that core knowledge is taught, learned and remembered. School Improvement Leads have facilitated the development of knowledge organisers and skills documents so that they are utilised as a means off more accurately assessing learning in the foundation subjects, though it is recognised that this approach now needs embedding. CPD on the explicit teaching of vocabulary has ensured that vocabulary development is explicitly planned for. Further to this, the impact of School Improvement Leads can be seen through teachers' pedagogy and practice, which – as a result of mentoring and coaching – is now at least good.

- The purchasing and implementation of 'Insight', a data tracking and analysis system, has allowed data to be collated and promptly analysed. This allows leaders to quickly ascertain the progress and attainment of those in receipt of pupil premium funding against peers, identifying areas of strength and weaknesses, so that any disadvantage gap can be swiftly addressed. In order to ensure teachers are able to dedicate sufficient time to the accurate assessment of pupils' knowledge, skills and understanding, some additional PPA has been provided on a termly basis, with the view to extend this next year. Knowledge organisers have been further developed in this time to ensure they utilise a key question approach that aids assessment. These are now being used to assess understanding in the foundation subjects.
- Due diligence in the purchasing of a systematic phonics programme was completed in the Autumn term and 'Little Wandle: Revised Letters and Sounds' was implemented following this, with all staff fully trained. Monitoring demonstrated that phonics was taught with fidelity to the scheme. Placement assessments and regular re-assessments have allowed for the regular review of intervention, meaning those pupils who require additional keep up support have been identified swiftly so that additional support/intervention is provided, though some challenges in staffing levels caused by the pandemic has impacted on the school's ability to deliver all interventions planned. Data demonstrates that all children, including those in receipt of pupil premium funding, are making good progress in phonics but that some groups of children still require further catch up support to reach age related expectations. 2 out of 3 children in receipt of pupil premium passed the Year 1 Phonics Check this year and 3 out of the 4 children in receipt of pupil premium passed the Year 2 Phonics Check in Autumn 2021. For those who did not pass, further catch up intervention has been implemented and SEN needs are being addressed through personalised plans.

Targeted Academic Support (£16 010)

- School-led tutoring was used to help address the impact of COVID-19 on pupil attainment. 23 children received tutoring, with 30% of these children being those in receipt of PP funding. 35% also had an identified SEN (and 13% had both PP and SEN). Tuition plans were targeted to address misconceptions, gaps or barriers in pupils' knowledge, understanding and skills. Regular evaluations informed next steps and assessment data was used to track progress of those tutored. For some of the pupils targeted to receive tuition, parental engagement with the sessions were poor, meaning attendance was not consistent or pupils were withdrawn from the tutoring programme by parents before the 15 hours of tuition were completed. COVID-19 isolation and winter illnesses also impacted on pupil attendance at sessions. Tutoring focused on Years 4, 5 and 6 and has enabled gaps to be closed or narrowed so that, by the time children leave for secondary school, the impact of COVID-19 has been mitigated. In Year 6, 100% of pupils in receipt of tutoring made expected progress with 50% making accelerated progress in Maths, and 88% making accelerated progress in English. Of the pupils tutored, 83% reached expected standards in Maths and 88% in English. 100% of pupils in receipt of PP funding in Year 6 made accelerated progress to secure expected standards as a result of tutoring. In Year 5, 100% of pupils made expected progress, with 60% making accelerated progress in both English and Maths. Although only 20% of these pupils reached expected standards by the end of the year, these children are due to be targeted for further support next academic year to ensure good outcomes by the end of KS2. In Year 4, 100% of pupils made expected progress in Maths and English. The focus for tutoring in Year 4 was on those pupils whose progress had slowed or halted as a result of the pandemic. These children will continue to receive additional support next academic year to further support them in catching up.
- The NELI programme was implemented in reception to ensure that children start their education with a good understanding of language. Three pupils in reception were highlighted as requiring the intervention. Sessions were implemented from the Autumn term. For these pupils, data shows that 100% of children in the intervention made expected progress and 33% made accelerated progress and are now working within the Early Learning Goals.
- A total of 22 1:1 or small group reading interventions were held across the year to support the progress of lower attaining pupils. Of these, 16 groups were Little Wandle catch up interventions, targeting phonics in order to improve reading, and the rest were based on developing reading comprehension skills. Data for these interventions can be seen below. Due high rates of COVID-related illnesses amongst staff in the Spring Term, not all sessions planned for were able to be implemented as staff were re-deployed in order to keep classes open. Alternative provision within the classroom was instead provided as part of quality first teaching for these pupils.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children that accessed 1:1 or small group support	10	14	7	7	5	9	5
% of children who made Exp+ progress	100%	57%	75%*	100%	100%	100%	100%
% of children now at ARE in Reading	50%	50%	12.5%	17%	20%	33%	20%

*the 2 children who didn't make exp progress have high-level SEN needs; however, did make progress against personalised plan targets.

Wider Strategies (£15 000)

- A Thrive Practitioner has been trained and has disseminated training to all class-based staff. Whole classes have been Thrive profiled, and an action plan written to address identified areas of need. Monitoring shows that strategies outlined on these plans, has informed class provision maps and provision is being implemented. In 2021-2022, there were no exclusions required, showing that Thrive provision, alongside the behaviour policy and other SEMH interventions are supporting the behavioural needs in the school.
- A small selection of 6 individual Thrive profiles have been completed to identify specific, individualised provision for these children. Thrive interventions have taken place and end of year intervention analysis shows that individualised targets set out on provision maps have been met. This provision now needs to be extended as, due to staff absence throughout the pandemic, not all children requiring assessment or Thrive intervention have yet received this.
- The Learning Mentor has provided emotional regulation support to 12 pupils across the school, of which 6 of these were in receipt of pupil premium. Intervention analysis shows that 92% of the children receiving additional support met targets set within the provision, supporting children to regulate emotions and behaviour, ensuring that pupils can access education within the classroom.
- Attendance this year has been particularly challenging due to the impact of COVID-19 and whole-school attendance has, as a result, fallen since previous years to 93.7% (Terms 1-6). A range of strategies have been utilised in order to address this, including: letters and flyers home; weekly newsletter updates; parent meetings with the Headteacher and FLO; a parent attendance workshop; SENCO, FLO and Learning Mentor support as well as ongoing referrals for external services for a small number of children, as appropriate. Following the above-mentioned support, 17% (6) of the children who were previously persistent absentees no longer have attendance below 90% (or would if COVID-

related illness was to be removed). This includes 2 children in receipt of pupil premium funding. Absence among disadvantaged pupils still remained 2% higher than their peers in 2021-2022. We would like this gap to diminish and therefore we are raising the attendance of our disadvantaged pupils as a focus of our current plan.

- Two parent SEN workshops have taken place, led by the Trust SENCOs, this academic year. These have been based around the topics of Anxiety and School Based Refusal, as well as Supporting Transitions. These sessions were open to everyone, though the school targeted invites to parents of children with SEND or in receipt of Pupil Premium. Uptake has been positive, with around 20 parents in attendance, and for those parents who did not attend that the school felt would benefit, resources from the sessions were shared to reach a further audience.
- Three pupils attended Curly's Farm over the Autumn term. For these pupils, the project's focus was not suitable in meeting the children's need and this was addressed swiftly as a result of the rigorous tracking and evaluation of the provision by staff attending. For these pupils, class provision maps or personalised provision plans have been sufficient in meeting their needs and avoiding any exclusions. An alternative focus for a new group starting next academic year is set up – this will focus on younger pupils who are struggling to access mainstream provision.
- All pupils in receipt of pupil premium have had access to specialist music provision for developing singing skills. Additionally, 25% of those in receipt of funding were targeted to receive tuition in playing a musical instrument for the duration of the year. This has allowed pupils to feel success in music and has contributed to pupil well-being and involvement. All pupils involved made excellent progress in music as a result of tuition and pupil voice demonstrates that children felt successful and were proud of their musical development due to these sessions. Plans to further increase opportunities for children in receipt of Pupil Premium are being developed for next academic year, with the introduction of a school band.

Externally provided programmes

Programme	Provider
Little Wandle: Revised Letters and Sounds	Wandle Learning Trust
Speech and Language Link	Speech Link Multimedia Ltd
Thrive Approach	Fronting the Challenge Projects Ltd

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>We employ a Learning Mentor, who works to support the emotional wellbeing and academic achievement of vulnerable children, including our service children. The Learning Mentor has provided emotional well-being support to the two pupils in receipt of SPP funding across the school. These pupils receive emotional wellbeing support through access to ongoing emotional well-being support (such as regular check-in times) and Thrive (delivered via whole class provision).</p> <p>We identified gaps in service children's education which we addressed with targeted support in class. One of the two children in receipt of SPP funding also received school-led tutoring.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers observed improvements in well-being amongst service children.</p> <p>Assessments demonstrated progress in subject areas where extra support was provided. The pupil receiving school-led tutoring made accelerated progress to secure expected standards in most areas of the curriculum by the end of the academic year 2021-2022. Ongoing monitoring and targeted support continues to be used to address gaps. The other pupil demonstrated good progress, but will be targeted to receive school-led tutoring in the academic year 2022-2023 to ensure this is maintained.</p>