

Part B: Review of outcomes in the previous academic year from the previous Pupil Premium Strategy. This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching (Focused Intervention)

80% of pupils eligible for Pupil Premium Grant in 2022 passed the phonics screening test, in comparison to 83% of pupils not eligible for PPG.

Attainment at the end of KS1 for those who achieved expected or above:

KS1	Reading	Writing	Maths
Pupil Premium (2 of which received SEN support)	50%	50%	50%
Non-Pupil Premium	76%	75%	85%

Attainment at the end of KS2 for those who achieved expected or above:

KS2	Reading	Writing	Maths
Pupil Premium (7 of which received SEN support)	54%	54%	55%
Non-Pupil Premium	78%	78%	84%

For some children, attainment is evident in our summative attainment, however, progress made is evident in individual books, observations and discussions with pupils, class teachers and parents.

In-Class Support

Teaching assistants supported disadvantaged pupils throughout school, with at least one TA allocated to each year group. This support was tailored to meet the needs of each pupil. This support enabled pupils to fully access the teaching and curriculum, allowing them to make progress and attain well.

Several children received play therapy and / or sensory therapy, lego therapy and small group intervention aimed at social communication and emotional support. These children have benefited, as evidenced by their increased focus, and improved social and emotional development. Some of these children also received significant pastoral support with regular 'check in's' throughout the day, given by individual TAs. The SENDCo was responsible for monitoring this and providing relevant training for specific staff.

Staff meeting time was allocated to share good practice and ensure first quality teaching was embedded across the school. In class support, as well as interventions were provided and monitored closely to measure impact. Teachers were able to provide support where needed and report back to parents/carers about their child's progress and attainment. This was then used to report to parents about progress and attainment.

The importance of training staff in mental health support has enabled the general wellbeing and mental health of all pupils to grow significantly. As we have a designated Mental Health Lead and both a counsellor and Senior Mental Health Worker carrying out sessions within school, we can offer targeted mental health support as early as possible. We have also recently trained two teaching assistants as Emotional Literacy Support Assistants (ELSA) to deliver regular sessions and 'check ins' where needed. These ELSAs work closely with families and teachers to ensure any emotional difficulties are dealt with as soon as they arise.

Targeted academic support

Funding was used to provide targeted intervention in small groups or on a 1:1 basis, delivered by TAs. Planned interventions were timetabled with specific TAs delivering provisions, such as Maths and Phonics. Support was also targeted to address misconceptions or to consolidate learning in Maths and English. In addition, discrete phonic sessions were targeted for individuals to 'close the gap' on attainment. This ensured children with specific barriers to learning received the support they needed to enable sufficient progress. The Pupil Premium Lead monitored interventions closely, measuring impact. Interventions were adapted effectively to ensure individual children received the best possible support.

Early morning sessions enabled some children to receive further support. 15% of children attended one to one early morning sessions. Teachers and teaching assistants worked closely to ensure targeted support enabled children to have access to the curriculum. These additional sessions allowed teaching assistants to provide prior learning activities or to have the opportunity to consolidate learning. This built the confidence all the children who attended which enabled them to achieve more in class.

Wider strategies

Children have benefited from equality of opportunities, such as residential trips, music tuition and extra-curricular activities. 67% children attended extra-curricular clubs. (65 sessions have been funded with Pupil Premium funding) 13% attended 1:1 music tuition.

This is an increase from the beginning of the academic year. We continued to use funding to ensure our disadvantaged children had the same experiences as our children who do not receive pupil premium funding.

Families have benefited from using pupil premium funds to provide resources, such as laptops, so they could complete homework and consolidate any learning that took place in school. Uniform and workbooks have also been purchased to ensure all children have all the resources that they need to remove any barriers to their education.

Year 4 and 5 pupils were invited to attend Altrincham Grammar School for Boys for extracurricular activities, as well as exam familiarisation.

Home learning club is offered to all pupils; however, teachers recommend children who receive Pupil Premium to attend. 10% of children attended early morning home learning club. The Pupil Premium Lead liaises with teachers and families to ensure the children receive the support they need.

The Pupil Premium Lead and the Attendance Lead work closely together to monitor the attendance of those who are in receipt of Pupil Premium. If intervention is needed, staff work together to develop positive relationships with families to ensure support is received.