

## Part B: Review of the previous academic year -2022 2023

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates disadvantaged children's attainment compared favourably to all children at the expected standard.

At the end of Key Stage 2 100% Disadvantaged pupils met the expected standard and 100% of disadvantaged pupils exceeded the national standard in Reading, SPAG and Mathematics.

At the end of Key stage 1 100% Reading and Writing, disadvantaged pupils met the expected standard and 100% in Mathematics.

To help us gauge the performance of our disadvantaged pupils we compared their results to non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Due to our small class sizes, each disadvantaged child (12)= a high % figure=33%. Across the school our disadvantaged children

On track Reading 84%

On track Writing 84%

On track Mathematics 75%

Based on all the information above, the performance of our disadvantaged pupils either meets or exceeds national expectations.

Targeted Intervention

Reading- Reading skills & comprehension/ Targeted daily reading- at both key stages. Children's attitude, and ability have improved.

Writing – At both Key Stages, targeted handwriting, spelling and grammar programs ensured children continued to build on their progress.

Mathematics – small group tuition and 1-1 sessions, mainly PP children expected progress with some maintaining.

Toe by Toe & Dyscalculia - for disadvantaged pupils with additional programs to support reading and mathematics development.

Our evaluation of the approaches delivered last academic year indicates that trained staff working on both small group and 1-1 targeted interventions is having a positive impact on children's learning and development. In addition we have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Pupil Premium spending is not simply about academic performance. It is also targeted at improving the wellbeing of disadvantaged pupils. A proportion of the funding is therefore targeted on wellbeing (& resources), which we believe is a vital part of our expenditure.

In 2022 – 2023 additional spending on Pupil Premium children included:

- Funding Breakfast and After School club provision
- School uniform and suitable PE Kits (footwear)
- Funding for class visitors/trips-competitions
- Funding for music tuition
- School Residential Trip and Expenses
- Yoga & Mindfulness sessions

## Externally provided programmes

Programme	Provider
Maths resources	TT Rockstars
Music Tuition	Create Music
School Activity Residential	Robinwood
Provide PP children with access to music tuition, visits, extra-curricular activities/ trips.	Subsidies provided for educational trips and residential visits for PP children – Attendance on such experiences is encouraged and financially supported. Music tuition and instrument hire provided for PP pupils – Providing opportunities that may otherwise be out of reach.
HT/CoG monitor attendance ½ termly for all children including disadvantaged	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Rapid evidence assessment on attendance interventions for school aged pupils (EEF)

## Further information

### **Additional activity**

Our pupil premium strategy was also supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- utilising a [DfE grant to train a senior mental health lead](#).
- Awarded the Step into Quality Mark for EYFS

### **Planning, implementation, and evaluation**

We triangulate evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils. We also meet with the local schools to identify disadvantages which are similar due to locality

Staff and governors have had training for effective use of of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also looked at studies about the impact of the pandemic on disadvantaged pupils.

We use the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.