

Part B: Review of outcomes in the previous academic year 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Intended outcome - *Raise attainment of pupils and diminish attainment gap through accelerated learning.*

Success criteria – *A greater number of PP children are working at the expected level of attainment than in the previous academic year*

Actual outcome – *This was achieved in KS1 SATS reading and writing and KS2 SATS reading. Whole school data did not show raised attainment of PP children in reading, writing or maths.*

Below shows attainment of PPG children and whole school attainment 2022-23 (percentages of children attaining 'expected' standard).

	Whole school	PPG
Reading	52%	23%
Writing	39%	19%
Maths	53%	24%

Below shows attainment of PPG children in KS1 and KS2 SATS

Year 2 Reading

Expected Standard 59%	Greater Depth 14%	Girls 62% (8)	PPG (5) 56%	SEN (3) 37.5%
2022 National Average 67%	2022 National Average 18%	Boys 56% (9)	EAL (9) 60%	

The above shows that percentages of children attaining the expected standard were similar for PPG and Non PPG children.

Year 2 Writing

Expected Standard 45%	Greater Depth 3%	Girls 38% (5)	PPG (3) 33%	SEN (2)25 %
2022 National Average 58%	2022 National Average 8%	Boys 50% (8)	EAL (7) 47%	

Although the above shows that PPG are not attaining as highly as Non-PPG children, the percentage of children attaining the expected standard in writing as increased compared the previous years' percentage of 18%.

Year 2 Maths

Expected Standard 55%	Greater Depth 10 %	Girls 46% (6)	PPG 33% (3)	SEN 37.5% (3)
2022 National Average 68%	2022 National Average 22%	Boys 63% (10)	EAL 60% (9)	

The attainment of PPG in maths this year, is similar to that of the previous accademic year where the percentage was 36%

Year 6 Reading

Expected Standard 80%	Greater Depth 23%	Girls (14) 74%	PPG (5) 56%	SEN (3) 75%
2023 National Average 73%	2022 National Average 28%	Boys (10) 91%	EAL (12) 86 %	

Although the above shows that PPG are not attaining as highly as Non-PPG children, the percentage of PPG children attaining the 'expected' standard has increased from the 38% of the previous academic year.

Year 6 Writing

Expected Standard 63 %	Greater Depth 10%	Girls (14) 74%	PPG (4) 44%	SEN (2) 50%
2023 National Average 71%	2022 National Average 28%	Boys (5) 45%	EAL (11) 79 %	

The attainment of PPG in writing this year, is similar to that of the previous accademic year where the percentage was 46%

Year 6 Maths

Expected Standard 80%	Greater Depth 27%	Girls (15) 79%	PPG (5) 56%	SEN (3) 75%
2023 National Average 73%	2022 National Average 23%	Boys (9) 82%	EAL (13) 93%	

Year 6 SPAG

Expected Standard 77%	Greater Depth 40%	Girls (15) 79%	PPG (5) 56%	SEN (2) 50%
2023 National Average 72 %	2022 National Average 28%	Boys (8) 73 %	EAL (11) 79%	

The above data shows that, as a school, we need to continue to review teaching and provision for our PP children in order to raise the attainment of our PP children.

Intended Outcome - *Improved language skills, especially spoken language and verbal comprehension skills*

Success criteria - *PP children will show significant progress in comprehension tests and reading levels and will be considered to have improved spoken language with an enriched vocabulary. Intervention records from 'new to English' intervention groups show good progress in learning English, the gap in the communication and language strand of EYFS is reduced with PP and Non-PP children attaining similarly. Assessment from Sound Linkage Phonemic Awareness progress demonstrates improved language skills from pre and post intervention assessments.*

Actual Outcome – The use of Racing to English is showing to be an effective intervention to support the development of children's English who are new to the country and it is planned to continue using this programme in the academic year 2023-24. Sound Linkage was a suitable and useful intervention for three of the four children who took part in sessions.

Intended Outcome - *PP children attend school regularly in line with national expectations.*

Success criteria – *Attendance of PP children improves year on year until it is in line with national expectations.*

Actual outcome – The gap between PP and whole school attendance has narrowed from 1.4% to 1.1%. Both PP and whole school attendance has improved over the academic year 2022-23

Intended Outcome – PP children to have greater emotional resilience and are better equipped to deal with a variety of situations, both socially and academically. They demonstrate positive behaviours to learning.

Success criteria – Children use the language of ‘dragons’ to identify their feelings and use taught strategies to ‘feed’ their dragons and feel good about themselves, showing positive behaviour at school in the classroom and socially with their peers at breaks and lunchtimes.

Actual outcome – The pilot of ‘What Colour is your Dragon’ that the school is taking part in, provided by the NHS, was delayed. Staff were trained in the programme in the summer term and lessons began in the Autumn term of 2022-23. There continue to be children, both PP and Non-PP who have difficulties managing their emotions and regulating these which can lead to behaviours that challenge. The school is working with all these children to provide supportive strategies, resources and interventions alongside the ‘What Colours is my Dragon?’ programme. This includes play therapy, drawing and talking, ear defenders to cancel out loud noise which can be a trigger and resources such as calm boxes, and ‘My Big Life Journal’. Children continue to have access to our school Emotional Literacy Support Assistant (ELSA), both in planned sessions and throughout the school day.

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
Times Tables Rockstars	https://trockstars.com/
Bug Club Online	https://www.activelearnprimary.co.uk/login?c=0
Touch Type Read and Spell	www.readandspell.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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A