

Pupil premium strategy statement



Pupil premium strategy outcomes 2022 - 2023

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Progress towards meeting our goals for the end of three year plan are indicated as follows:

Green highlighting = on target

Yellow highlighting = on track but more to do

Red highlighting = not working – school are taking a different action

Review of 2022-2023 (Year 2 of our 3 year strategy plan)

There were whole cohort improvements in many areas of the curriculum with evidence of gaps beginning to close. In KS1 the year 2 outcomes demonstrated this in particular.

As evidenced in schools across the country, the impact of the pandemic is still being felt by learners even if they were pre- school age at the time they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was a mixed picture with evidence of gaps closing. In some areas higher than previous years – when compared to 2019 in particular for EYFS and phonics outcomes which reflects the work and focus of teams on these areas in recent years.

Intended Outcome by end of three year Strategy (2021 – 2024)	Progress and updates after Year 2 of three year strategy (2022-2023)
<p><i>Improved oral language skills and vocabulary among disadvantaged pupils.</i></p> <p>On track</p>	<p><i>Talk Boost sessions were run for groups in Reception</i></p> <p><i>ELSA interventions took place in Key Stage One</i></p> <p><i>2022-2023 EYFS Outcomes</i></p> <p><i>Whole cohort:</i></p> <p><i>Listening, attention and speaking 77% 2022 79%</i></p> <p><i>Communication 85% 2022 78%</i></p> <p><i>Disadvantaged:</i></p> <p><i>Listening, attention and speaking 64% 2022 64%</i></p> <p><i>Communication 55% 2022 64%</i></p> <p>Vocabulary was a focus for all year groups with strategies such as vocab walls; vocabulary exploration in guided reading and inclusion on knowledge organisers. The evidence of impact could be seen through lesson observations/learning walks where children were expected to use the correct technical vocabulary and answer in full sentences. This remains a focus for the coming year and is high profile across our curriculum.</p>
<p><i>Improved reading (phonics) attainment among disadvantaged pupils.</i></p>	<p><i>2022-2023 Outcomes</i></p> <p><i>PHONICS</i></p> <p><i>Whole cohort</i></p> <p><i>Y1 75%</i></p>

<p>On track – improvements at school level but more to do to reach goal of 80%</p>	<p>Provisional national Y1 phonics data at 2023 was 80% Y2 combined 93%</p> <p>Provisional national Y2 phonics data at 2023 was 87%</p> <p>Phonics PPG outcomes 62% met Y1 phonics 2022 64% 94% of Y2 retakes met the check 2022 69%</p> <p><u>READING</u></p> <p>Whole cohort Y1 reading 68% met ARE 2022 61% Y2 reading 66% met ARE 2022 61%</p> <p>Provisional national Y2 data at 2023 was 68/69%</p> <p><u>Reading PPG outcomes</u></p> <p>Y1 PPG meeting Reading ARE R 46% 2022 23% Non PPG 73% Gap: 27%</p> <p>Y2 PPG meeting Reading ARE R 64% 2022 23% Non PPG 66% Gap: 2% (down from 50%)</p> <ul style="list-style-type: none"> • Additional phonics interventions are beginning to have a positive impact on phonics learning and have supported the majority of PPG children to move through the phonics scheme at the expected pace. • Support from the English HUB and use of ‘Unlocking letters and sounds’ materials have been effective in training and coaching all staff to become secure in their phonics delivery. • The phonics leader, has enabled high quality coaching and modelling to take place on a termly basis; supporting all staff to become strong phonics teachers and maintaining rigour and consistency across the school. This will continue this year so new staff can be trained and supported.
<p>Improved writing attainment among disadvantaged pupils.</p> <p>On track</p>	<p>2022-2023 Outcomes</p> <p><u>WRITING</u></p> <p>Whole cohort Y1 writing 62% met ARE 2022 50% Y2 writing 59% met ARE 2022 60%</p> <p>Provisional national Y2 data at 2023 was 59/61%</p> <p>Y1 PPG meeting Writing ARE W 46% 2022 43% Non PPG 65% Gap: 19%</p> <p>Y2 PPG meeting Writing ARE W 57% 2022 38%</p>

	<p><i>Non PPG 59% Gap: 2%</i></p> <ul style="list-style-type: none"> Teachers and teaching assistants received training to support the development of writing: Sentence stacking, fine motor skills training, teaching of common exception words and writing strategies. Fine motor interventions took place in EYFS and led to improved physical outcomes and better developed/more effective pencil grip <p>EYFS meeting Fine motor skills Early learning goal:</p> <p>Whole cohort: <i>2023 83% met ELG for Fine motor skills</i> <i>2022 75%</i></p> <p>EYFS PPG <i>2023 75% of PPG pupils met ELG</i> <i>2022 64%</i></p> <p>EYFS Non PPG <i>2023 85% of PPG pupils met ELG Gap = 10%</i> <i>2022 79% Gap = 15%</i></p> <ul style="list-style-type: none"> The % of PPG pupils achieving expected outcomes in writing by the end of the year increased in Y1 (by 3%). In Y2 PPG pupils writing outcomes for ARE was 57% showing an increase of 19% which reflects strategies put in place for recovery from the impact of the Covid pandemic upon this cohort. Raising standards in writing including scaffolding techniques, remains a focus for monitoring activity, staff training and development in the 2023-2024 academic year. Across 2023-2024 the school will continue to offer specific literacy interventions and maths interventions, based on the individual needs of the pupils. Priority access will be given to children entitled to the PP and those whose progress is not as expected. These form an integral part of our Pupil progress meetings (Terms 2,4,6) During 2023-2024 there will be a whole school review of handwriting policy and assessment of handwriting as part of English lead’s remit
<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i></p> <p>On track</p>	<ul style="list-style-type: none"> Over the year more disadvantaged pupils were able to begin to access ELSA and Nurture provision due to extension of these programmes. The school continues to draw upon other agencies such as Behaviour and attendance panel who support with play therapy and Thrive approaches The use of the Parent Support Advisor through our Behaviour and Attendance panel has also supported key families from the group including PPG families; also PSA Drop ins are booked in January. Key meetings: CP, EHA, TAC/TAF, CMEO have been focused upon the child with key input from those working with the children on a daily basis. This has ensured that the whole child’s needs were taken into account in planning teaching and learning experiences as well as identifying any family support needed.

	<ul style="list-style-type: none"> We continue to support our disadvantaged children to access wider curriculum and cultural experiences where possible. All pupils have been able to participate fully in all visits and clubs. This group of pupils are positively discriminated for sporting opportunities and in small positions of responsibility. We continue to support families to access support from the local foodbank.
<p>To sustain high attendance for all pupils, particularly our disadvantaged pupils.</p> <p>On track – improvements at school level but more to do to reach goal</p>	<p><u>Attendance data</u> 2022-2023 whole school attendance figure was 94.2% 2021-2022 93.6%</p> <p>2022- 2023 for PPG pupils was 91.9% 2021-2022 92.6%</p> <p>2022-2023 Non PPG was 95.1% 2021- 2022 Non PPG – Data unavailable at the moment due to Bromcom set up.</p> <p><u>Attendance below 95%</u> 2022-2023 60% of PPG below 95% = improvement of 5% 2021-2022 65% of PPG pupils were below 95%.</p> <p><u>Persistent absentees (below 90%)</u> Dec 2023 31% of our Pupil premium were in the persistent absentee category (12 out of 38) – this will remain a focus for our plan 2023-2024 Dec 2022 48% of persistent absentees are disadvantaged (14 pupils out of 29)</p> <ul style="list-style-type: none"> The Headteacher, Education Welfare Officer, school nurse service are providing good support for the school in monitoring attendance and engaging with disadvantaged families.
<p>Additional Maths data</p> <p><u>EYFS</u> Number 78% at expected PPG 33% Non PPG 85%</p> <p>Numerical Patterns 86% at expected PPG 50% Non PPG 91%</p> <p><u>KS1</u></p> <p>Y1 maths 64% met ARE 2022 60% Y2 maths 64% met ARE 2022 60%</p> <p>Provisional national data at 2023 was 70/72%</p> <p>Y1 PPG meeting Maths ARE M 38% Non PPG 70% Gap: 32% 2022 50%</p> <p>Y2 PPG meeting Maths ARE M 50% Non PPG 68% Gap: 18% down from 22% 2022 60%</p>	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around explicit instruction - [Principles of Instruction - Barak Rosenshine](#) demonstrates this has significant benefits for all pupils, including disadvantaged pupils.
- A school focus on retention and retrieval of learning especially in the wider curriculum subjects
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will support our work on a whole school approach.