

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2020 to 2022 academic year**.

- Effective differentiation monitored through planning scrutinies and lesson observations- mainly through use of TA and carefully planned activities. Many classes continue to use mastery approach to teaching (particularly in maths) which has benefited all, including PP children.
- The gap is beginning to be closed in overall combined progress for reading/writing/maths for PP children with 16.6% achieving expected progress or better, and 33.3% achieving almost expected progress (1 progress point away). A further 33.3% of children have made less than expected progress, however 75% of these children have bettered their progress from the previous academic year.
- 100% of year 2 pupils passed the phonics screening check resit. 87.5% of year 1 pupils passed the phonics screening check, with just one child not passing. All 3 PP children taking the phonics screening check (or resit) passed. Phonics scheme reviewed as a school and training organised for new to KS1 teacher for next academic year to ensure the continuation of positive outcomes in phonics.
- Average attendance for PP children this year was 94.1%, which is a drop from last year's PP average (97.04%). However is in line with a whole school drop in attendance (92.53% compared to 97.42 the previous year) due to COVID related illness and isolation. Half of PP children have had an attendance below 96% this year, with some indication of unauthorised holidays which will be a big focus in next year's priorities.
- The introduction of the Dyslexia Gold programme throughout school has seen great improvements in literacy skills (reading, writing and spelling) for all children. Class teachers have reported great benefits of using the programme, including improvements in confidence as well as attainment.
- All PP children were able to attend all school trips provided to them and all took part in 'experience' activities within school. Therefore no PP child missed out on any of the activities and visits offered. School trips were both partially and full funded by the PPG throughout the year. Some class teachers reported an improvement in vocabulary used, and knowledge surrounding different topic areas post visit for PP children.
- A full timetable of after school clubs has remained running throughout this year, alongside breakfast club, as well as the introduction of after school childcare. Music tuition has increased this year with more varied options and different

specialist teachers. Uptake of these lessons has increased throughout all pupils, with 25% of PP children accessing one or more of these provisions.

- Our recovery curriculum has continued to be successful in gap-filling lost learning due to the COVID-19 pandemic. Recovery teacher remains in place and is utilised for whole class quality first teaching as well as small group and 1:1 interventions to 'close the gap' for our disadvantaged pupils and low attainers.
- Our blended learning approach, established over the last 2 years, has enabled children absent due to isolation to access their work remotely and missed learning has been reduced, meaning that TA's have had more opportunity to accelerate progress through targeted intervention, instead of gap filling for absent children.
- Quality first teaching and close monitoring of year 2 children has meant that more children have entered KS2 working at expected standard or above than the previous academic year (R= 64.7% W= 70.6% M= 82.4%).
- Year 3 cohort have improved attainment to expected or above in writing from 29.4% to 42.1% and in maths from 29.4% to 57.9%.
- Further whole school curriculum development has resulted in closer monitoring of foundation subjects for all children, including PP children, to identify those working below, at or above the standard in these areas, as well as in core subjects. This has allowed for targeted intervention, identification of gaps in learning and opportunities for accelerated progress.
- Trained ELSA mentor has provided weekly ELSA sessions for identified children. Class teachers and parents have mentioned improvements in school and at home socially and emotionally, which in turn is having a positive impact on their learning and attainment.

Externally provided programmes

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
Dyslexia Gold	Dyslexia Gold
Accelerated Reader	Renaissance
Google Classroom	Google/ Whizz Kids
Jigsaw PSHE	Jan Lever Group
ELSA	

