

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 2021 to 2022 academic year.

A. and H.

Pupil Premium children have well-developed speech, language and communication skills.

EYFS baseline assessments were used to identify speech and language difficulties; as well as other key areas for development and to identify target children.

Target children were provided with support for speech and language through the Nuffield Early Language Intervention.

CTAs delivered S & L interventions; feeding back to class teacher/EYFS lead regarding progress of pupils.

B.

Narrow the gap between Pupil Premium and non-pupil premium children by the end of EYFS.

Following baseline assessments, CTA interventions were carried out to target children's early reading (Read Write Inc) and mathematics skills.

'Tapestry' was used by EYFS staff to make and record ongoing observations and assessments of children which were communicated to parents. Reception moved more towards recording in books as the year progressed. Class Dojo was used to promote parental engagement in activities that could be carried out at home to support children's development.

EYFS lead organised structured stay and play sessions.

Termly Pupil Progress meetings to monitor and track the progress of Pupil Premium children took place between EYFS teaching staff, HT and EYFS lead.

IMPACT MEASURES

Speech, Language and Communication outcomes for Pupil Premium pupils at the end of EYFS have improved.

Outcomes for the disadvantaged increased from **50%** (baseline assessment) to **79%** at the end of EYFS for the speaking. The 3 pupils who did not achieve the expected standard in speaking will continue to receive S & L interventions in Year 1.

The gap has narrowed between the number of Pupil Premium and non-Pupil Premium pupils attaining a GLD.

EYFS GDL OUTCOMES 2021 -2022

AUTUMN			SPRING			SUMMER		
Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap
29%	48%	-19%	36%	62%	-26%	64%	67%	-4%

Children made good or better progress from their starting points with **an increase of 35% GDL** for PP children between Autumn and Summer assessments.

A consistently good or better quality of teaching across EYFS, which is evident in from learning walks, work scrutiny and pupil voice.

C.

Narrow the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening.

Phonics sessions were planned by class teachers using RWI and regular assessments took place. Daily sessions were led by class teachers and fully-trained CTAs.

Additional small group phonics sessions were delivered to target individuals at risk of not achieved the phonics threshold. After school booster sessions took place; however a number of target children in Year 1 struggled with the additional learning time so sessions took place as far as possible during the school day.

Phonics lead teacher continued to oversee small group phonics interventions across EYFS and KS1 using Read, Write Inc phonics scheme.

All pupils were tracked and reassessed each half-term and a bespoke phonics curriculum was provided in light of assessments.

IMPACT MEASURES

OUTCOMES for YEAR 1 PHONICS

AUTUMN			SPRING			SUMMER		
Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap
19%	25%	-6%	43%	44%	-1%	67%	69%	-2%

Although the overall school outcome for phonics was below National, the percentage of PP children achieving the phonics screening standard **increased by 48%** between Autumn (December) and Summer (June) from 19% to 67%.

D.

Raise the attainment and progress for Pupil Premium eligible pupils in Reading, Writing and Mathematics in all year groups.

Ensure attainment and progress is in line with, or above National at the end of KS1 and KS2.

Diminish the gap between Pupil Premium eligible pupils and their non-disadvantaged peers at the expected+ standard in all year groups.

At the start of the Autumn term, class teachers identified gaps in learning within the core subjects due to school closers, and made adaptations to sequences of learning to address gaps and ensure key learning was in place.

PP children at risk of not achieving the expected standard in reading, writing and mathematics in each year group were identified by the HT and communicated to class teachers via Autumn Pupil Progress meetings which took place in September/October. PP children capable of achieving the higher standard were also identified.

Identified children were targeted in class through high quality 'first teaching' and with bespoke interventions planned and monitored by the class teacher and carried out by CTAs in the mornings or afternoons. PP funding and 'Catch Up' funding were used to provide additional sessions after school in all year groups. These small group tutoring sessions (maximum of 3 children) were largely taught by class teachers (1 hour after school per week) with additional groups led by CTAs in some year groups where the need was assessed to be greater (Year 5 and Year 4).

IMPACT MEASURES (OVERALL CLASS DATA)

A gap remains between PP-eligible children and their peers in Year 2, 3, 4, 5 and 6 however this gap has been narrowed since the start of the academic year. The impact of Covid restrictions being lifted, and no further periods of lockdown, should continue to further reduce this gap over time.

YEAR 1	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (37)	65%	54%	59%	49%
Pupil Premium (21)	67%	62%	57%	52%
Non-Pupil Premium (16)	63%	44%	63%	44%
Difference (PP and All)	+2%	+8%	-2%	+3%

YEAR 2	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (34)	62%	62%	65%	59%
Pupil Premium (21)	48%	47%	53%	43%
Non-Pupil Premium (13)	85%	85%	85%	85%
Difference (PP and All)	-14%	-15%	-12%	-16%

YEAR 3	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (31)	55%	51%	55%	48%
Pupil Premium (17)	35%	35%	30%	29%
Non-Pupil Premium (14)	78%	71%	85%	71%
Difference (PP and All)	-20%	-16%	-25%	-19%

YEAR 4	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (25)	80%	64%	76%	60%
Pupil Premium (17)	77%	59%	71%	53%
Non-Pupil Premium (8)	88%	75%	88%	75%
Difference (PP and All)	-3%	-5%	-5%	-7%

YEAR 5	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (34)	65%	62%	62%	59%
Pupil Premium (18)	39%	34%	34%	28%
Non-Pupil Premium (16)	84%	94%	94%	94%
Difference (PP and All)	-26%	-28%	-28%	-31%

YEAR 6	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (20)	65%	80%	85%	65%
Pupil Premium (10)	50%	70%	80%	50%
Non-Pupil Premium (10)	80%	90%	90%	80%
Difference (PP and All)	-15%	-10%	-5%	-15%

FURTHER END OF KS2 ANALYSIS

See table below for barrier analysis of Year 6 PP-eligible children who **did not** achieve the expected standard for RWM combined.

	Reading	Writing	Mathematics	Barriers
Child A	WT	WT	WT	SEND, SPLD, Punctuality, social & emotional needs
Child B	WT	WT	EXP	SEND, ATT (89%), Punctuality, Prior CP
Child C	WT	WT	WT	SEND, ATT (91%), Punctuality
Child D	WT (missed EXP by 2 marks)	EXP	GD	Multi-sensory, ATT (86%), parent refused referral
Child E	WT (missed EXP by 2 marks)	EXP	EXP	ATT (88%), Punctuality, Prior CP, social & emotional needs

D.

Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.

Ensure pupils with additional needs meet targets in individual PPP.

Ensure all needs are met of our most vulnerable pupils

The provision for SEND children was assessed termly by the SEND team and strategies were regularly reviewed to ensure maximum impact in terms of expected progress. New children were added to the register in light of assessment. The register remains a fluid database where children are added and removed according to need.

A number of children across school were assessed by the Educational Psychologist for higher level needs.

The SEND lead liaised regularly with the SEND team regarding children awaiting assessment on the ND pathway. Assessments have been delayed significantly as a result of children not being seen during the Covid 19 pandemic.

SEND interventions (in addition to class support) were completed by C.C. as well as class CTAs in some cases.

Pupil assessments took place both before and following intervention periods when individual PPP targets were reviewed and updated in consultation with the class teacher.

Review meetings also took place with parents via telephone, led by the SEND coordinator. Some reviews also took place face to face later in the year.

Needs are being met for vulnerable pupils and alternative provision and support is sought where necessary.

Identified groups of children with higher level SEND were supported by a specialist teacher from the WDT on a weekly basis.

One child in KS2 with multiple specific learning difficulties was supported in school via a one-to-one TA. In addition, this child was supported by a specialist support teacher and CTA from outside school twice weekly. School has since worked with the SEND team and this child has now moved to a specialist provision which can better meet his needs on a long-term-basis as he transitions to Y7 and beyond.

E.

Ensure a curriculum model is developed, which provides opportunities for more able pupils to excel in Reading, Writing and Mathematics.

Narrow the gap between more able Pupil Premium children and their non-PP peers.

The HT identified more able PP children with the potential of achieving the greater depth standard in each year group (based upon EYFS and end of KS1 data). This information was shared with class teachers at termly pupil progress meetings and targeted support put in place within classes. PP children who achieved the expected standard at the end of KS1, who have since made better than expected progress as they move through KS2, were also targeted.

Table to show the percentage of PP children achieving the GD standard in each year group:

Year Group	Reading (Greater Depth)	Writing (Greater Depth)	Mathematics (Greater Depth)
1	5%	5%	5%
2	5%	14%	5%
3	6%	6%	6%
4	18%	6%	12%
5	17%	6%	17%
6	0%	0%	20%

F.

Ensure standards of behaviour are high and pupils represent the school in a positive manner.

Ensure school is inclusive and has equality for all.

Standards of behaviour across school were high last year; the children were settled and the school environment was calm.

Behaviour logs were monitored to ensure that positive behaviour was enhanced across school and support put in place were necessary. Two children in KS2 were supported by a one-to-one TA for behaviour. One child has since left Sylvester to be home-schooled.

The learning mentor worked with groups and individuals needing additional support to regulate behaviours, promote positive behaviour choices and to support social and emotional needs.

The impact of interventions was measured through: feedback from class teachers, attendance records and academic progress.

Meetings took place between the HT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps.

One child is currently accessing an alternative provision to support behaviour and will integrate back into school on completion of the support programme.

I.

Ensure whole school attendance is in line with National.

Attendance gap between pupil premium eligible pupils and non-pupil premium eligible pupils and is closing.

Reduce the number of persistently absent children.

Termly analysis of attendance data for pupil premium eligible pupils took place and attendance data reports were produced which included comparisons between PP and non-pupil premium eligible children.

Half-termly meetings with School Attendance Service took place to offer support with attendance panels, home visits and interventions.

Early intervention took place regarding attendance through meetings with pupils, parents, the school attendance lead (R.H.) and School Attendance Officer. In most cases attendance and punctuality improved but to differing degrees. When necessary, the attendance lead attended key children's homes to find out why they were not in school and brought children into school on the school's mini-bus.

A number of children were provided with alarm clocks to encourage punctuality and attendance. Children were given 'attendance postcards' to recognise and celebrate improvements in attendance and punctuality.

Attendance lead continued to work with the parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer when necessary.

Weekly celebration assemblies had a strong focus on attendance and punctuality. Termly attendance awards assemblies took place to award bronze, silver and gold attendance awards which the children loved.

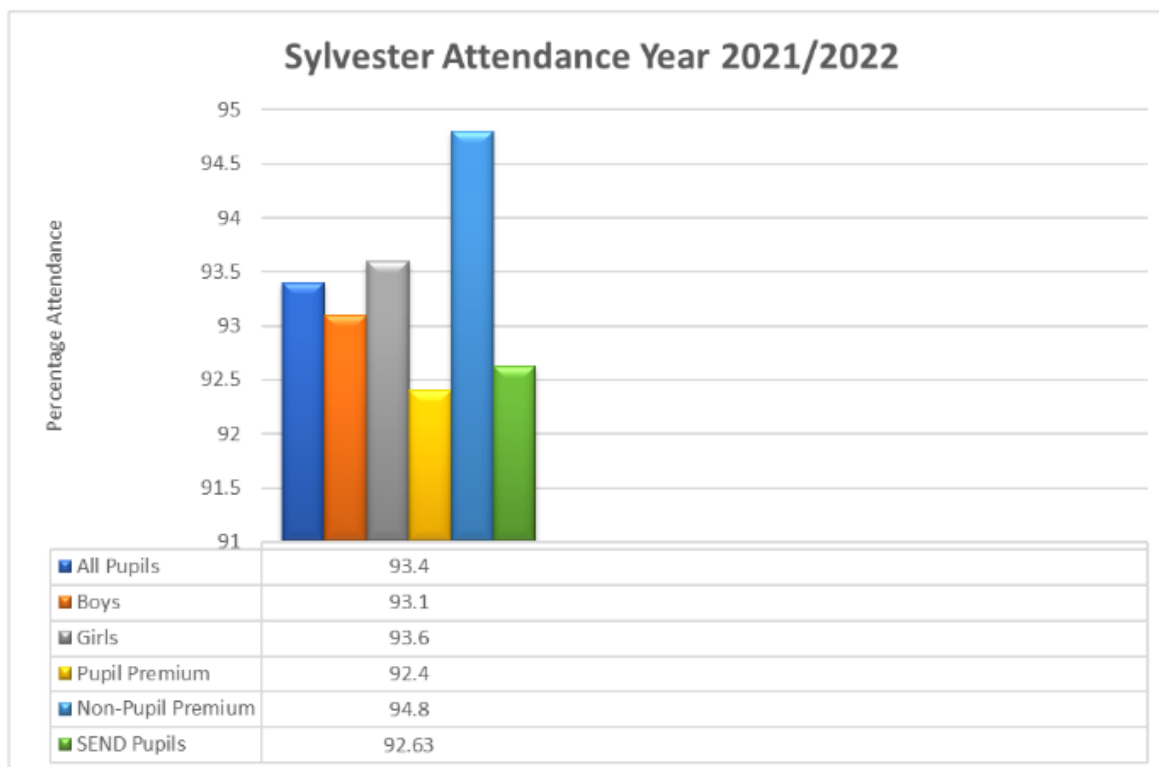
Whole school attendance incentives/fun days took place and classes became very competitive; encouraging their peers to strive for good attendance. A number of classes took part in movie and popcorn afternoons, pizza parties and ice-cream parties. Children with 96%+ also gained additional time on our summer inflatable assault course.

The learning Mentor worked with some of our most vulnerable children and their parents to improve attendance and punctuality.

Whole School Attendance

Target – 96%

Actual – 93.4%



YEAR GROUP	ALL PUPILS	PUPIL PREMIUM
RECEPTION	92.4%	90.8%
1	93.4%	94.6%
1/2	93.8%	92.2%
2	95.7%	96%
3	92.8%	89.6%
4	92.2%	90.4%
5	93.6%	92.6%
6	94.1%	92.8%

J. and K.

Raise low aspirations/ expectations of parents and pupils through LM support.

Vulnerable children are being supported via highly targeted intervention from Learning Mentor.

Children's emotional and behavioural needs being supported quickly and effectively.

Learning Mentor timetable was completed and shared with all staff. Children were added to or removed from the timetable on a fluid basis in consultation with class teachers, HT and DHT.

Learning Mentor carried out social and emotional interventions for individuals and small groups throughout the year. These have helped individuals with difficulties outside school to enable them to access and engage more fully when in school.

Learning Mentor maintained regular contact with the parents of some of our vulnerable families.

The impact of interventions was measured through: feedback from class teachers, attendance records and academic progress.

Meetings took place between the HT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps.

R. Hindley arranged for the police, fire service, dogs trust and territorial army to come into school to talk to the children about their job roles; raising the children's aspirations as well as promoting respect for difference services.

Funding was provided to support some of our most vulnerable families, for example: after school club, Mad Science, uniform, etc so that vulnerable children felt settled and secure and ready to learn.

L.

Provide educational and enrichment experiences in school for Pupil Premium pupils, which improve their knowledge and language skills, and promote positive life experiences.

Pupil Premium pupils are provided the same opportunities and learning experiences as non-Pupil Premium pupils regardless of disadvantage.

Further enhance the school curriculum through visits and visitors to school.

Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.

Educational visits were able to take place again this year due to the lifting of Covid restrictions. All year group took part in visits linked to history and geography topics. The whole of KS1 visited the local church and

KS2 visited places of worship linked to their world religion topic. Funding was used to partly-subsidise transport and give donations to some churches.

A number of PP eligible children benefitted from allocated funding for educational visits providing them with the same opportunities as their peers in school.

PP funding was used to allow one PP child in Year 6 to attend the Year 6 residential and one child was part-funded.

Funding was also used to allow a number of children to attend afterschool club.

Children were provided with opportunities that they would not normally experience; providing them with more than the local surroundings where they live.

All KS1 and KS2 children took part in a Mad Science assembly. Afterschool clubs were then provided for both key stages, which were subsidised to allow PP-eligible children to attend.

J. and L.

Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.

The school was able to provide a range of lunchtime and afterschool clubs for KS1 and KS2 to cater for different interests. This included 'Mad Science' (from an external provider) for both KS1 and KS2, which was subsidised via PP funding to enable more children to attend. Children were able to access a greater number of clubs than 2020-2021 as classes were allowed to mix.

Sports clubs provided by the Sports Coach were well-received and well-attended.

Children's University SLA was purchased to provide children with the opportunity to achieve a Children's University award; experience visiting a University setting and wear a cap and gown, thus raising future aspirations and ambition.

This year, the children were able to visit the Hope University campus to receive their award in a graduation ceremony; parents were also able to attend.

R. Hindley arranged for the police, fire service, dogs trust and territorial army to come into school to talk to the children about job roles; raising the children's aspirations as well as promoting respect for difference services.

M.

A high quality Remote Learning offer is in place that is relevant and accessible to all pupils and in line with taught curriculum in school.

Throughout the year, class teachers provided a package of 'Remote Learning' in all year groups (Nursery to Year 6) accessible via the school's website for any children who were absent due to Covid 19. This was delivered through the production of weekly 'Remote Learning' plans; providing work for the core subjects (linked to class work) as well as work related to current class themes.

Class Dojo was used to communicate with parents regarding learning and well-being. The school office also kept in regular contact with parents: as did our Learning Mentor where necessary.

Subscriptions for 'Reading Eggs/Reading Eggspress' and 'My Maths' were purchased for all KS2 children (part-funded by PP). These were used regularly for 'Remote Learning'. In addition, these programmes were used in class, to support interventions and for homework.

Subscriptions for 'Fast Phonics' and 'My Maths' purchased for all KS1 children (part-funded by PP).