

Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/2021 indicate that a number of our disadvantaged pupils have made good progress and a number need to make further progress than was predicted. In relation to the 2020-2021 assessment outcomes case studies have been prepared for a select number of pupils from this co-hort. These evidence the support in place using the tiered approach (EEF Evidence Brief Pupil Premium Menu).

Autumn term - where possible the disadvantaged children received high quality teaching and targeted interventions. The impact of these was not as desired due to staffing difficulties linked to Covid 19 which disrupted the delivery of these.

From the Spring term the provision for all vulnerable children, including disadvantaged pupils was tracked on a whole school provision map. Discussions around target children formed the basis of pupil progress meetings and necessary actions were taken. The provision to support this provision was refined.

Attendance for our pupil premium children (as per the DfE list) was 94% for the academic year 2021-2022 (National FFT data 91%) compared to other pupils being 96% (National FFT data 94%). This is compared to 95% from the previous year for our disadvantaged pupils and 97% for all other pupils. From January 2021 attendance was tracked by the Deputy Headteacher and specific measures put in place to help support those disadvantaged pupils whose attendance was a concern. Case studies were completed to show this intervention.

Our assessments and observations made as a new leadership team indicate that the mental health and well-being of our children remain a key priority. Behaviour has also been a target area and the policy has been reviewed to reflect this. By refining our offer in these areas we will drive forward with progress in teaching and learning. With this in mind staffing structures were considered

for the new academic year and a learning mentor post created within school to help address this.

A new strategy will be developed for the 2022-2023 academic year to ensure the tiered approach is clearly evidenced and adapted to suit the needs of our pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Not applicable	

Service pupil premium funding - not applicable

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. This was started during the Spring term of the 2021-22 year. Whole staff training has been undertaken and feedback reviews have taken place on 22.09.22 to ensure we refine and develop our procedures.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. Our Business Manager J Draper will complete this training in the Autumn term of 2022-2023
- offering a range of high-quality sporting extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. This will be delivered by OACT and start in September 2022.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and have refined our processes and procedures for the new strategy.

We have looked at evidence from multiple sources of data including assessments, time spent observing our target children in classes, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. This included a number of publications from the EEF (for example, the Pupil Premium Menu, Improving Social and Emotional Learning in Primary Schools, Improving literacy and Maths).

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 new strategy and will adjust our plan over time to secure better outcomes for pupils.