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 2022-2023

Access

The capacity for high quality teaching has been strengthened following on from the previous year. Strategies for adaption have been embedded and the majority of pupils in receipt of the PPG have reported that they feel they have better access to learning – particularly in maths – for the academic year 22-23.

Teaching assistants have received ongoing professional development including dyslexia awareness training. TAs feel better equipped to support pupils with literacy difficulties as a result. Resources are increasingly used to support pupil access to text and a broad range of scaffolds are evidenced in pupils work that supports their engagement and resilience particularly with longer writing tasks.

Read Write Inc is used to develop pupils early phonics knowledge and also helps them to catch up when there are evident gaps. Read Write Inc results continue to facilitate good progress for pupils.

We continue to prioritise pupils in receipt of the PPG when monitoring books and to ensure that teacher feedback has impact.

We have part or wholly funded school residential trips this year enabling 5 children to access these opportunities.

Oracy

Based on the success of the Nuffield Early Language Intervention (NELI) last year we have used the intervention again this year to target pupils that join school with language that is below national expectations. Whilst this has worked well for the majority of disadvantaged pupils, we are seeking ways to ensure that breadth of vocabulary can be meaningfully applied in a range of contexts as this is not an aspect included in the NELI programme. Therefore, we are introducing an Oracy approach, school wide, so that all pupils can successfully participate in structured conversations.

The speech and language therapist has primarily worked with FS2 and KS1 pupils this year in order to support our *early intervention* approach for pupils who are disadvantaged. These pupils consistently meet the targets set by the therapist but this needs to be more closely aligned with their experience in the broader school setting so that they apply skills learned.

Engagement

We have used the Behaviour Support Service to support pupils who are at risk of becoming disaffected. This has been effective for pupils who access the pupil premium grant but less effective for pupils who have an intersection of additional needs. We have also continued to make use of the attendance panel's Parent Support Advisor and have prioritised access for parents of pupils in receipt of the Pupil Premium Grant in order to make the best use of this finite resource. Parent take up has been disappointing but we plan to start an 'Early Bird Breakfast Club' run by SLT, for pupils in receipt of PPG, in order to facilitate closer relationship with those parents as they hand over each morning to a member of SLT.

We have used 'Mentoring Plus' this year in order to support two pupils in receipt of the PPG. A positive role model – mentor – visits weekly to spend time with the pupil including during school breaks. This has had a discernible impact on behaviour evidenced in a reduction of behaviour incidents being reported for those pupils.

School wide approaches to behaviour, using a restorative approach, have also had a significant impact on a reduction in the number of behaviour incidents recorded this year. Parents have expressed their satisfaction with the improved communication between home and school.

There has been a more joined up approach in using the Education Welfare Officer in order to tackle persistent absence with attendance officer, SENCO/PPG lead also attending and contributing to subsequent plans for attendance. Persistent attendance has subsequently reduced by 2.3%.