

## 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 £270,000 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 2022/23 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 increased since 2022, although is still below our expectations, and national levels, especially in KS2 and Y1 Phonics. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and the effects on both behaviour, mental health and gaps in learning. A recent DfE study (2022) suggests that pupils have experienced a greater impact from the pandemic in areas of high deprivation, and with 61% children eligible for pupil premium funding, and with an IMD rank of 32/456, we have certainly seen this in action. We also factor in the multiple vulnerabilities of our disadvantaged pupils, such as having English as an additional language or special educational needs, plus those not technically deemed as disadvantaged, but who are from low income families, who have experienced deprivation in the recent cost of living crisis.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has reduced or stayed broadly in line in most areas this year, but has increased slightly in the EYFS GLD and the Y1 phonics check.

#### **Teaching - £ 90,000**

- **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, although gaps still remain at the current time. 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 enable subject leaders to assess the impact of their subject, with a focus on Pupil Premium achievement, although this is in the early stages. Each year group has a clear assessment timeline in place to ensure regular and progressive assessment throughout the year.

- **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. Regular monitoring quality assures 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 the need for significant behaviour support has impacted 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. Only 44% of the children in receipt of Pupil Premium funding passed the PSC, compared to 56% last year. 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.

## **Targeted Academic Support - £ 129,000**

### **Tutoring Analysis**

- The table below shows the impact of tutoring on all pupils in KS2 in 2022-2023. Of the 96 pupils tutored, 69 were eligible for pupil premium, of which 16 have EAL and 30 have SEN. (Of the 27 children not eligible for PP, 8 also have SEN and 7 have EAL.)

Year Group	English Progress (No. Children)	English Attainment (ARE) (No. Children)	Maths Progress (No. Children)	Maths Attainment (ARE) (No. Children)
3	75% Exp (3/4) 25% Acc (1/4)	50% (2/4)	55% Exp (6/11) 37% Acc (4/11)	62% (8/13)
4	63% Exp (5/8) 37% Acc (3/8)	50% (4/8)	79% Exp (11/14) 21% Acc (3/14)	79% (11/14)
5	88% Exp (15/17) 12% Acc (2/17)	71% (12/17)	92% Exp (12/13) 8% Acc (1/13)	46% (6/13)
6	80% Exp (8/10) 10% Acc (1/10)	70% (7/10)	79% Exp (15/19) 11% Acc (2/19)	47% (9/19)

### **Language Intervention**

Baseline assessments showed that children entering Year R had poor literacy and language skills. In response to this, children were screened for their speech, language and communication needs to identify gaps swiftly, and for 9 children NELI was implemented. Unfortunately due to staffing issues, the programme was unable to be fully completed, however of the 9 children participating (8 of which were eligible for PP) 7 made accelerated progress, and the other 2 expected progress. However, with only 2 of those children reaching GLD, it has been recognised that some pupils will require ongoing support in order to fully close gaps.

### **Wider Strategies -£80,000**

- Thrive Approach –**  
In total over the 2022/23 academic year, 32 children received reparative support through Thrive (24/32 = Pupil Premium). 21 through group interventions, 5 pupils were supported individually and 6 through ad-hoc or short-term provision.

All pupils receiving reparative individual or small group intervention, improved their Thrive Online percentage score (when comparing Summer 2022 to Summer 2023).

Class assessments showed the greatest progress between end of term 1 and end of term 3, with 4 classes making significant increases in their Thrive Online percentages (over 10%). Small percentage declines were seen between the end of term 5 data and the end of term 1; transition to new classes may have significantly impacted this. However, for classes with comparable data, this was no more than a 6% difference.

Two nurture style groups were started in Term 6 based on Thrive approaches for 8 high profile children, including 2 children who had previously been on reduced timetables enabling them to be in school fulltime (LP, HC) as well as one child (CC) who had recently returned from part-time. From September 2023, this was developed into 1 Nurture group which continues to support 5 children across Year 2 and 3. 1 child left the school (PS) and two receive alternate support through group Thrive (BC) or Farm provision (HG).

Currently (January 2024), 17 children are receiving reparative support through group (including Nurture Group) or individual interventions. 15 of whom are Pupil Premium.

Routine assessment is established with class assessments being completed by class teachers at the end of terms 1, 3 and 5. Individual and group assessments are completed by Thrive Practitioners in terms 2, 4 and 6.

CPD has been offered to staff in the Thrive Approach and Thrive Online. All class teachers have been trained in completing class assessments through the Thrive Online portal and subsequently all classes have current Action Plans in place which provide right-time social and emotional learning opportunities tailored to the needs of the individual classes.

- **Farm Project**

During 2022/23 academic year, 11 pupils had the opportunity to access Farm provision for their Social, Emotional and Mental Health or pastoral needs. 9/11 had SEMH registered as their SEN, 8/11 were Pupil Premium. 5 children accessed the Farm for less than a term as provision was not appropriate for them, 6 children accessed long-term Farm provision (4/6 are PP).

From September, two new children were introduced to the Farm to support their SEMH needs with 4 children continuing their provision from last year. Of the 6 children who currently attend the Farm 5 are in receipt of Pupil Premium.

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.

- **Attendance**

Absence among disadvantaged pupils was 1.3% higher than all children in 2022/23 – at 90.9% (92.2% whole school attendance.) This is broadly in line with national

data. Attendance continues to be a challenge at Priory Fields. There are many contributing factors to this including parent mental health; families returning to home countries for better medical care; illness levels and increased suspensions and part time tables due to the increasing behaviour challenges we have experienced. The attendance service we employed were unable to fulfil their contract so terminated the service from Feb 2023. We have utilised school staff to continue to hold regular meetings with parents; make local authority referrals where needed and to run incentives for persistent absentees. It remains a firm priority, with the Attendance Working Party continuing to consider other ways forward, e.g. the establishment of a walking bus and the possible leasing of a car to enable home visits and pick-up/drop-offs in planned support for families.

- **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.

- **Extra-Curricular Activities**

Out of 365 children, 210 accessed after school club provision, of which 106 were eligible for PP (50%). This has meant they have had access to wider experiences that they may not have experience otherwise, such as trampoline coaching, cooking, outdoor exploration, various sorting and fitness activities.

- **Music Provision**

The Music Curriculum Team have continued to implement 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 (57% 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 (77% 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. Year 4 also performed in a group singing Ensemble as part of the Dover Singing Festival.

In Y5, Woodwind (clarinets) and brass (trumpets) have been taught specialist music teacher, with all children accessing this provision (64% 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*

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