

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 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention)

Challenge Area: 1 reading progress

- Reading review conducted with local authority to look at pitch of texts and scaffold and challenge.
- New reading scheme adapted to support whole class reading.
- Training provided for all staff on the new reading scheme and structure.
- Reading release time to provide CPD to all staff around fluency and comprehension.
- Planning scrutiny completed to show that all groups of learners had appropriate support and challenge.
- Lesson walks conducted to ensure consistency of approach and reduced cognitive load with teaching structure.
- Phonics results show the positive impact of the 'Unlocking Letters and Sounds' phonics programme and interventions.
- Phonics teaching is consistent across EYFS and KS1 and this has led to good outcomes for children
- The reading books sent home in EYFS, Y1 and early Y2 match the children's phonic knowledge closely and have effectively provided children with opportunities to develop decoding, prosody and comprehension
- Termly phonics data analysis informs gaps analysis and identifies the lowest 20% in each year group for intervention support with rapid implementation which has boosted progress for those children.
- The ULS guided reading programme is delivered confidently and consistently across EYFS, Y1 and early Y2. It is pitched just above the children's current level to help boost progress in decoding, prosody and comprehension.
- PP children targeted through intervention teaching.
- The guided reading cycle introduced in term 5 in Y2-Y6 has been developed with Integra to support quality first teaching and to develop children's fluency, prosody and comprehension. Children and staff have responded positively and proactively to the change. Monitoring shows approaches are consistent but it is too soon for it to impact on data.

- New phonics scheme purchased, all children made good progress from their starting points.

Challenge Area: 2 maths progress

- Conducted a maths review of lesson structure to reduce cognitive load for lowest 20% and children who are PP.
- Lesson structure training for all staff- training on what varied fluency looks like.
- Clarity has been given to staff about what 'learning, using and exploring' looks like. This is now more consistent in books.
- Maths leader released to look at planning and books to check
- Engaged with a local maths lead to support with implementation of lesson structure and coaching of staff.
- Lessons delivered by teachers are more consistent across the school with a quality first teaching approach becoming more embedded.
- The use of PIXL has enabled the maths lead to find cohort gaps and teachers have been able to plan these into the following term.
- More evidence of the use of hinge questioning (your turn) to create guided groups within a lesson.
- Release time used to analyse trends in maths and actions given to key stages or classes to support the needs of all learners.
- PP children targeted through intervention teaching.
- Pre and post teaching used to enhance learning beyond the lessons.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Challenge Area: 1 reading progress, 2 maths progress and 3 speech and language

- Tutoring took place in Y6 and Y2 supporting readers including PP and bottom 20%.
- Children received pre and post teaching as part of interventions with class teachers and support staff.
- The subject leader of phonics was released to effectively move teaching and learning forwards in EYFS, Y1 and Y2.
- Support staff implement phonics interventions effectively.
- Percentage of children achieving expected in phonics is above national.
- Lesson structures support EEF teaching approaches and encourages detailed assessments.
- Progress reports from tutoring were analysed and grouping updated accordingly.
- Speech and language intervention training of NELI took place for staff.
- Interventions in speech and language took place for children in Ks1.

- Oracy approaches were developed for children to build on ideas and enhance the conversations in class. Lesson observations saw an improvement in confidence in engaging in class discussions.
- New family link worker appointed to support vulnerable families including PP.
- NELI interventions targets children in KS1 With PP children.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Challenge Area: 4 Social Emotional and Mental Health Needs 5 Attendance

- Zones of regulation (ZoR) training took place for all staff.
- ZoR displays are used effectively in all classes.
- Children use the language of zones to support expressing themselves.
- Learning walks conducted to ensure children and staff are utilising resources to regulate.
- Behaviour improvements noted for those children operating outside of the behaviour policy.
- New Behaviour policy launched focusing on positive relationships.
- All staff trained on policy and implementing.
- Autism awareness training took place for al staff.
- School painted to provide autism friendly classrooms for all.
- Family link worker appointed to support children with welfare needs including PP children.
- Lego club launched-high take up with children demonstrating a greater understand of animatronics.
- EWO services engaged with-meetings held and support with relevant people and external agencies accessed.
- Recruited own educational welfare officer to monitor attendance more regularly and closely. Fines issued for those exceeding time off.
- School pupil premium grants were allocated as necessary to working families to support needs. Attendance approved following involvement from EWO.
- Money was spent on music lessons, uniform and trips for PP children.

Data from 2022-2023 to support:

| | %WA | National 2022 |
|---|-----|---------------|
| Year 1 phonics | | |
| PP (2) | 50% | 82.7% |
| One of two children passed Y1 phonics assessments | | |

| KS2 results | | | | | | | | | |
|---|----------|---------|----------|-------|----------|---------|----------|----------|----------|
| GPS | National | Reading | National | Maths | National | Writing | National | Combined | National |
| 33% | 72% | 33% | 74% | 66% | 71% | 33% | 69% | 33% | 59% |
| One children of the 3 did not sit the paper due to high Special Educational Needs. So, of the children who sat 50% passed GPS, reading and writing and 100% passed maths. | | | | | | | | | |

| | %WA | National 2022 |
|---|-----|---------------|
| Year 1 phonics | | 82.7% |
| PP (2) | 50% | |
| One of two children passed Y1 phonics assessments | | |