



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 2022-2023 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 and scores for 2022, in order to assess how the performance of our disadvantaged pupils has changed over time.

Data from tests and assessments suggest that, in some areas, attainment for disadvantaged pupils has improved since 2022; however, in other areas, the attainment of the school's disadvantaged pupils in 2022-2023 was below our expectations. 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 our strategy plan).

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has reduced in some areas (e.g. for the Year 1 PSC, Reading at the end of KS1, Writing at the end of KS2), but in other areas the attainment gap between attainment for our disadvantaged pupils comparative to that of peers has not been suitably closed across all year groups. This is reflective of national figures and demonstrates the additional and ongoing impact of COVID-19 on disadvantaged pupils. This is particularly the case in Maths, which is not entirely surprising given the progressive nature of the subject, where next steps are built upon secure prior understanding (which was significantly interrupted by the pandemic).

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 2023-2024 to enable best outcomes for those in receipt of Pupil Premium Funding.



Teaching (£ 22 500)

- **School Improvement Leads**

The impact of the School Improvement Leads can be seen through the development of the curriculum, which is engaging for pupils as well as progressive, logical and systematic. 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. Through CPD provided, the School Improvement Leads have trained staff on the importance of using retrieval practice effectively to ensure knowledge is learned and remembered across the curriculum. Additionally, 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 of 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. Coaching and mentoring programmes provided by the School Improvement Leads has ensured that we are working towards 100% of teaching being consistently good or better across the school, and that subject leaders are developing their skills in leading, developing and monitoring their subjects within the school. All of the above ensures that our comprehensive Teaching and Learning Strategy, which is based on a wealth of current educational research, is well-embedded in our pedagogical approach.

- **Assessment**

'Insight', our data tracking and analysis system, is now fully operational and has ensured data can be promptly collated and 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. 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 knowledge and understanding in the foundation subjects. Further to this, a series of skills assessment documents have now been introduced across the foundation subjects to ensure subject leaders can assess the impact of their subject, with a focus on Pupil Premium achievement. It is recognised that these need to be fully embedded to ensure that the data collected is accurately reflecting pupil attainment and that subject leads are apt at analysing this data against their intended impact.



Data from end of year statutory assessments demonstrates that targets set out in our Pupil Premium Strategy for 2022-2023 were largely met or exceeded as follows:

- At KS2, Reading results exceeded our target of 76%, with 84% of all pupils reaching Age Related Expectations (ARE), which includes 80% of those in receipt of PP funding.
- At KS2, Writing results exceeded our target of 76%, with 80% of all pupils reaching ARE, which includes 60% of those in receipt of PP funding.
- At KS2, Maths results met our target of 68%, which includes 60% of those in receipt of PP funding.
- Although the overall percentage of children passing the Year 1 PSC decreased from 2022, the improvement for pupils in receipt of PP funding was most significant, with 100% of those pupils passing the screening. Additionally, there was a significant increase (from 12.5% to 71%) of pupils passing the Year 2 PSC.
- 75% of PP pupils compared to 67% of Non-PP achieved GLD, demonstrating that attainment gaps have been effectively closed for our children in Year R in receipt of PP funding.

- **Systematic Phonics Teaching**

‘Little Wandle: Revised Letters and Sounds’ has been fully implemented, and teachers continue to receive regular update training to ensure that this is delivered with fidelity to the scheme. Monitoring continues to be used to assess the delivery of the programme, and CPD is adapted in response to this. 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 illness and the ongoing impact of the pandemic has continued to impact on the school’s ability to deliver all interventions planned. Data has demonstrated that not all groups of children were making the progress expected in phonics by the end of Year 1, as reflected in 2023 Phonics Screening Check data. 100% of children in receipt of Pupil Premium funding passed the PSC; however other disadvantaged pupils or vulnerable groups (such as those with SEND) did not achieve as well as desired. In response to this, the Little Wandle SEN programme was introduced for some pupils in the summer term of 2023 and these groups should continue in the year 2023-2024. Additionally, the school plans to implement the ‘Bridge to Spelling’ programme, a new unit that Little Wandle are introducing. Despite Year 1 PSC results dipping at the end of 2023, there was an increase of 58.5% for children in Year 2 passing the PSC (increasing from 12.5% to 71%), demonstrating that the use of Rapid Catch Up programmes has been impactful



to ensure pupils leave KS1 as fluent readers. Rapid Catch Up groups have also continued to be implemented across KS2. When this was introduced in 2021, 64 children across KS2 required the Rapid Catch Up programme, which, by the end of 2022-2023 had fallen to 17 children, demonstrating the increased fluency in reading across KS2.

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.

Targeted Academic Support (£13 010)

- **Tutoring**

School-led tutoring was used to help address the ongoing impact of COVID-19 on pupil attainment for pupils in Years 4, 5 and 6. The table below shows the impact of tutoring on pupils in 2022-2023. Children in Year 6 received up to 30 sessions of tutoring, with Year 4 and 5, receiving less.

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 pupils, tuition has supported children in closing the gap towards age-related expectations, however it is recognised that these pupils will require ongoing support to reach expected standards by the end of KS2 (or sooner).

	Number of children	Percentage of those who have made at least expected progress	Percentage of those who have made better than expected progress	Number of children now at age-related expectations
Maths				
All children	40	36/40 = 90%	6/40 = 15%	27/40 = 67%
PP	7	5/7 = 71%	0%	3/7 = 43%
EAL	2	100%	0%	1/2 = 50%
SEN	4	100%	0%	2 /4 = 50%
Reading				
All children	24	23/24 = 96%	8/24 = 33%	14/24 = 58%
PP	6	100%	0%	3/6 = 50%
EAL	1	100%	0%	0%
SEN	3	100%	0%	1/3 = 33%
Writing				
All children	24	21/24 = 88%	8/24 = 33%	14/24 = 58%
PP	6	5/6 = 83%	0%	2/6 = 33%
EAL	1	100%	0%	0%
SEN	3	100%	1/3 = 33%	1/3 = 33%

*Of these pupils, 12 children in Year 5 only received 5 sessions of tutoring in term 6.



- **Language Intervention**

Baseline assessments showed that children entering Year R had poor literacy skills. In response to this, children were screened for their speech, language and communication needs to identify gaps swiftly. These were addressed through the use of Speech and Language Link interventions and well as Speech and Language Therapist (SALT) sessions, both for children in Years R and 1. Data demonstrates the impact of these intervention as, by the end of the year, 93% of pupils in Year R achieved age-related expectations in Listening, Attention and Understanding, which includes 88% of pupils in receipt of PP funding. 90% of pupils in Year R achieved age-related expectations in Speaking, including 88% of those in receipt of PP. It is, however, recognised that some pupils will require ongoing support in order to fully close gaps, particularly with regards to Speech Sound production difficulties.

- **Reading Intervention**

Further to Little Wandle reading interventions, Accelerated Reader, Reading Between the Lines and the SNIP Literacy programme were used across the school to support Reading development of all children, including those in receipt of Pupil Premium. As a result of these interventions:

- 83% of children in Year R met ARE, including 88% (7/8) of those in receipt of PP;
- 63% of children in Year 1 met ARE, including 80% (4/5) of those in receipt of PP;
- 73% of children in Year 2 met ARE, including 60% (3/5) of those in receipt of PP;
- 66% of children in Year 3 met ARE, including 44% (4/9) of those in receipt of PP;
- 79% of children in Year 4 met ARE, including 33% (1/3) of those in receipt of PP;
- 60% of children in Year 5 met ARE, including 50% (6/12) of those in receipt of PP;
- 84% of children in Year 6 met ARE, including 80% (4/5) of those in receipt of PP.

The school recognises that, for some of our pupils in Years 3, 4 and 5 who are in receipt of PP funding and did not meet age-related expectations, these pupils are experiencing multi-vulnerabilities, including SEND, poor attendance and/or mobility. As such, our plans for 2023-2024 will address these areas of vulnerability.

Wider Strategies (£12 500)

- **Thrive and Self-Regulation Support**

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. 14 pupils received individual or group Thrive sessions, of which 6 were in receipt of Pupil Premium funding. End of year provision map analysis shows that these interventions were meeting needs for the majority of pupils (although 64% of these children will require ongoing Thrive support).



For some pupils with high levels of SEMH needs, Thrive provision alone has not been sufficient in meeting needs, which resulted in an increase in suspensions in the year 2022-2023. The recruitment of a SEN and Pastoral Lead to work alongside our Learning Mentor, has enabled for these pupils: increased feelings of success; successful reintegration into the classroom; and a significant reduction in suspensions. The school continues to implement this approach and now needs to further investigate ways in which this can be rolled out to younger pupils with high levels of SEMH need.

All classes (Y1-6) have Zones of Regulation established, including displays in classrooms. Targeted children have individual Zones of Regulation tool kits in place to support their SEMH needs. Intervention groups also support those needing individual check ins. Pupil voice evidences that children are beginning to develop tools to regulate their own emotions, though further work on this should continue.

- **Attendance**

Attendance in the year 2021-2022 had fallen to 93.7%, a significant drop from pre-pandemic levels. In response to this, 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, attendance in the academic year 2022-2023 increased to 94.8%. This was broadly in line with our target of 95% and remained above national data. Additionally, attendance of disadvantaged pupils has improved and this is now 0.5% higher than non-disadvantaged pupils as a result of the focused work done in the year 2022-2023. (In the previous year, 2021-2022, there was a -2% difference between disadvantaged and non-disadvantaged pupils.) Although improved, attendance is still falling below pre-pandemic levels and, as such, remains an area for continual focus.

- **Parent Workshops**

A range of parent workshops have taken place, led by the Trust SENCOs, this academic year. These have been based around the topics of Zones of Regulation, Online Safety and Transition to Secondary School. These sessions were open to everyone, though the school targeted invites to parents of children with SEND or in receipt of Pupil Premium. Parent voice evidences that workshops have supported their understanding of the topics covered and that the transition to secondary school eased anxiety and helped them to understand what to expect from the process.



Farm Project

The two pupils who attended Curly's Farm started the year on reduced timetables, and, due to their significant Social, Emotional and Mental Health Needs were at risk of suspensions. Since January 2023, both pupils have attended school full time. The Farm has supported children's engagement with school whilst also providing an alternate curriculum experience where they are able to work on their social and emotional learning and experience success.

- **Music Provision**

All pupils in receipt of pupil premium have had access to specialist music provision for developing singing skills and musical appreciation. All children across Year 3 and 5 received tuition in playing a musical instrument for the duration of the year. In addition to this, the introduction of a school band has allowed for further provision to be offered to pupils in Year 5 and 6, with a focus on disadvantaged pupils. This was highly successful, with pupils in the band attending musical performances both in school and beyond, including partaking in the Deal Music and Arts' 'Bold As Brass' performance, alongside other schools and local musicians, an opportunity these pupils may otherwise never have experienced.

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.

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 received 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. Both of the 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 2022-2023. 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 2023-2024 to ensure this is maintained.</p>