

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 2020 to 2021 academic year.

Teaching (Focused Intervention)

100% of pupils eligible for Pupil Premium Grant in 2021 passed the phonics screening test, in comparison to 96% 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 (4 of which received SEN support)	50%	43%	50%
Non Pupil Premium	73%	68%	74%

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

KS2	Reading	Writing	Maths
Pupil Premium (13 of which received SEN support, 2 pupils with an EHCP)	56%	44%	56%
Non Pupil Premium	76%	68%	78%

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. Many 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 training was provided in using Edukey to monitor and track the effective use of interventions. This was then used to report to parents about progress and attainment. This also allowed teachers to narrow the gap in attainment, tracking the progress of individuals and putting relevant interventions in place in a timely manner.

The importance of training staff in mental health support has enabled the general wellbeing and mental health of all pupils to grow significantly. This has resulted in having a designated Mental Health Lead and both a counsellor and Senior Mental Health Worker carrying out sessions within school each week.

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 particular 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.

Wider strategies

Children have benefited from equality of opportunities, such as residential trips, music tuition and extra-curricular activities. 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.