

# Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This review details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 reflect that the performance of disadvantaged pupils had improved compared to the previous academic year in Reading and Writing. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were that 69% of disadvantaged children would make expected progress in Reading. We also expected that 50% of disadvantaged children would make expected progress in Writing. Both these targets were realised, with 71% of disadvantaged children making expected progress in Reading and 57% in Writing.

This is in comparison with the pupils not eligible for Pupil Premium funding, where the expected progress was 92% in Reading (2020/21 49%), and 83% in Writing (41%). The focus during the next academic year will be to ensure that the percentage of children making expected progress remains high and that the gap is closed between disadvantaged children and non-disadvantaged children in both these core curriculum areas.

In Maths, 43% of disadvantaged pupils made expected progress compared to 62% in the previous academic year. This is in comparison with the pupils not eligible for Pupil Premium funding, where the expected progress was (2020/21 87%). There will be a focus on increasing this percentage during 2022/23 academic year, with interventions to develop mathematical core skills.

The combined figures for Reading, Writing and Maths for disadvantaged pupils improved from 8% of pupils during 2020/21 to 21% for 2021/22 academic year. This compares with 82% of pupils not eligible for PP (school average). The focus during the next academic year is for the gap to be closed between disadvantaged children and non-disadvantaged children in combined Reading, Writing and Maths. On average the gap between pupil premium children and non-pupil premium children to be no higher than 20% in reading, writing and maths. Based upon the SATs scaled scores and termly assessments linked to VPS, all children in receipt of the Pupil Premium will improve their scaled scores/VPS by a minimum of 10%.

During 2021/22 academic year, disadvantaged pupils were able to access all activities on offer throughout to school irrespective of social barriers. This included access for individual pupils to participate on educational visits and enrichment opportunities.

In addition, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue building on this approach in the next academic year. This will ensure that children will be able to talk about their strengths and deal with their emotions in a mature manner. They will develop resilience to deal with their emotions and different social situations. Provision plans will be established to support children in making good or better attainment and progress in class in line with their peers.

The overall attendance of disadvantaged pupils in 2021/22 was lower than in the preceding year at 86.6%. The school average attendance was 94.6% (95.2% for non-disadvantaged pupils). The national average published for Autumn Term 2021 was 93.1%. The gap between the disadvantaged and non-disadvantaged pupils was larger than in the previous year, and was primarily impacted by persistent absence, which has been addressed.

### [Externally provided programmes](#)

Programme	Provider
N/A	

### [Service pupil premium funding \(optional\)](#)

Measure	Details
N/A	

### [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.

That will include:

- embedding more effective practice around feedback from support activities.
- offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will include building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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

In planning our pupil premium strategy, we evaluated which activities undertaken in previous years had been the most successful in their impact. We used evidence from assessments, engagement in class, book scrutiny, conversations with parents, pupils, teachers and teaching assistants in order to identify the challenges faced by disadvantaged pupils.

We have analysed the performance of disadvantaged pupils and compared with national data in order to benchmark our attainment. We have looked at research and reports detailing the effective use of pupil premium funding, the impact of disadvantage on education outcomes and how to address challenges to learning.

We recognised the impact of the pandemic on our disadvantaged pupils, focussing which activities and approaches would work best with those pupils in our school.

We have established an evaluation framework for the duration of our funding approach and will adjust our plan over time to ensure the best outcomes for pupils.