

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

**Intended outcome 1: Achieve outcomes which are in line with national average for non disadvantaged by end of KS2 in English and maths**

*% of disadvantaged pupils meeting age related expectations*

KEY Stage 2 attainment ARE+	2021/22				2022/23			
	CJS Dis	National Dis	CJS Non Dis	National Non Dis	CJS Dis	National Dis	CJS Non Dis	National Non Dis
RWM reaching expected standard%	37%	68%	63%	66%	30%	44%	60%	66%
Rdg reaching the expected standard	63%	62%	76%	80%	52%	60%	71%	78%
Wtg reaching the expected standard	46%	55%	76%	75%	59%	58%	72%	77%
Maths reaching the expected standard	63%	56%	73%	78%	44%	59%	72%	79%
GPS reaching the expected standard	46%	59%	78%	78%	41%	59%	70%	78%

*% of disadvantaged pupils exceeding age related expectations*

KEY Stage 2 attainment GD	2021/23				2022/23			
	CJS Dis	National Dis	CJS Non Dis	National Non Dis	CJS Dis	National Dis	CJS Non Dis	National Non Dis
RWM exceeding expected standard%	0%	3%	3%	9%	4%	3%	5%	10%
Rdg exceeding the expected standard	17%	17%	33%	33%	15%	17%	37%	34%
Wtg exceeding the expected standard	3%	6%	5%	16%	4%	7%	7%	16%
Maths exceeding the expected standard	0%	12%	19%	27%	11%	13%	27%	29%
GPS exceeding the expected standard	6%	17%	24%	33%	7%	18%	32%	35%

**Context:**

*In 2022-2023, 4 of our year 6 pupil premium children were stated as SEN. All of these have an EHCP*

*13 of our pupil premium children have EAL*

*In years 3, 4 and 5 the results showed the following for Pupil premium:*

*Reading: lower in 3 and 5, sig higher in y4*

*Writing: lower in 3 and 5*

*Maths: slightly lower in y6*

*As an outcome of these results and ongoing school data, maths and reading continue to remain a high priority in our strategic plan (see below)*

**Phonics and reading**

*We used part of tutoring funding to employ a tutor from FFT Lightning Squad to support our early readers, the outcomes of which are outlined below:*

**Outcomes**

*By word count per minute (fluency) and reading age:*

	WCPM: Start	WCPM: Latest	WCPM: Improvement	RA Start	RA Latest	RA Improvement
All	84.5	124.5	+40.0	7:5	9:7	+2:3
Year 3	73.0	109.9	+36.9	6:11	8:9	+1:10
Year 4	96.0	139.0	+43.0	7:10	10:6	+2:8

*Although these results are really pleasing, we are no longer using Lightning squad as an intervention this year. Instead, we have trained 3 teaching assistants in how to teach and deliver ELS phonics. We have also purchased ELS progress which is aimed at KS2 children who need follow up phonic intervention. Alongside this, we have purchased ELS spelling, and this has already begun in year 3 and will be rolled out across the school once the rest of the materials have been published. We will also be implementing Oxford reading buddies, an adaptive online reading platform, to support comprehension. Phonics will remain a key part of our 3-year strategy plan.*

*The work we have completed around reading and the introduction of Destination Reader has meant that our projections for SATs outcomes next year are far higher in reading at ARE and GD. The analysis of reading in year 3 has meant that we have now introduced Bridge To Destination Reader, which supports the pupils transition from phonics to the development of early comprehension. Our focus on reading will remain high and part of our 3-year strategy plan.*

*Reading for pleasure has always been part of our school development in reading. As an addition to our 3 year plan, we are wanting to embed a love for reading and, in line with the DFE reading review of 2023, we will be provided with a monthly set of new reading books so that we can adopt a 'book shop' approach allowing us to provide the children with high quality reading material.*

**Maths**

Maths booster classes ran for 8 of our Pupil premium children. 5 of these reached their target of ARE and 1 achieved GD.

Our projections for maths for this academic year are higher at both ARE and GD. We are reviewing the maths curriculum with a focus on planning and ensuring a consistency of approach, use of key vocabulary and questioning. We will be revisiting the use of mental and oral starters and embedding Rosenshein principles. Maths will remain a key area of our 3 year strategy plan.

**Intended outcome2: Provide immediate SEMH support for pupils so that they can access their learning**

We have had a pastoral team in place since Sept 2022. This team includes 2 ELSA specialists, a play therapist, and a Family Support Worker. The team have been crucial in supporting children when they have been unable to access the curriculum due to heightened emotions. They have focused on helping each child to self-regulate so that they are then able to go back into class and continue with their learning. The Introduction of the ZOR grids have enabled the pastoral team to identify patterns of behaviour amongst individual children and plan for appropriate interventions.

Three new inclusion rooms have been developed allowing for more interventions to be timetabled, thus supporting more children than in previous years.

We have employed a Play Therapist to support a number of our most vulnerable children. Currently, she is working with 4 children over the course of 12 sessions. There is a waiting list of referrals for this therapy.

The introduction of our sensory room has seen a decrease in the number of children struggling to get into class in the morning. The area works to calm children through sensory play and helps to develop positive adult attachments. All children state that this part of the day helps them and is their favourite.

Our ongoing work with the MHST has meant that 18 families have accessed direct support.

19 Neuro diversity assessments have been completed.

The development of this area of our plan remains a key focus.

**Intended outcome3: Family liaison support given to all families in crisis or needing help**

Our family support worker has supported 40 families this year. Much of this support is still ongoing with these families. As a result, this area remains a key part of our 3-year plan. (Also see challenge 4)

As part of our ongoing offer of support to parents, we held 18 BREW meetings during 2022-2023 year, providing much sought after support around a range of areas including anxiety and loss and bereavement. These will continue throughout this next academic year.

**Intended outcome 4: Ensure attendance of disadvantaged pupils is at least 96%**

	Disadvantaged	Local Disadvantaged	National Disadvantaged	Non-Disadvantaged	Local Non-Disadvantaged	National Non-Disadvantaged
2022-2023	91%	92%	91.4%	96%	95.3%	95%

**Context:**

*Dual registered – 2*

*Barriers to attendance – 11*

*These barriers can include:*

- *High mobility resulting in lack of school stability*
- *Enrollment requirements (school records, health records, proof of residence, guardianship)*
- *Poor health, fatigue, and hunger*
- *Emotional trauma, depression, anxiety*
- *Lack of transport*
- *Lack of school supplies, clothing etc.*
- *Medical*

*Our school pastoral team (SEE challenge 2 and 3) and our attendance officer have worked with all the above families to support them in getting their child in to school. We are still below national and local and therefore this will remain a target on our 3 year plan.*

***Intended outcome 5: No child to miss out on opportunities due to hardship or disadvantage***

*In the last academic year we have:*

*Provided funding to children in year 6 for their residential trip to PGL*

*Supplied PE kits for PP families on entry to year 3*

*This will remain a key part of our plan ensuring all Pupil premium children have the same access to the wider curriculum.*