

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The review information below outlines how our Pupil Premium funding of £133, 484.00 was utilised to positively impact Teaching, Targeted Academic Support and Wider Strategies for pupils. Implementation Planning has been based on the Education Endowment

Foundation's guide to using pupil premium.

Statutory Assessments

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results, EYFS outcomes and our own internal assessments.

Data from test and assessments have shown that in many areas that attainment and progress for disadvantaged pupils has significantly decreased since 2019, and is well below our expectations, and national levels, especially in KS2. 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. 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). We also factor in the multiple vulnerabilities of our disadvantaged pupils, such as having English as an additional language or special educational needs.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has reduced in some areas such as all subjects at KS1, and the percentage of children achieving GLD in the EYFS, 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.

Teaching - £ 89.500

- **School Improvement Leads**

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 that subject leaders are developing their skills in leading, developing and monitoring their subjects within the school.

CPD delivered by the School Improvement Leads has supported development of teachers understanding of effective planning, delivery of learning and assessment, and it has also supported the development of Knowledge Organisers and Skills documents – ensuring that knowledge is explicit for children which has enabled

them to reflect and revisit, ensuring that knowledge sticks. It has supported teachers in their design of learning tasks to ensure that they are accurately focused on learning, retention of knowledge and the development of key skills.

Review of the curriculum by the School Improvement Leads has ensured that we have an interesting, engaging, sequenced and progressive curriculum that reflects the expectations of the National Curriculum.

- **Assessment**

CPD has ensured that staff are able to use Insight to enter pupil data accurately. Leaders can analyse data and swiftly identify priorities. It is easy to access data and compare data between vulnerable groups ensuring that teaching and additional intervention is accurately targeted.

- **Phonics Teaching**

Monitoring demonstrates that phonics teaching and phonics intervention from Reception to Year 6 reflects fidelity to the chosen scheme. (Little Wandle.) 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. Data shows that all children, including disadvantaged, 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 - £ 122,175

- Tutoring analysis – The table below shows the impact of tutoring on all pupils in KS2 in 2021-2022. Of the 80 pupils tutored, 51 were eligible for pupil premium, a further 10 have EAL and a further 7 have SEN. (Of the 51 children eligible for PP, 17 were also SEN and 12 were also EAL.)

Year Group	English Progress (No. Children)	English Attainment (ARE) (No. Children)	Maths Progress (No. Children)	Maths Attainment (ARE) (No. Children)
3	79% Exp (11/14) 14% Acc (2/14)	57% (14)		
4	50% Exp (4/8) 50% Acc (4/8)	75% (6/8)	63% Exp (10/16) 38% Acc (6/16)	69% (11/16)
5	82% Exp (9/11) 18% Acc (2/11)	82% (9/11)	36% Exp (4/11) 64% Acc (7/11)	73% (8/11)
6	93% Exp (13/14) 7% Acc (1/14)	79% (11/14)	29% Exp (2/7) 14% Acc (1/7)	43% (3/7)

- NELI – 8 children completed the NELI programme from the EYFS. Of which 4 were eligible for PP (50%.) All children made accelerated progress, and 2 achieved age-related outcomes in communication and language.
- Unfortunately, due to staff shortage across the trust, our planned approach to the reduction in class size in Y6, by having three classes could only happen until October, therefore the benefits of being in a smaller class, and the more focused provision for pupils were significantly reduced, which did have impact on the outcomes for Year 6 pupils.

Wider Strategies -£82,000

Thrive Approach

Training delivered to staff around the whole class Thrive Approach and the rationale behind it. All classes have active Thrive action plans in place, these are due for evaluation in Feb 2023 (end of term 3.) 20 children receiving Reparative Support: 10 through group interventions, 8 through 1:1 sessions, and 2 through ad-hoc provision. Of the 20 receiving Reparative Support 13 are in receipt of Pupil Premium. Of the 8 receiving 1:1 support, 5 have improved their Thrive Online percentage scores (4/5 are eligible for PP). The 3 who haven't increased have stayed within 3% of their original score July/Sept. Staffing, due to absence, has affected the regularity of group sessions occurring, as 1:1 support has been prioritised as the highest level of needs.

Self-Regulation

All classes (Y1-6) have Zones of Regulation established including displays in classrooms. Targeted children have individual Z of R tool kits in place to support their SEMH needs. Intervention groups also support those needing individual check-ins. Pupil feedback includes, "I remember it when I'm angry, I focus on it when I'm angry and when I'm angry I know what to do because of it" (Child A - talking about Zones Toolkit.)

- **Farm Project**

The Curly's Farm project has supported children's attendance and engagement in school whilst also providing an alternate curriculum experience to develop their social and emotional skills. Of the 8 children who accessed the programme, 7 are eligible for PP, and all have SEN. Of the 8 pupils, the programme was wholly successful for 6 of them with sustained reductions in seclusions and exclusions, and improved attendance and well-being.

- **Attendance**

Absence among disadvantaged pupils was 2% higher than all children in 2021/22. An attendance working party has been established and a raising attendance plan developed. This has involved strategies such as Rainbow Club – focusing on a group of persistent absentees to improve attendance. Of these pupils, 7/12 are in

receipt of pupil premium, and of those 7 children, 6 of them showed improved attendance of at least 5%. Of the 99 pupils that SEAAS have been involved with this year, 67 are eligible for pupil premium. Impact appears at first sight to be minimal with 60 of those children still below 90% attendance. There is some further work to be done on exploring that data to see if there are any improvements within the persistent absentees to truly evaluate impact of the service. However, there is definite impact on the workload of school staff as SEAAS do complete a lot of time consuming admin related work. Attendance continues to be a huge challenge.

- **Parent Workshops**

We have held 2 parent workshops this year (since re-starting) focused on anxiety and transition. 5 of our families attended (of which 4 are eligible for pupil premium.) All families rated the usefulness of the session and likelihood that they will use strategies in the future as 9 or 10 (out of 10.)

- **Extra-Curricular Activities**

Out of 370 children, 187 accessed after school club provision, of which 97 were eligible for PP (52%.) This has meant they have had access to wider experiences that they may not have experience otherwise, such as trampolining coaching, cooking, outdoor exploration, various sorting and fitness activities etc.

- **Music Provision**

The Music Curriculum Team have worked on the development of our Model Music Curriculum to reflect the most recent DfE curriculum review. They have worked on the systematic long-term planning of Music; this process has been supported by our Specialist Music Teacher across the Trust. The Music Curriculum Team have supported staff development in this area by working with teachers to produce effective lesson planning, increasing teacher's skills and confidence with teaching Music.

In Y3 the children (54% PP) have learnt to read musical notation and know the correct names for the length of a note (crotchet, paired quavers etc). This has been accompanied by practical implementation through ukulele tuition.

In Y4 the children (57% PP) have been learning recorders. They have developed their confidence in reading sheet music, understanding notation and know the names of different notes and lengths. The children can play from C-G on the recorders and compose their own 2 bar melody.

In Y5, Woodwind (clarinets) and brass (trumpets) have been taught specialist music teacher, with all children accessing this provision (66% PP). Through his association with Deal Music and Arts children have also been involved in the 'Bold As' brass project, allowing them to play in an ensemble with professional musicians during a concert for parents.

In Y6, 10 children have chosen to continue with the musical instrument tuition from last year, provided free of charge by our specialist music teacher.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	Wandle Learning Trust
Speech and Language Link	Multi Media Ltd
Thrive Approach	Thriveapproach.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

We have used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.