

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.

Nursery 2021-2022 (excluding rising 3s)

	School 2022 On Track	School 2021 On Track (PP / Non PP)	National 2019 End of EYFS
		<i>0 pupils</i>	
Comprehension	81%	N/A	*
Word Reading	86%	N/A	77%
Writing	86%	N/A	74%
Number	86%	N/A	80%
Numerical Patterns	95%	N/A	*

Reception 2021-2022

	School 2022 On Track	School 2021 On Track (PP / Non PP)	National 2019 End of EYFS
		<i>0 pupils</i>	
Comprehension	81%	N/A	*
Word Reading	86%	N/A	77%
Writing	86%	N/A	74%
Number	86%	N/A	80%
Numerical Patterns	95%	N/A	*

End of KS1 2021-2022

	Subject	School	National 2022	Disadvantaged/Non (National 2022)
				3 Pupils
Expected Standard +	Reading	54%	67%	0%/53% (51%)
	Writing	30%	58%	0%/33% (41%)
	Maths	69%	68%	33%/72% (52%)
Great er Depth	Reading	28%	18%	0%/28% (18%)
	Writing	13%	15%	0%/14% (8%)

	Maths	31%	22%	0%/33% (12%)
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Phonics Screening 2021-2022

Yr 1 Phonics Check	School %	National 2022%
Children achieving the expected level	68%	75%
Boys / Girls	67% / 70%	72% / 79%
Disadvantaged	25%	62%

Desired Outcomes	Impact
<p>To ensure that all pupils, but particularly those from disadvantaged homes—leave the Early Years with a high quality and well-rounded grounding in early literacy, language and communication</p>	<p>This year there were 5 pupils in receipt of pupil premium, which equates to 14 % of the reception cohort.</p> <p>80% of the pupils achieved ELG in comprehension, word reading and writing.</p> <p>Early Literacy, Language and Communication continues to be an area of focus in the EYFS in the coming year and Literacy as a whole throughout the school.</p>
<p>Children will have greater comprehension/understanding of the books that they are reading in class and independently</p> <p>Children will have access to a high quality literature, which will aid their development of language and comprehension.</p>	<p>80% of pupils in receipt of pupil premium in the EYFS achieved ELG in reading comprehension, which has been a focus across the year, by developing a high quality reading and vocabulary spine.</p> <p>In Year 1, 8% of pupils were in receipt of pupil premium. 0% reached age related expectation in reading.</p> <p>In Year 2, 5% of pupils were in receipt of pupil premium. 0% of pupils reached age related expectation in reading.</p> <p>KS1 staff have also written new reading spines and vocabulary spines to support in this area. English is an area to develop in the coming year and we are now</p>

	<p>partners with the local English Hub for further support in this area.</p> <p>Assistant Head and KS1 lead have attended Chris Quigly training to develop vocabulary and comprehension throughout the school. This has also been written into our new reading and vocabulary spines.</p> <p>We feel that the drop this year can still be attributed to COVID lockdowns as these are the cohort of children that have missed the most school so far.</p>
<p>Children will achieve the expected standard, or above, in writing at the end of KS1.</p>	<p>Writing across the school has seen a drop in results.</p> <p>In EYFS – 80% of the children receiving pupil premium met ELG.</p> <p>In Year 1 – 0% of the children receiving pupil premium met end of year expectations</p> <p>In Year 2 – 0% of the children receiving pupil premium were of the expected standard in KS1 SATS.</p> <p>This year we will start the year using the RWI Get Writing programme and are seeking advice from other schools as to what they use in writing alongside RWI. Writing is a whole school focus and we are now partners with the local English Hub for further support.</p>
<p>Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures.</p> <p>Disadvantaged children identified for waves of intervention to reduce the learning gaps from school closures.</p>	<p>The school have had refresher training in Read, Write, In this year, which included training teaching assistants in the Fast Track programme for reading. This is being delivered to those children who need it and the bottom 20% of readers across the school.</p>

	<p>Children in receipt of pupil premium were prioritised for interventions during the year. After a review of impact, we are sourcing interventions for maths in the coming year and ensuring that we have a TA trained in the implementation of Nurture Groups.</p>
<p>Attendance – continue establishing good attitudes to attendance and punctuality from Nursery, so that all year groups have attendance above average</p>	<p>Last year our overall attendance figure was 94.93%. We held several attendance panel meetings for children receiving pupil premium, which saw their attendance rise.</p> <p>Pupil premium coordinator continues to review attendance of children in receipt of the funding, but there are no other concerns.</p>
<p>Ensure that after the recent COVID pandemic, our pupil’s mental health is a priority and that all our children remain resilient and ready to learn.</p> <p>Ensure that pastoral concerns do not hinder learning that is taking place.</p>	<p>The Boxall Profile was used again at the start of the year to assess children in this area. Children in receipt of pupil premium were a priority for Nurture groups and Time to Talk.</p> <p>Building Learning Power was introduced to all the children in school and staff trained accordingly. Our key areas of focus using the year was perseverance and collaboration. All classes had displays to promote this and embed.</p> <p>We continued with the use of our Heart Smart, Time to Talk and Kidsafe programmes, alongside our school Nurture Group planned for by TAs.</p>