

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.

A. and H.

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

EYFS WELLCOM baseline assessment was 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 use of the WELLCOM resource pack. CTAs delivered bespoke, small group S & L interventions; feeding back to class teachers and/EYFS lead regarding progress of pupils.

A speech and language specialist came into school, as a minimum, every half-term to work alongside EYFS CTAs; providing guidance and CPD through the modelling of interventions. Parents were also invited to attend key sessions to model how they could support children at home.

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 and mathematics skills.

Nursery staff used 'Tapestry' to make and record ongoing observations and assessments of children which were communicated to parents.

Reception children moved towards recording in books as the year progressed. A EYFS newsletter and Class Dojo were used to promote parental engagement in activities that could be carried out at home to support children's development.

EYFS lead organised highly structured stay and play sessions and parents were invited into school to observe phonics sessions using the Read Write Inc scheme to support early reading at home.

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 from starting points.

Outcomes for the disadvantaged increased from **73%** (baseline assessment) to **91%** at the end of EYFS for speaking.

The 1 disadvantaged pupil who did not achieve the expected standard in **speaking** attended Northward specialist provision 4 days per week in Reception; Sylvester was his 'base school' for one day. This child will continue to attend Northwood in Year 1 to access specialist support (4 out of 5 school days each week).

Pupil Premium children out-performed their non-Pupil Premium peers at the end of EYFS.

EYFS GDL OUTCOMES 2021 -2022

AUTUMN			SPRING			SUMMER		
Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap
55%	54%	+1%	73%	50%	+23%	82%	63%	+19%

Children made good or better progress from their starting points with **an increase of 27% GDL** for PP children between Autumn and Summer assessments. GDL overall for the cohort was 69%.

A consistently good or better quality of teaching across EYFS is evident 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.

50 minute daily phonics sessions were led by class teachers and fully-trained CTAs.

Additional, teacher-led/CTA-led, small group phonics sessions were delivered to target individuals at risk of not achieving the phonics threshold.

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 SCREENING

AUTUMN			SPRING			SUMMER		
Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap
13%	11%	+2%	67%	53%	+14%	73%	95%	-22%

The overall school outcome for phonics was 88%.

The percentage of PP children achieving the phonics screening standard **increased by 60%** between Autumn and Summer assessments (from 13% to 73%).

Moving into Year 2, daily phonics sessions will continue for the Autumn term for all children to consolidate phonics knowledge, as well as early reading and spelling. Sessions will continue, as necessary, as the year progresses.

The four disadvantaged children who did not meet the phonics threshold will receive interventions in addition to daily phonics sessions and retake the screening check in June 2024.

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.

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. 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.

IMPACT MEASURES (OVERALL CLASS DATA)

YEAR 1	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (37)	71%	62%	65%	59%
Pupil Premium (21)	60%	54%	67%	53%
Non-Pupil Premium (16)	79%	68%	64%	63%
Difference (PP and Non PP)	-19%	-14%	+3%	-10%
Difference (PP and All)	-11%	-8%	+2%	-6%

YEAR 2	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (34)	58%	55%	63%	56%
Pupil Premium (21)	62%	62%	66%	62%
Non-Pupil Premium (13)	54%	47%	60%	47%
Difference (PP and Non PP)	+8%	+15%	+6%	+15%
Difference (PP and All)	+4%	+7%	+3%	+6%

YEAR 3	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (31)	71%	62%	68%	56%
Pupil Premium (17)	60%	50%	54%	41%
Non-Pupil Premium (14)	91%	83%	92%	83%
Difference (PP and Non PP)	-31%	-33%	-38%	-42%
Difference (PP and All)	-11%	-12%	-14%	-15%

YEAR 4	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (25)	56%	50%	56%	50%
Pupil Premium (17)	31%	31%	37%	31%
Non-Pupil Premium (8)	85%	71%	78%	71%
Difference (PP and Non PP)	-54%	-40%	-41%	-40%
Difference (PP and All)	-25%	-19%	-19%	-19%

YEAR 5	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (23)	69%	61%	74%	61%
Pupil Premium (15)	67%	53%	67%	53%
Non-Pupil Premium (8)	76%	76%	88%	75%
Difference (PP and Non PP)	-9%	-23%	-21%	-22%
Difference (PP and All)	-2%	-8%	-7%	-8%

YEAR 6	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (32)	75%	75%	66%	63%
Pupil Premium (20)	65%	60%	45%	45%
Non-Pupil Premium (10)	91%	100%	100%	92%
Difference (PP and Non PP)	-26%	-40%	-55%	-47%
Difference (PP and All)	-10%	-15%	-21%	-18%

FURTHER END OF KS2 ANALYSIS

BREAKDOWN OF PROGRESS AND BARRIERS FOR DISADVANTAGED PUPILS BETWEEN KS1 AND KS2

Child	BARRIERS	Reading		Writing		Maths	
		KS1	KS2	KS1	KS2	KS1	KS2
1	Att, SEND	PK4	WTS (87)	PK4	WTS	PK4	WTS (91)
2	Att, SEND	PK3	WTS (92)	PK3	PK6	PK4	WTS (82)
3	Att, SpG, IM4	WTS	WTS (86)	WTS	WTS	WTS	WTS (97)
4	SEND	PK3	WTS (90)	PK4	WTS	PK4	WTS (85)
5	Att, IM4	EXS	GDS (114)	EXS	EXS	GDS	GDS (111)
6	SEMH, IM3, SpG	WTS	WTS (95)	WTS	WTS	WTS	WTS (93)
7	SEND	PK4	EXS (101)	WTS	EXS	WTS	WTS (98)
8	Att, SEND, S&E	WTS	EXS (101)	EXS	EXS	WTS	EXS (101)
9		EXS	EXS (101)	EXS	EXS	EXS	EXS (104)
10		GDS	GDS (113)	GDS	GDS	GDS	GDS (114)
11	SEND	PK4	WTS (88)	WTS	WTS	WTS	WTS (94)
12		EXS	EXS (102)	EXS	EXS	EXS	EXS (106)
13		EXS	EXS (101)	EXS	EXS	EXS	EXS (105)
14	SEND, Behaviour	PK3	EXS (103)	PK3	WTS	PK4	WTS (98)
15	Att, SEND, Behaviour, IM4	WTS	EXS (103)	WTS	WTS	WTS	WTS (90)
16	ASC, SEND	WTS	EXS (101)	WTS	EXS	WTS	WTS (98)
17	SEMH	EXS	EXS (106)	EXS	EXS	EXS	EXS (108)
18	Behaviour, IM3	WTS	WTS (94)	WTS	EXS	WTS	WTS (89)
19	Att, SEND	GDS	GDS (115)	GDS	EXS	GDS	GDS (110)
20		EXS	EXS (101)	EXS	EXS	EXS	EXS (101)

PROGRESS KEY:

NEGATIVE PROGRESS	GOOD PROGRESS	BETTER THAN GOOD PROGRESS
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It is important to note that pupil 7 and pupil 16, who were WT at KS1, missed the expected standard in mathematics by only 2 scaled score points therefore missing their combined RWM. Both children had made significant progress across the year with scaled scores increasing from 91 to 98 (25 to 51 test marks) and 92 to 98 (27 to 51 test marks) across the year.

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 and class teachers regarding children awaiting assessment on the ND pathway or children with other higher level needs. EHCPs were secured for a number of children increasing the number of EHCP children to 10 across school. A place for one child was secured in an alternative provision to enable the child to receive specialised support in a small group setting. This child has since left role at Sylvester.

SEND interventions (in addition to class support) were completed by C.C. as well as class CTAs and one-to-ones.

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 took place with parents face to face or via telephone (depending on parental preference) led by the SEND coordinator and class teachers.

Needs are being met for vulnerable pupils and alternative provision and support is sought where necessary. Individual children across school attended a specialist provision outside Sylvester to support their specific needs on a weekly basis last academic year.

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

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	20%	7%	7%
2	14%	14%	14%
3	5%	14%	9%
4	6%	6%	6%
5	20%	0%	20%
6	15%	5%	15%

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 good last year; the majority of children were settled and calm environment maintained within classrooms.

Children in some year groups needed additional support to regulate their behaviour choices and emotions. This was, in some cases, in class; however mostly during less structured times (break time and lunch time). Additional support via the use of CTAs was put in place at such times to monitor and deescalate behaviours and attempt to encourage more structured play. Our sports coach was utilised to provide sports activities during lunch times.

The Local Authority has agreed to support the transition of one child with additional SEMH and academic needs to a specialist provision to provide bespoke support in a small group setting and enable this child to thrive socially, emotionally and academically. School are currently awaiting the allocation of a place at the most suitable setting.

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 positive 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 for individuals.

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 parents, the school attendance lead (R.H.), the learning mentor and class teachers. School Attendance Officer was involved in meeting for PA children. In most cases attendance and punctuality improved. 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.

Regular attendance 'updates' were sent to all parents to ensure they were fully aware of their child's attendance and any causes for concern were highlighted. 'Warning' letters were sent to children whose attendance fell below 97%.

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 certificates 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 during our summer farm animal treat.

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

Whole school attendance for 2022-2023 academic year.

Target: 96%

Actual: 93.8

0.4% increase from the 2021-2022 academic year.

YEAR GROUP	ALL PUPILS	PUPIL PREMIUM
RECEPTION	91.9	93.8
1	95.1	93.5
1/2	93.2	94.2
2	95.5	94.5
3	93.8	92.3
4	93.8	92.8
5	93.2	92.4
6	94.7	93.6

Whole school attendance fell just below the school target however was above Local Authority and National averages. Sylvester was also the highest performing primary school in terms of attendance within the Wade Deacon Trust.

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 and parents, 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.

Funding was provided to support some of our most vulnerable families, for example: after school club, Mad Science, Rock Steady, 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.

All year groups took part in educational visits linked to topics across the year. A number of PP eligible children benefitted from allocated funding for educational visits providing them with the same opportunities as their peers in school.

KS1 and Reception children visited the local church to enhance their Christianity topics while visitors from different faiths attended school to carry out workshops with all KS2 classes. These visitors were linked to the religion studied in each year group and were very successful: children were fully engaged and showed great respect and interest for their focus religion.

Donations/payments for visits were subsidised by the PP budget.

PP funding was used to allow a number of PP children in Year 6 to attend the Year 6 camping residential; allowing them to take part in outdoor, adventure activities, develop team work skills, challenge themselves mentally and physically and enjoy spending time camping with their friends.

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.

School took part in the 'Rock Steady' music project. All KS1 and KS2 children took part in a whole school music assembly. Children with a talent for music and children with low self-confidence and self-esteem were targeted for weekly lessons where children learned to play a range of instruments. Free places for the project were funded through the PP budget.

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 from Y3 to Y6 attended the Young Voices school choir and performed on the MEN Arena. Music lessons for selected children were provided via the Rock Steady music project. These included PP children with an identified talent for music and those with low self-confidence.

A wide range of sports clubs (including: boxing, football, basketball, multi-sports, circuit training) 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, over 60 children visited the Hope University campus to receive their award in a graduation ceremony attended by parents and carers.