

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

The review information below outlines how our Pupil Premium funding of £133, 484.00 was utilised to positively impact Teaching, Targeted Academic Support and Wider Strategies for pupils. Implementation Planning has been based on the Education Endowment Foundation's guide to using pupil premium.

Teaching (£45,500)

School Improvement Leads (£20,000)

- Coaching and mentoring provided by the School Improvement Leads has ensured that 100% of teaching is good or better across the school.
- CPD delivered by the School Improvement Leads has supported development of teachers understanding of effective planning, delivery of learning and assessment, and it has also supported the development of Knowledge Organisers and Skills documents – ensuring that knowledge is explicit for children which has enabled them to reflect and revisit, ensuring that knowledge sticks.
- Review of the curriculum by the School Improvement Leads has ensured that we have an interesting, engaging, sequenced and progressive curriculum that reflects the expectations of the National Curriculum.
- CPD delivered by the School Improvement Leads has supported teachers in their design of learning tasks to ensure that they are accurately focused on learning, retention of knowledge and the development of key skills.

- Coaching provided by the School Improvement Leads for curriculum teams has ensured that subject leaders are developing their skills in leading, developing and monitoring their subjects within the school.

New Assessment Systems (Insight - £1,500)

- CPD has ensured that staff are able to use Insight to enter pupil data accurately.
- Leaders can analyse data and swiftly identify priorities.
- Very easy to access data and compare data between vulnerable groups ensuring that teaching and additional intervention is accurately targeted.

A New Synthetic Phonics Programme as advised in The Reading Framework (Books and Resources £7,500, Staff Training £7,000, Phonics Leader / Reading Leader training £10,000)

Little Wandle Letters and Sounds Revised (DfE validated programme)

- Phonics teaching and phonics intervention from Reception to Year 6 reflects fidelity to the chosen scheme – this was also found during monitoring and the school inspection.
- Reading sessions develop key skills at a much quicker pace than before.
- Once children are secure in a phonics phase they can read with accuracy and fluency.
- The scheme challenges the confident readers; children are now able to read longer words, words ending in 'es' and words ending in 'ing'.
- Children are completing each phase much quicker than in previous years.
- The children know what to expect as there is a clear, consistent structure for each lesson.
- The assessment process is rigorous and provides accurate information based on the children's reading ability- imperative when matching children's phonic knowledge to correct books for reading.

Reception

- All children were assessed as below the expected standard in communication, language and literacy at the beginning of the academic year.
- 60% of children achieved age related Reading and Writing skills by July 2022.
- In September 2021 there was a -13% gap between PP and non-PP children in Reading, by July 2022 this gap was closed.

In Year 1

- 50% of children joined Year 1 with age-related reading attainment.
- 79% passed the phonics screening check in June 2022 (71% PP, 86% non-PP)
- Of the 5 that did not pass 3 scored very close to the pass mark

In Year 2

- 43% of children joined Year 2 with age-related reading attainment.

- 59% of children passed phonics screening in Autumn 2.
- 70% of the cohort proficient decoders by July 2022.
- Accelerated progress for the EAL children.

Targeted Academic Support (£27,835)

School-Led Tutoring (25% contribution by the school £3, 407.50)

26 children received tutoring in Maths and Reading from Years 4-6; 14 are PP and 6 are SEND. Children identified for tutoring based on being at the expected standard in Reading and Maths prior to the pandemic and on return to school in September 2021 were no longer achieving at this standard. Weekly tutoring was delivered after school, in groups of 4 with qualified teachers.

Year 4 Analysis

100% (8/8) of children tutored in Reading and Maths achieved the expected standard with 14% reaching the greater depth standard by July 2022. 100% of the pupil premium children achieved the expected standard with 25% reaching the greater depth standard by July 2022.

Year 5 Analysis

88% (7/8) of children tutored in Reading achieved the expected standard by July 2022. 88% (7/8) of children tutored in Maths achieved the expected standard by July 2022. 80% of pupil premium children achieved the expected standard in Reading and Maths by July 2022.

Year 6 Analysis

100% (11/11) of children who received tutoring in Reading passed the KS2 Statutory Test. 80% of children who received tutoring in Maths passed the KS2 Statutory Test. 84% of the pupil premium children achieved the expected standard in Reading and Maths.

Nuffield Early Language Intervention (NELI) (Staff time to deliver and resource the programme £6,000.00)

6 children accessed the NELI programme from Year R – 83% receive PP funding, 50% learning English as an additional language and 50% are summer born. 100% of children were below age-related expectations at the beginning of the school year in communication and language.

83% (5/6) of the children have made expected progress through the programme, and they are also now assessed at achieving age-related outcomes in communication and language. The child not achieving age related outcomes is in the early stages of learning English and is now involved in an early language provision for children learning English as an additional language.

Bespoke Reading Sessions / Interventions (Support staff delivering interventions £6,213.75)

Number of Children Accessing Reading Interventions (some children access more than one intervention)						
	Little Wandle Reading Group	Daily Reading	Precision Teaching	Reading Between the Lines	SNIP	Reading Champions
1	8	8	9			
2	7	10	7			
3	8	10	1			
4	11	11	11	3		6
5		9			10	
6		4			3	

Children chosen for a range of interventions based on working below age-related expectations.

Progress for children accessing Reading Support

Year 1 – 11/17 (65%) of children receiving a reading intervention have now moved to the expected standard; 50% are Pupil Premium.

Year 2 – 6/15 (40%) of children receiving a reading intervention have now moved to the expected standard; 50% are Pupil Premium.

Year 3 – 6/12 (50%) of children receiving a reading intervention have now moved to the expected standard; 67% are Pupil Premium.

Year 4 – 7/17 (41%) of children receiving a reading intervention have now moved to the expected standard; 33% are Pupil Premium.

Year 5 – 2/13 (16%) of children receiving a reading intervention have now moved to the expected standard; 50% are Pupil Premium.

Year 6 - 1/4 (25%) of children receiving a reading intervention have now moved to the expected standard; 0% are Pupil Premium.

Wider Strategies (£59, 510)

Whole Class Thrive Provision (Staffing / time to complete profiles £4,335)

- Training delivered to staff around the approach and the rationale behind it.
- Class profiles completed in R, 1, 4 and 5.
- Actions and strategies being used in classes where profile have been completed.
- Initial impact is positive when measured with incident sheets.
- TAC support from STLS has been secured to support with SEMH needs in Year 5.

Individual Thrive provision from Highly Trained Practitioners (Training cost £160, Staffing cost £16,677)

- 20 children (15 PP) have received individual and/or small group Thrive intervention.
- 75% of children have shown an improvement on their profiles with another 10% staying at the current level.
- Covid has impacted on this provision significantly as Thrive practitioners had to support in classes due to staff absence.
- Less than 50% of planned sessions have taken place due to initial mixing restrictions, then pupil absence, then staff absence.
- Progress down to a mixture of intervention out of class and Thrive approaches by additional adults within class.
- There is a need to protect the practitioners time to run Thrive as it is a vital part of our provision and demonstrates impact. Whilst there has been progress for these children, it could be better.

Impact of Pastoral Support Mentor providing provision to support pupil's self-regulation (£15,138)

A range of interventions were delivered to support individual children with self-regulation and emotional wellbeing. 35 children received these interventions (18% of the school cohort) of which 27 children are Pupil Premium:

- Play Intervention
- Volcano in My Tummy
- Anger Gremlins
- Alternative Lunchtime provision
- Lego Therapy
- Emotional Check-ins (school time)
- Emotional check-ins (school gate)

Pupil voice supports the impact of these interventions on pupil wellbeing:

Can you tell me how your time with Mrs B helps you?

'It helps me stay calm when I go back to class'

'I like it because it is me and her, I can tell her about my worries'

'It is a good way to make sure we are not falling out on the playground'

'I find the playground too noisy, I like it in here'

'If something has happened on the way to school, I can tell her about it straight away'

'Her room helps be to calm down'

'I can remember what to do when I go back to class'

Attainment and Progress in Core Subjects for PP children attending SEMH interventions (27 children)				
	Expected or Above Attainment	Just below Expected Attainment	Expected Progress	Above Expected Progress
Reading	38%	19%	89%	11%
Writing	26%	22%	74%	26%
Maths	26%	33%	85%	15%

Trust attendance Group and action plan – areas of focus:

- Using rigorous data processes to enable clarity of position
- Tracking EYFS and YR1 children for attendance so that we can prevent entrenched absence
- Considering further incentives for improved attendance

Using SEASS and School continue process for those families that have historical poor attendance (£4,200)

Attendance tracked daily due to Covid, a Chickenpox outbreak and significant gastroenteritis.

Year groups impacted the most by significant illness has been Year R and 1. Three cases of persistent absenteeism have been identified and addressed in Year R with the support of SEASS to prevent entrenched absence; all three children receive PP funding. One case due to parental attachment, another had difficulties between parents where we needed to involve CSC and another had ongoing medical issues which have been addressed through a care plan. Attendance for all three children has improved and is now above 90%.

Implementation of a weekly tuckshop to motivate children for 100% attendance.

Attendance officer completed pupil surveys with a group of persistent absentees in Year 6 to help further identify issues with attendance and encourage good attendance with the children themselves – actions have been identified.

Parent phonics sessions in Reception and KS1 have been used to highlight good attendance to parents and the impact that poor punctuality and attendance can have on attainment.

2 PA families that were living outside of our local area – we have worked with one family (2 children) and another local primary school to enable the children to complete an in-year transfer. One family have received pre-official and official warning regarding non-attendance.

Attendance to Date %	Whole School (197)	EAL (36)	GRT (5)	PP (111)	SEND	Persistent Absentees (No of children under 90%)	PA concerns - working with SEASS (PP)	PA concerns - working with SEASS (EAL)	Number of Children with Covid	Number of children on RTT
Term 1	92.5%	84.9%	81.9%	90.8%	(46) 92.7%	51 (26%)	29	22	4	3
Term 2	93.4%	81.6%	78.1%	91.1%	(45) 93.4%	47 (24%)	29	22	4	2
Term 3	88.5%	75.1%	82.1%	84.8%	(54) 89.2%	54 (28%)	31	20	54	0
Term 4	89.6%	84.7%	84.7%	86.1%	(51) 89.2%	53 (27%)	33	20	27	0
Term 5	92.9%	85.1%	85.1%	91.0%	(50) 94.0%	56 (28%)	33	20	5	0
Term 6	92.5	83.8%	86.2	89.8	(43) 92.4	55 (28%)	30	16	3	0

Provision of parent workshops and surgeries. SEND surgeries for parents (Staff and resources costs for the surgeries £4,000)

Term 4 parent focus group / surgery planned for children and parents; parents did not take up the offer. Term 6 focus families invited to attend with their children – parents did not attend but children surveyed; barriers to attendance identified which will inform our action plan in 2022 / 2023.

SEND surgeries have been well received – 2 have taken place throughout the year, topics have been transitions and anxiety.

Curly's Farm (Staffing and resources cost £6,000)

4 children (all PP) from Vale View currently attend Curly's Farm provision. 2 children previously following a reduced timetable (from September 2021), due to their significant Social, Emotional and Mental Health Needs were at risk of exclusion. Since January 2022 both children have attended school full-time for 4 days and have attended Curly's Farm for 1 day with 0 exclusions necessary.

The Farm has supported children's attendance and engagement in school whilst also providing an alternate curriculum experience where they are able to work on their social and emotional learning.

Specialist Music Provision (Music Specialist £9,000)

The Music Curriculum Team have worked on the development of our Model Music Curriculum to reflect the most recent DfE curriculum review. They have worked on the systematic long-term planning of Music; this process has been supported by our Specialist Music Teacher across the Trust.

The Music Curriculum Team have supported staff development in this area by working with teachers to produce effective lesson planning, increasing teacher's skills and confidence with teaching Music.

In Year 3 the children (54% PP) have learnt to read musical notation and know the correct names for the length of a note (crotchet, paired quavers etc). They know the names of each note on a staff and can confidently play sheet music with CDE on Glockenspiels. Next year this will be adapted to use ukuleles. In Year 4 the children (57% PP) have been learning recorders. They have developed their confidence in reading sheet music, understanding notation and know the names of different notes and lengths. The children can play from C-G on the recorders and compose their own 2 bar melody. Woodwind (clarinets) and brass (trumpets) have been taught in Year 5 by the specialist music teacher, with all children accessing this provision (66% PP). Through his association with Deal Music and Arts children have also been involved in the Bold As Brass Project, allowing them to play in an ensemble with professional musicians during a concert for parents.

Qualitative data collected through pupil voice has demonstrated the value of this project and the music provision – children were asked to list 3 words to describe your experience in music this year – exciting, fun, outstanding, excellent, loved it, amazing, skilful, great, hard work, exhilarating, brilliant, good, great opportunity, successful, happy, enjoyable interesting, cool, joyful, tired, challenged.

Quantitative data through survey questions

Children were asked how much they enjoyed taking part in the Bold As project (24 responses):

Lots – 33%

Quite a lot – 33%

Alright – 30%

Not much – 4%

Not at all – 0

Children were asked whether they have been feeling good about themselves since taking part in the Bold As project (24 responses):

None of the time – 12%

Some of the time – 25%

All the time – 63%

Externally provided programmes

Programme	Provider
Thrive	Thriveapproach.com
Speech and Language Link	Multi Media Ltd
Little Wandle Letters and Sounds Revised	LittleWandleLettersandSounds.org

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding our teaching and learning strategy to ensure that the delivery of learning is making sure that children are being taught the right thing at the right time, more effective practice around feedback and marking to ensure that progress is evident and that learning is imbedded, quality first teaching ensures that provision for pupils with SEND is high quality, the curriculum is not narrowed and that adaptive teaching is evident and the engagement of parents in their children’s learning is increased.
- Utilising a DfE grant to train a senior mental health lead and an Emotional Literacy Support Assistant (ELSA). The training will develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with

parents. · offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

- Utilising speech and Language Link as an early intervention and screening tool for children with sound production / speech / developmental language difficulties and to identify where referral to a speech and language therapist is required.

We have used 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. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.