# Part B: 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 2021 to 2022 academic year.

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| *Due to COVID-19, the DfE has announced that school-level data from the KS2 national curriculum assessments will not be published in performance tables in 2022. Results have been shared with the school, LA and Ofsted for school improvement purposes. The school data will be used for the purpose of evaluating the impact of the pupil premium spend impact for 2021-2022.*  Our Data – End of KS2 (Disadvantaged = 30 pupils/43 pupils)  EXS Reading 50% (outperforming non-disadvantaged counterparts)  EXS Writing 50% (-4% when compared to non-disadvantaged counterparts)  EXS Maths 50% (outperforming non-disadvantaged counterparts)  With particularly high numbers of disadvantaged children, we have worked with a relentless determination to combat the impact of the Covid 19 pandemic and the known disadvantage that this has had upon our children. We successfully used the funding to reduce class sizes, and this allowed a higher teacher: child ratio and with that, greater opportunities for 1:1 and small group teaching. Our teachers found being able to work with the children in smaller groups meant that they were able to tailor intervention, support and catch-up to a greater effect. Our smaller class sizes were also well supported by our dedicated team of teaching assistants – reducing the ratio of children to adults further.  One of our key priorities within this three-year plan is to support language acquisition. The teaching and learning of vocabulary has been prioritised and all children are taught vocabulary across all subjects within the curriculum. There is a noticeable impact on the vocabulary that the children use within their written work and the children are increasingly able to infer and deduce meaning within reading activities. The children’s reading ability has also been heavily and positively impacted by the foundations provided by RWInc. A significant number of children across EYFS and KS1 have had more than one phonics session per day in order to ensure that the children are ready and able to read with fluency and accuracy.  With rising numbers of children diagnosed with ADHD – and with the pathway extending the waiting list by at least a further 12 weeks – it has been pivotal to ensure that the staff in school have the strategies and professional understanding in place to support the children on an ongoing basis within the classroom. Reducing the need for children to be removed from the classroom has meant that the children have been enabled to access the curriculum consistently. In addition to the support provided to school staff and the children, the ADHD foundation has also offered training and support for families – including the parenting programme.  The emphasis on arithmetic has been significant in maths this year. This is something that we will be continuing with for the remainder of this plan due to the successfulness of this to date. With daily teaching of arithmetic and a forensic understanding of gaps in knowledge, the staff have been enabled to ensure that the children have secured a clear foundation on which to build and develop reasoning.  When considering the academic performance and progress of our disadvantaged children, we have determined that they are working broadly in line with their non-disadvantaged counterparts. The focus on vocabulary acquisition and mastery of arithmetic is proving successful for all learners. A review of opportunities for disadvantaged learners identified a lack of access to wider opportunities – for this reason, we have a strong commitment to ensuring that the curriculum facilitates such opportunities. We strive to include trips and visits, visitors to school, author workshops, access to a poet and links with agencies/wider professionals for a broad range of the curriculum – i.e. links with galleries and artists for art. |

## 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*

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| Programme | Provider |
| Read Write Inc | Ruth Miskin RWInc |
| ADHD Therapy | ADHD Foundation |
| Speech and Language Therapy | Rebecca Pearson SALT |