

Part B: 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 2021 to 2022 academic year.

1. *Improved phonics attainment for PP children in the EYFS and KS1, measured through phonics tracking.*

Reception

Word reading – 75% (3 out of 4 children) of PP children achieved the ELG, 11% less than all children

Year 1

	All children 56	PP 10
Phonics Jun 2022	47 (84%)	6 (60%)

– 71% (5/7) of PP children passed the screening who are not SEND, compared to 84% pass rate of total cohort.

Year 2

	All children 5	PP 2
Phonics Jun 2022	80%	100%

– The combined results of the phonics re-screening check with screening in year 1 takes the results to above previous years (97%) . The combined results for PP children is 100%

High priority was given to the teaching of phonics when the children returned to school and these results show the impact of high-quality phonics teaching and focused interventions on pupil outcomes

2.Diminished difference in the attainment of PP and non-PP children in the current Year 2, 3 and 4 cohorts, measured through end of year data. Disadvantaged children are able to access all areas of the curriculum and receive further support to allow this if necessary

Year 2 exit data

This is a cohort of 36 pupils (18 boys, 18 girls). Pupil Premium 7 (19%), and SEN 8 (22%),

(Greater depth in brackets)

2022 Y2	All children 36	PP 7
Reading	77% (31%)	71% (29%)
Writing	64% (17%)	43% (0)
Maths	86% (25%)	71% (14%)

- The gap between all disadvantaged pupils and their peers has reduced in reading and maths with PP children achieving broadly in line. When SEND children are removed from the group, the difference is reversed with PP children attaining better than total cohort (100% of PP children without SEND achieved ARE or above in Reading and maths, and 75% in writing)
- In reading, PP children are in line with total cohort at achieving greater depth. In maths progress from year 1 shows greater number of PP children achieving greater depth and diminishing the difference.

Year 3 exit data

This is a cohort of 50 pupils (24 boys, 26 girls). Pupil Premium 8 (16%), and SEN 7 (14%)

2022 Y3	All children 50	PP 8
Reading	80% (34%)	50% (13%)
Writing	48% (22%)	13% (13%)
Maths	72% (30%)	26% (13%)

The gap between disadvantaged and total cohort has decreased slightly in reading, although remains wide in writing and maths.

Year 4 exit data June 2022

This is a cohort of 51 pupils (28 boys, 23 girls). Pupil Premium 11 (22%), and SEN 8(16%)
(55% of PP are also SEND)

Year 4 2022	All children 51	PP 11
Reading	86% (41%)	54% (36%)
Writing	67% (25%)	45% (18%)
Maths	78% (33%)	45% (18%)

- PP children have diminished the difference from year 3 to year 4, although the gaps are still wide. However, when SEND are removed the difference is reversed with 100% of non-SEN PP children achieving ARE or above in reading, writing and maths.
- In Reading, 81% of PP Children made accelerated progress, through targeted support and interventions.
- Intervention records of targeted interventions of developing inference, booster Phonics interventions and 1:1 precision teaching have shown to have a good impact of raising attainment and ensuring children make accelerated progress toward ARE.

Absences of staff and pupils through continued disruption from Covid-19 had an impact on teaching and learning and ultimately attainment, and disrupted both first quality teaching and targeted interventions. Next year it continues to be a priority to diminish the differences between our disadvantaged children and their cohorts, through continued use of the RADY project, using uplift targets and equity in both quality first teaching and targeted support.

3.Improved progress for PP children identified as SEND/ SEMH, measured through pupil tracking.

- Intervention records show positive impact of intervention groups such as Happy to be me, Zones of regulation and talkabout. Through training using 'making me workshops, staff have Increased knowledge of strategies to support pupils with anxiety, and emotional wellbeing. The programme included delivery of shields of resilience workshops for year 3 and year 4. One TA has been trained in the ELSA (emotional literacy) programme to support children with SEMH
 - SEND Support plans are in place to identify appropriate short term outcomes to enable progression in learning, and reviewed regularly with parents, enabling progress to be made, appropriate interventions in place and signposting or referring to appropriate external agencies where necessary.
- Pupils have made improved progress in reading and phonics, and although some are not meeting ARE, have made accelerated progress through targeted support, and first quality teaching.

4.Improved attendance for all pupils, including PP children, measured through attendance data. .Actions to manage attendance issues lead to improved attendance for targeted pupils.

Attendance monitored rigorously termly with reasons for absences. Regular attendance letters and meetings impacted positively to ensure PP children had improved attendance, and reduced absenteeism. Absences due to Covid-19 have still impacted on attendance levels with PP and no PP children broadly in line, but have been tackled robustly. End of year whole school 92.69% vs Disadvantaged 90.11%. Gap has diminished

5.Increased parental engagement and raised aspirations.

- 100% of PP families engage with homework activities.
- Although the meet the teacher evening in September 2021 was low in parent engagement compared to all parents, other events throughout the year have showed good proportional engagement of PP parents as non PP parent . (Parents evenings, and year 2 SATs workshop with parents) and parental engagement with sports day, class assemblies, end of year play and leavers play was high (above 90%)
- Funding has been provided to assist with uniform, and stationary for a number of children to help sustain attendance and engagement.

6. All children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum.

- There has been a wide range of learning opportunities aimed at developing cultural capital this academic year including the ark farm and theatre visit in reception and nursery, Year 1 visit to Woburn safari Park, Year 2, Legocity workshop, and visit to Warwick Castle, year 3, visit to Celtic Harmony and Viking workshop, and in year 4 visit to St Albans museum Financial support has been provided to enable all PP children (100%) to engage in these enrichment opportunities. Year 4 residential was funded for PP children with a take up of 80%. In addition, funding has been provided to ensure that all PP children have opportunities to participate in extra curricular clubs and that there is proportional representation in extra-curricular clubs (athletics, teddy Tennis) and wrap around care. We have achieved proportional representation for disadvantaged youngsters in most aspects of school life, by ensuring all PP children have opportunity to be sports ambassadors, dining room helper, assembly monitors, school councillors and librarians, and represent in sports festivals such as Rugby, Cricket and tennis, as well as participate fully in school productions and assemblies.