

Review of outcomes in the previous academic year

Pupil premium Strategy Outcomes

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

Desired Outcomes	Impact
Embed the use of RWI to provide a multi-sensory structure to the teaching of phonics from Reception to Year 2.	<ul style="list-style-type: none"> A daily phonics lesson using consistent resources. Daily reading has increased children's fluency.
Establish small group interventions (Reading, Writing and Maths) for disadvantaged pupils who are falling behind age-related expectations (Years 2 and 6)	<ul style="list-style-type: none"> In year 6, 50% (2 of 4) of disadvantaged children achieved the expected standard in Maths. In Reading, 50% of disadvantaged children achieved the expected standard and in writing 25% (1 of 4) achieved the expected standard. In year 2, 50% (1 of 2) of disadvantaged children achieved the expected standard in Maths, reading and writing.
Develop a whole school, consistent approach to promoting pupils' well-being and mental health as an early adopter school for the RHE curriculum	<ul style="list-style-type: none"> This has been introduced and taught, using the PSHE Association planning. Use of a subscription for Jigsaw, staff confidence in delivering RHE has improved and monitoring showed that this was at least good.
Provide a range of enriched curriculum interventions which enable targeted children to develop resilience and independence (e.g. Lego Express, Forest School)	<ul style="list-style-type: none"> Forest School sessions have been beneficial to all children. Feedback from teachers shows that vulnerable children in particular, developed confidence in speaking and being active members of the sessions.
Prioritise disadvantaged children for Malachi Counselling.	<ul style="list-style-type: none"> 5 disadvantaged pupils received mentoring or Malachi counselling.

End of Year Data for the end of Key Stage 1

% achieving the expected standard in KS1 reading test by phonics outcome	2022 School Expected	2019 National
Reached phonics standard by Autumn Year 2	100% 44/44	88%
Reached phonics standard by the end of Year 2 but not the end of Autumn Year 2	84% 48/57	30%
Not reached phonics standard by the end of Year 2	0% (2 children)	2%

End of Year Data for the end of Key Stage 2

Year 6 outcomes are improved since Key Stage 1 and the comparison to all pupils has improved over time. The School Lead Tutoring and Catch-Up Funding was used effectively for quality first teaching for extra small group tuition with vulnerable pupils.

	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in reading, writing and maths	25% (1 of 4)	66%
% achieving expected standard in reading	25% (1 of 4)	79%
% achieving expected standard in writing	25% (1 of 4)	73%
% achieving expected standard in maths	50% (2 of 4)	85%

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
Reading Plus	Reading Solutions UK
Malachi Counselling	Malachi

Service pupil premium funding (optional)

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?	Catch up funding was provided for Reading and Maths for Upper Key Stage 2.
What was the impact of that spending on service pupil premium eligible pupils?	Children reached at least the expected standard in all areas of learning.